



Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #1

Aurora Borealis

Area of Focus #1:

Rigor: All students will achieve high levels of academic growth.

Goal #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 Goal #1

During the 2019-20 school year, all students will be tested using the AIMS Plus (K-5) MAPS (3-8) and 100% of the students who fall below the 20% percentile will be identified by the interventionist. All students will be monitored using data from: Saxon math assessments, Journey's reading comprehension assessments, attendance data, behavior point accumulations, and phonogram/spelling assessments (K-1) using PowerSchool grades as lists for identifying students who may need additional support. (Not just for identifying students who qualify for interventions, but those students who are showing a different trend in their data.)

Step 2: Give detail to the SMART Goal by completing the action steps 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>
MAP Training	McCanna/Ball	August 16 Inservice	Teachers able to proctor MAP	
Review all assessments (in goal)	McCanna	August 16 Inservice	Agenda/List of Assessments	
Benchmark Testing (AIMS, MAP)	McCanna	Spring, Winter, Fall	100% of students tested	
Review current data	McCanna	September 18	Collaborative Agenda. All student data is reviewed. Students who need additional instruction identified.	
Establish tutoring or additional help for those students who are not performing.	McCanna	October 16	Tutoring/interventions should be in place for students who were identified.	

Review all performance data at the end of each quarter to ensure adequate progress is being made.

McCanna/Ball

Oct. 18, Jan. 6, March 6

Student's should be performing at the expected levels for each individual assessment criteria. i.e. Saxon math assessment averages should be at least 80% for each student who is above grade level.

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

MID-YEAR DISCUSSION: January 15

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?		The Action Steps went as planned. Tutoring was provided for those students who needed it. A discussion about continuing with tutoring even if the students' scored went above the intervention threshold. The MAP training didn't happen until January 20, so that put us back a little on our plans to share specific reports with all teachers.		Advancing
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>
Share MAPS reports with teachers.	Mrs. Ball	Feb. 5, 2020	Teachers have useful MAPS reports to review.	
Teachers discuss MAPS data and the correlation between PEAKS performance.	Mr. McCanna & Mrs. Ball	Feb. 5, 2020	Teachers can use MAPS scores to identify possible concerns for PEAKS testing.	
Student scores in phonics, reading, and math will be reviewed throughout the second semester to identify any student concerns.	Mr. McCanna & all classroom teachers	March 6, May 15	Printed Assessment sheets from each classroom to identify any students who may have dropping scores.	
EOY DISCUSSION: [Insert 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? 		
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Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #2

Aurora Borealis



Area of Focus #2:

Responsive: Be immersed in a high quality instructional environment

Goal #2:

Teachers will utilize a repertoire of high-yield instructional strategies that are researchbased, high quality instructional strategies, within the instructional environment

Step 1: Write a SMART Goal in the space provided below for Goal #2

By the end of the 2019-20 school year, all ABCS teachers in grades 2nd-8th will have taught a narrative, informative and persuasive essay to all students using the Writing By Design curriculum and 100% of the students will have three writing examples that have gone through the Writing By Design process.

Step 2: Give detail to the SMART Goal by completing the action steps 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>
Discuss Writing By Design & create a SMART goal for the 2019-20 school year.	McCanna	May 30, 2019	SMART goal on SDP for 2019-20	
Review Writing By Design curriculum and resources	Don D, Bill, Scott	May 31, 2019	Meeting notes and follow up discussions about the needed resources to implement Writing By Design	
Analyze student writing samples using the Six Traits of Writing.	All writing teachers and McCanna	End of each quarter	Teachers should have a list of students and scores for each writing sample done that quarter.	

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

MID-YEAR DISCUSSION: January 15, 2020

Area of Focus		Record Discussion Notes Here		Select a current ranking for your school in this area
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?		Writing By Design has been a good program thus far. Everybody is happy with the results. The biggest concern revolves around the amount of time it takes to do all of the lessons. Everyone has been making minor adjustments along the way to deal with the time constraints. Looking at W.B.D. school wide would be a good curriculum review at the end of the year and maybe create a scope and sequence that would fit into our current curriculum.		<div>Developing</div>
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 occasionally discuss how W.B.D. is going for them with a peer.	All teachers	Every three weeks	Teachers can say who they discussed W.B.D. with and how that discussion helped them.	
A modified scope and sequence will be created for using W.B.D. that fits into our curriculum.	Mr. McCanna	May 21, 2020	A scope and sequence for W.B.D. for grades K-8.	
EOY DISCUSSION: [Insert Date]				
Area of Focus		Record Discussion Notes Here		Select a current ranking for your school in this area
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?				