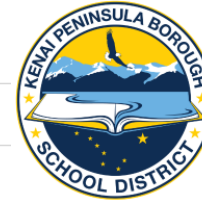


Kenai Peninsula Borough School District



SMART Goal for Strategy #1

Susan B. English

Area of Focus #1: Responsive: Be immersed in a high quality instructional environment.

Strategy #1: 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 of 2019, students will be proficient in developing SMART learning goals by assessing progress in their self-identified goals.

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> |
|--|--|--|--|--|
| Teachers will receive professional development in helping students set both long-term and short-term goals. | Josh Hinds | May 2019 | Teachers feel confident in sharing this knowledge with students. | Multiple meetings held throughout the year to help staff in developing goal setting strategies for students at the K-12 level. Results were very supportive in the K-5 classroom |
| Every student will set short-term goals, and then measure their progress toward meeting the goal(s) on a weekly basis. | Teaching Staff | May 2019 | All students have set short-term, realistic goals and have determined whether or not they are making progress toward meeting those goals, and reflect upon progress. | All K-5 students completed participation in weekly goal-setting activities. Grade 7-12 students were not as consistent but did develop quarterly goals. |
| Every student will set a personal long-term learning goal, and then evaluate their progress toward meeting that goal. | Teaching Staff | May 2019 | All students have set a long-term goal and have determined whether or not they are making progress toward meeting that goal in written reflection form. | This was completed in the K-5 classroom on a weekly and quarterly basis. |

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

MID-YEAR DISCUSSION: January 2019

| 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"> - 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? | <p>Project Positivity was a weekly initiative to engage and invite MS/HS students to develop positive goal-setting strategies for themselves and monitor their own progress. MS/HS Students participated in courses taught by content certified staff as much as possible. We utilized Polycom to access courses for students that were engaging and supported their personal interest including: medical terminology, seafaring, music appreciation, independent arts. We need to expand our ability to provide PL options for upper classmen, so we began a Booster club supported 'scholarship' that will allow our students to take college level courses or AP courses and have them paid for by the school's booster club scholarship program.</p> | <h2>Emerging</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> |
|--|----------------------------------|---|--|--|
| Teachers will receive professional development in helping students set both long-term and short-term goals. | Josh Hinds | 43586 | Teachers feel confident in sharing this knowledge with students. | Multiple meetings held throughout the year to help staff in developing goal setting strategies for students at the K-12 level. Results were very supportive in the K-5 classroom |
| Every student will set short-term goals, and then measure their progress toward meeting the goal(s) on a weekly basis. | Teaching Staff | 43586 | All students have set short-term, realistic goals and have determined whether or not they are making progress toward meeting those goals, and reflect upon progress. | All K-5 students completed participation in weekly goal-setting activities. Grade 7-12 students were not as consistent but did develop quarterly goals. |
| Every student will set a personal long-term learning goal, and then evaluate their progress toward meeting that goal. | Teaching Staff | 43586 | All students have set a long-term goal and have determined whether or not they are making progress toward meeting that goal in written reflection form. | This was completed in the K-5 classroom on a weekly and quarterly basis. |
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EOY 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">- 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? | <p>MS/HS Students participated in courses taught by content certified staff as much as possible. We utilized Polycom to access courses for students that were engaging and supported their personal interest including: medical terminology, seafaring, music appreciation, independent arts. We need to expand our ability to provide PL options for upper classmen, so we began a Booster club supported 'scholarship' that will allow our students to take college level courses or AP courses and have them paid for by the school's booster club scholarship program.</p> | <p>Emerging</p> |
|---|--|-----------------|

Kenai Peninsula Borough School District



SMART Goal for Strategy #2

Susan B. English

Area of Focus #2: Relevance: Experience a personalized learning system.

Strategy #2: Students will learn in a flexible instructional model that is fluid and developmentally appropriate for all.

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

By May of 2019 teachers will adopt and implement an instructional strategy found within the district developed bank of instructional models.

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> |
|--|--|--|--|--|
| Review bank of instructional models. | All Staff | End of 1st Quarter | Participation in the Ed Elements Turnkey In-service. | Reviewed and implemented differing models including station-rotation, flex-, and flipped classrooms. |
| Select an instructional model to implement within the classroom by the end of Quarters 2, 3 & 4. | All Staff | End of each quarter. | Staff will communicate to administration which instructional model they will be implementing and provide reflection on the student outcomes. | Reviewed and implemented differing models including station-rotation, flex-, and flipped classrooms. |
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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: January 17, 2019

| 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"> - 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? | <p>Our site is developing PL opportunities for students in course selection and course navigation (project options). We are helping students develop goal-setting and study strategies that support their individual goals and learning styles.</p> | Emerging |

| 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> |
|--|----------------------------------|---|--|--|
| Review bank of instructional models. | All Staff | End of 1st Quarter | Participation in the Ed Elements Turnkey In-service. | Reviewed and implemented differing models including station-rotation, flex-, and flipped classrooms. |
| Select an instructional model to implement within the classroom by the end of Quarters 2, 3 & 4. | All Staff | End of each quarter. | Staff will communicate to administration which instructional model they will be implementing and provide reflection on the student outcomes. | Reviewed and implemented differing models including station-rotation, flex-, and flipped classrooms. |
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EOY Discussion May 2, 2019

| 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"> - 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? | <p>We were successful in developing a variety of PL options for students and engaging them in relevant learning opportunities including Project Positivity (art/thematic improvements to the school) and Habits of Mind which encouraged a growth mindset for students and goal-setting strategies for students to learn, reflect, and engage in.</p> | Emerging |