



GIG HARBOR HIGH SCHOOL

SIP GOALS

2016-2017

WE ARE ONE!

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: Gig Harbor High

Team: Counseling

Leader: Lillian Amrine

- **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, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.

SMART Goal:

Increase the on-time graduation rate from last year’s 90.7% to 95% for grades 10 – 12.

Rationale:

To contribute to the focus of all students meeting or exceeding rigorous standards, challenging them to perform at their highest level, showing continuous improvement.

| Strategies & Action Steps Aligned with the Four Pillars | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness | Professional Dev. & Support |
|---|--------------------|----------------------------|---|--|
| <p>Tier 1—ALL Students</p> <ul style="list-style-type: none"> • Engagement—Individually & in group settings meet with all students to discuss academic progress and career planning • Assessment—Use of Homeroom and Powerschool • Collaboration—Student, parent, staff meetings and community resources • Communication—Use of Remind, newsletters, auto-emailer, announcements, Coffee w/Counselors, presentations | All Counselors | Monthly/Semester | Number of targeted at-risk students who are failing will have decreased | <p>Encourage and assist teachers to partner with parents & students to develop a plan of support</p> <p>Work with teachers to generate interventions to assist students, parents and staff</p> |

Peninsula School District School Improvement Worksheet

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| <p>Tier 2—SOME Students</p> <ul style="list-style-type: none"> • Engagement—Individually and in small group settings • Assessment—Use of Homeroom and Powerschool • Collaboration—Student, parent, staff and community resources • Communication—Use of email, phone calls, letters, meetings | <p style="text-align: center;">All Counselors/Teachers</p> | <p style="text-align: center;">Daily/Weekly/Monthly</p> | <p style="text-align: center;">Number of targeted at-risk students who are failing will have decreased</p> | <p>Encourage students to meet with teachers before and/or after school to get the needed assistance they require</p> <p>Tides Tutoring</p> <p>Study skills group</p> |
| <p>Tier 3—SMALL number</p> <ul style="list-style-type: none"> • Engagement—Individual coaching, Focus 22 placement • Assessment—Use of Homeroom and Powerschool • Collaboration—Student, parent, staff and community resources • Communication—Use of email, phone, letters, meetings | <p style="text-align: center;">All Counselors/Teachers</p> | <p style="text-align: center;">Daily/Weekly/Monthly</p> | <p style="text-align: center;">Number of targeted at-risk students who are failing will have decreased</p> | <p>Refer to Academic Support Counselor</p> <p>Student Support Team</p> <p>Focus 22 placement</p> <p>Counselors meet individually with targeted at-risk students</p> <p>Assistant Principal meets individually with targeted at-risk seniors</p> |

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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 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: Identify at-risk 9th graders by looking at the F list after the first quarter. Add these students to our previously identified list. Work on reducing the number of students who were failing from middle school by 50% (78/322, 24.2% to 39/322, 12.1%).

Rationale: Data from current 2020 9th grade students identified 78/322 (24.2%) as having failed at least one course in middle school. Counselors will identify “at-risk” freshmen using past data from Homeroom. Those “at-risk” will be targeted by our Academic Support Counselor. By starting with the at-risk students from middle school we can be pro-active in assisting students in need. Others will be added after the quarter and/or semester grade report.

| Strategies & Action Steps Aligned with the Four Pillars | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness | Professional Dev. & Support |
|---|--------------------|----------------------------|---|--|
| <p>Tier 1—ALL Students</p> <ul style="list-style-type: none"> • Engagement—Individually & in group settings meet with all students to discuss academic progress and career planning • Assessment—Use of Homeroom and Powerschool • Collaboration—Student, parent, staff meetings and community resources • Communication—Use of Remind, newsletters, auto-emailer, announcements, Coffee w/Counselors, presentations | All Counselors | Monthly/Semester | Number of targeted at-risk students who are failing will have decreased | <p>Encourage and assist teachers to partner with parents & students to develop a plan of support</p> <p>Work with teachers to generate interventions to assist students, parents and staff</p> |

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| <p>Tier 2—SOME Students</p> <ul style="list-style-type: none"> • Engagement—Individually and in small group settings • Assessment—Use of Homeroom and Powerschool • Collaboration—Student, parent, staff and community resources • Communication—Use of email, phone calls, letters, meetings | <p style="text-align: center;">All Counselors/Teachers</p> | <p style="text-align: center;">Daily/Weekly/Monthly</p> | <p style="text-align: center;">Number of targeted at-risk students who are failing will have decreased</p> | <p>Encourage students to meet with teachers before and/or after school to get the needed assistance they require</p> <p>Tides Tutoring</p> <p>Study skills group</p> |
| <p>Tier 3—SMALL number</p> <ul style="list-style-type: none"> • Engagement—Individual coaching • Assessment—Use of Homeroom and Powerschool • Collaboration—Student, parent, staff and community resources • Communication—Use of email, phone, letters, meetings | <p style="text-align: center;">All Counselors/Teachers</p> | <p style="text-align: center;">Daily/Weekly/Monthly</p> | <p style="text-align: center;">Number of targeted at-risk students who are failing will have decreased</p> | <p>Refer to Academic Support Counselor</p> <p>Student Support Team</p> <p>Meet individually with targeted at-risk students</p> |

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

| School: GHHS | Team: English | Leader: Jessi Hupper | | |
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| <ul style="list-style-type: none"> • 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. | | | | |
| <p>SMART Goal:</p> <ul style="list-style-type: none"> • Students will improve reading scores in relation to Target 14: <u>Interpret or analyze the figurative language use or interpret figures of speech used in context and the impact of those word choices on meaning and tone.</u> We intend for this target to include rhetorical devices and strategies that authors use in both literary and informational texts. This goal will be measured by SBA scores for the student population as a whole scoring at or above the proficiency standard. Individually, students will improve 1 level in classroom assessment data, or maintain a “Demonstrating Mastery” or equivalent score based on pre and post classroom assessment data. <p>Rationale: Target 14 came back with “Insufficient Information” on the SBA scoring breakdown. However, our department has agreed that this is historically a weak point for students across the board, from 9th grade to AP level classes, and something that students are asked to do throughout the course of their education; therefore it is a valuable skill for students to practice and for teachers to intentionally teach and track the data to interpret growth. This skill is also emphasized on the SAT that most students will need to take since the majority plan on pursuing post-high school education.</p> | | | | |
| Strategies & Action Steps Aligned with the Four Pillars | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness | Professional Dev. & Support |
| <p>Tier 1</p> <ul style="list-style-type: none"> • <i>Engagement</i> • <i>Assessment</i> • <i>Collaboration</i> • <i>Communication</i> | All teachers | Every day | The majority of students show proficiency in rhetorical device analysis, and being able to apply | <ul style="list-style-type: none"> • Collaboration to align planning and assessments • Collaboration on assessment data and |

Peninsula School District School Improvement Worksheet

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| <ul style="list-style-type: none"> • Close readings & follow up discussion • Pre-reading, during reading, and post reading strategies, including annotation for meaning • Analyzing rhetorical devices & connotation in context • Analysis of fiction and non-fiction texts related to the claim/target • SBA, SpringBoard/Zinc, AP or similar practice assessments | | | <p>understanding to discussions, activities, papers, projects, etc.</p> | <p>monitoring students who are below standard</p> <ul style="list-style-type: none"> • Sharing differentiation and strategies to reach all students • Increased access to technology and tech training • Common language/rubrics/reading strategy documents across all departments (English Writing Document?) |
| <p>Tier 2</p> <ul style="list-style-type: none"> • <i>Engagement</i> • <i>Assessment</i> • <i>Collaboration</i> • <i>Communication</i> <p>Tier 1 plus additional scaffolded resources</p> <ul style="list-style-type: none"> • Reading workshops/conferences, graphic organizers • Revisions/follow-up discussions • Strategic grouping • Chunking readings/activities • Differentiated reading based on data | <p>All teachers, particularly freshmen, sophomore and junior teachers in preparation for assessment</p> | <p>Weekly</p> | <p>Individually, students show improved proficiency on formative and summative assessments. They may also be more confident and willing to participate in activities and discussion as their skills improve.</p> | <p>Tier 1 plus:</p> <ul style="list-style-type: none"> • RTI time? • Before/after school study hall/support (with stipend)? • Collaboration time with SPED for effective resources/strategies? • Collaboration with SS (and WL?) and their strategies/resources |

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| <ul style="list-style-type: none"> • Specific family communication - gradebook comments • Tides Tutoring support work | | | | |
| <p>Tier 3</p> <ul style="list-style-type: none"> • <i>Engagement</i> • <i>Assessment</i> • <i>Collaboration</i> • <i>Communication</i> <p><i>Tier 1 and 2 plus</i></p> <ul style="list-style-type: none"> • Teacher directed Tides Tutoring • Working Lunch -- 318 • Recommendations and communication with appropriate pull-out resources (ELL, SPED) | <p>All teachers, particularly sophomore and junior teachers in preparation for assessment</p> <p>ELL, SPED, Counselors as support</p> | <p>Daily/weekly --- as often as possible</p> | <p>See above.</p> | <p>Tier 1 and 2 plus:</p> <ul style="list-style-type: none"> • Access to paras/tutors? |
| <p>Other</p> | | | | |

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: **GHHS**

Team: **Math 2016-2017**

Leader: **Michael Mutch**

- 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 the 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 achievement; Increased enrollment and success in AP 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: The GHHS Math Department will develop common assessments and use shared student data to drive instruction and provide immediate feedback to students. We will develop strategies that encourage students to present their knowledge using collaboration and teamwork.

Rationale: The goal was developed to address key ideas that exist across our different subject groups and it will build on the strategies learned in the Teacher Development Group.

| Strategies & Action steps | Who is responsible | Target Date/Timeline | Evidence of Effectiveness | Professional Dev & support |
|---------------------------|--------------------|----------------------|---------------------------|----------------------------|
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| Tier 1 – Maintain accurate and up-to-date grades on PowerSchool | Whole Department | Policies are in place all year long | Constant monitoring of grades and participation at Tides Tutoring, | Wednesday Collaborations |
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| <p>, Keep a website with the most relevant classroom information, Use Remind to notify students of important issues in a timely manner, Call home to keep family involved</p> | | | <p>TPEP growth goals are compared and aligned</p> | |
| <p>Tier 2 Test and quiz retake policies are consistent within subject groups, Tides Tutoring is available for additional help</p> | | | | |
| <p>Tier 3</p> | | | | |

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: GHHS

Team: Science

Leader: Science 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.
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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:

- 75% of students will improve by one growth measure in scientific explanation through demonstration of claim, evidence and reasoning according to department lab rubrics.

Rationale:

- As a science department, we will develop aligned laboratory write-up rubrics for each course that address argumentation from evidence (as defined in both NGSS and Common Core Standards) which show a logical progression from lower level to AP level courses and use them consistently throughout the year to commonly assess our students' progress in writing conclusions on lab reports.

| Strategies & Action Steps Aligned with the Four Pillars | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness | Professional Dev. & Support |
|--|--------------------|-------------------------|---------------------------|---|
| Tier 1 <ul style="list-style-type: none"> ● <i>Engagement</i> ● <i>Assessment</i> ● <i>Collaboration</i> ● <i>Communication</i> | Classroom teachers | October - May | Data Collected | Time for planning, NGSS trainings, curriculum support materials Specifically training on teaching |

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| Tier 2 <ul style="list-style-type: none"> ● <i>Engagement</i> ● <i>Assessment</i> ● <i>Collaboration</i> ● <i>Communication</i> | Classroom teachers, Data Teams | October-May | Data Collected, Score Improvement | Time to plan, After School Academy, Time for Grading (TIME!!) |
| Tier 3 <ul style="list-style-type: none"> ● <i>Engagement</i> ● <i>Assessment</i> ● <i>Collaboration</i> ● <i>Communication</i> | Classroom teachers, Interdepartmental Teacher Support, Administration | October - May | Course progress | K-12 alignment, integration with special education, ELL support, and counseling |
| Other | | | | |

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

| School: GHHS | Team: Special Education | Leader: | | |
|--|--------------------------------|-------------------------|---------------------------|-----------------------------|
| <ul style="list-style-type: none"> • 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. | | | | |
| <p>SMART Goal:</p> <ul style="list-style-type: none"> • Students will increase post-high school readiness by independently implementing vocational skills. <p>Rationale:</p> <ul style="list-style-type: none"> • In order to prepare students for success post-high school, whether in the workforce, at the Community Transition Program, vocational programs or college, they will need to have independent vocational skills. | | | | |
| Strategies & Action Steps Aligned with the Four Pillars | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness | Professional Dev. & Support |
| <p>Tier 1</p> <ul style="list-style-type: none"> • <i>Engagement</i> • <i>Assessment</i> • <i>Collaboration</i> • <i>Communication</i> | | | | |
| <p>Tier 2</p> <ul style="list-style-type: none"> • <i>Engagement</i> • <i>Assessment</i> • <i>Collaboration</i> • <i>Communication</i> | | | | |

Peninsula School District School Improvement Worksheet

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| <p>Tier 3</p> <ul style="list-style-type: none"> • <i>Engagement</i> • <i>Assessment</i> • <i>Collaboration</i> • <i>Communication</i> | <p>Russell D'Card Maggie Anderson Jennifer Roland Kelsey White</p> | <p>Fall 2016-April 2017</p> | <p>Classroom Data collection, achievement of IEP goals, progress reports</p> | <p>Professional development resources, time to meet at a PLC group, assistive tech. (including classroom computers).</p> |
| <p>Other</p> | <p>All students in GHHS Special Education program fall under Tier 3.</p> | | | |

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet

School: Gig Harbor HS

Team: World Language

Leader: Nancy Janski

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SMART Goal:

- Our goal is to increase accuracy in written (and performance) expression in the target language with a minimum amount of English intrusion. English intrusion is defined as a reliance on English grammar rules as students learn to communicate in a language different from English.

Rationale:

- FL Standard 4.1 – Comparisons: students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

| Strategies & Action Steps Aligned with the Four Pillars | Who is Responsible | Target Date or Timeline | Evidence of Effectiveness | Professional Dev. & Support |
|--|--|-----------------------------|--|-----------------------------|
| Tier 1 <ul style="list-style-type: none"> • <i>Engagement</i> • <i>Assessment</i> • <i>Collaboration</i> • <i>Communication</i> | World Language Department Team | Ongoing throughout the year | Student output can be easily understood by native speakers of the target language | TBD |
| Tier 2 <ul style="list-style-type: none"> • <i>Engagement</i> • <i>Assessment</i> • <i>Collaboration</i> • <i>Communication</i> | Individual teachers/individual levels (1,2,3,4,5,103,201) taught | Ongoing throughout the year | Student output is mostly comprehensible with minimal interference of English intrusions. | TBD |

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| Tier 3 <ul style="list-style-type: none"> • <i>Engagement</i> • <i>Assessment</i> • <i>Collaboration</i> • <i>Communication</i> | Peer tutors/outside tutors (personal and technological) | Ongoing throughout the year | Student output is mostly incomprehensible because of numerous English intrusions. | TBD |
| Other | | | | |