

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: Harbor Heights	Team: ELA	Leader: Nikki Hittle
-------------------------------	------------------	-----------------------------

- **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 enrollment 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:

- Harbor Heights will score at least 8 percentage points higher than the state on the ELA Smarter Balanced Assessment in the Spring of 2015

Rationale:

- Per the philosophy of the “Golden Circle,” Harbor Heights believes in reconnecting with our “Why” in bringing the joy back to teaching and learning. To bring the joy back to teaching and learning, the staff will focus on engagement strategies in ELA. In focusing on engagement in ELA, we will increase student achievement through more rigorous and relevant best practices.
- Phase 1 will cover research, professional development, and implementation during the 2014-2015 school year.
- Phase 2 will look deeper at implementation, measuring and monitoring student engagement, and differentiation during the 2015-2016 school year.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Engagement Self-Assessment	Whole Group	November 11, 2014 March 31, 2015 June 12, 2015	<ul style="list-style-type: none"> • Assessment will serve as baseline data with teachers’ level of knowledge of and comfort with student engagement • Follow up assessments will be used to assess professional learning 	<ul style="list-style-type: none"> • Our whole group monthly focus will be guided by the results of the self-assessment

Peninsula School District School Improvement Worksheet

PHASE 1 (2014-2015)

Part 1: Research and Professional Development

Through the action steps below the staff of Harbor Heights will develop a deeper and more collaborative understanding of student engagement. Research will include impact of engagement on student achievement and behavior and best practice strategies.

Research the definition of engagement	SIP Team Members: Kathy Pifer, Diane Pearson, Nikki Hittle	January 30, 2015	<ul style="list-style-type: none"> Based on research and collaboration, staff will demonstrate a deeper understanding and implementation of student engagement Building developed Self-Assessment on student engagement Self-Assessments on engagement in Marzano's book 	<ul style="list-style-type: none"> TPEP/Danielson Framework for Teaching (3c) Book Study: <i>The Highly Engaged Classroom</i> by Marzano Common Core State Standards Once a month whole group focused collaboration around engagement Team Time focused conversations around engagement Release time for observations
Research the impact engagement has on academic achievement	SIP Team Members: Kathy Lyle, Karen Kent, Alexandra McDougall, Debbie McReynolds			
Research the impact engagement has on behavioral success	SIP Team Members: Tina Jacobsen, Stephanie Strader, Sally Kellman			
Research engagement best practices and strategies	Whole Group	June 12, 2015		
Research the different ways student engagement can be monitored and measured	Whole Group	June 12, 2015		

Part 2: Implementation

Develop a building wide definition of student engagement based on research	Whole Group	January 30, 2015		<ul style="list-style-type: none"> TPEP/Danielson Framework for Teaching (3c) Book Study: <i>The Highly Engaged Classroom</i> by Marzano Common Core State Standards Once a month whole group focused collaboration around engagement Team Time focused conversations around engagement Release time for observations
Based on the research, teams will determine the 5 engagement strategies to focus on throughout the year	Whole Group Grade level teams Department teams	June 12, 2015	<ul style="list-style-type: none"> Completed lists from teams listing 5 focused engagement strategies based on best practices from research Classroom walk throughs to gather trend data on consistent implementation of the 5 strategies chosen 	
Develop 3 different levels of progress monitoring of student engagement based on the 5 focus strategies	Whole Group Grade level teams Department teams	June 12, 2015	<ul style="list-style-type: none"> Collection of staff developed resources for monitoring and measuring student engagement 	

Peninsula School District School Improvement Worksheet

PHASE 2 (2015-2016)

Part 3: Monitoring and Measuring				
Weekly monitoring tool	Whole Group	TBD	TBD	TBD
Monthly monitoring tool	Grade level teams			
Trimester monitoring tool	Department teams			
Part 4: Digging Deeper/Extensions-Engaging Various Learners (Providing Differentiation)				
Research what it looks like in: <ul style="list-style-type: none"> • Highly Capable • RTI • SPED • Title/LAP • Specialists 	Whole Group Grade level teams Department teams	TBD	TBD	TBD
Define building-wide what it looks like in: <ul style="list-style-type: none"> • Highly Capable • RTI • SPED • Title/LAP • Specialists 				
Determine the strategies in: <ul style="list-style-type: none"> • Highly Capable • RTI • SPED • Title/LAP • Specialists 				
Research and define what progress monitoring looks like in: <ul style="list-style-type: none"> • Highly Capable • RTI • SPED • Title/LAP • Specialists 				
Develop and implement the strategies for progress monitoring in: <ul style="list-style-type: none"> • Highly Capable • RTI • SPED • Title/LAP • Specialists 				
(This row is merged into the previous one for content consistency)				

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: Harbor Heights

Team: Math

Leader: Nikki Hittle

- **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 enrollment 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:

- Harbor Heights will score at least 8 percentage points higher than the state on the Math Smarter Balanced Assessment in the Spring of 2015

Rationale:

- Per the philosophy of the “Golden Circle,” Harbor Heights believes in reconnecting with our “Why” in bringing the joy back to teaching and learning. To bring the joy back to teaching and learning, the staff will focus on engagement strategies in Math. In focusing on engagement in Math, we will increase student achievement through more rigorous and relevant best practices.
- Phase 1 will cover research, professional development, and implementation during the 2014-2015 school year.
- Phase 2 will look deeper at implementation, measuring and monitoring student engagement, and differentiation during the 2015-2016 school year.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Engagement Self-Assessment	Harbor Heights Staff	November 11, 2014 March 31, 2015 June 12, 2015	<ul style="list-style-type: none"> • Assessment will serve as baseline data with teachers’ level of knowledge of and comfort with student engagement • Follow up assessments will be used to assess professional learning 	<ul style="list-style-type: none"> • Our whole group monthly focus will be guided by the results of the self-assessment

Peninsula School District School Improvement Worksheet

PHASE 1 (2014-2015)

Part 1: Research and Professional Development

Through the action steps below the staff of Harbor Heights will develop a deeper and more collaborative understanding of student engagement. Research will include impact of engagement on student achievement and behavior and best practice strategies.

Research the definition of engagement	SIP Team Members: Kathy Pifer, Diane Pearson, Nikki Hittle	January 30, 2015	<ul style="list-style-type: none"> Based on research and collaboration, staff will demonstrate a deeper understanding and implementation of student engagement Building developed Self-Assessment on student engagement Self-Assessments on engagement in Marzano's book 	<ul style="list-style-type: none"> TPEP/Danielson Framework for Teaching (3c) Book Study: <i>The Highly Engaged Classroom</i> by Marzano Common Core State Standards Once a month whole group focused collaboration around engagement Team Time focused conversations around engagement Release time for observations
Research the impact engagement has on academic achievement	SIP Team Members: Kathy Lyle, Karen Kent, Alexandra McDougall, Debbie McReynolds			
Research the impact engagement has on behavioral success	SIP Team Members: Tina Jacobsen, Stephanie Strader, Sally Kellman			
Research engagement best practices and strategies	Whole Group	June 12, 2015		
Research the different ways student engagement can be monitored and measured	Whole Group	June 12, 2015		

Part 2: Implementation

Develop a building wide definition of student engagement based on research	Whole Group	January 30, 2015	<ul style="list-style-type: none"> Completed lists from teams listing 5 focused engagement strategies based on best practices from research Classroom walk throughs to gather trend data on consistent implementation of the 5 strategies chosen Collection of staff developed resources for monitoring and measuring student engagement 	<ul style="list-style-type: none"> TPEP/Danielson Framework for Teaching (3c) Book Study: <i>The Highly Engaged Classroom</i> by Marzano Common Core State Standards Once a month whole group focused collaboration around engagement Team Time focused conversations around engagement Release time for observations
Based on the research, teams will determine the 5 engagement strategies to focus on throughout the year	Whole Group Grade level teams Department teams	June 12, 2015		
Develop 3 different levels of progress monitoring of student engagement based on the 5 focus strategies	Whole Group Grade level teams Department teams	June 12, 2015		

Peninsula School District School Improvement Worksheet

PHASE 2 (2015-2016)

Part 3: Monitoring and Measuring				
Weekly monitoring tool	Whole Group	TBD	TBD	TBD
Monthly monitoring tool	Grade level teams			
Trimester monitoring tool	Department teams			
Part 4: Digging Deeper/Extensions-Engaging Various Learners (Providing Differentiation)				
Research what it looks like in: <ul style="list-style-type: none"> • Highly Capable • RTI • SPED • Title/LAP • Specialists 	Whole Group Grade level teams Department teams	TBD	TBD	TBD
Define building-wide what it looks like in: <ul style="list-style-type: none"> • Highly Capable • RTI • SPED • Title/LAP • Specialists 				
Determine the strategies in: <ul style="list-style-type: none"> • Highly Capable • RTI • SPED • Title/LAP • Specialists 				
Research and define what progress monitoring looks like in: <ul style="list-style-type: none"> • Highly Capable • RTI • SPED • Title/LAP • Specialists 				
Develop and implement the strategies for progress monitoring in: <ul style="list-style-type: none"> • Highly Capable • RTI • SPED • Title/LAP • Specialists 				

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: Harbor Heights

Team: Climate and Culture

Leader: Nikki Hittle

- **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 enrollment 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:

- Harbor Heights staff will report a gain of at least 3 points based on an average overall scale regarding how close we are to achieving our vision of positive, respectful, and effective professional learning communities.

Rationale:

- Per the philosophy of the “Golden Circle,” Harbor Heights believes in reconnecting with our “Why” in bringing the joy back to teaching and learning. To bring the joy back to teaching and learning, the staff will focus on engagement strategies in professional learning communities. In focusing on engagement in professional learning communities, we will increase student achievement through more rigorous and relevant best practices.
- Phase 1 will cover research, professional development, and implementation during the 2014-2015 school year.
- Phase 2 will look deeper at implementation, measuring and monitoring engagement in professional learning communities, and differentiation during the 2015-2016 school year.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Engagement Self-Assessment	Whole Group	December 19, 2014 March 31, 2015 June 12, 2015	<ul style="list-style-type: none"> • Assessment and vision rating will serve as baseline data for teacher’s understanding, comfort, and implementation of engagement in professional learning 	<ul style="list-style-type: none"> • Our whole group monthly focus will be guided by the results of the self-assessment and vision rating

Peninsula School District School Improvement Worksheet

			<ul style="list-style-type: none"> communities Follow up assessments will be used to demonstrate professional learning
PHASE 1 (2014-2015)			
Part 1: Research and Professional Development			
Through the action steps below the staff of Harbor Heights will develop a deeper and more collaborative understanding of student engagement. Research will include impact of engagement on student achievement and behavior and best practice strategies.			
Research the definition of engagement in professional learning communities	SIP Team Members: Kathy Pifer, Diane Pearson, Nikki Hittle	January 30, 2015	<ul style="list-style-type: none"> Based on research and collaboration, staff will demonstrate a deeper understanding and implementation of student engagement Building developed Self-Assessment and vision rating on professional engagement Collaboration Feedback Forms
Research the impact professional learning communities have on academic achievement	SIP Team Members: Kathy Lyle, Karen Kent, Alexandra McDougall, Debbie McReynolds		
Research the impact professional learning communities has on behavioral success	SIP Team Members: Tina Jacobsen, Stephanie Strader, Sally Kellman		
Research the most effective characteristics of professional learning communities.	Whole Group Grade level teams Department teams	June 12, 2015	<ul style="list-style-type: none"> TPEP/Danielson Framework for Teaching (4d, 4e, & 4f) Book Study: <i>Schools That Learn</i> by Senge Common Core State Standards Once a month whole group focused collaboration around engagement Team Time focused conversations around engagement Release time for observations
Research the different ways effective professional learning communities can be monitored	Whole Group Grade level teams Department teams	June 12, 2015	
Part 2: Implementation			
Develop a building wide vision for Professional Learning Communities	Whole Group Grade level teams Department teams	January 30, 2015	<ul style="list-style-type: none"> TPEP/Danielson Framework for Teaching (4d, 4e, & 4f) Book Study: <i>Schools That Learn</i> by Senge Common Core State Standards Once a month whole group focused collaboration around engagement Team Time focused
Develop norms to guide collaboration in Professional Learning Communities	Whole Group Grade level teams Department teams	June 12, 2015	
Develop systems and protocols to support Professional Learning Communities	Whole Group Grade level teams Department teams	June 12, 2015	

Peninsula School District School Improvement Worksheet

			engagement	conversations around engagement
			<ul style="list-style-type: none"> • Collaboration Feedback Forms 	<ul style="list-style-type: none"> • Release time for observations
PHASE 2 (2015-2016)				
Part 3: Monitoring and Measuring				
Weekly monitoring tool	Whole Group	TBD	TBD	TBD
Monthly monitoring tool	Grade level teams			
Trimester monitoring tool	Department teams			
Part 4: Digging Deeper/Extensions-Engaging Various Learners (Providing Differentiation)				
Enhancing building collaboration:	Whole Group	TBD	TBD	TBD
<ul style="list-style-type: none"> • Vertical Teaming • Content Area Teaming • Special Focus Teaming • Behavior Support Teaming • RTI Teaming 	Grade level teams Department teams			