

# Kenai Peninsula Borough School District



## SMART Goal for Strategy #1

### Soldotna Montessori

Area of Focus #1:	Relevance: Experience a personalized learning system.			
Strategy #1:	Students will learn in a flexible instructional model that is fluid and developmentally appropriate for all.			
<b>Step 1: Write a SMART Goal in the space provided below for this strategy</b> <i>Example:</i> <i>By May 15, 2018, we will develop a school-wide math continuum that aligns state standards with our adopted math instructional curriculums at the primary (grades 1-3) and intermediate (grades 4-6) levels which will include identification of relevant Montessori materials used to address math standards and concepts.</i>				
<b>Step 2: Give detail to the SMART Goal by completing the actions bank below</b>				
Action Steps: <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	Owner: <i>Who is responsible for leading or coordinating this action step?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?</i>	Results: <i>Share results, observations, comments, etc.</i>
Establish regular teacher collaboration times	John DeVold	September 12	Meeting dates set and scheduled with teachers	Second Tuesday of each month dedicated to collaboration time for teachers to work on developing the continuum of work for each grade level. Early release days are also used for this collaboration time to complete work on the continuum
Establish collaboration meeting discussion and work expectation	Staff	September 12	Teacher completion of meeting notes and progress assessments	Canvas course created to provide teacher access to the workspace, to provide feedback about the progress they have made, and to reflect on their use of this time to accomplish the goal/task.
Establish framework for recording and synthesizing information	Staff	September 12	Teacher creation of recording matrix for standards/curriculum/Montessori materials	Canvas course created to provide teacher access to the workspace, to provide feedback about the progress they have made, and to reflect on their use of this time to accomplish the goal/task.
One domain completely aligned with standards, curriculum resources, and Montessori resources for each grade level	Teachers	December 18	Review of standards and their alignment to the curriculum instructed throughout the year and generate a list of Montessori materials used to address each component of the associated standards	Our staff deviated from the action step by completing a complete alignment of a grade level, before moving on to the next. Primary has completed one grade level, and the intermediate team has completed one grade level, as well as a portion of a second grade level. Beginning this process took some time to develop a strategy for working collaboratively. Collaborative teams are now more efficient at working through the standards and applying the Montessori materials that are correlated. Collaborative teams completed more domains than this step required and are progressing well.
Evaluate and refine process	John DeVold & Staff	January 23	Meeting to review collaboration work and make adjustments to the process	In review of the progress of our collaborative teams, it was felt that we were on track for meeting our target dates and that the work was purposeful toward the goal. No adjustments were made as a result.
Complete alignment of remaining standards	Teachers	March 27	Complete alignment of remaining domains: may need additional time, or may have started earlier depending on work on 1st domain	Most of all the work was completed. We did require additional time to meet this deadline. The work was completed within the next two work sessions.
Rate implementation of Montessori materials used for instruction	Teachers	April 24	Complete a self-assessment of implementation	The self-assessment piece took place independently throughout the process. Teachers requested peer training or demonstrations throughout the process as they assessed the implementation of many materials that applied to state standards. A formal document was not created to self-assess, but the training and peer demonstrations occurred at follow up staff meetings as a result of the work on the work on the continuum.
Categorize Montessori materials as introductory, extension, or review lesson	Teachers	May 8	Determine how Montessori materials are used to support instruction: add this determination to the matrix	Did not complete this task.
Prioritize professional development instruction for Montessori materials not used or implemented	Teachers	May 8	Submit prioritized list of Montessori math material trainings to administrator	Teachers provided input via survey as part of their year-end checkout. Input will be reviewed at the Leadership Academy and used to develop an 18-19 plan for ongoing staff development for Montessori math materials.
<b>Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps</b>				
<b>MID-YEAR DISCUSSION: 12-22-17</b>				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	

<p>Relevance Goal: Experience a personalized learning system.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways do we create a flexible instructional model that meets the needs and interests of each learner? In what ways might we improve?</li> <li>- How do we help our students to develop healthy lifestyles and make healthy choices?</li> <li>- How can our school better engage families and leverage resources beyond the classroom?</li> </ul>		<p>In primary grades, students are exposed to instruction based on their readiness. Montessori math lessons are presented as students master prior elements of a material or are ready for instruction in new Montessori math materials. Teachers observe and assess each student's readiness for further instruction based on observations of independent work and small group work.</p> <p>In intermediate grades, students receive math instruction based on their ability and are grouped accordingly. Students are able to move ahead based on their performance and are working at their readiness level. Teachers frequently assess formally and informally and adjust instructional groups as needed. Students use Montessori math materials as a supplement to our curricular resource, and they are provided with concrete materials when necessary to understand concepts. Students are able to use these resources when they want to gain additional understanding or practice with a math concept.</p> <p>Teachers are working collaboratively to gain understanding of gaps in our use of Montessori materials and our coverage of state standards. Improvement will include identifying which standards are covered and which are not in our use of Montessori math materials. Additionally, improvement will occur when we are able to identify where staff could use professional development for better implementation of Montessori math materials or gain understanding of various levels of presentation of known materials.</p> <p>We can better engage families and leverage resources beyond the classroom by beginning to invite parents to investigate our Montessori math materials at scheduled conference days and with family nights focused on sharing how math materials are used.</p>		Advancing
Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like?</i>	Results: <i>Share attempts and wins</i>
Continued work on our math continuum at each grade level	Teachers	March 27	Completed continuum within spreadsheet document	The continuums were not fully completed by the intended date. The teams required two more work sessions to finish them up.
Teacher self-assessment of Montessori math materials implementation	Teachers	April 24	Completed self-assessment sheets	The self-assessment piece took place independently throughout the process. Teachers requested peer training or demonstrations throughout the process as they assessed the implementation of many materials that applied to state standards. A formal document was not created to self-assess, but the trainign and peer demonstrations ocured at follow up staff meetings as a result of the work on the work on the continuum.
Share Montessori math materials demonstrations at conferences and APC meetings	Teachers/Interventio nists	On going throughout semester	Documented presentations at APC meetings and demonstration of Montessori math materials during conferences	Montessori Material presentations were given at 6 of the 9 APC meetings by school staff. Mrs. Larned demonstrated various Montessori Math materials at both the fall and spring parent conferences.
Identify professional development needs for 18-19 school year	Teacher/Principal	May 8	Teacher input during staff meeting to develop plan for 18-19 Montessori math material staff development	Teachers provided input via survey as part of their year-end checkout. Input will be reviewed at the Leadership Academy and used to develop an 18-19 plan for on going staff developemnt for Montessori math materials.
EOY DISCUSSION: [Date]				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	
<p>Relevance Goal: Experience a personalized learning system.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways do we create a flexible instructional model that meets the needs and interests of each learner? In what ways might we improve?</li> <li>- How do we help our students to develop healthy lifestyles and make healthy choices?</li> <li>- How can our school better engage families and leverage resources beyond the classroom?</li> </ul>	<p>The discussion reflected the midyear discussion since the questions remained the same. Additional thoughts included the ability of students to choose work according to a workplan, and the ability to return to works or learning tasks independently, as needed, to gain experience, confirm learning, or review concepts. Improvement areas that were discussed dealt with ability to observe and record student progress. The discussion about healthy lifestyles revolved around student ownership of recess activities and encouraging students to organize activities that incorporate physical play and fitness. It was thought that our older students can lead the other students in a variety of activities during recess while also providing fellow students with choices for activity engagement. When discussing how to engage families, it is beleived that our school community has extensive family engagement and we reflected on the many ways our families are able to engage with the school. We considered how we can provide additional opportunities for not only student and family engagment, but community members as well.</p>		Advancing	

# Kenai Peninsula Borough School District



## SMART Goal for Strategy #2

### Soldotna Montessori

Area of Focus #2:	Responsive: Be immersed in a high quality instructional environment.			
Strategy #2:	Prioritize strong, positive relationships with all students to support their social and emotional needs.			
Step 1: Write a SMART Goal in the space provided below for this strategy				
<i>Example:</i> <i>By May 15, 2018, We will develop and implement Tier 2 and Tier 3 behavior intervention models that support the Conscious Discipline program and fit the Montessori philosophy.</i>				
Step 2: Give detail to the SMART Goal by completing the actions bank below				
Action Steps: <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	Owner: <i>Who is responsible for leading or coordinating this action step?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?</i>	Results: <i>Share results, observations, comments, etc.</i>
Formation of a Behavior Support Committee	John DeVold	October 15	4 team members consisting of administrator, 1 intermediate teacher, 1 primary teacher, & 1 intervention/SPED teacher	Five team members volunteered to participate in this work. All needed positions filled.
Establish committee meeting schedule	John DeVold	Monthly meetings, Fall/Winter	Monthly meetings to review & create intervention protocols	Monthly meetings established and shared with team in November. First meeting occurred in November.
Staff meeting reports	John DeVold	Monthly staff meetings, Fall/Winter	Progress toward Tier 2 & Tier 3 behavior intervention model reported to staff for review and input	Team met and considered various models. We recieved outside input whcih provided context that the current model on paper was viable. Decision to continue wiht curent model and tweek our process was made.
Implementation of plan created by Behavior Support Committee	Behavior Support Committee	February, 2018	Staff will begin using the behavior support intervention model for students requiring Tier 2 & Tier 3 behavior interventions	The intervention model was utilized, but the process for implementation was not consistent or well known.
Review trial processes and modify behavior intervention model	Behavior Support Committee	May 15, 2018	Solicit feedback from teachers at staff meetings and within the behavior support process	Feedback from teachers indicated that the process needed to be articulated and clearly delineated on paper. It was also believed that the various models and methods that were used to support/create/discuss the intervention model in a Montessori environment were surperfluous and should be removed form our program documents sine they did not help with clarity.
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps				
MID-YEAR DISCUSSION: [Date]				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	

<p>Responsive Goal: Be immersed in a high quality instructional environment.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?</li> <li>- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?</li> <li>- Does our school foster a culture of innovation? What steps might we take to better support such a culture?</li> </ul>		<p>Our school currently has implemented Conscious Discipline as an intervention process school-wide. This program stresses the importance of developing connections for students with peers and staff. Students participate daily in connection activities and weekly class meetings to discuss social/emotional topics. Students engage in multi-grade learning, and many activities are structured to provide interaction between kindergarten, primary, and intermediate classes. We have monthly school assemblies that are led by classes, highlighting the good/important things that happen in our school.</p> <p>Our staff is well-versed in the use of Conscious Discipline language and strategies. We are developing additional strategies for implementing Tier 2 &amp; 3 interventions and are seeking additional resources to supplement our Conscious Discipline methods that address the needs of students who would benefit from more intensive instruction to deal with social and emotional needs. Our staff is being supported by developing a process that marries our Conscious Discipline approach to the RTI model and incorporates other social/emotional programs to meet our students' needs.</p> <p>Our school has been innovative in our efforts to be community minded and our students frequently engage in helping within the community. We have created a community accessible food pantry, managed by our students, that has been highlighted in the local media, on our district app, and in a KPB publication. The idea has been picked up by outside community members to potentially establish at other schools. Continued innovation may incorporate additional use of local community businesses and entities as resources to provide instructional opportunities to our students. Another innovation would be to make additional efforts to include families in our instructional approaches using technology.</p>		<p>Developing</p>	
<p><b>Action Steps:</b> <i>What will be done?</i></p>	<p><b>Owner:</b> <i>Who will do it?</i></p>	<p><b>Timeline:</b> <i>When will this be accomplished?</i></p>	<p><b>Evidence of the Action:</b> <i>What does success look like?</i></p>	<p><b>Results:</b> <i>Share attempts and wins</i></p>	
Continue with current plan	School staff	This year	Completed Tier 2-3 Behavior Intervention process that included Montessori philosophy and Conscious Discipline approach.	<p>Team met and considered various models. We recieved outside input whcih provided context that the current model on paper was viable. Decision to continue wiht curent model and tweek our process was made.</p> <p>The intervention model was utilized, but the process for implementation was not consistent or well known.</p> <p>Feedback from teachers indicated that the process needed to be articulated and clearly delineated on paper. It was also believed that the various models and methods that were used to support/create/discuss the intervention model in a Montessori environment were superfluous and should be removed form our program documents sine they did not help with clarity.</p>	
<p align="center"><b>EOY DISCUSSION: [Date]</b></p>					
<p><b>Area of Focus</b></p>		<p><b>Record Discussion Notes Here</b></p>		<p><b>Select a current ranking for your school in this area</b></p>	
<p>Responsive Goal: Be immersed in a high quality instructional environment.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?</li> <li>- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?</li> <li>- Does our school foster a culture of innovation? What steps might we take to better support such a culture?</li> </ul>		<p>New discession points ncluded involvemtn of parents in providing strong positive relationships. We also included the amount of time each teacher invests in studnett instructicon wiht building a positive school climate, supoprtng each other and caring for each individual. it manifests itself in what is observed daily in our studnets and evidence of our teachers efforts come through in the topics for presentation at our monthly whole-school assemblies whcih have all had a focus on frindship and caring for each other. Last ly it was beleived that our effort in community outreach influences our students midfullness of others. we have considered how to improve our outreach form a strong community outreach effort and to think of our global outreach and develop our efforts in engagin in meeting needs globally.</p>		<p>Advancing</p>	