

## Peninsula School District School Improvement Worksheet

### Vaughn SMART Goal Worksheet- E.L.A.

<b>School: Vaughn</b>	<b>Team: Elise, Erica, Jennifer, Lily, Dustin, Lisa, Martha</b>	<b>Leader: Lisa, Lily, Erica</b>
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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 ELA and Math 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:** By June 2020, the number of Kindergarten, 1st, 2nd, 3rd, 4th, and 5th grade students at Vaughn Elementary School will increase at least one level and see continuous growth from Fall 2018 to Spring 2019 as measured by Dibels, as well as, other data points, (DRA, Fry Words, Reading Wonders, i-Ready, SBA, CBA) assessments.

K-5	Well Below To Below	Below Average To Average	Average To Above Average	Maintain Average/Above
Kindergarten- CBA- Letter Sounds	Sept. 8 out of 9 _____	14 out of 14 _____	NA	38 out of 38 _____
	June    out of	out of		out of
First Grade- CBA-(FRY,DRA)	Sept. 9 out of 10 _____	15 out of 18 _____	4 out of 26 _____	22 out of 22 _____
	June    out of	out of	out of	out of
Second Grade- Dibels-Oral reading	Sept. 10 out of 14 _____	3 out of 6 _____	5 out of 24 _____	19 out of 19 _____
	June    out of	out of	out of	out of

## Peninsula School District School Improvement Worksheet

Third Grade- Dibels-Oral reading	Sept. 10 out of 18 _____	6 out of 9 _____	10 out of 34 _____	24 out of 24 _____
	June out of _____	out of _____	out of _____	out of _____
Fourth Grade- Dibels-Oral reading	Sept. 7 out of 11 _____	7 out of 14 _____	6 out of 52 _____	46 out of 46 _____
	June out of _____	out of _____	out of _____	out of _____
Fifth Grade- Dibels-Oral reading	Sept. 2 out of 9 _____	5 out of 8 _____	7 out of 41 _____	34 out of 34 _____
	June out of _____	out of _____	out of _____	out of _____

**Rationale:**

version 1.0

## Peninsula School District School Improvement Worksheet

**We believe that when all teachers monitor student achievement using a data cycle in their weekly PLC teams, continually adjust instruction through intentionally planned interventions, and teach to the Common Core State Standards, that all students will be challenged to perform at their highest level in ELA as evidenced by common formative and summative assessments.**

Tier One Interventions (All)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<p><b>Engagement/Assessment-</b> Implement a 120 minute balanced literacy block utilizing the Reading Wonders Materials incorporating best teaching practices, CCSS, and regular formative assessment that drives instruction. (Phonics, phonemic awareness, vocabulary, comprehension, and fluency.)</p> <p><b>Assessment-</b>Regularly monitor student progress by administering common formative assessments. (Reading Wonders, Dibels,, i-Ready, etc.)</p>	<p>All classroom teachers, Title teacher, Resource teacher, para-educators, CIS</p> <p>All classroom teachers, Title teacher, Resource teacher, para educators</p>	<p>Sept. 2019-June 2020</p> <p>Sept. 2019-June 2020</p>	<p>Student achievement in ELA based on formative assessment data.</p> <p>Results of assessment data.</p>	<p>Ongoing training for Reading Wonders materials. Training for new staff, offer retraining for existing staff. Utilize building and district staff as needed PSD Learns- Kelly Pruitt</p> <p>Training for new staff, offer retraining for existing staff as needed. Utilize building and district staff as needed. (See Document: Homeroom Assessment Data Schedule)</p>
<p><b>Engagement/Communication-</b> Reading Logs/Tracking - Offer reading incentives and classroom weekly reading homework-incentives to be determined by individual grade levels (Title I, Parent Involvement)</p>	<p>Students, families, and classroom teachers</p>	<p>Winter and Spring Break June-Aug. for Summer Reading, Sept.-June classroom reading logs.</p>	<p>Reading logs counted—track from year to year # of logs collected. Classroom teachers track independent reading. Number of students completing classroom</p>	<p>Materials sent home in Dec. April, and June in coordination with the Pierce County Library System. Materials sent home weekly for classroom log. Reading buddies and volunteers focusing on students needing extra</p>

## Peninsula School District School Improvement Worksheet

			reading logs/AR goals etc. Recognize at assemblies	support from home.
<b>Engagement/Collaboration/Communication:</b> Provide a Family STREAM Night –Reading activities for parents to learn different ways to assist their child with reading at home. (Title I Parent Involvement)	Committee Members, VPTA, and CIS, Title Teacher, Principal and other staff members	February 2020	Attendance sign in sheet , survey	Train New Staff
<b>Assessment/Collaboration:</b> Collect reading data, sort and group students into flexible groups. (PLC’s and Title I)	All Teaching Staff, Title I Staff, Resource, CIS	Ongoing throughout year	Looking at data to support group needs on a frequent and regular basis. (PLC’s and VIT)	Wed. collaboration time will be used to analyze data and meet with other support staff to create a variety of delivery models.
<b>Assessment/Collaboration:</b> Enrichment/Intervention Schedule for all grade levels	Music, PE and STEM Teacher and classroom teachers	Ongoing throughout the year	Continued assessments	Classroom teachers have additional times in the specialist schedule to be used for enrichment and intervention activities.
<b>Engagement:</b> Independent Reading	Staff	Sept.- June	Increased Homework Completion	None needed
<b>Engagement:</b> Computer Based Reading Intervention Programs- i.e. K-2 Raz Kids, Accelerated Reader, Iready, EPIC	Classroom Teachers, Title I Staff	Sept-June	Assessment data	As needed
<b>Engagement/Collaboration/Communication:</b> Focus on Danielson Model Component 3c- Student Engagement (Best	Principal, Staff	Sept.-June	Observation, TPEP	Wednesday Collaboration, Staff Meetings

## Peninsula School District School Improvement Worksheet

practices as applied to reading.				
Tier Two Interventions (Some)				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<b>Engagement/Collaboration:</b> Communities In Schools-Comprehensive Site-provide small group support before, during and after the school day.	CIS staff and volunteers	By mid October through May.	VIT formative reading/math assessments for struggling students.	CIS and Title train new staff and or volunteers.
<b>Engagement/Assessment:</b> Computer Based Reading Intervention Programs- i.e. 3-5 Read Well, i-Ready, etc.	Classroom Teachers, Title I Staff	Sept-June	Assessment data	As needed and District Provided Trainings
<b>Assessment/Collaboration:</b> Enrichment/Intervention Schedule for all grade levels	Music, PE and STEM Teacher and classroom teachers	Ongoing throughout the year	Continued assessments	Classroom teachers have additional times in the specialist schedule to be used for enrichment and intervention activities.
Tier Three Interventions (Few)				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<b>Engagement/Collaboration/Communication/Assessment:</b> Provide small group instruction through Title I school wide services.	Title Staff, CIS (4th grade)	Ongoing throughout year	Utilize assessment data to allow for flexible groupings	Training Title staff as needed and utilizing district training opportunities.
<b>Engagement/Collaboration/Communication/Assessment:</b>	Title, SPED staff, CIS coordinator, classroom teachers.	All services in place by October 2019	Increase the number of students receiving before & after school	Mentor training through CIS

## Peninsula School District School Improvement Worksheet

Maximize the number of students being served in before (Read Naturally Lab) and/or after school reading tutoring through CIS	Para-educators and volunteers deliver instruction.		services –attendance data	
<b>Engagement/Communication:</b> Provide take home books, other reading practice materials, book log for identified students in student book bags.	Title Staff and Resource staff.	Ongoing throughout year	Monitor individual student data (Daily Book Log)	Training staff as needed
<b>Engagement/Communication/ Collaboration/Assessment:</b> Ready, Set, Go Summer Program for struggling students (1 <sup>st</sup> -4 <sup>th</sup> grades)	Volunteers, CIS	Spring- Identify Students Summer- Implement	Pre/Post assessment data, spring data versus fall data to look for summer learning loss.	Training for staff and volunteers as needed.
<b>Engagement/Communication/ Collaboration/Assessment:</b> Kindergarten Jump Start Summer Program	Title Director Kindergarten Teacher	Spring-Identify Students Summer- Implement	Teacher Observation Data Collected	Training through Title I department
<b>Engagement/Communication/ Collaboration/Assessment:</b> Provide extension activities and materials for students performing beyond level.	Classroom Teachers	Ongoing throughout year	Formative Assessment Data, CoGat, Smarter Balanced Assessment Data	Training as provided- HC district training
<b>Engagement/Communication/ Collaboration/Assessment:</b> Grade level reading goals for K, 2nd, 3rd, 4th, 5th	K, 2nd, 3rd, 4th and 5th grade Classroom Teachers	Ongoing throughout year	Teacher Observation Data Collected	Training staff as needed
<b>Engagement/Communication/ Collaboration/Assessment:</b>	K and 2nd grade classroom Teachers	Ongoing throughout year	Teacher Observation Data Collected	Enrichment/Intervention time for assessments

## Peninsula School District School Improvement Worksheet

Walk-To-Read model in grades K and 2nd Special emphasis on K because of high needs	SPED, Title/LAP Staff 4th grade kinder buddies will practice basic reading skills with K (Mon, Wed, Thurs)			
<b>Engagement:</b> Independent Reading	Staff	Sept.- June	Increased Homework Completion	None needed
Tier Four Interventions (SPED)				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<b>Engagement/Communication/Collaboration/Assessment:</b> Provide small group instruction through Special Education Services utilizing district materials such as Reading Mastery, and Edmark, Reading A-Z, ReadLive lab P.M., Volunteers, Reading Mastery/Corrective Reading, Go-home packets	Resource Staff Options Staff	Ongoing throughout year	Monitor individual student data IEP Goals/objective data	Training Resource staff as needed
<b>Engagement/Communication/Collaboration/Assessment:</b> Provide take home books and other reading practice materials for identified students in student book bags.	Resource staff Options Staff	Ongoing throughout year Summer Take Home	Monitor individual student data (Daily Reading Logs)	Training staff as needed