

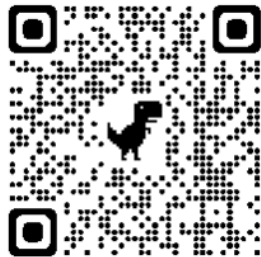
Please see our video presentation in one of three ways:

1. Click this hyperlink:
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Please find the following three supplementary documents in the same three ways:

1. [Niko Student Language Core Four Continuum of Personalized Learning](#)
bit.ly/NikoCoreFour

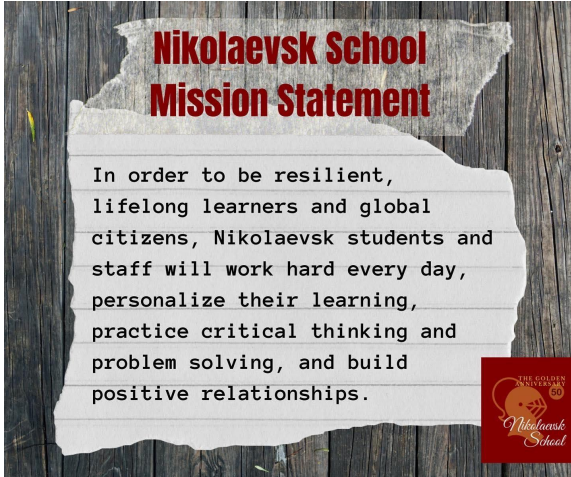
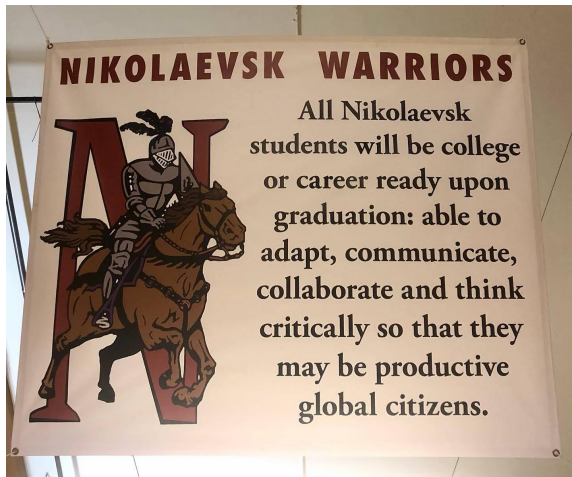


2. [Nikolaevsk Staff Objectives](#)
bit.ly/NikoStaffObjectives



3. [Niko Student Language Social Emotional Learning Continuum Rubric](#)
tinyurl.com/5n7fpdd2










Student Language Social Emotional Learning Continuum


	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
Self Awareness	My teacher explicitly teaches me mindfulness and self-soothing techniques so that I can identify and positively manage my emotions.	My teacher helps me identify and positively manage my emotions.	I am able to independently use mindfulness and self-soothing techniques in order to identify and positively manage my emotions.	I consistently and independently use mindfulness and self-soothing techniques to identify and positively manage my emotions.
Social Awareness	My teacher explicitly teaches me communication, positive relationship building, and conflict resolution strategies.	My teacher helps me communicate, build positive relationships, and resolve conflicts at school.	I am able to independently use communication, positive relationship building, and conflict resolution skills.	I consistently and independently use communication, positive relationship building, and conflict resolution skills.
Responsible Decision Making	My teacher explicitly teaches me strategies for responsible and healthy decision making and how to find and ask for support.	My teacher helps me make responsible and healthy choices.	I am able to independently make responsible and healthy decisions as well as find and ask for support.	I consistently and independently make responsible and healthy decisions as well as find and ask for support.

Core Four Continuum of Personalized Learning

TARGETED INSTRUCTION		EMERGING	DEVELOPING	ADVANCING	SUSTAINING
 <p>Targeted Instruction Instruction aligns to specific student needs and learning goals.</p>	GROUPS	My teacher groups me with kids at my skill level or with kids who can help me.	My teacher helps me create learning groups based on data.	I am able to create learning groups based on multiple data sources. I change groups as needed.	I consistently create learning groups in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats (one-on-one, small groups, etc.).
	DATA	My teacher helps me review one piece of data to identify my instructional needs.	My teacher and I look at multiple sources of data to identify my instructional needs.	I am able to use data provided to me by my teacher to set goals and make decisions about my learning.	I consistently use data to meet my instructional needs.
	INSTRUCTION	My teacher meets with me in a small group or one-on-one.	My teacher helps me explore instruction based on my needs.	I am able to choose and advocate for appropriate instruction based on my needs.	I consistently choose and advocate for targeted instruction for multiple purposes (introduction to new material, guided practice, tutoring, etc.)

DATA DRIVEN DECISIONS		EMERGING	DEVELOPING	ADVANCING	SUSTAINING
 <p>Data Driven Decisions Frequent data collection informs instructional decisions and grouping.</p>	DATA SOURCES	My teacher reviews my data from online sources such as digital tools and apps in addition to offline multiple measures data.	My teacher uses my data from multiple sources (both online and offline) to help me make instructional decisions.	I am able to compare online and offline data to make instructional decisions.	I consistently use data from multiple sources (both online and offline) to make my instructional decisions.
	DATA INFORMS	My teacher uses formative assessments to check for my understanding.	My teacher helps me identify important sources of data to help me plan my learning.	I am able to use formative assessments and benchmarks to inform instructional decisions.	I consistently use formative assessments on a daily basis to inform my instructional decisions.
	DATA CULTURE	My teacher meets with me and other stakeholders to review my data.	My teacher frequently discusses and reviews my data with me and appropriate stakeholders.	I am able to discuss my data with my teacher and other stakeholders on a regular basis so that I can meet personalized needs and goals.	I am part of a data team that meets consistently to analyze my data to make decisions about my individual needs and goals.

FLEXIBLE CONTENT & TOOLS		EMERGING	DEVELOPING	ADVANCING	SUSTAINING
 <p>Flexible Content and Tools Instructional materials allow for differentiated path, pace, and performance tasks.</p>	PATH	My teacher teaches me how to use a variety of online and offline tools in the classroom.	My teacher helps me use online and offline tools and materials to provide an integrated learning experience.	I am able to adjust content and tools based on my needs interests.	I consistently take the initiative to adjust content and tools based on my needs and interests.
	PACE	My teacher helps me stay at an appropriate learning pace.	My teacher teaches me how to use productivity and project management skills so that I can stay at an appropriate learning pace.	I am able to direct my learning and pace through the standards.	I consistently direct my learning and pace through the standards.
	PERFORMANCE TASK	My teacher provides me with 2-3 ways to demonstrate my knowledge.	My teacher provides multiple content options and tools for investigating and demonstrating learning.	I am able to choose and use multiple content options and tools for investigating demonstrating learning.	I am consistently able to use multiple content options and tools for investigating and demonstrating learning.

STUDENT REFLECTION & OWNERSHIP		EMERGING	DEVELOPING	ADVANCING	SUSTAINING
 <p>Student Reflection and Ownership Ongoing student reflection promotes ownership of learning.</p>	GOAL SETTING	With my teacher's help, I am using relevant data to write a SMART Goal about my learning.	I am able to use relevant data to develop my own SMART goals about my learning.	I am able to use data to set and track my learning goals.	I consistently use data to set and track my learning goals.
	REFLECTION	With my teacher's help, I am learning skills to help me reflect on my performance and data.	I am learning to monitor my own data and am independently reflecting on my learning.	I am able to monitor my own data and reflect on my learning in a variety of ways.	I consistently use data to monitor and reflect on my learning.
	OWNERSHIP	With my teacher's help, I make decisions about content and tools that will support my learning.	I can make decisions about the content and tools that my teacher has provided to best support my learning.	I am able to make authentic and autonomous choices based on data to learn and prove mastery of the standards.	I am consistently making authentic and autonomous choices based on data to learn and prove my mastery of the standards.

Objective 1: All Nikolaevsk Staff will work to create a safe, trauma engaged environment for our community of learners.

Relevance: Students exhibit higher attendance, greater academic achievement, and fewer incidents of disruptive behaviors when they feel safe in their learning environment.



The tools we use:

- [PBIS](#)

Success looks like:

- Post behavioral expectations in all areas of the school.
- Teach behavioral expectations through discussion, modeling, & deliberate practice.
- Reteach & refer to posted expectations if infractions occur.
- Praise compliance with expectations (verbally or with tickets) as much as possible.
- Maintain a 4 to 1 positive to negative interaction ratio with students.
- Greet each student warmly every day regardless of attendance and/or timeliness.
- Engage positively with each student for two minutes a day on a non-academic topic.

Objective 2: All Nikolaevsk Staff will work to explicitly teach and reinforce social emotional learning standards.

Relevance: Students who can actively identify & regulate their own emotions as well exhibit prosocial behaviors achieve higher academic success and exhibit fewer incidents of disruptive behaviors.



The tools we use:

- [Zones of Regulation](#)
- [Sources of Strength](#)
- [Student language SEL continuum](#)

Success looks like:

- Explicitly teach & model mindfulness and self-soothing techniques.
- Explicitly teach & model communication, positive relationship building, and conflict resolution strategies.
- Explicitly teach & model strategies for responsible and healthy decision making and how to find and ask for support.

Objective 3: All Nikolaevsk teachers will deliberately, reflectively, and flexibly employ Personalized Learning best practices and be ready to shift their pedagogy to meet the changing needs of their students.

Relevance: Personalized Learning increases engagement, authentic learning, & lifelong learning skills.

The tools we use:

- [The student language PL Core Four Continuum](#)
- [KPBSD's Personalized Learning resources](#)

Success looks like:

- **Student Reflection & Ownership**
 - Explicitly teach and model the use of data to set and track learning goals.
 - Explicitly teach and model the use of data to monitor and reflect on learning.
 - Explicitly teach, model, & encourage making authentic and autonomous choices based on data to learn and prove mastery of the standards.
- **Flexible Content & Tools**
 - Explicitly teach, model, & encourage students to take the initiative to adjust content and tools based on their needs and interests.
 - Explicitly teach & model productivity and project management skills.
 - Explicitly teach, model, & encourage the use of multiple content options and tools for investigating and demonstrating learning.
- **Data Driven Decision**
 - Explicitly teach and model the use of data from multiple sources (both online and offline) to make student's learning decisions.
 - Explicitly teach and model the use of formative assessments on a daily basis to inform student's learning decisions.
 - Explicitly teach and model being a part of a data team that meets consistently to analyze data to make decisions about individual needs and goals.
- **Targeted Instruction**
 - Explicitly teach, model, & encourage students to create learning groups in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats (one-on-one, small groups, etc.).
 - Explicitly teach, model, & encourage students to use data to manage their instructional needs.
 - Explicitly teach, model, & encourage students to choose and advocate for targeted instruction for multiple purposes (introduction to new material, guided practice, tutoring, etc.)



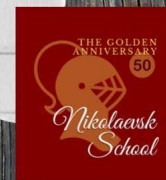
NIKOLAEVSK WARRIORS



All Nikolaevsk students will be college or career ready upon graduation: able to adapt, communicate, collaborate and think critically so that they may be productive global citizens.

Nikolaevsk School Mission Statement

In order to be resilient, lifelong learners and global citizens, Nikolaevsk students and staff will work hard every day, personalize their learning, practice critical thinking and problem solving, and build positive relationships.



Nikolaevsk School Core Values

Growth

- I will practice a Growth Mindset.
- I will set SMART Goals.
- I will fail forward.

Perseverance

- I will bloom where I am planted.
- I will see set-backs as learning opportunities.
- I will work hard every day.

