

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: Purdy Elementary

Team: ELA

Leader: Amy Reinmuth, Kelly Pruitt

- **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 2016, the percent of **3rd grade students** at Purdy Elementary meeting or exceeding state standard in **ELA/Literacy** will increase by a **9 percent growth, from 61% to 70%** as measured by the 2016 ELA SBA.
- By June 2016, the percent of **4th grade students** at Purdy Elementary meeting or exceeding state standard in **ELA/Literacy** will increase by a **6 percent growth, from 74% to 80%** as measured by the 2016 ELA SBA.
- By June 2016, the percent of **5th grade students** at Purdy Elementary meeting or exceeding state standard in **ELA/Literacy** will increase by a **7 percent growth, from 73% to 80%** as measured by the 2016 ELA SBA.

Rationale:

- Research shows students who are reading on grade level by the end of 3rd grade are more likely to succeed in future academics.
- Schools using common assessments, RTI based on student need, and teams reviewing data have higher student success rate.
- The Common Core State Standards emphasizes foundational skills for all K-5 grades, as well as comprehension skills in grades 3-5.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
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<p>Tier 1 Action Step 1: 120 minute literacy block focused on best practices, using district curriculum, and assessments that drive instruction. Teachers use small group instruction to provide differentiation.</p> <p>Action Step 2: Teachers will monitor student progress by administering formal and informal assessments.</p>	<p>Classroom teachers</p>	<p>Throughout the 15-16 School year</p>	<p>AIMS Letter Sounds (K) AIMS MAZE (2nd-5th) AIMS OR (1st-5th) AIMS NWF (1st) STAR (3rd) Reading Wonders Benchmark, weekly, and End of Unit Assessments (2nd, 4th, 5th) Reading Wonders End of Unit Writing Assessment</p>	<p>Reading Wonders PD @ Purdy Monday Matters with Reading Wonders Focus Team Release Day Weekly Team meetings</p>
<p>Tier 2 Action Step 3: Provide intervention for students not meeting standard based on reading assessments. Teachers and support staff will provide skill and need based RTI.</p>	<p>LAP Team Grade Level Teachers K-4 Special Education Team</p> <p>30 minutes RTI 4 days a week K-4 based on student skill need</p>	<p>Throughout the 15-16 School year</p>	<p>AIMS Letter Sounds (K) AIMS MAZE (2nd-5th) AIMS OR (1st-5th) AIMS NWF (1st) STAR (3rd) Reading Wonders Benchmark, weekly, and End of Unit Assessments (2nd, 4th, 5th) Reading Wonders Diagnostic Assessment LAP students monitored twice a month Assessments at approaching level</p>	<p>Struggling Readers Classes via district Team Release Day Weekly Team meetings</p>
<p>Tier 3 Action Step 4: Students in the resource program will have additional time outside the school day. Students in the resource program will have additional replacement core instruction based on their</p>	<p>Classroom Teachers LAP team Special Education team</p>	<p>Throughout the 15-16 School year</p>	<p>AIMS Letter Sounds (K) AIMS MAZE (2nd-5th) AIMS OR (1st-5th) AIMS NWF (1st) STAR (3rd) Reading Wonders Benchmark, weekly, and End of Unit Assessments (2nd, 4th, 5th) Reading Wonders Diagnostic Assessment LAP students monitored twice a month Progress towards IEP goals</p>	<p>Struggling Readers Classes via district Team Release Day Weekly Team meetings Reading Mastery and Corrective Reading Assessments</p>

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level of need.			Assessments at approaching level Reading Mastery and Corrective Reading assessments	
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SMART Goal Worksheet

School: Purdy Elementary

Team: Math

Leader: Brittany Jordin, Melissa Tolman, Heidi Stanton

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- **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 2016, the percent of **3rd grade students** at Purdy Elementary meeting or exceeding state standard in **Math** will increase by a **6 percent growth, from 64% to 70%** as measured by the 2016 Math SBA.
- By June 2016, the percent of **4th grade students** at Purdy Elementary meeting or exceeding state standard in **Math** will increase by a **5 percent growth, from 75% to 80%** as measured by the 2016 Math SBA.
- By June 2016, the percent of **5th grade students** at Purdy Elementary meeting or exceeding state standard in **Math** will increase by a **11 percent growth, from 59% to 70%** as measured by the 2016 Math SBA.

Rationale:

- Goals were established using 2014-2015 3rd-5th grade Smarter Balanced math scores.
- Growth goals are based on incremental improvement from 2014-2015 scores.

Strategies & Action Steps

Who is Responsible

Target Date or Timeline

Evidence of Effectiveness

Professional Dev. & Support

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<p>Tier 1</p> <p><u>Action # 1</u> Teachers will provide at least a 60 minute math block.</p> <ul style="list-style-type: none"> ● Follow the district adopted curriculum/pacing chart and assessments ● Implementation of teacher created Daily Math Review OR enVision Common Core Review *Kindergarten to begin in January <p><u>Action #2</u> Teachers will identify students' performance levels through the use of:</p> <ul style="list-style-type: none"> ● AIMSweb M-COMP, (1st-5th grades), M-CAP (3rd-5th grades) or Number Identification (Kindergarten) ● Daily Math Review/Common Core Review ● End of Topic assessments and/or Benchmark Assessments <p><u>Action #3</u> Provide interventions and extensions for all students</p>	<p>All Classroom Teachers</p>	<p>Throughout the 2015-2016 year</p> <p>See Assessment Calendar</p>	<p>Growth on classroom assessments and Topic Tests</p> <p>Student growth monitored on winter and spring benchmark:</p> <ul style="list-style-type: none"> ● AIMSweb M-COMP (1st-5th grades), M-CAP (3rd-5th grades), or Number Identification (Kindergarten) ● Topic Tests and/or benchmark assessments ● Daily Math Review Quizzes and/or Daily Common Core Quick Checks(optional)
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<p>who have not met standard based on grade level assessments</p> <ul style="list-style-type: none"> • 5th Grade RTI groups 4 times/week 				
<p>Tier 2 <u>Action #4</u> Provide intervention for struggling students who have not met standard based on grade level assessments</p> <ul style="list-style-type: none"> • Classroom based intervention • 5th Grade RTI groups 4 times/week • Communities In Schools: After-School Math Mentoring 	<p>All Classroom Teachers Support Staff Community Members through Communities In Schools</p>	<p>Throughout the 2015-2016 year</p>	<p>Increase in student performance on classroom based, school based, and district directed assessments</p> <ul style="list-style-type: none"> • Student Growth Monitored on Winter and Spring AIMSWEB and EnVision Benchmark assessments 	
<p>Tier 3 <u>Action #5</u></p> <ul style="list-style-type: none"> • Identified SPED students receive support during school hours • Tier 3 identified students in GEN ED receive extra support within classroom math block • 5th Grade RTI groups 4 times/week <p><u>Action #6</u> Provided Interventions before and after school:</p> <ul style="list-style-type: none"> • Resource interventions 	<p>Classroom Teachers Support Staff Community Members through Communities In Schools</p>	<p>Throughout the 2015-2016 year</p>	<p>Increase in student performance on classroom based, school based, and district directed assessments</p> <ul style="list-style-type: none"> • Student Growth Monitored on Winter and Spring AIMSWEB and EnVision Benchmark assessments 	

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<p>before school 3x week</p> <ul style="list-style-type: none">•Communities In Schools: After-School Math Mentoring (3rd-4th grade)• Resource/Gen Ed students receive interventions before-school math tutoring				
Other				

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: Purdy Elementary

Team: Science

Leader: Jenna Troyer, Jane Hansen, Karra Lantz, Megan Manning

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SMART Goal:

- By June 2016, the percent of **5th grade students** at Purdy Elementary meeting or exceeding state standard in **Science** will increase by a **3.5 percent growth, from 81.5% to 85%** as measured by the 2016 Science MSP.

Rationale:

- Schools that look at assessments together and modify the instruction based on student need and skills, have students who are more successful. Monitoring student progress allows teachers to provide interventions for struggling students and drive instruction for all students. By focusing our strategies and action steps on 5th grade, students will be more successful on the MSP. By focusing our professional development on NGSS for 5th grade teachers and science specialists, we will be able to create a cohesive program for all grade levels in the future.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Tier 1 <u>Action #1:</u> 5 th Grade Daily Science	Classroom Teachers Science Specialists	September to June	Daily Science Unit Assessments and Weekly Quizzes 5 th Grade MSP Practice	Collaboration time for 5 th Grade Teachers and Science Specialists NGSS Professional

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<u>Action #2:</u> 5 th Grade MSP Practice			Assessments	Development for 5 th Grade Teachers and Science Specialists
Other				