

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet- Climate and Culture

School: Vaughn	Team: Lily, Lisa, Carianne, Susan, Jennifer, Steve, Heidi	Leader: Susan
<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 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 Spring of 2015, students at Vaughn will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe SCHOOL CLIMATE as assessed by a variety of measurement tools such as positive referrals, discipline and attendance records, and surveys. The desired outcome is a 10% reduction in discipline referrals and student suspensions, a decline in tardy rates, decrease in student bullying behaviors, and an increase in student attendance and school connectedness.

Rationale: Students must be taught the skills and behaviors necessary to become successful and socially responsible. A school setting should be organized in such a way that promotes positive behavior from all students. A safe and civil school setting helps improve safety for all students and staff. All Vaughn Staff have adopted the philosophy that every child who comes through our doors are “All Our Students”. All staff will be responsible for fostering and creating a positive climate and culture that aligns with our goal.

Tier One Interventions (All)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
All Vaughn students will learn and utilize the problem solving strategies and common language outlined in the “Kelso’s Choice” problem solving curriculum. All students trained on district and building policies and procedures for Recognizing, Refusing, and Reporting Harassment, Intimidation, and Bullying.	The building Principal, Dean of Students, and Counselor will provide the leadership. All staff will be responsible for implementation with all students.	Dean of Students and Counselor will train every class by end of September 2014 (Used ongoing throughout school year.)	Increase in positive referrals. Decrease in discipline referrals. Observation of students’ ability to solve small problems independently. Improved student attendance.	The building Principal, Dean of Students and Counselor will train and answer any questions from staff.

Peninsula School District School Improvement Worksheet

Vaughn PBIS Tier I creation	The building Behavior RTI point person(s) and PBIS committee. All staff will implement.	3 positive expectations posted around school-September Rules developed and posted around school for specific areas-September Staff creation of expectations and progressive discipline outlined-August Ongoing classroom lessons - throughout school year.	Increase in positive referrals- Husky Paws connected to PBIS expectations. Decrease in discipline referrals. Observation of student behavior. Improved student attendance. Discipline data entered weekly and shared monthly with staff Staff PBIS survey-Fall 2014, Spring 2015	Monthly PBIS team meetings PBIS team share progress at a staff meeting twice a trimester (September, November, January, March, May, June)
Staff and students will recognize the month of October as "National Bullying Prevention Month." A focus on Bullying will be presented with Taproot Theater and Morning Announcements	All Staff	Ongoing throughout school year, focus in October.	Increase in positive referrals. Decrease in discipline referrals. Observation of student behavior. Decrease in bullying behaviors. Increased student attendance.	The building Principal, Dean of Students, and Counselor will provide any necessary training.
Other Positive Climate/School Connectedness Activities: Ice Cream Social/Meet The Teacher/Talent Show Recognize Birthdays (For those who celebrate) "Bucket Filler" book Husky Paws/Class Dojo Magnificent Milers Lunch Clubs- knitting, art, math, counseling, dance , sports	All Staff	Ongoing throughout school year.	Increase in positive referrals. Decrease in discipline referrals. Observation of student behavior. Decrease in bullying behaviors. Increased student attendance.	The building principal, counselor will train staff if necessary, and all staff will train students.
School wide presentation of rules and expectations	Specialist Team	First Week in Sept. First Week in Jan. and as needed Ongoing connection to announcements	Reduction in discipline referrals and suspension.	None needed
Tier Two Interventions (Some)				
RTI B Tier II team meeting	The building Behavior RTI point person and PBIS Tier II team (Counselor, Dean of Students, Psychologist, Behavior Specialist, and SPED rep)	Screen students-Fall. Identify students and provide intervention groups-Fall. Tier II Team meetings-2 monthly beginning 2 nd trimester	Decrease in Tier II students. Observation of student behavior.	Tier II Team will communicate support to classroom teacher.

Peninsula School District School Improvement Worksheet

Structured recess games, certificated recess supervision for reduction of disciplinary issues	P.E. Teacher	Throughout the school year	Reduction in discipline referrals and suspension from recess issues. Increased participation in organized games.	Communication with staff
Provide opportunities for individualized social skills instruction.	Counselor	Throughout the school year	Data gathered from behavior plans, implementation of new learning, SST forms	Training as needed. PEC's for social stories Books- located in the counselor's office.
Implement Second Step Skills for Social and Academic Success	Counselor	Ongoing throughout school year-focus groups- 3 rd and 5 th grades	Pre/Post assessment DESSA from Second Step Program	Counselor training, teacher training, parent training
Tier Three Interventions (Few)				
RTI B Tier III and IIII	The building behavior RTI point person, Behavior Specialist, IEP case manager, School Psychologist, Counselor, Classroom Teacher	Meet when FBA or BIP is required	Decrease in tier III students. Observation of student behavior.	FBA team (classroom teacher, case officer, behavior specialist, counselor, aid, support staff) will communicate frequently
Husky Helpers	CIS Coordinator	October-June	Reduction in discipline referrals	
Tier Four Interventions (SPED)				
RTI B Tier III and IIII	The building behavior RTI point person, Behavior Specialist, IEP case manager, School Psychologist, Counselor, Classroom Teacher	Meet when FBA or BIP is required	Decrease in tier III students. Observation of student behavior.	FBA team (classroom teacher, case officer, behavior specialist, counselor, aid, support staff) will communicate frequently

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet- Reading

School: Vaughn

Team: Lily, Carianne, Susan, Lisa, Heidi,
Jennifer, Steve

Leader: Susan

- **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:

By June 2015, Vaughn Elementary will see continuous growth from students and movement from level 1 to level 2, level 2 to level 3, level 3 to level 4 as indicated on school wide reading assessments (CBA, I.M.S. data-K-2 Reading Portfolio, DRA, STAR, BRI grades 4, 5, and utilize our Title I Rubric) given three to four times per year.

We expect to see the following growth for K - 5th grade students on our school wide reading assessment data:

	Level 1 to Level 2	Level 2 to Level 3	Maintain Level 3	Level 3 to Level 4	Maintain Level 4
Kindergarten	1 out of 7	2 out of 2	30 out of 33	3 out of 33	0 out of 0
First Grade	1 out of 6	2 out of 13	31 out of 31	0 out of 31	7 out of 7
Second Grade	1 out of 8	4 out of 8	27 out of 28	1 out 28	15 out of 15
Third Grade	1 out 9	3 out of 10	31 out of 31	0 out of 31	19 out of 19
Fourth Grade	1 out 2	3 out of 17	18 out of 20	2 out of 20	12 out of 12
Fifth Grade	1 out of 4	5 out of 19	25 out of 25	0 out of 25	16 out of 16

Rationale:

We believe that when all teachers continually monitor student achievement, adjust instruction through intentionally planned interventions, and teach to the Common Core State Standards, all students will be challenged to perform at their highest level in reading as evidenced by common assessments.

Peninsula School District School Improvement Worksheet

Tier One Interventions (All)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Implement a balanced literacy block that incorporates best teaching practices, CCSS, and regular assessment that drives instruction. (Phonics, phonemic awareness, vocabulary, comprehension, and fluency.)	All classroom teachers, Title teacher, Resource teacher, para educators, CIS	Sept. 2014-June 2015	Student achievement in reading based on formative assessment data.	Training for new staff, offer retraining for existing staff. Utilize building and district staff as needed.
Regularly monitor student progress by administering common formative assessments.	All classroom teachers, Title teacher, Resource teacher, para educators	Sept. 2014-June 2015	Results of assessment data.	Training for new staff, offer retraining for existing staff as needed. Utilize building and district staff as needed.
Reading Logs/Tracking - Offer summer reading incentive and classroom weekly reading homework (Parent Involvement)	Student, families, and classroom teachers (Summer Reading Incentive Program)	June-Aug. for Summer reading, Sept.-June classroom reading logs.	Summer reading logs counted during our Ice Cream Social/Meet the Teacher—track from year to year # of logs collected. Classroom teachers track independent reading.	Materials sent home in June for summer reading in coordination with the Pierce County Library System. Materials sent home weekly for classroom log. Reading buddies and volunteers focusing on students needing extra support for at home reading.
Provide a Family Reading/Literacy Night – Reading activities for	Committee Members, VPTA, and CIS, Title Teacher, Principal and	Thursday, November 20 th	Attendance sign in sheet and Family survey completed at the end of	Train New Staff

Peninsula School District School Improvement Worksheet

parents to learn different ways to assist their child with reading at home.	other staff members		the evening.	
Collect reading data, sort and group students into flexible groups.	All Teaching Staff, Title I Staff, Resource, CIS	Ongoing throughout year	Looking at data to support group needs on a frequent and regular basis. (VIT)	Wed. collaboration time will be used to analyze data and meet with other support staff to create a variety of delivery models.
Homework Club/Independent Reading	Counselor, Other Staff	Sept.- June	Increased Homework Completion	None needed
Computer Based Reading Intervention Programs- i.e. K-3 Raz Kids	Classroom Teachers, Title I Staff	Sept-June	Assessment data	As needed
Focus on Danielson Model Component 3c- Student Engagement (Best practices as applied to reading.)	Principal, Staff	Sept. -June	Observation, TPEP	Wednesday Collaboration, Staff Meetings, Book Study Danielson Model
Tier Two Interventions (Some)				
<u>Vaughn Intervention Team-</u> Classroom teachers meet with V.I.T. to look at student achievement data and develop an intervention plan to meet individual student needs. Provide interventions based on a tiered model. Identify students through assessment, planned interventions based on	All Staff- Title staff, Resource, Principal, Counselor, CIS, Classroom Teachers	Four times this year. October 2014 December 2014 March 2015 May 2015	Use of data to monitor whether students are performing at standard, if not and what actions will be taken.	Training in excel spreadsheet use, ongoing RTI training

Peninsula School District School Improvement Worksheet

need, monitor progress.				
Maximize the number of students being served in before (Read Naturally Lab) and/or after school reading tutoring through CIS	Title, SPED staff, CIS coordinator, classroom teachers. Paras & volunteers deliver instruction.	All services in place by mid October	Increase the number of students receiving before & after school services by adding an additional day of service.	Mentor training through CIS
Communities In Schools-Comprehensive Site-provide small group support during 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.
Utilize trained parents for small Phonographix groups	Title I Teacher, Classroom Teacher, Parent Volunteers	Training in October Implement Oct.-May	Word Feature Spelling Inventory	Training parents through Title I Teacher
Computer Based Reading Intervention Programs- i.e. 3-5 Read Well, etc.	Classroom Teachers, Title I Staff	Sept-June	Assessment data	As needed
10 40 Minute Weekly Intervention Blocks with Reading Focus	Specialists, Classroom Teacher	Sept-June	Assessment data	None needed
Tier Three Interventions (Few)				
Provide monthly Title I Reading Newsletter to inform parent on tips, learning topics, etc.	Title teacher	Monthly-to identified students through weekly folders, hard copy avail. at school.	Survey families at the end of the school year to see if the newsletter information helped them support their students.	None needed
Provide small group instruction through Title I school wide services.	Title Staff, CIS	Ongoing throughout year	Utilize assessment data to allow for flexible groupings	Training Title staff as needed and utilizing district training opportunities.
Provide take home books and other reading practice materials for	Title Staff and Resource staff.	Ongoing throughout year	Monitor individual student data (Daily Book Log)	Training staff as needed

Peninsula School District School Improvement Worksheet

identified students in student book bags.				
Ready, Set, Go Summer Program for struggling students (1 st -4 th grades)	Lisa Selfors, Title Staff, 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.
Kindergarten Jump Start	Title Director Kindergarten Teacher	Spring-Identify Students Summer- Implement	Teacher Observation Data Collected	Training through Title I department
K-Plus Kindergarten Intervention Program	SIP team, Principal, Counselor, Title, Teachers	3 eight week sessions	Pre/post assessment data	K-Plus Teacher as needed
Tier Four Interventions (SPED)				
Provide small group instruction through Resource.	Resource Staff	Ongoing throughout year	Utilize assessment data to allow for flexible groupings	Training Resource staff as needed and utilizing district training opportunities.
Provide take home books and other reading practice materials for identified students in student book bags.	Resource staff.	Ongoing throughout year	Monitor individual student data (Daily Book Log)	Training staff as needed

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet- Writing

School: Vaughn

Team: Lily, Susan, Carianne, Steve, Heidi, Jennifer and Lisa

Leader: Susan

- **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, Vaughn will see a 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 school wide district writing assessment data and rubric, given three times per year.

Rationale:

- We believe that when all teachers monitor student achievement and growth, teach to the Common Core Standards, and utilize research based practices, **all students are challenged to perform at their highest level** in writing as evidenced by common classroom based assessments.

	Level 1 to Level 2		Level 2 to Level 3		Level 3 to Level 4	
	COS	CON	COS	CON	COS	CON
First Grade	1 out of 2	0 out of 0	0 out of 3	1 out of 9	5 out of 39	3 out of 33
Second Grade	6 out of 13	5 out of 12	7 out of 18	5 out of 16	3 out of 28	2 out of 31
Third Grade	2 out of 6	2 out of 6	6 out of 20	2 out of 23	4 out of 33	4 out of 30
Fourth Grade	1 out of 6	1 out of 4	7 out of 19	5 out of 24	5 out of 19	4 out of 17

Peninsula School District School Improvement Worksheet

Fifth Grade	1 out of 2	3 out of 11	9 out of 17	6 out of 17	3 out of 22	1 out of 19
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Tier One Interventions (All)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
<p>Teachers will provide a 30-60 minute writing block.</p> <ul style="list-style-type: none"> Follow the district adopted curriculum, pacing charts and assessments with Writer's Workshop, Benchmarks and piloted reading programs. 	All teachers are responsible	On going throughout the 2014-15 school year.	District provided writing prompts three times a year with pre and post assessment, scored with a common rubric in Conventions (CON) and Content, Organization and Style (COS)	<p>Collaboration Wednesday conversations regarding writing instruction, formative assessment and best practices across grade levels.</p> <p>Collaboration time to plan writer's workshop model lessons in conjunction with Benchmark writing and piloted reading curricula.</p> <p>Time allotted for reviewing the Common Core Standards.</p>
<p>Teachers will teach Phonographix and/or Words Their Way for spelling instruction.</p> <p>Survey Staff on Spelling Programs Used</p>	<p>Classroom Teachers</p> <p>SIP Team</p>	On-going throughout the 2014-2015 school year with periodic assessments	Monitor during writing practice and assessments; look for transference of skills into daily work	Collaborate with team members to discuss results and next steps
Teachers will give District writing tasks including a pre and post test for each type of writing during the school year, scored with a common rubric in Conventions (CON) and Content, Organization, and Style (COS)	All Classroom Teachers	<p>Pre-tests given prior to each writing type lesson.</p> <p>Post tests are to be given at the end of each writing unit.</p> <p>K-1 will enter a Narrative writing task score for Dec., March, and June.</p> <p>Due dates for the post-assessment scores for the writing tasks into IMS by: December 19 April 10 June 26</p>	Writing scores in COS & CON will reflect progress towards grade level standards; Anchor paper sets will be created based on trimester scores	Cross grade level share out of sets of anchor papers based on scoring rubric criteria.

Peninsula School District School Improvement Worksheet

All staff will implement new pacing charts with focus on integrating the new ELA standards across content areas	All classroom teachers, SPED, Title, Options	All year long	Title and special education classrooms are integrating more writing in their programs.	Collaboration Wednesday to analyze standards and student work to differentiate instruction to meet the needs of all students as writers.
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Tier Two Interventions (Some)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Title and CIS targeting First Grade students to provide additional writing support and Phonographix intervention groups	First Grade teachers, Title, CIS	All year long	Looking for evidence of transference of skills into student writing in daily work and trimester writing prompts	Collaboration between First grade teachers, Title staff and CIS staff to adjust and meet student needs
Parent training offered on Phonographix and Words Their Way	Title teacher	Fall	Parent volunteers participate in classroom interventions	Feedback to parents from Title and classroom teachers
Classroom teachers will differentiate instruction based on writing samples; skill based groups will be created	Classroom teachers	All year long	Looking for evidence of transference of skills into student writing in daily work and trimester writing prompts	Collaboration Wednesday to analyze standards and student work to differentiate instruction to meet the needs of all students as writers.

Tier Three Interventions (Few)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Use of graphic organizers to help student organize their thinking prior to writing tasks.	Classroom Teachers, Title and SPED Teachers	All year long	Looking for evidence of transference of skills into student writing in daily work and trimester writing prompts	Graphic organizers available on Google Docs

Tier Four Interventions (Sped)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Students receive specially designed instruction to support their classroom writing tasks	Special Education Teachers	All year long	Looking for evidence of transference of skills into student writing in daily work and trimester writing prompts	Collaboration between classroom teachers and special education teachers

Peninsula School District School Improvement Worksheet

SMART Goal Worksheet-Math

School: Vaughn

Team: Heidi, Jennifer, Lisa, Susan, Steve,
Lily, Carianne

Leader: Susan

- **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:

By Spring of 2015 students will show growth based on levels of performance measured by the enVision Summative Assessments and the enVisions End of Year assessment as well as CBA's. We will monitor progress of student data using benchmark enVision math assessments.

- **Kindergarten-**
 - A. By June 2015, 80% of students will score 80% or higher on enVision End of Year Assessment.
- **First Grade-**
 - A. By June 2015, 80% of students will score 80% or higher on the enVision End of Year Assessment. (September 2014 data reflects that 40% of students scored 80% or higher.)
 - B. By June 2015, 80% of students will score 80% or higher on the District Computation Assessment.
- **Second Grade-**
 - A. By June 2015, 75% of second grade students will score 80% or higher on the enVision End of Year Assessment. (September 2014 data reflects that 37% of second grade students are performing below standard and 63% of second grade students are performing at or above grade level)
 - B. By June 2015, 75% of second grade students will score 80% or higher on the District Computation Assessment (September data reflects that 0% of students are meeting standard.)

Peninsula School District School Improvement Worksheet

- **Third Grade-**

- A. By June 2015, 75% of third grade students will score 76% or higher on the enVision End of Year Assessment. (Current data reflects that 45% of third grade students are performing below standard and 55% are meeting or exceeding the standard)

- **Fourth Grade-**

- A. By June 2015, 80% of fourth grade students will score 80% or higher on Classroom Based Assessments and enVision End of Year Assessment. (September 2014 data reflects 56% of students performing below grade level standard and 44% are meeting or exceeding the standard)
 - B. By June 2015, 90% of students will complete 100 multiplication/division problems in four minutes with at least 90% accuracy.

- **Fifth Grade-**

- A. By June 2015, 80% of fifth grade students will score 80% or higher on Classroom Based Assessments and enVision End of Year Assessments. (September 2014 data reflects 31% of students performing below standard and 69% meeting or exceeding the standard)

- **Rationale:**

We believe that when all teachers continually monitor student achievement, adjust instruction through intentionally planned interventions, and teach to the Pacing Chart and State Standards all students are challenged to perform at their highest level in Math as evidenced by common assessments.

Tier One Interventions (ALL)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Classroom teachers will utilize and teach with fidelity to the district pacing charts (CCSS-domains AND standards for mathematical practice) in order to implement a balanced math block to include common curriculum and assessments that drive instruction.	All Classroom Teachers, Support Staff (Title, CIS, SPED)	Ongoing throughout school year.	Match Pacing Chart	Utilize Building and District Resources as needed.

Peninsula School District School Improvement Worksheet

Regularly monitor student progress by administering Topic Tests from enVision and Classroom Based Assessments	All Classroom Teachers, Support Staff (CIS & SPED)	Ongoing throughout school year.	Assessment data	Utilize Building and District Resources as needed.
Enter Data in IMS and grade level spread sheets	All Classroom Teachers	By deadline- no later than one week after reporting period	Data is available to necessary staff on line. (Principal, Title teacher, and classroom teacher.)	Jennifer Dempewolf, Technology Support, Training of new staff
Provide Family Math Night. We will expose families to math activities that can be used at home.	Committee Members and Staff	February 2015	Family survey completed at the end of the evening, attendance records	CIS, PTA
Provide opportunities and materials for students to develop Fact Fluency.	Classroom Teachers, Support Staff	Ongoing throughout the school year	Assessment data, ability to fluently recall facts	Fact Box Origo Materials from Title Room, Computer Programs, Math Club
Consistent use of Math Vocabulary (Create Common Language)	Classroom Teachers, Support Staff	Ongoing throughout the school year	Classroom vocabulary displays	District Provided Math Vocabulary Cards, CCSS

Tier Two Interventions (Some)

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Provide intentional ability based group instruction through C.I.S. that consists of identifying students through assessment, planning interventions based on need, and monitoring student progress.	Fifth Grade and C.I.S. coordinator	Ongoing throughout school year.	Assessment data	Utilize Building and District Resources as needed.
Vaughn Intervention Team (VIT) Classroom teachers meet with team to review student achievement data to develop or revise an intervention plan to meet individual student needs in order to support student growth resulting in 75-80% of students meeting or exceeding standard.	VIT TEAM (Principal, Counselor, Title Staff, SPED Staff, Classroom Teachers) and other support staff.	Four times per year <ul style="list-style-type: none"> • October 2014 • December 2014 • March 2015 • May 2015 	Assessment data (classroom based assessments and grade level spreadsheets), Meeting Proficiency Board	Roving substitutes for release time, train new staff, utilize district supports
Thirteen forty-minute weekly intervention blocks that are	Specialists	September through June	Assessment Data (classroom based assessments and grade	None

Peninsula School District School Improvement Worksheet

utilized for flexible groups focused on math skills.			level spreadsheets), Meeting Proficiency Board	
Small focused groups for math instruction while others play games	All staff	Ongoing throughout school year	Assessment Data	Grade Spreadsheets, ims, and data boards
Across grade level "Math Buddies" engaged in math activities and learning games.	CIS Coordinator and classroom teachers	October-June	Assessment Data	As needed
Provide opportunities and materials for students to develop Fact Fluency in a small group setting.	Classroom Teachers, Support Staff	Ongoing throughout the school year	Assessment data, ability to fluently recall facts	Fact Box Origo Materials from Title Room, Computer Programs, Math Club
Tier Three Interventions (Few)				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Communities in Schools Support – Comprehensive Site-Classroom Support- small group	CIS, Intervention, and Support Staff	Ongoing throughout school year- during school day and after school support.	Assessment data	As needed
Provide Additional Intervention Time	Specialists	Ongoing throughout the school year	Assessment data, Meet with classroom teachers to discuss individual students, Vaughn Intervention Team meetings	With specialists and classroom teachers as necessary
Tier Four Interventions (SPED)				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Provide small group instruction through resource (push in or pull out model)	Resource staff	Ongoing throughout the year	Utilize assessment data to allow for groupings	Training resource staff as needed
Provide a quiet finishing room for math resource students	Resource staff	Ongoing throughout the year	Utilize assessment data to allow for groupings	Training resource staff as needed