

Kenai Peninsula Borough School District



SMART Goal for Strategy #1

Nikiski High

Area of Focus #1:	Responsive: Be immersed in a high quality instructional environment.			
Strategy #1:	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 this strategy				
<i>Example:</i> By the end of the 2017-18 school year, all teachers will test at least two different PL (Personalized Learning) practices from each of the Core Four components of personalized learning. Teachers will have each of the PL practices be peer reviewed by colleagues.				
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>
Spectrum Reflection	PL Leadership Team	August, 2017	Individual documents completed at opening inservices	Teachers understand better where they are as it relates with personalized learning; have a solid foundation of their current reality
PL Practice menu highlighter activity (red - never done/don't want to; yellow - haven't done it, but want to; green - done it/good with it)	Certified Staff	August, 2017	Each teacher completes the highlighter activity	Teacher were able to compare and contrast what they had done or where they are comfortable with their colleagues; also able to see who is strong in an area of interest
Peer observation during 2 PL test practices per quarter; document created for conversation guide	Certified Staff	Throughout school year	Teachers in each others' classrooms	No document created, but a formal process during the 4th quarter was implemented to complete colleague observations with effective feedback
Create Pineapple Chart to communicate what is happening in each classroom	Certified Staff	Throughout school year	Pineapple Chart is hung up and utilized by staff	Pineapple chart created; working on getting processes in place to encourage more utilization of chart
Optional Book Talk through KPBSD	Certified Staff	throughout school year	Teachers have books and participate in book talks	Book talks took place on PL during 2nd and 3rd quarters

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

MID-YEAR DISCUSSION: [Date]

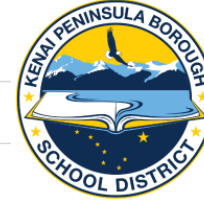
Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Responsive Goal: Be immersed in a high quality instructional environment.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways does our school and staff prioritize strong, 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>See above results from first two action steps; Through the use of the pineapple chart, many teachers have observed their peers in the use of PL. Teachers have created, shared and been provided feedback on two different PL strategies during the first two quarters (documented on Canvas). Seven teachers during the second quarter and seven during the third quarter have participated in a book talk.</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>
No Changes				

EOY DISCUSSION: [Date]

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>Additional results recorded above. The pineapple chart has not developed like I had hoped; however, we are taking steps in order to create that culture in our school. During the month of April, all staff engaged in additional PL activities where a colleague was invited in to observe and provide feedback on their PL lesson. The hope was for staff to feel more comfortable in their PL activities and make it our culture to invite colleagues into our classrooms. In order to get more one-on-one/small group time with students, station rotations and menu options are being implemented on a regular basis. It will take some time to build up resources for these, but all staff agrees that the effort will be worth it.. One focus for future years is to have at least one close read as part of a station rotation in each class per week.</p>	<p>Advancing</p>

Kenai Peninsula Borough School District



SMART Goal for Strategy #2

Nikiski High

Area of Focus #2:

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

Strategy #2:

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:

By the end of a student's third semester of high school, 90% of these students will achieve nine credits and be on track in regards to credit acquisition to graduate within four years.

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>
Freshman Academic Transition program (standards based classroom with small class sizes and no homework)	I-Team	Students selected for placement in spring of previous year; then placed in August 2017	Students will pass all core classes they are enrolled in during the FAT program	Out of 8 students in the FAT program, 6 students passed every core class; 1 student had one semester core F; 1 student had multiple semester F's
Freshmen will earn six credits by the end of their second semester of high school	All Staff	Throughout Year	Credits on transcript	Out of 48 students, 47 students had more than 6 credits (98%)
PL activities in teachers' classrooms aligned with KUDs to communicate expectations of learning to students and guardians	Certified Staff	Throughout Year	PL activities and KUD alignment	Still continuing to work on this component; definitely emerging
I-Team monitoring of at-risk students	I-Team	Throughout Year	I-Team notes/documentated interventions in Power School	55 classes recovered through CR program; weekly meetings with many interventions documented; smaller than usual "F-list" at end of year

Raising Academic Performance class in schedule to gain an additional credit, take an extra class, make up credits, or keep up with course work	Certified Staff	Throughout Year	Class in students' schedules	Students have opportunity to continue this through senior year; many students continue to take advantage of this class for it's intended purpose
Continue and introduce new options to offer a wide variety of CTE, arts, and engineering classes for a wide range of diverse learners	Certified Staff	Throughout Year	Variety of classes in school master schedule	Added engineering and aerial videography classes this year; online cosmetology class took by eight students as well.
Student Led Ed Camps for continued exploration into new and exciting learning opportunities led by peers	Whole School	Throughout Year - offer at least one per quarter	Ed Camps set up through Google Docs	Five documented Ed Camps throughout school year during early release times; very successful and will continue through next school year.
Performance Series assessments to ensure and assist students are in proper placements	Certified Staff	3x per year	Data available to teachers to inform decisions	Successfully completed and fully integrated into special education goals for students; also used to monitor progress of at risk students and placement into intervention classes
Continued monitoring of all, but mainly at-risk/boarderline second semester sophomores, juniors and seniors; place them in credit recovery programs or strategically place them in needed classes (all sophomores will meet with "Bulldog Block" teachers on a regular basis)	I-Team/Certified Staff/Counseling Department	Throughout Year	Proper placement in classes; credits being recovered by students	55 1/2 credits recovered and smaller than usual "F-list"

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"> - 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>6/7 students in the FAT program passed all core classes; I-Team monitoring of student interventions updated through Power School and agendas shared online through Canvas; all students in grades 9-11 enrolled in additional class during school day, giving them an opportunity to earn 7 credits throughout the school year; Engineering and drones are two new CTE classes offered at NMHS; two student led Ed Camps took place during first semester with three more scheduled during second semester; performance series baseline scores for all students 6 - 10th grade administered with mid-year taking place in January; all credits are not updated as of this typing, will be updated later</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>
No Changes				

EOY DISCUSSION: [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?	For our sophomores, 36/41 students earned 12 or more credits (88%). Although this percentage fell a little shy of our 90% goal, many others are still on track to graduate. Of the five not meeting the goal: One is at 11.5 credits; two have 10 (and earned 6 credits during the last semester and if continue on that track will be on track to graduate); one has 9.5, but showed definite signs of improvement with a GPA of 2.4 in semester II (after having a .8 in semester I); one student has 9 (started year at different school, earned six credits in final semester; has attended at least two different schools in each of his first two years of HS).	Advancing

Kenai Peninsula Borough School District



SMART Goal for Strategy #3

Nikiski High

Area of Focus #3:	Relevance: Experience a personalized learning system.			
Strategy #3:	Students will be given opportunities to develop healthy lifestyles and make healthy choices.			
Step 1: Write a SMART Goal in the space provided below for this strategy				
<i>Example:</i> By the end of the 2017-18 school year, 90% of Middle School students will participate in two or more organized co-curricular activities.				
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>
Peer tutoring/mentoring offered to MS students from HS students; we hope this cross-over will encourage younger students to get involved	School Counselor/student tutors/leaders	Throughout Year	Placement of HS students with MS students and subsequent MS student involvement in school activities	Did not get this component moving during 2017-18 year as we focused on providing this service for HS students
Conflict Resolution Menu utilized by students at the school and encouraged by staff; this will improve school climate and hopefully participation	All Staff/Students	Throughout Year	Students observed to be using menu; staff presenting during "Bulldog Block"	Starting to see an understanding of the difference between bullying and conflicts/disagreements; will continue to focus on this process for future years.
Positive Encouragement from staff to students to participate in school activities	All Staff	Throughout Year	Encouraging conversations between staff/students and increased participation	Many of these conversations were observed to have taken place.

Work with Boys/Girls Club to assist students in MS to have transportation home after school activities	Leadership Team/B/G Club	Throughout Year	Students utilizing B/G Club transportation	Many MS students were enrolled in B/G Club and utilized their services before, during and after school activities.
Student Led Ed Camps to facilitate enthusiasm and learning about a subject or activity	All Staff/Student leaders	At least once per quarter	Ed Camps organized and carried out in each quarter	Five different Ed Camps took place this school year during early release days; MS students were observed to be generally more enthusiastic during them
Work with Boys/Girls Club to offer coding and Drama/Debate/Forensics at the middle school level through hiring of existing NMHS staff	coding/DDF teachers and B/G Club	Throughout Year	Staff employed by B/G Club and students enrolled in the enrichment activities	Both activities were offered with the hope of boosting these two programs at the HS level.

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>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>Peer tutoring/mentoring offered at a HS level with a focus on a systematic approach to encompass all students; after the first semester, 78 different students (46%) participated in extra-curricular activities with 26 participating in at least two activities, we also have students participating in Boys/Girls Club DDF and Coding as well as Battle of the Books, Lego Club and Coloring Crew; Two student led Ed Camps have taken place with three more to come in second semester.</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>
No Changes				

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>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>Many additional students participated in winter/spring sports/activities. Although a final number was not attained before people went off contract, the number of students we had participating in girls volleyball, wrestling and track, were very high. Couple that with our musical theatre program and we were looking at one of our highest rates of participation for MS activities that we've seen. We will get a hard number for next year and make another goal according to our results for next year.</p>	<p>Advancing</p>