

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #2

Redoubt Elementary School



Area of Focus #2: Responsive: Be immersed in a high quality instructional environment.

Goal #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 Goal #2

During the 2019-2020 school year, all students at Redoubt Elementary will use the PATHS program (Promoting, Alternative, Thinking, Strategies), along with PBIS to help develop self-awareness, self-management, social awareness and interpersonal skills to help establish and maintain positive relationships. The Hanover Survey will show a 10% increase in two categories 1. Clearly describe your feelings (46% 2018-2019), 2. Remain calm even when under stress (48% 2018-2019)

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>
Daily Class meetings grades K-6	Teacher	August 2019 - May 2020	Daily class meetings take place as evident through lesson plans, admin walk-throughs. Class meetings occur on different schedules based upon need and grade level	
One or two social and emotional lessons taught weekly by classroom teacher grades K-6	Classroom Teacher	August 2019 - May 2020	One weekly Paths lesson taught and reviewed. Evident through lesson plans and admin walk-throughs	
Provide social emotional professional development opportunities for all staff.	Administrator	August 2019 - May 2020	PBIS team meetings and staff development has taken place monthly	
Book Talk "All Learning is Social and Emotional" by Dominique Smith	Administrator	January 27th, 2020		

Check-in/Check-out program (formal process) and Connect and Check (informal process)	All Staff, PBIS Committee	August 2019 - May 2020	Data collected from data days and PBIS meetings have been used to help identify students who would benefit from CI/COor connect and check. Approximately 25 students are involved in these programs	
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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: December 15th, 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>Social emotional learning continues to be a priority throughout Redoubt. Teachers have daily class meetings to discuss bullying, friendship, anger management and immediate hot zones such as recess and lunch. We found through our first rounds of surveys that 93% of students enjoy the PATHS lessons and are able to apply some skills that they have learned. Expressing frustration and anger is still a difficult skill for most students but progress has been made with fewer outbursts or aggressive behaviors as evident in Powerschool/office referrals.</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>
Daily Class meetings	Teachers	May 2020	Lesson plans submitted weekly, admin walk throughs	Class meetings are occurring daily in which teachers establish a schedule that works best for their class and needs
SEL lessons - one per week	Teachers	May 2020	Lesson plans submitted weekly, admin walk throughs	SEL lessons though difficult we are starting to see individual growth and skills be used.
Check in/Check-out	PBIS Committee	May 2020	PBIS monthly meetings	we have 20 students who are in check-in/check out with an additional 50 students who are on connect and check

EOY DISCUSSION: [Insert Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<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?		

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #1

Redoubt Elementary School



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 - 2020 school year, all teachers at Redoubt Elementary will use multiple measures of learning (AIMSweb, MAPS, pre and post tests, PEAKS, and formative assessments) to increase student rigor in the classroom in the area of math. Students will show a 10% increase on PEAKS scores in a the area of math.				
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>
Data Days to discuss every student in grades K-6	Administrator, interventionist	September 2019, February 2020	Data days took place in early September and again in January. All students scoring well below or below average were discussed by the team and intervention or referrals were made based upon data.	
Benchmark Testing - Aimsweb, Maps	Interventionist, Teachers	September 2019, February 2020, May 2020	Followed benchmark testing. All students were tested during this testing window and data was used to make educational decisions.	
Weekly progress monitoring all Teir 2 and Tier 3 students	Interventionist, Title 1 Teacher, Teachers	August 2019 - May 2020	Students in intervention are progress monitored weekly	
Early Release days used to discuss schoolwide data in the area of math	Administrator, interventionist	4 times during the year	Meeting agendas sent to staff and district office	

Maps assessment test for students on Tier 2 and Tier 3	interventionist	Quarterly	N/A	
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps				
MID-YEAR DISCUSSION: December 15th, 2019				
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?	Most challenging part of this goal has been with only having a .5 interventionist to work with students who are at the Tier 2 and Tier 3 levels. Classroom teachers have been setting aside additional time to work with students and provide enrichment opportunities for students such as STEAM. PTA has also played an important role in helping students with math facts by purchasing a three year subscriptions of Redlex Math.		Developing	
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>
Progress monitoring students weekly or bi-weekly	Teachers	May 2020	Data points collected on all students who are receiving Tier 2 or Tier 3 intervention. Continue to watch students who are slightly above the 25% tile.	Weekly progress monitoring for all students receiving interventions
Data Days	Intervention Teacher/Classroom teachers	September 2019 and January 2020	To help determine students who might need Tier 2 or Tier 3 interventions or referral to special education testing.	Four days were used to help identify students who needed additional supports. After winter benchmarks fewer students were below the 25th %tile
Early Release Days	Teachers	May 2020	Team discussions about what is needed for student success and grouping of students	Flexible grouping of students in grade 3-6
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?		

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #3

Redoubt Elementary School



Area of Focus #3: Core Four: Data Driven Decisions

Goal #3: Data Driven Decisions

Step 1: Write a SMART Goal in the space provided below for Goal #3

During the 2019 - 2020 school year, all teachers grades K-6 will use Personalized Learning Data Driven Decision rubric and check list to improve instruction in the area of reading. Data will be collected from PEAKS, Aimsweb, and Maps to help inform instructional decisions and groupings. Redoubt will show a 15% reduction in the amount of students who require intervention by the end of the academic school year.

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>
Defining Data Driven Decisions	PL Leadership Team	August 2019	Back to school agenda, professional development	
Utilizing data from PEAKS, Maps, Aimsweb, formative assessments to help group students in the area of reading	PL Leadership Team, interventionist, Title 1	August 2019 - May 2020	groupings of students to meet them where they are at. Enrichment opportunities utilized for students	
Data Days - evaluate student data to help determine Tier 1,2,3	all staff	September 2019, February 2020	Grades K-6 have met two this year to look at and discuss Aimsweb and Maps data. This helps with placement of students	
early release days used to examine student data	all staff	September 2019 - May 2020	three times this year we have used early release days to examine student data	

Primary/intermediate teachers meet weekly to discuss data driven decisions and to share ideas.	all staff	September 2019 - May 2020	Grade level meetings take place weekly or bi-weekly to help with student placement and data	
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps				
MID-YEAR DISCUSSION: December 15th, 2019				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	
	At the beginning of the year we spent a great deal of time defining how data days would be conducting and placing student plans in place. Following up and data collected was conducted on a regular basis to help make sure that students who might need additional help would have items in place prior to referrals. In addition, Title 1 has played a huge role in pulling out small groups for instructions but also pushing in to help students in specific areas such as: site words, letter identification, letter sounds etc. This has made a huge increase with our beginning readers. As we move forward we will continue to use weekly data to help drive instructional decision.		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>
Defining Data Days		September	Scheduled meeting with staff in defining data days and expectations	Beginning of the year meeting to define data days and intervention in the classroom
Early Release/PD	Admin/teachers	May 2020	Monthly PD through staff discussions	50% of early release days used to discuss reading goals and how we can improve early childhood literacy
Wing Meetings	Teachers	Monthly May 2020	Notes sent to admin after every meeting	Great conversation builders through these meetings. Agendas made early to keep meetings on task
One School One Book	Staff	February/March 2020	Month of February with March 3rd being a family night	Title one support of One School One Book,
Intervention Meetings	Interventionist/Admin	weekly	intervention notes emailed to administrator	Weekly conversation about how intervention is progressing
EOY DISCUSSION: [Insert Date]				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	

