Kenai Peninsula Borough School District

SMART Goal for Strategy #1

Soldotna Elementary

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

Every teacher in K-6 will set student achievement goals established by MAP data. Teachers will meet with individual students to evaluate progress. This will occur 3 times a 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, obersvations, comments, etc.*
Create individual student goal based on MAP data	Teachers	2018-2019	Goal Setting Sheets, MAP data	
Meet with students to discuss individual goals	Teachers	After each benchmark period September 2018, January 2019, and May 2019	Goal Setting Sheets	

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?		All teachers met and discussed individual student goal setting. For the majority of teachers individual math goals were established and will be revisited in the spring. Some teachers chose specific sub areas to set goals in for all students ie. (operations and algibraic thinking) while others chose goals based on weaknesses.		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*
Winter MAP bench mark data will be used	All classroom teachers	January	100% tested	All were tested
Goals will be reevaluated	All classroom teachers	January-March	Inservice times	completed

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?	After completing this exercise it appears that younger students benefitted more than older students. Younger students were able to gain more points. We would like the ability to report on goals in MAP. We asked NWEA for this feature but were unable to attain a goal settingprogress report at this time.	Developing

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SMART Goal for Strategy #2

Soldotna Elementary

Area of Focus #2:	Data Driven Assessment
Strategy #2:	Teachers' efficacy will be measured using student performance data.

Students will positively regulate their behavior and follow school rules leading to decreased office discipline referrals as measured in powerschool

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, obersvations, comments, etc.*
PBIS behavior matrix	PBIS Team	Every two weeks	PBIS meeting notes	
Check in check out will occur as needed	PBIS Team	Every two weeks	pbis meeting notes, check in check out data	
Students with IEP behavior minutes will be taught behavior management strategies in special ed classrooms	Special ed case manager	weekly	ODR reports in power school	
Teaching PBISbehavior lesson plans quarterly	PBIS Team/teachers	quarterly	PBIS meeting notes, lesson plan teaching schedule	

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		Significant improvement in office referrals. Last year there were very few days without students being sent to the office, this year there are many. By mid year, we had markedly fewer referrals.		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*
staff will continue to support students needs through PBIS	all staff	ongoing	usage of CICO and other supports	
Students with behavioral concerns will be supported with RTI	all staff	ongoing	referrals to team	

EOY DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Rigor	SoEl went from 256 office referrals in SY 18 to 143 this year, a reduction of 113. It is estimated that every office referral results in a student being out of class at a minimum for 30 minutes, and that 15 minutes of administrator time is taken for each referral (likely much more). Your school had an additional 3,390 minutes, or 56.5 hours of active engaged class time for your students, and likely for ones who most needed that learning time.	Advancing