

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: HRMS	Team: Literacy	Leader: Johnson, S.
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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 enrollment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace (CCR, JA, Job Shadow), post-secondary, and civic responsibilities; Increased number of 8th graders on track to graduate.**

- SMART Goal:**
- **To improve literacy skills on a school-wide basis. By October 2015 a baseline will be established with the STAR Reading assessment with all 6th-8th graders, noting eight months of growth by June 2015.**
- Rationale:**
- **As a professional learning community this year we want to make sure that our students maintain their reading skills as well as continue to improve according to the STAR reading assessment to be measured each trimester.**

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<ul style="list-style-type: none"> • Provide 30 minutes (Prime Time) of daily dedicated reading instruction to homogeneous groupings of readers, utilizing research based instructional strategies. Analyze results and plan 	*All teachers	August-June 2014-2015	<ul style="list-style-type: none"> * Use assessments to guide curriculum development and instruction: <ul style="list-style-type: none"> -STAR -Aims-Webb -Step Up To Writing summary writing -BRI – struggling readers -Grades added to IMS -Use of comprehension response writing and oral questioning strategies -Curriculum based assessments in Springboard as well as content area assessments 	<ul style="list-style-type: none"> * Wednesday collaboration meeting of the PLC * Use of HRMS teacher to train all staff with the STAR assessment * Use of HRMS teacher to train all staff on “reading in the content area” strategies

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<p>instruction based on previous STAR results.</p> <ul style="list-style-type: none"> • During Prime Time reading groups, staff will teach comprehension of ideas and details using <ul style="list-style-type: none"> ^ meaningful comprehension questions ^ text features ^ comparing and contrasting ^ analyze the author's use of character, point of view, narrative structure and sensory detail ^ Encourage the use of Springboard (language arts program) activities in reading classes. Specifically those that enhance comprehension. Including, but not limited to: <ul style="list-style-type: none"> - Anticipation guide - Chunking the text - Dialectical journaling 	<ul style="list-style-type: none"> -Jamestown Fluency trackers and chart -Jamestown Critical Reading series assessment -Read for Real materials and assessments -Six Way Paragraphs -Monitor attendance and grades monthly -TOSWRF 	<ul style="list-style-type: none"> * Staff will continue training on the Common Core State Standards in 2014-2015 * Staff may attend (WERA/OSPI and WSACD/OSPI conferences, etc) to bring updated knowledge and research to the staff, especially on formative assessment <ul style="list-style-type: none"> - Attendee(s) take staff through what was learned and teach lessons during Wed. Collaboration - District Springboard training throughout the year * Wed. collaboration: Collaborate monthly with Prime Time teachers and during the year with job-alike <ul style="list-style-type: none"> ^ Share what worked for each book/novel set, Jamestown sets, Six Way paragraphs and other nonfiction stories
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<ul style="list-style-type: none">- Response writing- Reading logs and book reviews^ Guide purposeful class discussions using the skills of summarizing, and paraphrasing in all content area classes^ Reduce Prime Time interruptions^ Schedule regular library visits for all LA classes				

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SMART Goal Worksheet

School: Harbor Ridge Middle School	Team: Science	Leader: Brent/Kulp
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SMART Goal:

- To establish base-line data on unit test performances at each grade level, to monitor progress for the current year and help establish new tests and goals for 2015-2016.

Rationale:

- Knowing the average performance of our students will allow us to pinpoint and fine tune learning targets and instructional strategies for year to year planning.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Establish base-line data of average student performances on unit assessments. Information will be used to refine test questions and add lessons to units. Use a criterion of 75% as passing.	8 th Grade: Kirstin Brent, Matt Condit, 7 th Grade: Michelle Hockmuth, Paulie Tweten, 6 th Grade: Cindy Kulp, Kirstin Brent & Michelle Hockmuth	Throughout 2014-2015 as unit tests arise.	Class performance on unit tests. Scores will be recorded in power school.	Teachers will continue using current common assessments as well as developing and tweaking more common assessments throughout the year. Teachers will refine and improve units that are taught each year. We will use collaboration Wednesdays.

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SMART Goal:

- Students in 6th and 8th grade re-taking unit tests will improve their score by 10%. Students in 7th grade will improve their score from pre to post test by 50%.

Rationale:

- Students will learn the missed information by making corrections, studying, and preparing for their test.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Staff will develop common learning strategies and instructional methods such as use of composition books, informal assessments, NSTA probes, video clips, labs, and common learning targets to give students multiple learning experiences to help students reach standards.	8 th Grade: Kirstin Brent, Matt Condit, 7 th Grade: Michelle Hockmuth, Paulie Tweten, 6 th Grade Cindy Kulp, Kirstin Brent & Michelle Hockmuth	Throughout the 2014-2015 school year as unit tests arise.	Student scores will improve by at least 10% when they re-take to demonstrate an increase in knowledge of learning targets.	Common learning activities and strategies to help both struggling and high achieving learners through scaffolding of extra support or challenges. Activities may include: use of composition book, test read to student, skills based portion of test, or independent learning.

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School: HRMS	Team: Literacy	Leader: Johnson, S.
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- SMART Goal:**
- **All HRMS students will meet proficiency for accuracy and completion in the areas of “use of language”, “ideas”, and “structure” according to the English curriculum Springboard Embedded Assessments as measured throughout 2014-2015. Baseline data will be created as we record this information once a trimester per grade level on EA’s.**
- Rationale:**
- **We want all students to meet standard and be proficient writers in each content area. To accomplish our goals we need a school-wide commitment to improve student written communication.**

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Teach common terminology; Capitalization, Usage, Punctuation, Spelling <ul style="list-style-type: none"> • Incorporate/model more editing strategies in content area classes. • Continue to expand revision practice in the LA curriculum. 	*Building Leadership *Staff in all content areas	August-June 2014-2015 Once a trimester	*Springboard Embedded Assessments using rubrics for: Use of Language, Ideas, and Structure * Evaluation of student writing during collaboration meetings *Curriculum based assessments aligned with CCSS for content area classes using school-wide rubrics (Aims-Webb for all 6 th grade, All LAP and Special Education students)	*Wednesday grade level collaboration meetings to help evaluate student writing. * Building-based staff development including activities from books such as <u>Teach Like a Champion</u> and <u>Mindset</u> and activities such as Teacher Shares

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<p>Stress the adding, deleting and replacing strategies.</p> <ul style="list-style-type: none">• Develop new writing prompts and use more writing groups to encourage and engage all students.• Use the scaffolding Springboard curriculum for 6th through 8th grade writing instruction.• Use common writing prompts at each grade level to help evaluate student progress (Aims-Webb)• Use Springboard Curriculum and Common Core Standards to improve writing skills• Increase opportunities for student to compare and contrast literary styles to improve voice in student work.• Improve instruction in writing to a prompt, to enhance attention to use of language, idea development, and structure.			<p>* Student performance on daily, weekly, and monthly editing (DOL) activities and quizzes</p> <p>*Student writing performance on CBA's in 8th grade Social Studies classes.</p> <p>*Monitor attendance and grades monthly. (Administration)</p>	
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<ul style="list-style-type: none">• Prime Time writing intervention class: IEP only				

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SMART Goal Worksheet

School: HRMS	Team: Math	Leader: Davis/Bentler
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SMART Goal:

- By spring of 2015, 100% of HRMS students will demonstrate growth of at least 20% on the EOC Assessment with a minimum of 80% meeting standard.

Rationale:

- 2014 EOC data indicates that we need to provide additional support to students to increase the percentage of students making growth.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Create specific targets for each unit, use daily formative assessment.	Math Teachers	See assessment calendar	-Formative/summative -Target quizzes weekly/bi-weekly -Grade cam, white boards, exit tasks -District designed trimester tests.	-Specific training on Grading for Learning -Target writing -Common Core sharing and teaching in Collaboration
Quiz/Test each target Retest to mastery (2 times total)	Math Teachers	See assessment calendar	-Live access to parent portal -Review periodic/district assessment -Grades based on targets/assessment data. -Recognize “Math Masters” each unit, trimester and year. -Monitor monthly grades and attendance to identify students who are struggling academically	-Develop common assessments for unit assessments

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HRMS Math Assessment Calendar 2014-2015

A. Daily Formative Assessments:

Monitored but not necessarily used as part of grade in Power School

-Individual teacher feedback to monitor student progress and inform instruction

- Grade Cam response system
- White Boards (student response boards)
- Assignments (self assessment)
- Observations
- Warm-ups
- Exit tasks

B. Weekly/Bi-Weekly Common Formative/Summative Assessments:

Graded by target and recorded in Power School:

-Individual teacher and content team feedback to monitor student progress and inform instruction

- Target based quizzes
- Mid-Chapter quizzes
- Mid-Unit check-ups

C. “Monthly” (given at appropriate timing for each unit) Common Summative Assessments:

Graded by target and recorded in Power School

-Individual teacher and content team feedback to monitor student progress and inform instruction

- Target Based Unit Assessments (made by grade level teams during collaboration)

D. Trimester Summative Assessments:

Graded by target and *possibly* recorded in Power School

-Individual teacher, content area team and district feedback to monitor student progress and inform instruction

- Target Based Common Trimester Assessments (made by district grade level teams)

E. Yearly Smarter Balance Assessment:

Eventually graded by state, used to inform student placement, goal setting for SIP plan, and community about the success of our school.

BEHAVIOR Response to Intervention

TIER 1 ALL Students Have Access To

Birthday's on the Announcements Habits of Mind Recognition Fundraisers- Coin/Food Hat/Drive
Visibility in the Halls Positive Relationships with Students Afterschool Clubs

Tier 2 Groups of Students Have Access To

8th Grade Tea Party 6th Grade Market Place 7th Grade Trip Most Improved
I Got Caught Habits of Mind Awards Student of the Week 8th Grade LA
WEDAY Extended We Care- Talent Show/Field Day etc. ASB Service
Leadership and 8th LA: Community Service in Class and Community
Students/Artist of the Month Jazz Band Afterschool Eligibility

Tier 3 Targeted Individuals

Friend's Group at Lunches OT's/LP's Social Worker
Speech/Social Skills Support Behavior Contracts
Locker in the Office Friday School
Resource Classes SUCCESS Program

ACADEMIC Response to Intervention

TIER 1 ALL Students Have Access To

Spring Board Holt Math Science Explorer Homework Club Social Studies Text Books

Tier 2 Groups of Students Have Access To

Leveled PT's (Reading/Writing/Math) Re-Takes Study Skills

Academic Awards Assembly Integrated LA classes WECARE

Step up to Writing We Care Pre-Printed Notes

Resource Classes Parent Teacher Conferences

Tier 3 Targeted Individuals

AIMSWEB-Progress Monitoring in Reading, Writing, Math

LAP Resource Classes (Math/LA)

Pre-Printed Notes Highly Capable Clustering

Before/After Check in/out

Student Staffing's

Read Naturally

SRA Reading