Kenai Peninsula Borough School District

SMART Goal for Strategy #1

Mountain View

Area of Focus #1:	Rigor: All students will achieve high levels of academic growth.
Strategy #1:	Student growth and success will be determined through multiple measures of learning.

Step 1: Write a SMART Goal in the space provided below for this strategy

Example:

By May of 2017, 75% of Kindergarten students will be at or above the 25th NPR on NIM, 85% of 1st grade students will be at or above the 25th NPR on Mcomp, 90% of 2nd grade students will be at or above the 25th NPR on Mcomp, 70% of students in grade 3,4 and 5 will achieve their annual targeted decile gain from Fall to Spring on Performance Series Math assessments.

Step 2: Give detail to the SMART Goal by completing the actions bank below

Action Steps: *What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.*	**Owner:** *Who is responsible for leading or coordinating this action step?*	**Timeline:** *When will this be accomplished?*	Evidence of the Action: What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	**Results:** **Share results, observations, comments, etc.**
Based on review of initial and subsequent AIMS web data, identify students in percentile categories and create specific strategic and progress monitoring schedules for Mcomp or Number ID (<10% weekly, 11-25% biweekly, >25% monthly). This should include coordinating with resource teachers and Title to utilize time efficiently. Create a plan for differentiating math to meet the needs of the three groups.	PLC teams	Fall and Winter assessment windows	Lesson plans indicate differentiated instruction in math to students based on AIMS web and other data. Detailed, specific schedules for strategic and progress monitoring for each group. (<10% weekly, 11-25% biweekly, >25% monthly).	After September universal screening some grade levels reinstated WIN time for math temporarily to ensure basic concepts were mastered. Strategic and Progress monitoring schedules set.

Review data from Performance Series benchmark assessments in math. Determine objectives to focus on and develop lesson plans to deliver instruction on those objectives	Teachers/ Interventionists	Fall through Winter	Lesson plans and PLC notes include Performance Series Objectives to be focused on during instruction	Lesson Plans include Alaska Standards being taught. Review of initial Performance Series Data showed general areas of math weakness that are being reviewed and practiced during morning work and math centers. Third grade PLC team waited a little longer to introduce Reflex Math for automaticity in Multiplication to build a sound understanding of the concept with arrays, groups and multiple addition. 5th grade PLC team used Performance Series Scores to level math groups across the grade level and split up students between teachers accordingly.
Track and record individual student NPR (K-2 Aimsweb) and annual decile growth (3-5 Performance Series)	Teachers	Fall, Winter, Spring		Initial SGM forms/data in all grade level PLC folders

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
Rigor Goal: All students will achieve high levels of academic rigor. Key Discussion Questions: - In what ways do our instructional strategies create rigor in the classroom? - How well does do our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms?	With approximately 100 "new to the school" students other than kindergarten the primary "cohorts" we based primary goals on where shaken up. Initial primary assessment scores indicated a need to focus on fundamentals. After much discussion it was decided to pilot MAPS assessment school-wide next year and discontinue Performance Series Assessments. It is hoped that MAPS will provide better data to guide individual students instruction inline with Personalized Learning.	Advancing

Action Steps: *What will be done?*	**Owner:** *Who will do it?*	**Timeline:** *When will this be accomplished?*	**Evidence of the Action:** *What does success look like?*	**Results:** *Share attempts and wins*
Continue steps outlined for the year above				
Pilot MAPS assessments in FY19				

EOY DISCUSSION: [Date]		
Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area

Rigor Goal: All students will achieve high levels of academic rigor. Key Discussion Questions: - In what ways do our instructional strategies create rigor in the classroom? - How well does do our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms?	Discussion/Results for FY 18 Rigor Goals **Primary:** Separate aggressive goals for primary grades based on cohort analysis (previous years scores for students) proved hard to achieve with the sheer volume of new students this year at all grade levels. All grade levels performed above the nationally normed average (75% of students above the 25 percentile) Kindergarten - 79% of students above the 25th percentile on AIMSweb Number ID 1st Grade – 84% of students above the 25th percentile on AIMSweb Math Computation 2nd Grade – 80% of students above the 25th percentile on AIMSweb Math Computation **Intermediate:** Our overall goal of 70% of 3rd 4th and 5th grade students achieving annual decile gains on Performance Series Math Assessments was met only by 5th grade. After two years of gains in this area it was decided to make the additional 30-minute WIN time for math optional to allow grade levels to determine if those strategies could be implemented within the 60-minute math block. 5th grade maintained the 60+30 minute math block for this year. 3rd grade – 48% of students achieving annual decile gains on Performance Series Math Assessments (it should be noted that there is a strong variance between teachers at this grade level) 4th grade – 60% of students achieving annual decile gains on Performance Series Math Assessments (it should be noted that there is a strong variance between teachers at this grade level) 5th grade – 77% of students achieving annual decile gains on Performance Series Math Assessments All intermediate grade were strong in Math computation with 79%, 81% and 87% of students above the 25th percentile on AIMSweb Math Computation for 3rd 4th and 5th grade respectively. Reinstating WIN time for math, instituting other instructional practices and providing individual teacher professional development to ensure annual growth in global math concepts for grades 3 and 4 is warranted.	Advancing

Kenai Peninsula Borough School District

SMART Goal for Strategy #2

Mountain View

Area of Focus #2:	Relevance: Experience a personalized learning system.
Strategy #2:	Students will experience varied instructional strategies that target individual strengths and interests of each learner.

Step 1: Write a SMART Goal in the space provided below for this strategy

Example:

By May of 2017, 100% of classroom teachers will have evidence in Rediker, in the form of informal observations and a teacher narrative, that documents instructional routines and structures in their class that represent a continuation of our shift towards personalized learning with a focus on Student Reflection and Ownership.

Step 2: Give detail to the SMART Goal by completing the actions bank below

Action Steps: *What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.*	**Owner:** *Who is responsible for leading or coordinating this action step?*	**Timeline:** *When will this be accomplished?*	Evidence of the Action: What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	**Results:** **Share results, observations, comments, etc.**
"Test a PL Practice" is introduced to staff as the primary vehicle for discovery phase. Entire choice board is also made available for deeper exploration.	PL leadership team	Opening Inservice 2017	Turnkey agenda is made available through Canvas. All staff can access information .	Turnkey Discovery Workshop delivered at opening inservice.
Staff choose a book(s) for book talk(s).		September 13th	*Book(s) chosen and dates set or worked in collaboration with other schools to attend.	A few staff members participated in book talks. Many staff participated in the 3 credit PL Foundations course.
A list of PL activities/structures are picked and shared within PLC's.	Individual teachers and PLC teams	By September 22nd (Dedicated time to discover 8/17, 8/21, 9/6, 9/13, and 9/20)	*PLC Meeting notes. -Include list in current PLC reporting format.	Activities listed in grade level PLC notes.
Teachers experiment with various PL activities/structures.	Individual teachers and PLC teams	Mid September to Mid October	Discovery phase components may be shared in lesson plans.	

Reflect on and choose various grade-level PL activities to implement during second quarter to determine if they will be part of PL launch for 2nd Semester.	Individual teachers	Mid October through October 20th	*Grade-level PLC notes will be uploaded into shared files. *Lesson Plans will reflect PL activities and structures.	PL activities happening in classrooms. Final choices for 2nd semester PL activities to be implemented will be decided in January.
Design phase activities and action steps will be developed after PL leadership team completes design workshop on September 27th.	PL Leadership Team	10/9/17 & 10/19/17	Mountain View Design Workshop Agenda and Powerpoint available in Touchpoint	
Design Workshop delivered to staff	PL Leadership Team	10/19		Turnkey PL Design Workshop delivered to staff. Student Ownership and Reflection chosen as the Core Four Tactic to focus on for this year.
Launch Workshop delivered to staff	PL Leadership Team	12/22	Inservice Agenda	Turnkey PL Launch workshop modified extensively and delivered to staff 11/22 and 12/22. Working with Ed Elements a modified "tuning protocol" was developed and used for staff members to bring their PL ideas and practices before a small group of peers to work out potential implementation problems. Staff members responded positively to the practice and almost all staff members have brought an idea or practice before a group.

MID-YEAR DISCUSSION: [Date]		
Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Relevance Goal: Experience a personalized learning system. Key Discussion Questions: - 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? - How do we help our students to develop healthy lifestyles and make healthy choices? - How can our school better engage families and leverage resources beyond the classroom?	PL activities accounted for nearly all of our inservice, PD and PLC time this semester. The difference between differentiated instruction and personalized learning is understood to be a big jump. Information regarding PL "Launch" from the district aligns with our experience that it will definitely be continuous process. Teachers don't want to lose academic gains made over the past years by going too fast on the transition to PL. A tuning protocol was used extensively to help flesh out implementation of PL practices. "Make and Takes" or staff driven PD on specific PL practices, are the next step.	Developing

Action Steps: *What will be done?*	**Owner:** *Who will do it?*	**Timeline:** *When will this be accomplished?*	**Evidence of the Action:** *What does success look like?*	**Results:** *Share attempts and wins*
Continue use of Tuning Protocol	Staff members expressing interest	At staff meetings as warranted		
"Make and Takes" or staff driven PD on specific PL practices	PL leadership team and Staff members expressing interest	3rd quarter	Common PL practices adopted across grade levels	
Reflect and Iterate Workshops Delivered to staff	PL leadership team	3rd quarter	Workshops delivered	

School walkthroughs and meeting with EE consultants	Teachers and PL leadership team	3rd and 4th quarter		
Develop protocol for use of 32 new Ipads to ensure use is aligned to PL and grant parameters are followed	leadership team	January	Protocol developed and forwarded to teachers	

EOY DISCUSSION: [Date]		
Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Relevance Goal: Experience a personalized learning system. Key Discussion Questions: - 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? - How do we help our students to develop healthy lifestyles and make healthy choices? - How can our school better engage families and leverage resources beyond the classroom?	School Trends observed and described by Ed Elements on our April Learning Walk were as follows: **Personalized Learning becoming Systematic**: PL has become "business as usual" for the school, a practice that is seen as a core component of the school's culture. **Use of Digital Tools:** There is a variety of flexible content software being used. This speaks to the comfort of teachers to navigate online / offline environments and in the use of technology. **Warm, Inviting Classrooms:** The classrooms throughout the school are very inviting and flexible seating has been embraced. Students love it! **Evolution of Instructional Models:** Teachers have evolved from station rotations to playlists / choice boards. **Developing Trust:** The school has moved from somewhat hesitant to trusting and embracing personalized learning. Informal observations of teachers (entered in Rediker) indicate all teachers have instituted, or attempted with modifications planned, instructional practices with a shift toward Personalized Learning. All but 4 teachers have PL narratives entered in Rediker as well. Student Ownership/Reflection was the focus this year, with ownership receiving the majority of the push. A staff survey indicated that PD on the reflection component was warranted and efforts in that area began 4th quarter during Early Release. Student Reflection and Ownership will continue to be the focus next year with continued PD in student reflection and goal setting.	Developing

Kenai Peninsula Borough School District

SMART Goal for Strategy #3

Mountain View

Area of Focus #3:	Responsive: Be immersed in a high quality instructional environment.
Strategy #3:	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

Example:

By May 2018, 100% of teachers will have increased one proficiency level in their current Tier 1 behavior intervention rubric (self assessed), or scored a 3 on a newly chosen Tier 1 behavior intervention rubric (self assessed).

Step 2: Give detail to the SMART Goal by completing the actions bank below

Action Steps: *What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.*	**Owner:** *Who is responsible for leading or coordinating this action step?*	**Timeline:** *When will this be accomplished?*	**Evidence of the Action:** *What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?*	**Results:** **Share results, observations, comments, etc.**
All teachers will meet with their administrative partners with the rubric from their chosen Tier 1 behavior intervention.	Teachers/administration	10/1 Self reflection conferences.	If the same intervention is chosen by teacher, a review of last year's progress and this year's actions steps described to increase proficiency level. If new interventions are chosen, an initial self-assessment and action plan.	Tier 1 behavior interventions continue to be used effectively. Safe spot has been has been particularly effective in classrooms with behavior transition students.
Deliver professional development on Tier 1 behavior intervention strategies.	Administration and teachers who are proficient or better at Tier 1 behavior interventions.	Staff meetings and inservices throughout the year.	PD at inservices and staff meetings	Professional development in Kagan Strategies was delivered to 4 teachers who wanted it. This included consultation with teacher as to what might be an effective strategy for their lesson, having the trainer model the strategy with the teachers class, having the trainer later observe the teacher using the strategy with their class and finally giving additional advice.

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

Responsive Goal: Be immersed in a high quality instructional environment. Key Discussion Questions: - In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs? - What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice? - Does our school foster a culture of innovation? What steps might we take to better support such a culture?	Work on this goal has been limited due the primary focus on PL	

Action Steps: *What will be done?*	**Owner:** *Who will do it?*	**Timeline:** *When will this be accomplished?*	**Evidence of the Action:** *What does success look like?*	**Results:** *Share attempts and wins*
Individualized PD in Kagan Structures for teachers signing up	McKibben	3rd quarter while his student teacher is teaching	Kagan structures in classrooms	The model of observe, meet with teacher to determine appropriate strategy to model, then model, then observe teacher use the structure, then follow up, was successful. The time allotted was available because of student teacher covering trainer's class.

EOY DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Responsive Goal: Be immersed in a high quality instructional environment. Key Discussion Questions: - In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs? - What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice? - Does our school foster a culture of innovation? What steps might we take to better support such a culture?	A mentioned above in Mid-Year Discussion work on this goal has been limited due to the primary focus on Personalized Learning. The one exception was individualized Professional Development in Kagan Strategies for those teachers working on Classroom Connections as their Tier 1 behavior intervention. Safe Spot Tier 1 behavior interventions were extremely successful in helping behaviorally challenged in classrooms where they were used with fidelity. Increasing the use of Safe Spot throughout the building will be a focus for next year. 97% of teachers increased one proficiency level in their current Tier 1 behavior intervention rubric (self assessed), or scored a 3 on a newly chosen Tier 1 behavior intervention rubric (self assessed)	Developing