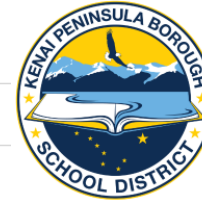


Kenai Peninsula Borough School District



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

By May 2019 the number of intermediate students scoring proficient or higher on the annual State of Alaska PEAKS math and language assessments will increase by 5%.

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>
Staff will be trained on how to administer the MAP assessment (MAP data will help support targeted instruction)	MAP Team	Staggered staff meetings on August 29th, September 5th, and September 12th	Training is complete	Completion of MAP testing for all student in all three testing windows
WIN (What Ever is Necessary) Time this is time used by teachers to individualize instruction for specific students	Teachers	Ongoing	Classroom schedules	
Staff will be trained on how to use the reports generated by MAP	MAP Team	October		2/27/19, 3/8/19 Staff Meeting
PLC Reflection on data from a variety of math assessments	PLC Teams	Ongoing		
Access PEAKS scores from previous year and use to reflect/goal set	Interventionist/PLC Teams	1/1/2019- Data Review Day	Data on student reflection	During the Data Review Day, 3-5 grade level teams looked at specific student needs in the areas of ELA/Math

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>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> •PEAKS data is not available yet. This data will be analyzed next year. •Piloting MAPS this year went well. Teachers were surveyed at years end as to how to ensure the data reflected a true assessment of student abilities. Topics that came up that we will be addressing next year include: scheduling for peak performance times of day, consistent test environments across all classrooms and promoting student ownership and growth mindset to ensure optimum effort from students. •Analysis of percentages of students making projected annual growth were consistent with the data we had been tracking over time with Performance Series Assessments. •An area of need is for teachers to become more proficient at using MAPS reports to build instructional groupings in their class. This can only come with time and trial and error. •MAPS data will be used next year as a metric to track student growth and develop School Development Plan Goals. •While our team was aiming to look at MAP reports in depth in October, PL Learning Walks were prioritized for use of staff development time. •Professional Development on MAPS reports and subsequent MAPS report usage for instructional decisions started in- depth after January's testing window. •Familiarization with and utilization of MAPS reports will take time to develop. 	<p>Developing</p>

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>

EOY DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> • PEAKS data is not available yet. This data will be analyzed next year. • Piloting MAPS this year went well. Teachers were surveyed at years end as to how to ensure the data reflected a true assessment of student abilities. Topics that came up that we will be addressing next year include: scheduling for peak performance times of day, consistent test environments across all classrooms and promoting student ownership and growth mindset to ensure optimum effort from students. • Analysis of percentages of students making projected annual growth were consistent with the data we had been tracking over time with Performance Series Assessments. • An area of need is for teachers to become more proficient at using MAPS reports to build instructional groupings in their class. This can only come with time and trial and error. • MAPS data will be used next year as a metric to track student growth and develop School Development Plan Goals. 	<p>Advancing</p>

Kenai Peninsula Borough School District



SMART Goal for Strategy #2

Mountain View

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, 100% of teachers will have increased one proficiency level in their current Tier 1 behavior intervention rubric for Safe Place (self assessed).

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>
Climate Committee Presentation All teachers will meet with their administrative partners with the rubric for the Safe Place Tier 1 behavior intervention.	Climate Committee	August 20, 2018	Follow-up questions addressed with individual teachers	
	Teachers/Admin	Self-Reflection/Calibration Conference: Complete by 10/1/18	Review of an initial self-assessment and action plan.	
"Choice Workshop" Session on Safe Place Basics offered	Climate Committee/Teacher Expert	By October 15	Safe Place area is defined within the classroom and students are taught how to use it	Safe Place Basics sessions offered on December 21, 2018
Safe Place "Walk" with teachers	Teachers (volunteer)	First Semester	Staff Exit ticket/feedback on take-aways from walk	Staff Shareout-October 19, 2018 with Mr. Daniel and Mrs. McLeod
Choice Session: Safe Place Discussion/Sharing	Teacher led	December 21, 2018	Feedback from teachers that led the training	

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

MID-YEAR DISCUSSION: 12/14/18

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? 	<ul style="list-style-type: none"> •Feedback on 9/28/18 from a teacher that used time to observe several Safe Places within our building: "Thank you so much for setting up time for me to visit Safe Places. I was able to visit 5 different classrooms and talk with students in each room. I learned a lot of information and am going to be able to come up with some good ideas for my classroom." •An intermediate teacher noted that about halfway through the year, several students created/identified their own Safe Spot. For example, one student wanted the space under the teacher's desk. •Depending on need within individual classrooms, teachers reviewed calming strategies with students throughout the year (Ex: balloon, pretzel, drain, S.T.A.R) 	

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 offering opportunities for staff to observe "Safe Place" implementation in action	Teachers/PL Committee	Second semester	Feedback from Learning Walk participants	

EOY DISCUSSION: 5/22/19

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?

- 88% of teachers increased one proficiency level in their current Tier 1 behavior intervention rubric for Safe Place (self-assessed.) Out of the teachers that increased one proficiency level, 89% increased from a Level 3- General development and mostly functional implementation to a Level 4-Fully functional development and implementation out of a 4-point scale.

- This year, several classrooms went from “No evidence of a Safe Place” to a fully functional Safe Place after considering the needs of their students.

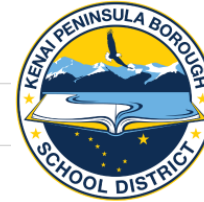
- As students move through the grades, they are exposed to a variety of self-regulation strategies. A second grade teacher noted, “This year, my Safe Place turned out great. I feel that this is because second graders had exposure to it when they were in kindergarten and first grade.

- Daily announcements start each day with leading the whole school to collectively, visitors included, stop what they are doing and follow the prompt to and take three big deep slow breaths, each one in through the nose for 5 seconds and out through the mouth for the same amount of time, while stretching or relaxing and thinking about the kind actions they will take to make the upcoming day a positive one for everybody. Often times, the administrator that is leading those breaths will point out an example of a student/staff member that used a particular calming strategy such as the drain or the balloon.

- Safe Spot Tier 1 behavior interventions were extremely successful in helping behaviorally challenged in classrooms where they were used with fidelity.

Sustaining

Kenai Peninsula Borough School District



SMART Goal for Strategy #3

Mountain View

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, Mountain View Elementary will have in place Grade Level and Specialist rubrics, including descriptors for each proficiency level to guide teacher progress in student reflection and ownership.

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: Share results, observations, comments, etc.
Staff Book Talk on <i>Students at the Center</i>	PL Team	Fall	Book Talk Meeting Log	
Grade level teams and Specialists will be given professional development on the rubric developed by the Mountain View PL Leadership Team describing levels of proficiency for implementation of student reflection and ownership.	PL Team	September and October inservices	Rubrics in PLC shared folders	
Deliver professional development on best practices for teaching student reflection	PL Team	Staff meetings and inservices throughout the year	PD at inservices and staff meetings; Learning Walk data collected	

Grade Level teams and Specialists will use PLC and Early Release time to add descriptors to their rubrics as they learn additional student self-reflection and ownership practices	Grade level teams	PLC and Early release times throughout the year	Rubrics in PLC shared folders	
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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
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?	<ul style="list-style-type: none"> The singular Core Four focus on high level student reflection and ownership practices was determined to be too narrow. Development of rubrics continued however, to move Personalized Learning forward across the building and maximize Learning Walk (teachers observing Personalized Learning in thier peers rooms) potential for professional development it was decided to allow teachers to focus on the Core Four area they wanted to move forward in. 	

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>

EOY DISCUSSION: [5/20/19]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<p>Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> • Learning Walks over the course of the year revealed evidence of Student Reflection and Ownership in the form of checklists on goal-setting/progress, color cards, question stems, "WOW" work, choice menus, rubrics, focus on growth mindset, and student portfolios. Each grade level/Specialist has a rubric for Student Reflection and Ownership in place that includes specific grade level examples/descriptors. • Focusing on teacher choice in Core Four development resulted in high levels of participation in Learning Walks. "Reverse Learning Walks" where teachers chose to visit a specific peer to observe a specific PL practice and are give follow up collaboration time afterward had high levels of participation. • 24 individual teachers went as observers on Reverse Learning Walks and 7 teachers went multiple times. 18 teacher hosted Reverse Learning Walks. • Changes of teaching practices were observed by administration in subsequent informal observations. 	<h2>Developing</h2>
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