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| **SMART Goal Worksheet** | | | | | | |
| **School: Minter Creek** | | **Team: Culture** | | | **Leader: Hefa, Olson** | |
| * **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 will continue to enhance a school community where all staff, students and parents feel respected, inspired, and empowered for on going success as measured by the Kids at Hope surveys for parents, students and staff.   **Rationale**:   * This will be assessed by staff, student and parent surveys. | | | | | | |
| **Strategies & Action Steps** | **Who is Responsible** | | **Target Date or Timeline** | **Evidence of Effectiveness** | | **Professional Dev. & Support** |
| **Tier 1**  To continue to implement K@H framework with specific focus on the 2nd Universal Truth (Children succeed when they have meaningful and sustainable relationships with adults  Training modules  Parent Night trainings  Counsellor lessons  Goal setting  K@H classroom activities all year  Hope Assemblies-grade level run, tunnel, pledges  Student-Led conferences (encourage use of K@H report cards)  National K@H day - 2nd week of November  Dynamic Dolphin phone calls  Spirit week  Common monthly target in classroom and around the school | Climate SIP team  Principal  Counsellor  All staff  Data discipline review team | | Parent surveys given in Fall  Staff surveys given in Spring  Student surveys given in Winter | Increase in positive survey results  Decrease in discipline referrals  Increase in positive referrals  Students ability to name significant caring adults | | Inservice training with K@H  Book study on K@H book  Continued K@H activities  K@H signage  Collaboration on school wide common expectation |
| Tier 2  Identify students who can only name 2 caring adults in their life |  | |  |  | |  |
| Tier 3  Identify students who can only name 1 caring adult in their life |  | |  |  | |  |
| **Other** |  | |  |  | |  |

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| **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 2017 Minter Creek Elementary will increase the number of students meeting or exceeding proficiency from the 2015-2016 to the 2016-2017 school year as measured by the Math Smarter Balanced Assessment (3rd, 4th and 5th) and M-Comp (1st, 2nd).  See the cohort chart below for goal outcomes.**  **To meet this school goal, teams will work collaboratively on the following using Aims Web.**   * By spring 2017 AimsWeb M-Comp, 80% of students identified as well below and below, will close the gap between his or her raw score and the benchmark average raw score * By spring 2017 AimsWeb M-Comp, 90% of students identified as average and above average will follow or exceed the benchmark average growth line. * By spring 2017 AimsWeb M-Comp, 100% of students identified well above average will have his or her growth line remain above benchmark average growth line (as limited by this assessment tool)  |  |  |  |  | | --- | --- | --- | --- | | **AIMS M-Comp**  **% in**  **Tier I** | **2014-2105** | **2015-2016** | **GOAL for 2016-2017** | | 1st gr |  | 73% |  | | 2nd gr |  | 88% | AIMS: 80% 44/55 passing | | **SBA % Proficient** | **2014-2105** | **2015-2016** | **GOAL for 2016-2017** | | 3rd gr | 50% | 63%  (state 59) | AIMS: 94%  SB: +9% 47/67 passing | | 4th gr | 46% | 65%  (state 56) | New 4th grade 45/71 students passed  **Goal 6 new students** | | 5th gr | 59% | 49%  (state 49) | New 5th grade 41/65 students passed  **Goal 6 new students** |   **Rationale**:   * AIMS Web OR data is being used for grades 2 and 3 because of the strong correlation between AIMS Web and SBA * Schools that look at assessment 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 drives instruction for all students. * The home to school connection and parent education support student learning and help lead to increased student achievement | | | | | | |
| **Strategies & Action Steps** | **Who is Responsible** | | **Target Date or Timeline** | **Evidence of Effectiveness** | | **Professional Dev. & Support** |
| Strategy: **Implement a balanced Math block (60 minutes minimum) that includes best practices, a common curriculum, and assessments that drives instruction.** | | | | | | |
| **Tier I**  Teachers will provide a 60-90 minute math block.   * Follow the district adopted curriculum frameworks and assessments. * Provide math fact fluency/computation * Use of high leverage engagement techniques | All classroom teachers  Amy Barber - Math Coach | | Throughout the 2016-2017 year  Sept assessments  WA Kids  Trimester grading | Growth on the classroom and district assessments.  Use Homeroom to track growth.  M-Comp  Anecdotal notes  Progress monitoring  Topic tests | | Collaboration Wednesday conversations about math data, RTI and engagement techniques..  Common Planning  2017-2018  Professional development for application problems (Mathematical Practices 1 and 4:  Makes Sense of Problems and Persevere in Solving Them and Model with Mathematics)  2016-17  Professional Development for Mathematical Discussions (Mathematical Practices 2 and 3:  Reason Abstractly and Quantitatively and Construct viable arguments and critique the reasoning of others  5th grade TDG work |
| Strategy: **Teachers will monitor student progress by administering formative assessment, providing opportunities to inform instruction** | | | | | | |
| Action #2  **Tier I, II and III**  Teachers will identify students’ performance levels through the use of :  -AIMS WEB MCOMP and MCAP  -Envisions End of the Year Assessment  End of Topic assessments/per pacing chart, Formative Assessments:  Quick Checks | All classroom teachers  Amy Barber - Math Coach  K - uses EOY in Jan. and June only  SST/SPED meetings  Parent Volunteers  WatchDogs | | End of the Year Assessment and AIMS Web  needs to be given by end of September, January, and June. (see assessment calendar for dates to be entered) | Fact Fluency Assessments  AIMS WEB-M-Comp and M-Cap  Envision End of the Year Assessment  Kindergarten uses district assessments | | Collaboration Wednesday conversations on math data and RTI.   * Data Teams-Use data  to inform instruction.   BPD  Common Planning |
| Action #3  **Tier II and Tier III**  Provide intervention for struggling students in small groups who have not met standard on daily math instruction.   * Classroom based intervention * Envision Intervention Kit | All classroom teachers will use formative and formative assessments and to determine Tier 2 and Tier 3 intervention groups.  Amy Barber - Math Coach  SST/SPED meetings  Parent Volunteers  WatchDogs | | Ongoing throughout the year. | Teachers will reassess Tier 2 students and Tier 3 students on a regular basis based on the intervention goals set by teachers. | | Teachers will learn and implement RTI strategies.  Common Planning  BPD  Collaboration Wednesday:   * Envision Intervention Kit * Math RTI--identifying the essential learning outcomes for each grade level in order to target interventions.   Amy Barber - Math Coach |

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| **SMART Goal Worksheet** | | | | | | |
| **School:** Minter Creek | | **Team:** ELA | | | **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 2017 Minter Creek Elementary will increase the number of students meeting or exceeding proficiency from the 2015-2016 to the 2016-2017 school year as measured by the ELA Smarter Balanced Assessment (3rd, 4th and 5th) and AIMS OR (1st, 2nd).  90% of Kinder students will apply and use letter sounds in reading and writing.**  **See the cohort chart below for goal outcomes.**   |  |  |  |  | | --- | --- | --- | --- | | **AIMS OR**  **% in**  **Tier I** | **2014-2105** | **2015-2016** | **GOAL for 2016-2017** | | 1st | 48% |  |  | | 2nd | 69% |  | AIMS:/ passing | | **SBA % Proficient** | **2014-2105** | **2015-2016** | **GOAL for 2016-2017** | | 3rd | 52% | 58%  (State 55) | AIMS: 94%  SB: +12% 47/67 passing | | 4th | 49% | 67%  (State 58) | New 4th grade 41/71 students passing  **Goal + 8 students** | | 5th | 78% | 66%  (State 61) | New 5th grade 41/65 students passing  **Goal  + 7 students** |   **Rationale**:   * Specific and targeted data allows us to meet the individual needs of students * Schools that look at assessment together and modify the instruction based on student need and skills, have students who are more successful. * Kinder students need letter sounds as a basic foundational skill for reading | | | | | | |
| **Strategies & Action Steps Aligned with the Four Pillars** | **Who is Responsible** | | **Target Date or Timeline** | **Evidence of Effectiveness** | | **Professional Dev. & Support** |
| **Tier 1**  Teaching ELA curriculum with fidelity including small group instruction/leveled readers  \*Plan and hold the “Now What?’ Step with grade level teams looking at data when appropriate  \*Weekly/Unit Assessments according to grade level pacing chart  Benchmark Assessments  \*Identify and communicate the Standard/Learning Objective  Identifying targeted students | All Classroom Teachers    \*Grade level teams    SST team | | Goal of 120 minutes per day  all 2015-16 school year    Daily  As needed based on data | Weekly (excluding Kindergarten and when appropriate for other grades), unit and benchmark assessments, AIMS, STAR, DRA, BRI (if appropriate)    Students can communicate the expected learning target  Progress monitoring of targeted interventions using consistent informal reading assessments (such as DRA, BRI, or equivalent) | | Monday Matters  Flex Hours  Grade Level Planning  Watch video/teacher teaching Reading Wonders daily lesson    PLC work with “Power Standards” and student needs across grade levels  PLC work with SST team |
| **Tier 2**  ‘WIN’ push-in groups    \*Reteach and preteach targeted students  Communities in Schools: Reading Mentors after school group(2nd, 3rd, 4th grades) | Grade Level Teams, Support Staff, and  Title/Lap  \*Classroom teachers  Reading Mentors and Site Coordinator | | 30-35 minutes 3 x/week    \*As needed based on progress monitoring (AIMS Web progress monitoring and classroom based assessment)  Once a week, after school  (1 hr) | Progress monitoring, AIMS Web Benchmarking, STAR, K-2 Reading Portfolio    Beginning of the year reading data and trimester data | | Team Meetings to discuss regrouping  Work around understanding progress monitoring- AIMS Web  \*Continue discussions or review of progress monitoring tools throughout the year |
| **Tier 3** *(For Tiers 2, 3)*  ‘WIN’ push-in groups and/or Resource support  \*Reteach and preteach targeted students  Communities in Schools: Reading Mentors after school group(2nd, 3rd, 4th grades)  Identified students on IEPs    Teachers will participate in grade level data collection to monitor and discuss student progress  --District adopted assessments  --Core phonics survey | Grade Level Teams, Support Staff, and  Title/Lap, Special Ed. Staff  \*Classroom teachers  Reading Mentors and Site Coordinator  IEP team members | | 30-35 minutes 3 x/week and/or based on IEP service matrix  \*As needed based on progress monitoring  Once a week, after school  (1 hr)  Progress monitoring for IEP | Progress monitoring, AIMS Web, STAR, K-2 Reading Portfolio and/or IEP goal progress monitoring  Beginning of the year reading data and trimester data  IEP goal progress monitoring | | Team Meetings to discuss regrouping  Collaboration among programs to include Title, Special Ed and Gen Ed Staff    Collaboration with IEP team members |
| **Other** |  | |  |  | |  |