

Kenai Peninsula Borough School District

Mission Statement: The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.

Vision Statement: We envision KPBSD students who engage in their learning, participate in their community, reach high levels of achievement, and graduate prepared for their future.

Guiding Principles: Each student can learn and be successful. Every student is recognized as unique, valuable, and is treated with respect and dignity. Learning is a lifelong process. The educational environment is safe, engaging and purposeful.

District Focus Area: 2.0 Organizational Excellence

District Goal: 2.5 Collaboration

School Name: Fireweed Academy

Current Reality: The FY17 school year is one of significant changes in the Fireweed Academy community. Changes in staffing for the school include hiring a new administrator, loss of two certified staff and changes in teaching roles and positions. The organization has had a strong, working mission statement for a number of years. At a strategic planning session in May, 2015, a draft vision statement and core values were created, but consensus and adoption within the Fireweed community have not yet occurred.

SMART Goal: By March 1, 2017, we will increase the percent of stakeholders committed to the mission, vision and core values of Fireweed Academy by 10% as evidenced by pre and post surveys, professional learning community development, public dissemination of mission, vision and core values, and visible commitment in classroom and administrative practices.

SMART = Specific, Measureable, Attainable, Responsible, and Time-bound

Last Updated: 1/10/2017

Action steps should be listed in this column. Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	Who is responsible for leading or coordinating this action step?	Timeline for updating	What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	Results, observations, or comments?
Take our core values and vision statement drafts to final.	Kim Jon	Nov. 14, 2016	The staff and APC will review, come to consensus and adopt at the December 14 th APC meeting.	Completed 12/12/16
Communicate to our stakeholders our mission, vision and core values.	Todd, Janet and Kim	Jan. 31, 2017	A new flyer/brochure and website will be ready and posted for spring open enrollment.	

Kenai Peninsula Borough School District

Educate our APC members about SDP 1.0 Academic Success to increase overall organizational understanding in order to accurately represent, respond and support FWA at meetings and in the community.	Jon	Dec. 14, 2016	Provide APC chapter on competency-based learning at Nov., 2016 APC meeting, and share the rationale related to SDP 1.0 at the Dec. APC meeting.	Completed 12/12/16
Conduct pre and post survey of our stakeholder's understanding and commitment to the FWA mission, vision and core values.	Janet	Mar. 1, 2017 and May 15, 2017	Survey will be conducted, data compiled, information disseminated and stakeholders re-surveyed.	
Create and introduce a professional development plan among the staff to strengthen our professional learning community and to share methodology that aligns to our program components and philosophy.	Kim	Oct. 1, 2016	Sign-up for staff to reserve space to share professional practice during the professional sharing portion of our joint staff meetings.	
Conduct bi-monthly, full staff meetings to insure collaboration and discussion of practice related to our mission, vision and core values	Todd	Sept. 1, 2016	100% of staff is present and engaged	Bi-monthly staff meetings occur regularly on the 1 st and 3 rd Mondays each month.

District Goal Summary: Choose an item.

District Goal Summary Reflection/Response: [Click here to enter text.](#)

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District Focus Area: 1.0 Academic Success	
District Goal: 1.1 Student Achievement	School Name: Fireweed Academy
<p>Current Reality: Data collected through Aimsweb, student work sampling, observations and formative/summative assessments at each grade level of Fireweed Academy revealed a wide range of proficiencies, abilities, learning styles, and student interests. Teaching staff has been exploring differentiation of instruction using Tomlinson as a resource. Each staff member received a summer reading copy of the book 'Over-Tested and Under-Prepared: Using Competency Based Learning to Transform Our Schools by Bob Sornson to begin exploring concepts to implement at the classroom level.</p>	
<p>SMART Goal: By April 30, 2017, we will increase the number of students demonstrating proficiency above the 25th%tile in reading, writing and mathematics by 5%, and maintain or increase proficiency in 100% of students already at or above the 25%tile as evidenced by Aimsweb, work samples and summative assessments fostered through the use of a differentiated and competency-based approach to teaching for each student.</p>	
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<small>Last Updated: 1/10/2017</small>	

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Professional Development/PLC Action research surrounding differentiation and competency-based teaching.	Jon	Dec. 23, 2016	Time provided for PLC discussion, professional development planning and implementation, and collaboration on methods as	This began during the summer with staff being provided reading related to competency-based education. At the Oct.

Kenai Peninsula Borough School District

			evidenced by meeting agendas and collaboration logs.	21 st in-service staff began PLC discussions about CBE, the process of implementing this change, and initial, small steps that could be taken (flexible groupings, progress monitoring and curriculum alignment). Establishing a brokered course in CBE is under way.
Aimsweb Benchmark Testing	Mo	3x year as per benchmark period	Data entered into Aimsweb	Data has been added for both benchmark periods to date.
Reviewing student proficiency through assessment (Aims progress monitors, work samples, anecdotal data)	All classroom teachers	Monthly	Aimsweb data analysis to map progress	This has been happening at I-team meetings using Aims benchmark and progress monitoring data.
Horizontally Align the curriculum across grade levels (based on FWA standards-based report cards) and determine each student's placement on the continuum	All classroom teachers	October, 2016-May, 2017	Visual continuum created with students placed on the continuum.	This has not yet occurred.
Progress monitoring using Aimsweb, work sampling, student observation and formative assessments	All classroom teachers	Bi-monthly	Data entered into Aimsweb or other database to track.	Teachers have been adding data to Aimsweb and several have created excel data tracking systems
Differentiate instruction and use fluid and flexible group configurations to provide academic rigor for all students.	All classroom teachers	As indicated by assessments	Flexible student groupings to provide appropriate rigor for each student along with many avenues of entry and exploration of topics across the curriculum.	Shifting of students to core curricular groupings has taken place for 2 students to provide best fit for their current levels of proficiency in math.

Kenai Peninsula Borough School District

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