

# 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: <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>
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,	PL designs were produced by all staff members
Implementation of a PL design within each classroom/grade level	Grade level teachers, Administrator	May 2018	Weekly lesson plans submitted to administrator through Planbook	all grade levels now contain a minimum of one PL design with a playlist/menu for student choice. Reflection components were added in January
Parent PL communication	Administrator	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: <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>
Implementation of PL design within one or more content area(s)	Principal, Teachers	May 2018	Lesson plans submitted weekly, classroom walkthroughs by principal	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 conducted a Learning Walk at Redoubt. The information provided will be utilized to help guide the next steps in the implementation of Personalized Learning.
Canvas document created to contain student reflection rubrics/documents	Principal, Teachers	May 2018	Inservice meetings to share our reflection models that are working	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 (reflective tools, PL designs)
Create a "Choice" model for students in grades 456	Teachers	January/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	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 activities 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 DISCUSSION: [Date]				
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"> <li>- 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?</li> <li>- How do we help our students to develop healthy lifestyles and make healthy choices?</li> <li>- How can our school better engage families and leverage resources beyond the classroom?</li> </ul>	<p>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.</p>	<p>Advancing</p>
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# 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, observations, comments, etc.
Monthly PBIS Meetings	Admin, PBIS Committee	May 2018	PBIS Notes	Through PBIS meetings we have begun to look at a social and emotional 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 than previous 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

MID-YEAR DISCUSSION: [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?	PBIS is front and center of building a connection with families and students at Redoubt. A Kindness and bullying element has been added to PBIS and lessons have been created to be taught to all students following Christmas break. Innovative practices taking place at Redoubt revolve around STEAM. Three school wide STEAM challenges have been completed with three more to follow. In addition, teachers have been implementing STEAM with PL on a weekly basis.	Sustaining
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	



# 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: <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 - 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	Lesson Plans	STEAM activities occur weekly in each classroom. Schoolwide STEAM events have occurred 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 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
<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways do our instructional strategies create rigor in the classroom?</li> <li>- How well does our metrics measure student performance?</li> <li>- Is student growth and success determined through multiple measures of learning?</li> <li>- What steps might we take to increase the rigor of our classrooms?</li> </ul>	<p>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.</p>	<p>Advancing</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>
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.com. Principal walk throughs	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

### EOY DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways do our instructional strategies create rigor in the classroom?</li> <li>- How well does do our metrics measure student performance?</li> <li>- Is student growth and success determined through multiple measures of learning?</li> <li>- What steps might we take to increase the rigor of our classrooms?</li> </ul>	<p>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 &amp; 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.</p>	<p>Advancing</p>
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