Kenai Peninsula Borough School District

SMART Goal for Strategy #1

Paul Banks

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

All K-2 grade teachers will pilot the MAP program and use data to make decisions for instruction and grouping to further personalized learning.

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.*
Jen R. will show how the program works	Jen R. all staff	August 14, 2018	All teachers will have an understanding and ability to execute MAP testing.	Teachers were able to see what MAP testing was and how it will be utilized throughout the year. Teachers and staff piloted the program by having classroom teachers being the teacher setting up students and assigning them their tests. Staff was the practice student to see what the students would see on their end. Comments were made that it was helpful to see the test, but would be nice to have a practice solely for K, 1, or 2 that we could show our students. Recommended to complete the testing in small groups of students at reading table so teacher is available to help students with technology.

MID-YEAR DISCUSSION:

Area of Focus	Record Discussion Notes Here				Select a current ranking for your school in this area
	Culmination of all below				
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?					

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
Staff Meeting: Questions and planning for MAP test window. Test window is August 20 - September 21.	Classroom Teachers, lead by Jen R. and paras	8/28/18	Review testing questions and troubleshooting. Dina will record results of conversation.	Each classroom teacher created test sessions for math and reading. We reviewed how to give the test to our students and best practice for setting it up prior to student's arrival.
Staff Meeting: Reminder window closes, strategies for wrapping up final testers.	Classroom Teachers, lead by Jen R.	9/18/18	Dina will record results of conversation.	Update on progress of testing of students. We also looked at reports to pull to get student data to use for Data Day. If students are not showing up on your report let Jen know because it means something was not entered in PS.
Early Release: Jen R. will lead the group in how to look at MAP results and how to use the data. Reminder next testing window is January 7-25.	Classroom Teachers, lead by Jen R.	10/24/18	Dina will record the results of the conversation per grade level.	Reviewed reports we can pull. Class, student profile, and class breakdown.
Early Release: PLC (grade level and SPED) How did you use MAP data to infor/change instruction? Whole Group each PLC will report out.	Jen R., Dina and PLC	11/21/18	Dina will record results of Maps and how to use it for grouping students.	Team review Jen R's presentation on how to read the data from Maps and how to use it for grouping students.
Staff Meeting: Check all testing groups have accurate students and create new testing session. For January 7-25 testing window.	Jen R.	1/8/19	All testing sessions accurate.	All sessions were set up and ready to go for testing
Staff Meeting: Reminder window closes, strategies for wrapping up final testers.	Classroom Teachers, lead by Jen R.	1/22/19	Dina will record results of conversation.	
Early Release: Jen R. will lead the group and give PLC time to look at GROWTH data. Whole group share out. Next Map window April 29-May17.	Classroom Teachers, lead by Jen R.	2/6/19	Dina will record the results of the conversation per grade level.	Team review Jen R's presentation on how to read the data from Maps and how to use it for grouping students.

Staff Meeting: Whole group share out of growth data from 2/6/19 early release	PLC sharing	2/19/19	Dina will record the results of the conversation per grade level. teams pulled reports for conferences and how to share with parents
Staff Meeting: Check all testing groups have accurate students and create new testing session. For April 29-May 17 testing window.	Classroom Teachers, lead by Jen R.	4/23/19	All testing sessions accurate.
Last Staff Day: 8:00-9:00 End of Year Debrief	All staff	5/23/19 Discussion	Dina will record in EOY minimum. K and 1st will not test next year, so discussion nand plans were minimum.

EOY DISCUSSION:

Area of Focus	Record Discussion Notes Here	
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?	K and 1st will not test next year, so discussion nand plans were minimum.	Select a current ranking for your school in this area Advancing

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SMART Goal for Strategy #3

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Area of Focus #3:	Core Four: Student Reflection & Ownership

Strategy #3:	Goal-Setting

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

At a minimum, students will set four goals throughout the year (academic or behavior) and reflect on them with adult guidance and support throughout the year.

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.

| Action Steps: | Owner: | Timeline: | Evidence of the Action: | Results: |

	Core Four was reviewed and what area we are focusing on this year- Student reflection and ownership
	Went through the next steps (walk through) and what to expect
	Presented different ideas for goal setting and reflection components to incorporate in the classroom. Resources saved in the shared drive.

Area of Focus			Record Discussion Notes Here
Michelle and Dina will introduce goal setting and share examples	Dina and Michelle	8/14/18	All Classroom teachers will have knowledge and resources to help their students create goals	Core Four was reviewed and what area we are focusing on this year- Student reflection and ownership. Went through the next steps (walk through) and what to expect. Presented different ideas for goal setting and reflection components to incorporate in the classroom. Resources saved in the shared drive.

Digital, manipulatives, writing forms, bulletin boards. Keeping it simple and not having formal documentation but better tracking. Teachers can choose format. Having a bulletin board can help for other kids to encourage and celebrate one another. It can also help Eric celebrate with the students when in the classroom. Maybe tie goals into assemblies so Eric and other teachers can celebrate with different kids. Could be tied into with conversations at lunch bunch. If students are struggling on confidence having physical record of goals met, having them to look back at can help work on confidence. Have our own goals to model for our students setting goals and reflecting on them. |

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
Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools Key Discussion Questions: - In what ways are teachers developing expertise in this area? - In what ways are students developing expertise in this area? - What next steps should our school take to better incorporate this Core Four area of focus into our instruction?	Select a current ranking for your school in this area

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*

Area of Focus	Who	Timeline	Monitoring	Results / Notes
Teachers will have an opportunity to reflect and share on student goals and/or the process of student goal setting. Teachers will start in grade level PLC teams. Then one person will report out the celebrations and/or key takeaways from PLC meeting to the whole group.	Classroom Teachers	10/19/18 End of Quarter In-Service Meeting	Conversation in PLC Team meeting and shared information at whole group meeting. Each PLC will type observation or comment in the Results Column. Michelle and Dina will record Mid-Year Discussion after each whole group in-service.	See conversation tab
Teachers will have an opportunity to reflect and share on student goals and/or the process of student goal setting. Teachers will start in grade level PLC teams. Then one person will report out the celebrations and/or key takeaways from PLC meeting to the whole group.	Classroom Teachers	12/21/18 End of Quarter In-Service Meeting	Conversation in PLC Team meeting and shared information at whole group meeting. Each PLC will type observation or comment in the Results Column.	Continuing on setting goals with students. Tying more to the standards.
Teachers will have an opportunity to reflect and share on student goals and/or the process of student goal setting. Teachers will start in grade level PLC teams. Then one person will report out the celebrations and/or key takeaways from PLC meeting to the whole group.	Classroom Teachers	3/8/19 End of Quarter In-Service Meeting	Conversation in PLC Team meeting and shared information at whole group meeting. Each PLC will type observation or comment in the Results Column.	See conversation tab
Grade level PLCs will meet to determine the overall success of student goal setting. PLC Teams will then come back to the whole group and share.	Classroom Teachers	5/1/19 Early Release Meeting	Conversation in PLC Team meeting and shared information at whole group meeting. Each PLC will type observation or comment in theEOY Discussion Below. Dina and Michelle will record discussion.	See end of year discussion notes

EOY DISCUSSION: 5/1/19

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area

| Core Four Goal: Identify a specific Core Four area of focus
Options: Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools
Key Discussion Questions:
- In what ways are teachers developing expertise in this area?
- In what ways are students developing expertise in this area?
- What next steps should our school take to better incorporate this Core Four area of focus into our instruction? | Students have a better understanding of their expectations as a leaner and the why behind lessons.
Struggling with managing all the goals throughout the year.
Next year whole group talk about how it could be managed better
When do you check in and what does it look like? CAFÉ format? Try to find a routine of when you check in with your students (teacher table?, during centers? How frequent?)
More discussion with peer group of what works for k vs 1 vs 2 | Developing |

What worked what didn't

The conversations with the kids-growth mindset

Relate it to something concrete like swimming

Surprised at how accurate kids were when setting goals

Students are actively thinking about their goals-choosing centers to help them meet their goals and running with it

Have students share to one another

Reflections of what worked what didn't and other changes

Difficult to set goals with Kindergarten

Is doing one goal a quarter too much? Can a student truly master it in a quarter?

Keep it one a quarter and reflect on their goals at the end and either create a new one for next quarter up or down.

Next quarter add a goal in the other subject

Add a different goal in a different subject

1 goal per quarter in one academic area

11/21/18

Map data

Using it for switcharoo and in class groupings

Faster for switcharoo groups being able to have flexible groups

Sharing data with parents-more informative than report cards so the parents know the next steps their kids' needs to progress

SPED kids have computer training from day 1 so they can use it

Practice problems – do the skills checklist

Be able to set up accommodations and the reality of the test so they can practice

Goals

K- picking their goals and are attentive to them

1-   Haven't checked in on all kids but have 2nd quarter goals posted

2-   I can statements were not as kid friendly as we hoped, 2nd quarter using more kid friendly language.

Pre K- parents help kids set goals

Sped- making goal and having a sticker chart which has been motivating for them

3/8/19 Conversation

Student goals: Been able to get two set and check in

Have students make a demonstration that they have mastered it or just a discussion

Discussing with kids and parents at conferences

Kids are excited about choosing goals

Preschool working towards their goals and motivated to earn stars on their chart

Having class celebrations when meeting goals

Tying to growth mindset