Kenai Peninsula Borough School District

SMART Goal for Strategy #1

Redoubt



Area of Focus #1: Relevance: Experience a personalized learning system.

Strategy #1: Students will learn in a flexible instructional model that is fluid and developmentally appropriate for all.

Step 1: Write a SMART Goal in the space provided below for this strategy *Example:*

Redoubt Elementary will focus on developing and implementing personalized learning opportunities for each student during the 2017-2018 school 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.		
Deliver Turnkey Foundations workshop to entire staff	Leadership Team, Administrator	August 17th, 2017	Inservice notes with staff signatures,	Staff very receptive of presentation, we made several park lot posters to help address questions and concerns that staff might be having. These will be addressed as we immerse ourselves into the PL process		
Book Talk - Innovators Mindset	Amy Utecht	September through December	Meeting notes,	10 different participated in the Innovators Mindset Book Talk (6 for credit)		
Design Workshop	Leadership Team, Administrator	October 2017	Inservice notes with staff signatures, Weekly lesson plans	PL designs were produced by all staff members all grade levels now contain a minimum of one PL design with a		
Implementation of a PL design within each classroom/grade level	Grade level teachers, Adminstrator	May 2018	submitted to administrator through Planbook	playlist/menu for student choice. Reflection components were added in January		
Parent PL communication	Admininstrator	September 2017 - May 2018	Meeting NBotes	Monthly communication with both Site Council and PTA		

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				
Relevance Goal: Experience a personalized learning system. Key Discussion Questions: - 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?	As a wave 1 school personalized learning has been front and center of all inservice meetings and professional development. Positive conversations/discussions with have taken place and PL is now becoming rooted in every classroom. Focus continues to be with providing students a voice and choice with honest reflection opportunities provided.		Developing				
Action Steps: What will be done? Who will do it?	Timeline: When will this be accomplished? Evidence of the Action: What does success look like?		Results: Share attempts and wins				
Implementation of PL desgn within one or more content area(s) Principal, Teachers Canvas document created to contain	May 2018	Lesson plans submitted weekly, classroom walkthroughs by principal Insevice meetings to share our reflection models that are	All classrooms grades K-6 have each implemented at least one PL design that contains student choice, enrichment opportunities, and a self reflection component as evident through lesson plans and admin walk throughs. Education Elements conucted a Learning Walk at Redoubt. The information provided will be utilized to help guide the next steps in the implementation of Personalized Learning. Redoubt current utilizes a shared folder and Canvas to collect reflection tools for all grade levels to access. On March 9th staff will be involved in "Ghost Walks" in which they will be going into classrooms to look for Personalized Learning take aways				
Create a "Choice" model for students in grades 456 Student reflection rubrics/documents Principal, Teachers Teachers	May 2018 Janurary/February 2018	Students will be able to sign- up for an activity of their choice from a menu. Each Friday (for 6 weeks) students will go to the menu choice	(relfective tools, PL designs) Classrooms throughout Redoubt contain a menu or playlist in one content area for student choice. Students in grades 456 have had opportunity for two four week sessions of electives. Elective activiteis included but not limited to baking, skiing, snow exploration, knot tying, fly tying. Students were able to chose an activity that was interesting to them and attend every Friday for a four week period of time. The second round of electives will start in March and run into April. Students will be able to choose from 12 different electives.				
Family Nights x 4 Principal, Teachers	October, December, February, April	two family nights have been completed with two more to be held.	Three family nights have been conducted this year with a fourth one scheduled in April.				
	EOY DISCI	USSION: [Date]					
Area of Focus		sion Notes Here	Select a current ranking for your school in this area				

Relevance Goal: Experience a personalized learning system.

Key Discussion Questions:

- 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?

This year Redoubt focused on Student Reflection and ownership as based upon the Core Four components. All grade levels K-6 designed and implemented flexible instructional models that provided students with choices, ownership, and time for self-reflection in at least one core content area. While the work up front was challenging the process became more streamline and lead to creative approaches to station rotations, menus, must do's and enrichment opportunities provided throughout. Improvements that need to be made include, but not limited to, taking risks, thinking outside the box, and a willingness to do things differently. Though the approaches are not new, they are now more intentional and focused. The Leadership is addressing the student reflection component in which a common language will be clearly identified and used throughout most content areas. One of the big undertakings is helping students make healthier choices or lifestyle changes. As a staff we've decided to implement an SEL program called PATHS to help student with self-control, emotional literacy, social compentence, positive peer relationships and problem solving skills. All students starting in the fall of 2018 will taught a minimum of two lessons per week revolving around a common school wide theme such as positive peer relationships, emotional literacy, social compentence, and self-control. This will hopefully address a pressing issue and give students the tools they need to be successful. Family engagement is something that we have addressed with fidelity. Multiple family nights, science fairs, and love of reading events have improved family engagement. Six differnt after school took place this year with many more activities provided within individual classrooms.

Advancing

Kenai Peninsula Borough School District SMART Goal for Strategy #2 Redoubt 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 Example: During the 2017-2018 school year, Redoubt Elementary will decrease office referrals by 10% from 81 to 73 as evident in PowerSchool (Discipline Dashboard).

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.		
Monthly PBIS Meetings	Admin, PBIS Committee	May 2018	PBIS Notes	Through PBIS meetings we have begun to look at a social and crmiotional component to PBIS. Monthly meetings continue in which student discipline data is examined and shared with entire staff on a regular basis. PBIS committee members will be attending a PBIS inservice in March.		
PBIS Student Celebration	PBIS Committee	Approximately every 6 weeks	Students earning 6,000 Roadrunner tickets/classcompliments, news letter,	More than 24,000 "red tickets" or compliments have been handed out to students through the first 6 months of school. Every 6,000 tickets students participate in a PBIS activity day		
Monthly Discipline data review	Admin, PBIS Committee	Monthly, May 2018	PBIS Notes, Inservice agenda	Discipline data continues to be slightly lower that previos years data. As of March 1st office referrals continues to be slightly lower than previous year.		
Connect & Check Program	PBIS Committee, Admin, Staff	May 2018	Connect & Check Notes, PBIS Notes	Approximately 35 students participate in Connect and Check with 8 on formal plans		
Social Skills Program/Lessons	Teachers, PBIS Committee	Monthly, May 2018	Teacher Lesson plans, PBIS meeting notes,	Social skills program is conducted within the classroom as evident in class meetings, journaling, and conversations with teacher/students.		
Maintain and Improve current PBIS system	PBIS Committee	May 2018 (Ongoing throughout course of the year)	PBIS Notes, SET	PBIS program continues to run strong. There has been a slight shift with equal amounts of "class compliments" being handed out		
Intervention Team - addressing students with behavioral concerns (Tier II or Tier III Supports)	Intervention Team, Sp.Ed staff, Admin, School Psychologist,	May 2018, Weekly ITeam Meetings	ITeam Notes, agendas	Many successes in identifying students who either need Tier II, Tier III, or qualify for Sp.Ed services		

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

Area of Focus		Record Discussion Notes Here		Select a current ranking for your school in this area
Responsive Goal: Be immersed in a hi instructional environment. Key Discussion Questions: - In what ways does our school and sta positive relationships with students to emotional needs? - What instructional strategies are used student needs? How can we support ou their instructional practice? - Does our school foster a culture of in might we take to better support such a	ff prioritize strong, meet their social and by our staff to target ir staff to strengthen novation? What steps	PBIS is front and center of built and students at Redoubt. A Kin been added to PBIS and lessons to all students following Christr taking place at Redoubt revolve wide STEAM challenges have to follow. In addition, teachers STEAM with PL on a weekly be	dness and bullying element has have been created to be taught nas break. Innovative practices around STEAM. Three school been completed with three more have been implementing	
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

			Fewer office referrals, PBIS						
			signs located in hallways and						
			classrooms. Monday morning						
		4 total for the year with 2	Roadrunner celebrations with						
		completed and two more	over 15,000 roadrunner	Over 20,000 postive compliments submitted through our PBIS					
		scheduled for January and	tickets handed out in the first	program through the first six months of school! Every 6,000 tickets					
PBIS Lessons	Principal, All Staff	March	semester of school.	students earn a PBIS celebration.					
			K-6 students all focused on a						
			similar STEAM challenges.						
			Students often work on						
		October, Decemember,	STEAM related events at	STEAM challenges and activities are done on a weekly or bi-					
		February, May - dates for	home. Teachers	weekly basis. Continued focus on giving students a voice and					
		school wide STEAM	implementing STEAM into	choice to solve simple and complex problems through innovation,					
STEAM School Wide Challenges	Teachers	challenges	their weekly routines.	teamwork, and collaboration.					
				Each classroom has at least one PL design firmly establish in it's					
			Teachers implementing a PL	normal daily routine (Station rotation, class menus, student choice					
			designs along with student	centers) Each classroom has at least one reflection component for					
			reflection and ownership	students as evident through journaling, reflection cards, or teacher					
Personalized Learning	Principal, Teachers	May 2018	models	questioning					
			Reduction in office referrals						
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Office Referrals	Principal	May 2018	located in Power school	Currently Redoubt has had 52 office referrals recorded in PowerScho	ol. This data has been shared	with staff on a monthly ba	isis either during faculty	meetings or throu	gn starr emails
		EOY DISCU	USSION: [Date]						
Area of Focu	ıs	Record Discuss	sion Notes Here	Select a current ranking for your school in this area					
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Responsive Goal: Be immersed in a instructional environment.	high quality	This year Redoubt has done a tr research looking for a SEL prog	remendous of amount of gram that not only provides the ut also ties into our standards	Select a current failking for your school in this area					
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Kenai Peninsula Borough School District

SMART Goal for Strategy #3

Redoubt



Area of Focus #3:	Rigor: All students will achieve high levels of academic growth.
Strategy #3:	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 *Example:*

Redoubt Elementary teaching staff will review all Performance Series (grades 3-6) and Aimsweb data during their PLC meetings to help determine appropriate interventions or enrichment oppo

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.			
Data Days - one per semester to help identify students who need Tier II or Tier III supports	Intervention teacher/Title 1 Teacher	2 per year September, February	Intervention Notes, Progress monitoring, intervention groups	two data days have been conducted immediately following benchmark testing to discuss students needs.			
PLC's to meet weekly to discuss student data, planning, and implementation of interventions	Grade Level PLC's, Monthly Wing meeting	Weekly until May 2018	Notes, lesson plans, and progress monitoring data,	Grade level teachers meet weekly to plan, discuss students, and make changes to schedules when needed. PLC wing meeting occur one time per month in which monthly meetings notes are sent to administrator			
STEAM Activities to provide additional enrichment activities for students	Teachers	Weekly until May 2018		STEAM activities occur weekly in each clssroom. Schoolwide STEAM events have occured three times this year with a fourth one scheduled to occur in May with 1/2 working on ecosystems, 4th working on egg drop, 5th working on mouse trap car designs, and 6th building tooth pick bridges.			

Step 3: At mid-year and EOY	, repeat this proce	ss by reflecting upon your	progress and considering	g next steps
		MID-YEAR DI	SCUSSION: [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?		Aimsweb and Ed Performance are utilized weekly to help with groupings of students along with providing interventions or enrichment opportunities when needed. One data has been completed with a second one scheduled for February. In addition Kindergarten and 1st grade have been utilizing ESGI to help students and parents gain a better understanding on skills that need to be obtained in both math and reading. STEAM has been utilized in all grade levels to help with student choice and enrichment opportunities. Two school wide STEAM events have taken place in which flight and art design have taken place.		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
Data Days/Progress monitoring	Teachers, Principal	Weekly progress monitoring for all students on either Tier II or Tier III interventions. One data day completed with a second scheduled for early February 2018	12 or more data points for students in intervention.	Title 1 & Intervention teacher progress monitors every Friday all students in Tier II or Tier III for consistency. Data collected is then used to make adjustments in the interventions that a student might be receiving.
Personalized Learning groupings (small group instructions models	Teachers, Principal	May 2018	Weekly lesson plans submitted through Planbook.	Data collected from Aimsweb, IXL, Lexia, teacher created assessment allow for appropriate groupings in which intervention or enrichments programs can be implemented.
Weekly grade level PLC's	Teachers	Weekly	Grade Level PLC's as evident in lesson planning and groupings of students.	Teacher meetings weekly to help lesson plan, group students, or change schedules to meet the needs of all students K-6
			JSSION: [Date]	
Area of Focu	S	Record Discuss	ion 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?

Student growth is documented through multiple measures to ensure that all students are making academic growth or are provided with interventions to help with student success. Next year Redoubt will be utilizing MAPS instead of Performance Series for all grade levels. In grades K/1 ESGI program has been used to help with letter names, sounds, fluency etc. in which data was shared with parents on a regular basis. As an innovative practice the Intervention teacher has begun progress monitoring all students in intervention weekly. This process does multiple things: provides consistency in PM, accurate collection of data points, and saves the classroom teacher time and planning. With this process we've been able to accurately identify students who might qualify for the Gifted & Talented Program or for students who might need Special Education Services. This year our intervention teacher provided services for more than 90 different students. In the fall 45 students were below the 25th percentile in the area of math; 36 of which have moved above the 25th percentile on the spring benchmark. Almost 50% of students in reading did the same. This shows a remarkable improvement in academic growth and that early intervention helps provide a foundation for students.

Advancing