

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: HBHS	Team: HBHS Teachers	Leader: SIT
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- **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: We are in Year 2 of offering Tuesday/Thursday elective classes as a tool for students to earn an additional half credit during the year. Goal is for more students to earn 5.5 credits in the school year. We will have 2 measures- # of students earning 5.5 credits and 3 of students earning credit in T/Th elective classes. Some of these Tu/Th classes are targeted for interventions.

Rationale: In the past HBHS students only had the opportunity to earn 5.0 credits through direct instruction in a year. Offering .25 credit classes twice a week each semester during 1st period will allow them to earn 5.5 credits. It also provides more flexibility in meeting student credit requirement needs.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Continue implementation of Tu/Th classes at HBHS	All	Being done	# of Students earning 5.5 Credits, # of Students passing elective classes	
Flexible scheduling of students so we can move kids around as needed to intervention class-math lab, credit retrieval, bio support	Core teachers, all	Throughout the year		

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SMART Goal: Continue development of Core notebooks Students will have “Monthly Core Reflection” on first Monday of the month. Students will do a “Monthly Best Works” reflection as well (last Friday of the month?). Also implement The Harbor as a tool for character education focusing on specific student needs at HBHS.

Rationale: Evidence clearly shows that students who are conscious of their academic standing and progress and set their own academic goals perform better academically. We want to continue expanding on this goal this school year.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Core Monthly reflection Sheet	Core Teachers	First Mon of each month	Decrease in students receiving NC	
Best Works Friday	Core teachers	Last Core Friday of month (start in Nov???)	Students have multiple examples of Best Works they can share with staff/parents/peers	
Use Mike Smith Live- The Harbor series as a tool to implement character lessons and common themes into the building culture. We see this as impacting the Operation Attendance goal as well	Brian, SIP, Leadership class	Implement in Nov	Student survey in the spring to measure school engagement with their school work as well as feelings toward school	
Color coded by cohort, each core folder will have: 1) credit check specific to cohort, 2) best works that show growth over time, 3) electronic resume, 4) a meaningful 5 th year plan and an electronic career/college	All Staff, ALL STUDENTS Dave	Oct – June May	A finished product for each student who was enrolled all 4 quarters this year. Hope to see clear evidence that student knowledge of credit status, HSPE/EOC status, and overall graduation status has	We have adopted GHHS's 5 th year plan worksheet. Dave Burmark is going to educate us on how it can best utilized.

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exploration schematic (by using Inspiration program). Student "Academic Survey" to be administered again in May.			improved significantly over year.	
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School: HBHS	Team: Math	Leader: Math Teachers and Dave
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SMART Goal: HBHS students will experience at least one level of growth (1 to 2, 2 to 3) on the Math EOC/Make-up test this year and LAP students receiving help all year in Math will show an average of 30% growth on the LAP assessment by the end of the year. 100% of Collection of Evidence submissions will be accepted and approved as meeting standard again this year.

Rationale: We felt last year’s Math goal language was big improvement over the prior year’s goal, and this year’s goal language is a big improvement on last year’s work because we are truly looking at student “growth” in math.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
ID’ing those struggling students who have taken Algebra and Geometry last year, and did not pass, therefore taking it for the second time.	Kelsey Patterson had those students in Algebra last year, and has them again this year. Kelsey and TBD have the Geometry students split amongst them, and neither taught Geometry at HBHS last year.	In September, those who did not pass Algebra last year, were re-enrolled in Algebra. The progress will be ongoing until the end of the year.	A spreadsheet will be made to compare last years learning target grades for those students, with this years learning target grades. For Geometry we will compare grades for each quarter.	Assessment data being collected at HBHS. Our focus on attendance should be a major support.
Using standards based grading will assist in pinpointing the specific learning targets students are struggling with.	Kelsey used standards based grading last year and will continue to do so this year, with the additional use of students keeping better track of	This will be used year round.	A spreadsheet will be made to see growth after retakes. A big component of standards based grading is the ability to retake assessments as	Continued research on standards based grading practices. Each teacher will assist in encouraging retakes.

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	their own progress and having better communication with parents.		many times as necessary until proficiency is earned.	
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School: HBHS	Team: Entire Staff	Leader: Principal
<ul style="list-style-type: none"> • 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: Continue Operation Attendance to monitor student attendance. If kids are not in school, they can't learn. Goal is to increase avg daily attendance.

Rationale: With students out of school they can not learn. Early intervention to monitor attendance for all kids.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Implement new attendance policy this year. Step 1 = Principal meets with student at 2 UNX or 5 total absences and letter goes home stating concern over pattern and asking for support in getting student to school. Discipline assigned for UNX. Step 2 = A second letter will go out asking for a parent meeting/ or phone conference when a student reaches 5 UNX or a total of 10 absences. Could take form of "staffing" with all teachers or meeting with just parent(s), student, and principal. Goal is to develop a plan/contract for student attendance after identifying reason for	Principal Staff must take accurate daily attendance and be willing to call home when attendance appears to be affecting student performance. This complements the efforts being made in the main office. Brian	Sept - June Sept - June Monitoring Average Daily Attendance at the end of each month.	Record # of Step 1 students who graduate to Step 2 versus those who curb their poor attendance patterns and respond to the level one intervention. Will run a check mid-year to gauge success and adjust as necessary. Grades will be looked at as evidence. Will monitor number of letters sent out, number of parent meetings/staffings for baseline data point. <u>Ultimate goal would be to see a bump in total classes passed at semester and year-end and overall improvement on district and state assessments.</u> Plan to survey students on	PowerSchool

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<p>attendance problems. Discipline assigned for UNX's.</p>			<p>whether they were aware of attendance focus, whether they paid attention to it, and whether they think it made a difference in their performance level this year.</p>	
<p>Core teachers contact parents if students have multiple absences in a week</p>	<p>Core teachers</p>	<p>Nove- Nune</p>	<p>Document # of phone calss/ contacts</p>	

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SMART Goal: Implement a Credit retrieval class where we can put targeted students who need Credit Retrieval online courses. We will monitor their progress and guide them along. Focus on English and Soc St classes to start as we learn the program. Expand as possible.

Rationale: we have a lot of students behind in credits at this time. Any thing we can do to gain credit is welcome.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Match students needing the credit retrieval courses with the 1 st period option. MB will house the students 1 st semester. Goal is to build in a 4 day a week class for next school year. Use para to monitor students.	Core teachers, Brian	Begin 2 nd quarter with students in all year.	# of students gaining Credit Retrieval credit. # of students gaining credit toward graduation (can we move seniors from the "possible" graduation category to on time graduation)	Work with Katrina Cardinal at PHS on how she monitors progress. Training for core teachers on the credit retrieval courses.

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SMART Goal: Year 2 of SBG. Clarify the implementation and work out the bugs. Focus on retake strategies that encourage students to retake, and planning units to fit with SBG- begin with the end in mind, scaffold lessons that build toward the summative assessment.

The HBHS teaching staff will implement the four key cornerstones of Standards Based Grading this school year starting on day one, and we will continue to study multiple assessment techniques and grading topics as relevant to SBG through the entire school year.

Rationale:
Following up on the first year we need to refocus the SBG practice. Year 2 is for working out the bugs so we are more effective in how matching our lessons and instruction with our assessments.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Focus on increasing retakes for students	All teachers	Throughout year	# of student retakes increases, # of NC decrease	
Develop strategies for planning units of instruction that fit with Standards Based grading. Use book study as a tool to implement	All teachers		Each teacher presents a Unit plan that highlights how the process builds toward the summative assessment.	Book to use: Understanding by Design, or Planning Rigorous Instruction are options.
Need to thoroughly explain rationale for this change.	Dave and SITeam. Peter and Kelsey have been experimenting with SBGing and Dave has asked them to play a leadership role in implementation this year.	Spring of 2013 – August 2013	This has already happened. It should be noted that staff chose this as the major focus for this year after REI process was completed.	BPDays provided an opportunity to revisit what we agreed on last June.
4 areas we are implementing from day one of this school year: 1) Common language/performance	Every single teacher, no exceptions. If a staff member(s) choose not follow our agreement to universally implement this	September 12 – last day of school. Book study ongoing during Collaboration this year.	Every teacher will be using the 4 core concepts in their classrooms by the first day of school.	Setting gradebooks up in PowerSchool to correctly display and calculate grades. Ongoing book study of Rick

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<p>descriptors.</p> <p>2) No Zero policy.</p> <p>3) Unlimited make-up opportunities during the semester.</p> <p>4) A 70/30 breakdown in weight of assessments versus practice work aka (classwork/homework).</p>	<p>program, it will be Dave's job to have the conversations necessary to address it. This has to be all or nothing for it to take root.</p>			<p>Wormeli's <i>"Fair Isn't Always Equal."</i></p> <p>Willingness to have tough conversations, and even disagreements, about SBG concepts we will undoubtedly struggle with during the year.</p>
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