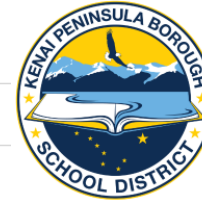


# Kenai Peninsula Borough School District



*SMART Goal for Strategy #1*

*Nikiski High*

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

By the end of the 2018-19 School Year, all teachers will implement a PL design model for two different preps that will be utilized on a weekly basis.

## 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>
PL Design Model submitted to principal for two different preps once every two weeks	Principal/PL Team	Ongoing throughout year	PL Models designed and submitted	Initial PL Design models were submitted during the first quarter through Canvas. As teachers modified and experimented with different models, those plans were posted in their personal notes and on their whiteboards outside their classrooms.
For collaboration, accountability and communication purposes, all teachers will place a personalized white board outside their classroom denoting strategies for the day/class	All Certified Staff	Ongoing throughout year	Boards hung and plans written	Whiteboards were placed outside every teachers classroom to post their PL plans for the day/week. Many teachers updated this on a daily or weekly basis. It encouraged teachers to visit their colleague's classrooms to spark discussions on best practices with personalized learning.
Provide mentorship for new to building/district teachers	Principal/PL Team	Ongoing throughout year	Regular meetings between mentors and mentees; classroom visits	The PL leadership team took the lead on this action step. They were able to have many informal meetings with different staff members (new the building or not) to continue discussions on how best to set up different PL Models in their classrooms.
PL strategies and expectations communicated to students in classroom	All Certified Staff	By end of Quarter I	Posters on wall, information in syllabus, etc...	Teachers communicated through KUDs (Know, Understand, Do), personalized whiteboards, syllabus, posters, expectations, models, and classroom discussions.

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?		

<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>

**EOY 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?	Even with the focus on accreditation, many positive discussions regarding PL Strategies and Learning Walks took place. We were able to train all certified staff on the procedures of the walk through tool and developed a one page walk through form to make sure we were providing feedback from each classroom visit. The PL team was able to lead their colleagues through specific "look fors" while focusing on the different areas of the Core Four. After training occurred for the classroom visits, our teachers spent a couple of different days to conduct our first "solo" learning walks. The data collected from the learning walks was invaluable and will drive the goals we set for our school during our spring leadership academy. It looks like our focus will be on "Data Driven Decision Making".	<p><b>Advancing</b></p>

# Kenai Peninsula Borough School District



*SMART Goal for Strategy #2*

*Nikiski High*

**Area of Focus #2:** Responsive: Be immersed in a high quality instructional environment.

**Strategy #2:** 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**

By the end of the 2018-19 School Year using the two preps from the PL Design Model goal, Know, Understand and Do (KUD's) communications will be implemented for each unit (approximately every 3 weeks).

**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 led review of KUD process and design	Selected certified staff	Beginning of year Inservices	All staff trained at beginning of year	All staff were trained on how to develop KUDs by using examples and giving support on how to continue to develop their plans by using KUDs.
KUD's submitted upon completion	All Certified Staff	By Quarter II of 2018-19	KUD's submitted	Initial KUDs were submitted through Canvas within the first quarter of the school year.
During final December Inservice, a 15 minute check-in with admin to discuss progress on this goal	All Certified Staff	End of Sem I	Meetings scheduled and taken place	Due to events out of our control, the 15 minute check-ins did not take place. Upon return from Christmas break, informal conversations with certified staff members occurred to further discuss KUD usage in classrooms.

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

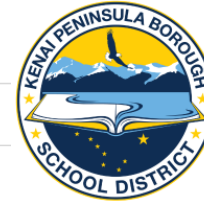
**MID-YEAR DISCUSSION: [Date]**

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?				
<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>

**EOY 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?		The discussion around this goal took place mostly in the fall when we were presenting goals for the school year. Subsequent discussions occurred informally and during evaluation/calibration conferences. Since KUDs are something we have been using at NMHS for the past seven years, the sentiment is to continue this practice. Many certified staff members post their KUDs to their bulletin boards and students routinely request KUDs from their teachers to guide their studying. All agreed that it makes sense to continue the practice and work with KUDs throughout the PL journey.		Sustaining

# Kenai Peninsula Borough School District



SMART Goal for Strategy #3

Nikiski High

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

Strategy #3: Ownership

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

During the 2018-19 school year, Nikiski Middle/High School will facilitate opportunities for students to increase ownership in their own learning.

**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>
Implement Close Reads that allow students to reflect on real world application of complex content (relevance)	All Certified Staff	Ongoing throughout year	Close reads in every class	Close reads taking place in all classes. One resource that was used on a regular basis was Newsela to ensure proper reading levels for every student.
Focus on feedback: student-student; student-teacher; teacher-student	All Certified Staff	Ongoing throughout year	feedback strategies shared and utilized	Teachers were able to practice giving each other feedback based on their colleagues' PL strategies; practicing these feedback strategies allowed teachers to use similar strategies for their students
Differentiate by readiness for Close Reads using a graphic organizer model	All Certified Staff	Ongoing throughout year	Close reads in every class with graphic organizers established for different reading levels	Our ELA teachers engaged in utilizing different forms of graphic organizers. These methods were shared with colleagues across the curriculum. As mentioned previously, the resource Newsela was utilized in many settings to ensure proper reading levels for different students

Continue to use the Student Led Ed Camp model during early release days	Whole School	The six ER days	Student Led Ed Camps take place	There were six different Ed Camps for students throughout the school year. One of the Ed Camps we ran was community led where students were able to explore different interests/occupations/hobbies that people in their community engage in.
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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
Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools Key Discussion Questions: - In what ways are teachers developing expertise in this area? - In what ways are students developing expertise in this area? - What next steps should our school take to better incorporate this Core Four area of focus into our instruction?		

<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>

**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>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>Staff had a chance to take a step back and supervise students as they led their peers through a topic of their own choosing. The ownership opportunities that students have in developing their own Ed Camps is invaluable in their development as leaders and in choosing their own learning. Since we also engage in staff ed camps, it give the administration an opportunity to participate in staff members leading their colleagues through learning of their choosing as well. We continue to engage in close reads throughout the different subject areas. Many staff members have close read strategies posted in their classrooms to guide students through the process.</p>	<p>Advancing</p>
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