

## Peninsula School District School Improvement Worksheet

### SMART Goal Worksheet

**School:** Minter Creek Elementary

**Team:** Math

**Leader:** SIP Team

- **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:

- **By June 2015, Minter Creek students will show growth in Math.**
  - *In Kindergarten 80% of the students (41 out of 52) will reach benchmark number identification measured by AIMS assessments.*
  - *In grades 1-2 30% of Tier 2 students will move to Tier 1 as measured by AIMS Math Computational Assessment.*
    - 1<sup>st</sup> Grade will move 4 out of 12
    - 2<sup>nd</sup> Grade will move 3 out of 10
  - *In grades 1-2 10% of Tier 3 students will move to Tier2 as measured by the Math Computational Assessment.*
    - 1<sup>st</sup> Grade will move 1 out of 5
    - 2<sup>nd</sup> Grade will move 2 out of 7
  - *In grades 3-5 30% of Tier 2 students will move to Tier 1 as measured by the Math Computational Assessment.*
    - 3<sup>rd</sup> Grade will move 3 out of 9
    - 4<sup>th</sup> Grade will move 9 out of 31
    - 5<sup>th</sup> Grade will move 4 out of 12
  - *In grade 3-5 10% of Tier 3 students will move to Tier 2 as measured by the Math Computational Assessment.*
    - 3<sup>rd</sup> Grade will move 1 out of 8
    - 4<sup>th</sup> Grade will move 2 out of 15

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- 5<sup>th</sup> Grade will move 2 out of 13

- **Rationale:**

- Schools that use common assessments and modified instruction based on student need have a higher student success rate.
- Using Dufour's four Questions we can monitor student progress.

What do we want students to know?

How do we know if they got it?

What do we do for the students who do not get it?

What do we do for those students who do get it?

Current Data: **Fall 2014: % of total grade level at each Tier.**

	AIMS Sub-Test	Tier 1	Tier 2	Tier 3
<b>K</b>	NI	65% (34)	19% (12)	8% (5)
<b>1st</b>	<b>M-Comp</b>	72% (44)	19% (12)	8% (5)
<b>2nd</b>	<b>M-Comp</b>	71% (43)	16% (10)	11% (7)
<b>3rd</b>	<b>M-Comp</b>	70% (40)	15% (9)	14% (8)
<b>4th</b>	<b>M-Comp</b>	45% (38)	36% (31)	17% (15)
<b>5th</b>	<b>M-Comp</b>	61% (40)	18% (12)	20% (13)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<p><b>What do we want students to know?</b></p> <p>Teachers will provide a balanced Math program averaging at least 60 minutes daily to include instruction focused on grade level Common Core standards using Envisions Math Curriculum</p>	<p>All classroom teachers, support staff, and adult volunteers</p>	<p>Throughout 2015-2016 school year</p>	<p>Growth indicated by classroom assessments</p>	<p>Building Professional Days Collaboration Wednesdays Grade Level Team Meetings</p> <p>Time to plan units, review standards, and curriculum.</p> <p>Focus on Research Based Teaching Practices Professional Learning Comm.</p>



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<ul style="list-style-type: none"><li>• SWAT Team</li></ul>				make it most effective
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# Peninsula School District School Improvement Worksheet

## SMART Goal Worksheet

**School:** Minter Creek Elementary

**Team:** Writing

**Leader:** SIP Team

- **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: By June 2015, Minter Creek will see continuous growth from students and movement from level 1 to level 2, level 2 to level 3, and level 3 to level 4 as indicated on the district wide writing assessments.**

**Kindergarten-**By March 2014 all students will show 1 level of growth in writing by being at level 5-phonemic writing, know proper paper orientation left to right, and be able to print many upper and lower case letters when writing about a narrative event or loosely link events.

**1<sup>st</sup> Grade-**All first grade students will make growth in the areas of narrative, opinion, & informative/explanatory writing using the district writing tasks and writing rubrics.

**2<sup>nd</sup> Grade-**By June 2014 second grade students will use details to describe actions, thoughts and feelings in narrative writing and advance one column on district rubric.

**3<sup>rd</sup> Grade-**By June 2014, 75% (56 students) of 3<sup>rd</sup> grade students will successfully respond to teacher given prompts with minimum 3 paragraph essay.

**4<sup>th</sup> Grade-**by June 2014, 72% of 4<sup>th</sup> grade students will be meeting standard in writing as measured by the district writing prompts.

**5<sup>th</sup> Grade-** All students level 1 or 2 (As measured by the 5<sup>th</sup> grade September writing prompt) will move up to a level 3. All students meeting standards at a level 3 will move one level to level 4. All students at level 4 will maintain current standing.

### Rationale:

2<sup>nd</sup> Grade-Minter Creek has not scored well on state assessments in Writing.

4<sup>th</sup> Grade-To improve elaboration-relevant details.

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5<sup>th</sup> Grade- To improve conventions in written expression.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<p><b><u>(K) Action Steps</u></b></p> <ul style="list-style-type: none"> <li>-Nellie Edge</li> <li>-Benchmarks</li> <li>-Monthly anchor papers</li> <li>-Daily Practice with different modalities</li> <li>-Modeling using space man, doing writing practice every day</li> <li>-handwriting</li> </ul>	-Kindergarten Teachers	-June 2014	<ul style="list-style-type: none"> <li>-Demonstrate consistently when writing name case sensitive</li> <li>-Spelling phonetically &amp; paying close attention to beginning and ending sounds</li> </ul>	-PLC group collaboration times.
<p><b><u>1<sup>st</sup> Grade Action Steps</u></b></p> <p>Focus on writing standards using district resources (Benchmark/Lucy Calkins)</p>	-First Grade Team	<p>District Writing Tasks</p> <ul style="list-style-type: none"> <li>-November (Personal Narrative)</li> <li>-March-Opinion</li> <li>-June-Informative</li> </ul>	-Growth from Pre to Post for each district writing task.	<ul style="list-style-type: none"> <li>-District Writing Trainings</li> <li>-Grade Level Collaboration</li> <li>-Cross Grade Level Collaboration</li> </ul>
<p><b><u>2<sup>nd</sup> Grade Action Steps</u></b></p> <ul style="list-style-type: none"> <li>-Writer workshop lessons</li> <li>-Benchmark Writing Mentor books</li> <li>-6 Trait Writing</li> <li>-Owocki Book</li> </ul>	<ul style="list-style-type: none"> <li>-Teachers</li> <li>-Students</li> <li>-Paras</li> </ul>	<ul style="list-style-type: none"> <li>-Pre/October 1<sup>st</sup></li> <li>-Post November 25<sup>th</sup>-27<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>-Pre &amp; Post Assessment “A time you were happy”</li> <li>-Student Work</li> <li>-Notebooks</li> <li>-Exit Slips</li> </ul>	<ul style="list-style-type: none"> <li>-Collaboration @ Benchmark</li> <li>-Book Study (Owockicc) Writing book</li> </ul>
<p><b><u>3<sup>rd</sup> Grade Action Steps</u></b></p> <ul style="list-style-type: none"> <li>-Benchmark Writing</li> <li>-Writers Workshop Model</li> <li>-Teacher made rubrics/checklists</li> <li>-Peer grouping</li> <li>-Norming with team</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom Teachers</li> <li>-Support Staff</li> <li>-SPED</li> </ul>	<p>-June 2014</p>	-Student shows growth/achievement of CCSS	<ul style="list-style-type: none"> <li>-Collaboration time to score</li> <li>-Anchor Papers</li> </ul>
<p><b><u>4<sup>th</sup> Grade Action Steps</u></b></p> <ul style="list-style-type: none"> <li>-Benchmark Writing, Writers Workshop</li> </ul>	<ul style="list-style-type: none"> <li>-4<sup>th</sup> Grade team</li> <li>-students/parents</li> <li>-SPED/Title</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark Pacing Chart</li> <li>-Papers –November, March, June</li> </ul>	<ul style="list-style-type: none"> <li>-Pre/Post Writing Assessments</li> <li>-Daily Writing</li> <li>-Published Work</li> </ul>	<ul style="list-style-type: none"> <li>-Teammates</li> <li>-B.Reichel</li> <li>-SPED/Title</li> <li>District Workshops</li> </ul>
<p><b><u>5<sup>th</sup> Grade Action Steps</u></b></p> <p>Lessons from Benchmark’s</p>	<ul style="list-style-type: none"> <li>-5<sup>th</sup> grade team</li> <li>-Principal</li> </ul>	September - June	<p>Periodic formative conventions quizzes, June</p>	<p>Further support with Benchmark Writing</p>

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Writer Workshop, specific targeted convention skills in daily practice, focused language instruction in non-fiction text using Science Studies Weekly Magazine.			writing prompt, individual teacher/student conference to discuss progress in written expression.	curriculum, coming to a consensus on what qualifies as a level 1-4 using the scoring rubric.
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### SMART Goal Worksheet

**School: Minter Creek**

**Reading Team:**

**Leader: SIP & Title Teams**

- **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.
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- **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:

- **By June 2015, Minter Creek students will show growth in Reading.**
  - *In Kindergarten 80% of the students (41 out of 52) will reach benchmark for letter sounds as measured by AIMS assessments.*
  - *In grades 1-2 30% of Tier 2 students will move to Tier 1 as measured by the AIMS Oral Reading Assessment.*
    - 1<sup>st</sup> Grade will move 7 out of 21
    - 2<sup>nd</sup> Grade will move 6 out of 18
  - *In grades 1-2 10% of Tier 3 students will move to Tier 2 as measured by the AIMS Oral Reading Assessment.*
    - 1<sup>st</sup> Grade will move 1 out of 6
    - 2<sup>nd</sup> Grade will move 2 out of 17
  - *In grades 3-5 30% of Tier 2 students will move to Tier 1 as measured by the AIMS Maze Assessment.*
    - 3<sup>rd</sup> Grade will move 6 out of 19
    - 4<sup>th</sup> Grade will move 7 out of 21
    - 5<sup>th</sup> Grade will move 7 out of 21
  - *In grade 3-5 10% of Tier 3 students will move to Tier 2 as measured by the AIMS Maze Assessment.*
    - 3<sup>rd</sup> Grade will move 2 out of 17
    - 4<sup>th</sup> Grade will move 2 out of 22
    - 5<sup>th</sup> Grade will move 2 out of 14



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- **Rationale:**
- Schools that use common assessments and modified instruction based on student need have a higher student success rate.
- Using Dufour's four Questions we can monitor student progress.

What do we want students to know?

How do we know if they got it?

What do we do for the students who do not get it?

What do we do for those students who do get it?

### Current Data: Fall 2014: % of total grade level at each Tier.

	AIMS Sub-Test	Tier 1	Tier 2	Tier 3
<b>K</b>	LN	65% (34)	25% (13)	9% (5)
	LS	69% (36)	7% (4)	23% (12)
<b>1st</b>	OR	55% (34)	35% (21)	10% (6)
<b>2nd</b>	OR	41% (25)	30% (18)	28% (17)
<b>3rd</b>	OR	49% (28)	26% (15)	24% (14)
	MAZE	35% (20)	33% (19)	30% (17)
<b>4th</b>	OR	52% (44)	32% (27)	15% (13)
	MAZE	48% (40)	25% (21)	26% (22)
<b>5th</b>	OR	70% (46)	15% (23)	6% (4)
	MAZE	46% (30)	32% (21)	21% (14)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<p><b>What do we want students to know?</b></p> <p>Teachers will provide a balanced reading program averaging at least 90 minutes daily to include instruction focused on grade level Common Core standards</p>	<p>All classroom teachers, support staff, and adult volunteers</p>	<p>Throughout 2015-2016 school year</p>	<p>Growth indicated by classroom assessments</p>	<p>Building Professional Days Collaboration Wednesdays Grade Level Team Meetings</p> <p>Time to plan units, review standards, and curriculum.</p> <p>Focus on Research Based Teaching Practices</p>

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<p><b>How do we know if students understand it?</b> Teachers will monitor student progress by administering formal and informal assessments</p>				Professional Learning Comm.
<p><b>Action Step #1:</b> Teachers will administer district adopted assessments to show student growth and progress.</p> <ul style="list-style-type: none"> <li>• K-1 Portfolio</li> <li>• DRA</li> <li>• BRI</li> <li>• STAR reading test</li> <li>• Running Records</li> <li>• Individual student conferencing</li> </ul> <p><b>What do we do for the students who did not and did get it?</b></p> <p><b>Action Step #2:</b> Provide intervention for students not meeting standard based on reading assessments and enrichment for those ready to move on.</p> <ul style="list-style-type: none"> <li>• RTI intervention groups</li> <li>• LAP/Title</li> </ul>	<p>All classroom teachers and Support Staff</p> <p>All Classroom teachers LAP Staff Teachers teaching mentor program</p>	<p>See Minter Creek and District Assessment Calendar</p> <p>Throughout the 2015-2016 school year.</p>	<p>Growth indicated by classroom assessments and reviewed in IMS</p> <p>Teachers will use on-going reading assessments to provide focused instruction and intervention.</p>	<p>Collaboration Wednesday:</p> <ul style="list-style-type: none"> <li>• conversations and training about assessment protocol</li> <li>• conversation and training about analyzing assessment outcomes</li> </ul> <p>Collaboration Wednesday:</p> <ul style="list-style-type: none"> <li>• Focus on research based reading interventions.</li> <li>• Teachers will share intervention strategies and create a list of research based</li> </ul>

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<ul style="list-style-type: none"><li>• Reading Mentors for K-2 students</li><li>• WATCH DOGS &amp; Parent Volunteers</li><li>• Student Success Team</li><li>• SWAT Team</li></ul>				classroom interventions <ul style="list-style-type: none"><li>• Focus on the RTI process and how to make it most effective</li></ul>
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