

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #1

Mountain View 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				
By May of 2020, 70 percent of 3rd, 4th and 5th grade students will make annual growth in Reading as measured by MAPS assessment. By May of 2020, 80 percent of 1st and 2nd grade students will score above the 25th percentile on the AimsWeb ORF assessment. By May of 2020, 80 percent of kindergarten students will score above the 25th percentile on the AimsWeb LSF assessment.				
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>
Utilize current sources of data to determine areas of additional focus for Reading/Language Arts instruction.	Grade Level PLC teams	End of Quarter 1	Grade Level PLC minutes	Kinder focussing on common ELA language, 1st grade focus on ORF specifically high frequency words, 2nd grade SRI focus for comprehension, 3rd Question Answer Relationships, and Reading Counts for stamina, 4th grade informational text and figurative speech, 5th grade understanding and edit for grammar usage and text dependent analysis
Continued professional development in utilizing MAPS reports for identifying Reading/Language Arts standards in need of instructional focus.	Interventionist / Staff	After Fall benchmark window	Training Rosters	MAPS report training has taken place on a smaller level with individual teachers sharing knowledge with others. PLC teams and teachers are utilizing MAPS reports to find areas of instructional need for both whole class and individual students

Identify and utilize curriculum, assessment and professional development resources currently available (within our school, the district, and other schools) to meet the needs of identified areas of Reading/Language Arts instructional focus.	Grade Level PLC teams, administration, interventionist and Title 1	End of Semester 1	Grade Level PLC minutes	Teachers have gone to various district trainings the largest contingent going to Write Tools. Learning walks have been used to share PL structures to focus on individual student needs in ELA. Librarian has focussed on leveled Reading Counts for intermediate students. Intermediate teachers received training in text-dependent analysis. Primary teachers organized a inservice training to share reading center ideas. Title 1 has implemented the LLI reading intervention with fidelity and is having great success/
Minimize instructional time lost due to assessment	District Office, administration, teachers, interventionist	Ongoing	testing schedule	Interventionist has developed a tighter schedule for grade level testing (COW) useage and worked with Title 1 and teachers to streamline make ups for absent students. 3rd grade is compacting all subjects for MAPS testing in one day with no other instruction just breaks for winter benchmarks

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

MID-YEAR DISCUSSION: [01/2020]

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?		Successfully switching our rigor focus from math to ELA will take some time. Math has sequential skills that build naturally on each other made it easy to constantly change class small groups based on student progress. Reading and ELA present a more diverse skillset to assess and build small groups on. We are at the start of a long-term goal. Grade levels are in the middle of PDSA (plan, do, study, act) cycles to see what works.		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>
Use winter benchmark data to place students in tiered interventions	grade level teams and interventionist	1/ 20 and 1/21	Data spreadsheets in grade level PLC folders	
Track interventions to ensure fidelity	AP and interventionist	on going	usage reports	
Analyze MAPS and IXL data to form groups and drive intermediate instruction in ELA	intermediate PLC teams	on going	Grade level PLC team minutes and lesson plans	
Analyze ORF, Lexia, and other computer program and assessment data to form groups and drive primary instruction	primary PLC teams	on going	Grade level PLC team minutes and lesson plans	

Participate in Fountas & Pinnell's Literacy Continuum Training	Admin/Teachers	May/August 2020	Training Roster	16 teachers participated in the May trainings
5/29/2020				
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? 	<p>Due to the COVID-19 school closure, we were unable to administer the Spring Benchmark assessments so it is unclear how students truly progressed through the entirety of the school year. Throughout the duration of fourth quarter, students participated in remote learning via paper packets and/or virtual classrooms. Our building had a participation rate of 93.47%. During this time, our staff had to come up with alternate ways to assess students in this new environment. Throughout a variety of grade levels/specialty areas, there was evidence of small group instruction via Zoom/Google Meet that targeted specific literacy skills.</p>		Developing	

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #2

Mountain View Elementary School



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

Goal #2: Students will be provided instructional opportunities in partnership with parents and community that extend growth, exploration and learning beyond the classroom.

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

By May 2020, Mountain View Elementary will establish a baseline of parent and visitor data, specifically focusing on the number of parents/guardians volunteering and attending school events as evidenced by HelpCounter reports.

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>
Work with IT to tailor HelpCounter: Select visitor, parent, contractor	Admin/MTV Staff	June '19	HelpCounter Reports	
Develop a plan/timeline for community events for non-academic events (Ex: Veterans Day)	Admin/MTV Staff	August '19	Opening inservice slides, Shared Folder: Committees	Veterans Day celebration occurred, which included inviting community members who have served
Grade level/individual teacher plans for parent/stakeholder	Admin/MTV Staff	Ongoing	Grade level PLC minutes	High attendance rate for Thanksgiving celebrations in 2nd/K classroom and 1st grade classrooms
Annual Family Engagement PD	MTV Staff	Second Semester	Training roster	
Use Mountain View Elementary School's Facebook page to keep families connected to classrooms by posting videos/pictures of learning in action	MTV Staff	Ongoing	Mountain View Elementary Facebook page	Facebook posts are generated based on input from staff

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

MID-YEAR DISCUSSION: [1/20/2020]

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>Grade level teams have planned different activities that give families the opportunity to visit our school for different events. For example, we had two second grade classrooms and a 2nd/K classroom collaborate on a Thanksgiving program that brought families into watch and then enjoy pie afterwards. In addition, our first grade classrooms invited families into our school for a Fall program. Student leaders took video of the performances and they were posted on our school's Facebook page so that families could view them if they were not able to attend. Classroom teachers make a point stay connected with families through a variety of apps such as ClassDojo, Remind, SeeSaw, and Bloomz. The concept of "family/community enagement" using our Facebook page is a big focus this year so that we can engage working families that may not be able to be in our school as much as they would like. During second semester, Mountain View is looking forward to a few opportunities to positively engage our families, which includes our One School, One Book month long event, Mind-Up Family Night, and JA in a Day across all grade-levels. Mountain View has noted consistent parent volunteers in our building that support first, second, and fourth grade levels on a weekly basis.</p>	<p style="text-align: center;">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>
Create "Flip Story" about Title 1 and the services that are offered	AP & Title 1 teachers	February 2020	Facebook video post	The team delayed the project until after Spring Break. After break, COVID-19 School Closure. Didn't feel that a post regarding this topic would be viewed due to the variety of posts already surfacing our Facebook post. Will table this idea for the future.
Annual Family Engagement PD	MTV Staff	Second Semester	Training roster	Completed March 6th
One School, One Book posts on Facebook page, which will include "Evening Excerpts"	AP & Title 1 teachers	April 2020	Facebook posts	Posts surrounding One School, One Book ran from April 6th through April 24th. An average of 28 families answered daily family trivia questions. An average of 42 families answered the daily student trivia questions. We had six people participate in our Evening Except reading, 5 staff members & 1 community member (Kenai Animal Control Officer).
Family Engagement Survey	AP/Grade Level Teams	Second Semester	Survey results	After Spring Break, COVID-19 school closure. Engagement information for fourth quarter was tracked by individual teachers.
EOY DISCUSSION: 5/26/2020				
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>Due to the school closure (COVID-19) throughout fourth quarter, we were unable to host any visitors in our building. Data from HelpCounter for Quarters 1-3: Our building averaged 96.23 hours/week for volunteers. When HelpCounter reports were reviewed, we noticed that several volunteers signed in as a "visitor" in HelpCounter versus signing in as a "volunteer." Next year our building is moving to a schoolwide communication/instructional platform that will further support family engagement.</p>		<p>Developing</p>	

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #3

Mountain View Elementary School



Area of Focus #3: Core Four: Student Reflection & Ownership

Goal #3: Student Reflection & Ownership

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

By May 2020, 100% of classroom teachers will have been trained in, implemented, and have a curriculum map for the Social Emotional Curriculum Mind Up (By May of 2021, there will be a 5% increase of students answering, "Yes Very Much" to the FY 21 Hanover Survey questions of, "I believe I can excel in all my classes" (FY 19 was 66%) and "I can do well on tests, even if they are tough" (FY 19 was 55%).

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>
Review Growth Mindset Curriculums for possible implementation/pilot	Administration	May-August '19	Leadership Academy notes	
Present Mind Up Curriculum to staff for possible implementation	Administration	August 16, 2019 inservice	Inservice agenda	Total staff buy-in for full implementation
Whole staff training in Mind Up Curriculum	District Office / Mind-Up trainers	October '19	Training roster	Training completed
Review Curriculum, gather necessary resources, modify and develop lessons, plan integration into other subject areas and map curriculum for the first two units.	Grade Level Teams	November '19	Curriculum maps	Grade level teams have curriculum maps developed and begun delivering lessons. They have developed extension activities and integrated it with other curriculum.
Review implementation of first two units and make adjustments for next year. Review Curriculum, gather necessary resources, modify and develop lessons, plan integration into other subject areas and map curriculum for the second two units.	Grade Level Teams	February '20	Curriculum maps	
Review first year implementation and make adjustments for next year	Grade Level Teams	May '20	PLC minutes	

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

MID-YEAR DISCUSSION: [01/2020]

Area of Focus		Record Discussion Notes Here		Select a current ranking for your school in this area
		<p>Grade level teams were given the choice of when to start and how far they would get this year, although there were some parameters set. They were allowed to purchase items, within reason, to support the curriculum. Asministration met with each grade level team to listen to their concerns about implementing the curriculum. Teaching mindfulness, gratefulness, optimism, gratitude, and especially practicing focused awareness was outside of the comfort zone for many teachers. Many teachers felt it was somewhat metaphysical and we had to move them toward the biochemical aspects of it. These actions helped teachers move forward in a positive manner. We are keeping eye on the goal of long-term sustainability and that means a slow and steady buy in and implementation. We have different grade levels with passion and ideas for different sections of the curriculum, the hope is that eventually these ideas will be shared and we will be solid across the board.</p>		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>

EOY DISCUSSION: 5/29/2020

Area of Focus		Record Discussion Notes Here		Select a current ranking for your school in this area
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	<p>Indicators of success included• All PLC grade level teams submitted minutes to PLC folder indicating they had scheduled out the curriculum delivery including cross-curricular connections, extension of activities and additional materials they needed.</p> <ul style="list-style-type: none">• We curated the list of extension book titles, cross checked what we had in the library and ordered those that we needed, including small group sets for guided reading groups of high interest books.• Lesson plans included both direct MindUp lessons as well as MindUp concepts woven into reading and science instruction.• Students using the language of MindUP, specifically, amygdala, prefrontal cortex and hippocampus.• Learning Walks of MindUp lessons with trainer and grade level teams indicated a high level of teacher and student interest in the topics.• 50 parents attended our MindUp parent night!!! <p>Due to the COVID-19 school closure throughout the entirety of fourth quarter, students participated in remote learning via paper packets and/or virtual classrooms. During this experience, there was evidence of multiple teachers utilizing the Core Practice, where students would take time to pause, listen/focus on a resonant sound, and breathe while they received guidance from their teacher. Goal progress: There will be a 5% increase of students answering, “Yes Very Much” to the FY 21 Hanover Survey questions of: “I believe I can excel in all my classes” (FY 19 was 66%/ FY20 was 63%) and “I can do well on tests, even if they are tough” (FY 19 was 55%/ FY20 was 45%).</p>	Developing
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