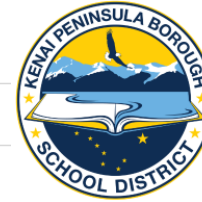


# Kenai Peninsula Borough School District



*SMART Goal for Strategy #1*

*Tustumena*

**Area of Focus #1:** Rigor: All students will achieve high levels of academic growth.

**Strategy #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 this strategy**

By May 2019, the number of students who increase their score on the PEAKS assessment will increase by 10%.

**Step 2: Give detail to the SMART Goal by completing the actions bank below**

<b>Action Steps:</b> <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	<b>Owner:</b> <i>Who is responsible for leading or coordinating this action step?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <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>	<b>Results:</b> <i>Share results, observations, comments, etc.</i>
Study current PEAKS results	All Certified Staff	September 1, 2018	PEAKS assessment increase	
District Coaches observation and support	PEAKS Level Staff	November 2018		
PEAKS pre assessments	PEAKS level Staff	February 1, 2019	Pre assessment data	Higher level of understanding by teachers and competency in administering the assessment.
PEAKS assessment	PEAKS Level Staff	April 1, 2019	PEAKS assessment data (available in August)	

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

**MID-YEAR DISCUSSION: February 2019**

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 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>Teachers preparing for the assessment do not seem as stressed about he assesment now that they have experienced it.</p>	<h2>Advancing</h2>
---	--	--------------------

<b>Action Steps:</b> <i>What will be done?</i>	<b>Owner:</b> <i>Who will do it?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <i>What does success look like?</i>	<b>Results:</b> <i>Share attempts and wins</i>
Schedule the practice assessments and schedule the computer lab.	all staff 3-6	March	Schedule complete	All students able to complete practice assessments with minimal interruptions.

**EOY DISCUSSION: February 2019**

<b>Area of Focus</b>	<b>Record Discussion Notes Here</b>	<b>Select a current ranking for your school in this area</b>
<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>PEAKS complete with minimal interruptions. The schedule that suggested to complete all assessments in the first two weeks of the testing window seems to have been a good idea. There was plenty of time in the lab for the schedule and we did not have any students require extended school time. Results of PEAKS will be reviewed in August.</p>	<h2>Sustaining</h2>

# Kenai Peninsula Borough School District



*SMART Goal for Strategy #2*

*Tustumena*

**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**

By May 2019, 90% of the student population in grade 3 or higher will indicated by survey that they feel safe, cared for, and there is at least one adult advocate that the feel they can go to if they n

**Step 2: Give detail to the SMART Goal by completing the actions bank below**

<b>Action Steps:</b> <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	<b>Owner:</b> <i>Who is responsible for leading or coordinating this action step?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <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>	<b>Results:</b> <i>Share results, observations, comments, etc.</i>
Across the four schools, have staff collaborate to develop an appropriate survey to use a baseline to determine social and emotional health.	Teachers grade 3 and above at all three schools.	October 2018.	Questions designed for survey.	
Administer the survey at Tustumena first to determine the reliability of survey. Redesign if necessary. Then administer the assessment to other schools.	Teachers grade 3 and above at all three schools.	November 1,2018	data from Tustumena survey.	
Assess the results of survey and design interventions according to the results.	Admin and Teachers grade 3 and above at all three schools.	December 2018- April 2019.	Data from survey.	Suggested that we do not create our own system but rather rely on the Hanover study.
Readminister survey and assess results.	Teachers grade 3 and above at all three schools.	May 2019.	Data from survey.	

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

### MID-YEAR DISCUSSION: February 2019

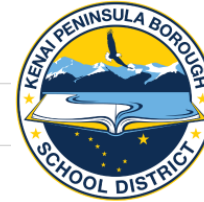
Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Responsive Goal: Be immersed in a high quality instructional environment.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?</li> <li>- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?</li> <li>- Does our school foster a culture of innovation? What steps might we take to better support such a culture?</li> </ul>	<p>Preparing to administer the Hanover survey. It is easy to interpret the data and use it as a method to determine our student well-being as well as a comparative to other schools within the district.</p>	<h2>Advancing</h2>

<b>Action Steps:</b> <i>What will be done?</i>	<b>Owner:</b> <i>Who will do it?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <i>What does success look like?</i>	<b>Results:</b> <i>Share attempts and wins</i>
Administer Hanover survey	all teachers at appropriate grade levels	Hanover survey window	Survey data	positive results in most categories.

### EOY DISCUSSION: May 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"> <li>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?</li> <li>- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?</li> <li>- Does our school foster a culture of innovation? What steps might we take to better support such a culture?</li> </ul>	<p>Tustumena students are slightly above the average in categories that reflect how they feel about the school and feeling safe at school. The lowest categories were how they felt about "does the principal listen to my suggestions," and "I can change my intelligence," type questions. These will be foci of next year. Administration will guide conversations focused on increasing both the connections to the principal and growth mindsets.</p>	<h2>Sustaining</h2>

# Kenai Peninsula Borough School District



*SMART Goal for Strategy #3*

*Tustumena*

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

Strategy #3: Reflection

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

By May, 2019, all students at Tustumena Elementary will have experience in reflection and ownership of their performance at an appropriate level. This will be evidenced by written reflection in

**Step 2: Give detail to the SMART Goal by completing the actions bank below**

<b>Action Steps:</b> <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	<b>Owner:</b> <i>Who is responsible for leading or coordinating this action step?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <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>	<b>Results:</b> <i>Share results, observations, comments, etc.</i>
Staff PD on the use of reflection	Admin and PD coordinator	September and October Staff meetings and collaboration times	Carry over into classrooms.	
Use of District PL page for examples	All staff	All year	references in planning documents	
PD on use of SWIVL cam for teacher reflection	Admin and district coaches	October 2018	videos for teacher and students to reflect on work	Struggled with the technology, was issued a new cam.
Use of student reflection in improving student learning	All Staff	November 2018- May 2019	Improvement in student work that requires reflection and "redo"	Focus of learning walks and informal observations. Feedback provided to teachers.
Learning Walks with EE	All Staff	Sept- May	Adjustments in instructional style and resources around feedback from learning walks	Change of instructional practice recorded in every classroom. Teachers using menu-type practice and project-based instruction most prevalent.

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

## MID-YEAR DISCUSSION: February 2019

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection &amp; Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content &amp; Tools</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways are teachers developing expertise in this area?</li> <li>- In what ways are students developing expertise in this area?</li> <li>- What next steps should our school take to better incorporate this Core Four area of focus into our instruction?</li> </ul>	<p>Discussion in nearly every staff meeting reflected the change in approaches. Collaboration and learning walks in other schools as well as feedback from other building administrators had a positive impact. For Tustumena's veteran teachers, this was a true change in instruction that required rethinking. They were quick to try and forgiving of strategies that were not successful immediately.</p>	<h3>Advancing</h3>

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>
Learning Walks				
Learning walks with teachers from other buildings as we advance in Wave 2.	Two sets of teachers	Spring 2019	Schedule and completion of learning walks within Tustumena and small schools	Eyes opened on both sides, small schools and Tustumena teachers saw from different perspectives the concept and challenges of PL in the different settings.

## EOY DISCUSSION: May 2019

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection &amp; Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content &amp; Tools</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways are teachers developing expertise in this area?</li> <li>- In what ways are students developing expertise in this area?</li> <li>- What next steps should our school take to better incorporate this Core Four area of focus into our instruction?</li> </ul>	<p>Teachers were either hosts or visitors in learning walks all spring. Small schools gave feedback to all Tustumna classrooms and went away with resources and strategies that they had not developed with grade level specificity. Tustumena teachers saw how PL is a part of every day instruction at small schools because of the need for differentiation at every grade level and subject. Both sets gained an appreciation and benefited from the strategies that were observed. This PD made our schools better by having a deeper understanding of PL and how "wide" a concept it is.</p>	<h3>Sustaining</h3>