

# Kenai Peninsula Borough School District



## SMART Goal for Strategy #1

### Redoubt

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

By May 2019, Redoubt Elementary (grades K-6) will fully implement a social emotional learning program called PATHS (Promoting Alternative, Thinking, Strategies). All students will have an opportunity to participate in daily class meetings along with being

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

<b>Action Steps:</b> <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	<b>Owner:</b> <i>Who is responsible for leading or coordinating this action step?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <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>	<b>Results:</b> <i>Share results, observations, comments, etc.</i>
Monthly PBIS Meetings	Administrator, PBIS Team	May 1, 2019	PBIS Notes	Monthly PBIS meetings occurred regularly throughout the year as evident in PBIS notes from team
PBIS Student Celebration	PBIS Team	Approximately every 6 weeks	Student compliments, pom pom jar - 6,000 compliments/class compliments	6 different celebrations occurred throughout the year when the school bubble gum jar was filled. Wheel of doom was students favorite event
Monthly Discipline Data shared with staff and PBIS Team	Administrator	Monthly	PBIS Notes, faculty meeting agenda, PowerSchool discipline dashboard	Discipline data shared with PBIS on a monthly basis. Information brought to the entire staff on 6 different occasions
Social Emotional Learning Program - PATHS	Teacher	daily	Class meetings, lesson plans, administrator walk-throughs	All grade levels conducted class meetings and taught on lesson per week as evident through lesson planning and administrator walk throughs and observations.
Social Emotional Learning Program - PATHS	Teacher	2 lessons per week	Lesson Plans, Administrator observation and walk-throughs	as a school we needed to move from two lessons to one lesson per week. This was a result of meetings and conversations during wing meetings.
Maintain and improve current PBIS system	PBIS Team	May 2019 - review monthly	PBIS Notes, PBIS SET	Monthly meetings and updated PBIS SET provided the PBIS committee information for planning for next year.

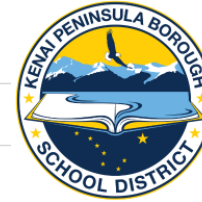
#### Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps

MID-YEAR DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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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?		PATHS has been a challenge to implement to its fullest. This is in part due to time but also a need for further training to all staff. We have found that student journaling for older students (4-6) has been a great outlet for many students. While grade K-3 have been more successful with role playing and stories to help with problem solving.		Sustaining	Sustaining
<b>Action Steps:</b> <i>What will be done?</i>	<b>Owner:</b> <i>Who will do it?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <i>What does success look like?</i>	<b>Results:</b> <i>Share attempts and wins</i>	
Continue to re-examine the impact of the PATHS program and how it helps students with volatile behaviors.	All Staff	May 2019	Wing meeting discussion, new approaches to teaching social emotional learning	Data collected and discussions show that PATHS has had a positive impact on students.	
<b>EOY DISCUSSION: [Date]</b>					
<b>Area of Focus</b>		<b>Record Discussion Notes Here</b>		<b>Select a current ranking for your school in this area</b>	
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?		PATHS and PBIS will continue to be used throughout next year. The goal is for students and staff to develop a common language from one grade level to the next while at the same time decreasing the numbers of office referrals throughout the year		Sustaining	Sustaining

# Kenai Peninsula Borough School District



*SMART Goal for Strategy #2*

*Redoubt*

**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**

Redoubt Elementary teaching staff will pilot MAPS program and review Aimsweb data during their PLC meetings to help determine appropriate interventions or enrichment opportunities in which 90% of all students at Redoubt will show growth in either Aimsweb or MAPS in the area of Math.

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

<b>Action Steps:</b> <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	<b>Owner:</b> <i>Who is responsible for leading or coordinating this action step?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <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>	<b>Results:</b> <i>Share results, observations, comments, etc.</i>
Inservice Training - MAPS	Administrator, Leadership Team	August 1, 2018	Inservice agenda, MAPS Testing window(s) completed	limited information was provided to staff based upon training of the trainers.
Continue Inservice Training	Administrator, Leadership Team	October 1, 2018	Attend Inservice Training - Sign-in sheet	Interventionist was able to help facilitate trainings based upon her reaching out to the company to receive additional supports
Site Council Presentation	Administrator	May 1, 2019	Provide Updates to Site Council members, Site Council agenda/Meeting Minutes	On 3 different occasions the site council received an update on benchmark testing
Data Days	Intervention Team, Teachers	September 2017, January 2019	Data Day Notes documented in PowerSchool	Two different data days sessions provided during the school year. This helps with student interventions and enrichment
Connect & Check Program	Behavior interventionist, Administrator	May 2019	PBIS Notes, Identify student during Data Days	This year more than 75 students participated in connect and check

Personalized Learning - Student goal setting	Teacher	May 2019	Students will write both short & long term goals in the area of math, goals reviewed every 3 to 4 weeks	Goal setting has become routine throughout the school. Short term goals appear to have a greater impact on student learning than long term goals
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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?	Unfortunately we had several issues at the beginning of the year implementing Maps and Aimsweb plus. This was a result of lack of training and not have an "expert" with both programs. This was particularly frustrating to staff and administration. Data collected from Maps was not used until the winter benchmark testing period. One concern that we did have was the inability to collect reliable data in the area of math. Students would often guess giving us false or inaccurate data. Many staff continued with the old method (paper/pencil) to see where students were making specific mistakes.	<h2>Developing</h2>

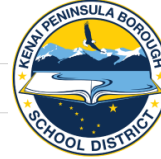
Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like?</i>	Results: <i>Share attempts and wins</i>
Continue to examine student data and compare it with progress monitoring data	All staff	May 2019	Conversations during PLC and wing meetings	Still have inconclusive information in regards to if we can get accurate student data through the use of computer programs.

**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?	Through trials and tribulation we've been able to gain a better understanding on how to use both Aimsweb plus and Maps. Next year the Personalized Learning goal will revolve around data driven decisions. Use of the many tools that Maps provides in conjunction with Aimsweb plus data, we should be able to start developing a better picture of all students and their individual needs.	<h2>Developing</h2>



# Kenai Peninsula Borough School District



## SMART Goal for Strategy #3

### Redoubt

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

Strategy #3: Reflection

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

By May 2019, all students at Redoubt Elementary will have experience in self-reflection, ownership, and goal setting of their performance at an appropriate level. This will be evident through w

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

<b>Action Steps:</b> <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	<b>Owner:</b> <i>Who is responsible for leading or coordinating this action step?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <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>	<b>Results:</b> <i>Share results, observations, comments, etc.</i>
Early Release Days - Personalized learning Professional Development	Administrator, Leadership Team	May 2019	Early Release Surveys, Agenda	Early release days and inservice days used to discuss how to better use student reflection data and provide examples of exemplars.
Implementation of Student Reflection & Ownership within each classroom	Teachers	May 2019	Administrator walk-throughs, Observations, Lesson Plans, Student discussion	Every classroom has a student reflection clearly displayed as evident through administrator walk-throughs and lesson plans.
Personalized Learning Trainings with Education Elements	Leadership Team, Administrator, Education Elements	May 2019	Education Elements feedback, Leadership Team Notes	Notes and feedback shared with all staff
Student Reflection Poster with common language for each classroom	Leadership Team, Administrator, Teacher	August 2018	Posters clearly visible in each classroom - Administrator walk-throughs, student clearly articulate what 1-4 mean	Every classroom has a student reflection clearly displayed as evident through administrator walk-throughs and lesson plans.
Deliver Student Reflection & Ownership workshop	Leadership Team, Administrator, Education Elements	August 2018	Inservice Agenda,	All staff participated in this workshop
Utilize data from Aimsweb, MAPS, IXL, Reflex Math to help with student goal setting	Teacher	May 2019	Administrator walk-throughs, Observations, Lesson Plans, Student discussion	Many grade levels have individual student portfolios in which data is kept to show students and parents their work

#### 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>Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection &amp; Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content &amp; 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?</p>		<p>Student reflection at first was challenging in that students were often reflecting upon what they thought the teacher wanted to hear. As students gained a better understanding on how to honestly self reflect, teachers were then able to use this data to help with groupings and small group instruction.</p>		<p>Advancing</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>	
Setting student goals short and long term	all staff	May 2019	student portfolios	Mixed results depending on the grade level and student maturity	
<b>EOY DISCUSSION: [Date]</b>					
<p>Area of Focus</p>		<p>Record Discussion Notes Here</p>		<p>Select a current ranking for your school in this area</p>	
<p>Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection &amp; Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content &amp; 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?</p>		<p>Towards the end of the school year students were able to honestly self-reflect on school work. This data was then used by the classroom teacher to help form groups and drive lesson planning for the upcoming week.</p>		<p>Advancing</p>	