





Kenai Peninsula Borough School District

2017-2018 School Development Plan

Sterling



| KPBSD Mission Statement | | KPBSD Vision Statement | KPBSD Guiding Principles |
|---|--|--|---|
| 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. | | We envision KPBSD students who engage in their learning, participate in their community, reach high levels of achievement, and graduate prepared for their future. | 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. |
| Step 1: Using the questions below, discuss each of the key areas related to KPBSD's strategic plan | | | |
| Step 2: Based on your discussion, use the Harvey Balls below to make a current selection for each area | | | |
| Emerging: Not yet addressed or minimal foundation in place at this time; we have significant room for growth to get where we want to be | |  Emerging | |
| Developing: Good foundation in place at this time; still much room for growth to get where we'd like to be | |  Developing | |
| Advancing: Excellent foundation in place at this time; we have some room for growth to get where we'd like to be | |  Advancing | |
| Sustaining: In fantastic shape right now and just need to sustain what we have; little to no room for growth at this time | |  Sustaining | |
| Area of Focus: Rigor | | 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? | Ideas of where to go with rigor: Creating PL plans for all, instructional strategies in problem solving and critical thinking, PD for varied instructional strategies, increase student effort and perseverance, build in opportunities to try difficult problems and reward the effort (risk taking) | Developing |
| Area of Focus: Relevance | 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? | Our school is geared towards flexible grouping with our multi-age classes and elementary set-up with centers and groupings. Ideas of where to go with relevance includes working towards our discovery phase of our PL plan | Developing |
| Area of Focus: Responsive | 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? | Ideas of where to go with responsiveness: implement our Caring School Community (CSC) curriculum. Challenges to fostering a positive and caring community include: Being open to change/ Sterling community attitudes, overall dynamic of the greater Sterling community, communicating with families in their way (via text, email, etc), positive role models within our school, time (parent time, teacher time, etc.) - making time to change, more parental involvement and changing negative feelings of parents and perception of families, consistency with all things we do (PBIS, CSC, etc.), reframing complaining into problem solving, educating about what bullying is, our social media, parental distrust of school, parenting style and skills, families trying to meet just the basic needs. | Developing |
| Step 3: Based on the discussion above, select 3 areas of focus and 3 corresponding strategies for the 2017-18 school-year | | |
| Area of Focus #1 | Area of Focus #2 | Area of Focus #3 |
| Rigor: All students will achieve high levels of academic growth. | Relevance: Experience a personalized learning system. | Responsive: Be immersed in a high quality instructional environment. |
| Strategy #1 | Strategy #2 | Strategy #3 |
| Student growth and success will be determined through multiple measures of learning. | Students will learn in a flexible instructional model that is fluid and developmentally appropriate for all. | Prioritize strong, positive relationships with all students to support their social and emotional needs. |
| Step 4: Complete a SMART Goal for each strategy by clicking on the corresponding strategy tab below. Also, for your reference, see the additional resources below that can be used to support your School Development Plan. | | |

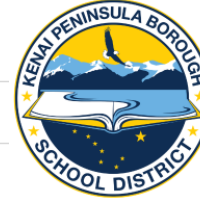
[SMART Goal for Strategy #1](#)

[SMART Goal for Strategy #2](#)

[SMART Goal for Strategy #3](#)

| Additonal Resources | Description | Link |
|----------------------------------|--|---|
| KPBSD Strategic Plan | The new 5-year plan adopted by the school board. | <u>Link to KPBSD Strategic Plan</u> |
| KPI 1 | Key Performance Indicators organized by Readiness Factors (College, Career, Life) and type of school. (Grid) | <u>Link to KPI Grid</u> |
| KPI 2 | Key Performance Indicators by type of school. | <u>Link to KPI by School Level</u> |
| Core Four White Paper | White paper providing detail into core instructional strategies to have a successful personalized classroom | <u>Link to Core Four White Paper</u> |
| Cour Four Specturms | Spectrums from the Core Four White Paper to demonstrate the ares in which schools and teachers can grow | <u>Link to Core Four Specturms</u> |
| School Design Matrix | Matrix designed to support schools to create a school design at an atomic level | <u>Link to School Design Matrix</u> |
| Collaborative Learning Framework | Framework developed with DCPS to provide insights into creating successful peer-to-peer, collaborative learning environments | <u>Link to Collaborative Learning Framework</u> |
| | | |
| | | |

Kenai Peninsula Borough School District



SMART Goal for Strategy #1

Sterling

| 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 | | | | |
| <i>Example:</i> <i>During the 2017-2018 school year, Sterling Elementary teachers will review Aimsweb and Performance Series (as well as classroom data) during their grade level collaboration meetings (PLCs) and semesterly data days to determine appropriate interventions for students in order for 90% of all Sterling students to show growth in at least one of these assessments.</i> | | | | |
| 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> |
| PLCs will meet weekly to discuss student data from progress monitoring and benchmark testing as well as in class grades and progress with discussion and decision on how to implement appropriate interventions for students | Grade level PLCs | Weekly through the end of the 2017-2018 school year | Notes from PLC meetings will identify students who need additional support and what support will be provided. | |
| Semesterly data days will identify students who need pull out interventions from the interventionist and/or students who need additional intervention from their classroom teachers. | Interventionist | Data days in September and January | Intervention lists from PowerSchool will show students who require additional intervention. Progress monitoring from intervention groups will show progress made by students. | |

| | | | | |
|--|----------|-----------|---------------------------------|--|
| Teachers will share student data with parents at parent conferences. | Teachers | Quarterly | Data documented in report cards | |
| | | | | |
| | | | | |

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

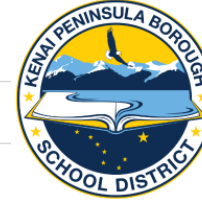
MID-YEAR DISCUSSION: [Date]

| Area of Focus | | Record Discussion Notes Here | | Select a current ranking for your school in this area |
|---|----------------------------------|---|--|---|
| 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? | | | | |
| 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> |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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? | | | | |

Kenai Peninsula Borough School District



SMART Goal for Strategy #2

Sterling

Area of Focus #2: Relevance: Experience a personalized learning system.

Strategy #2: 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

Example:

"By May 2018, all teachers will be able to define Personalized Learning and identify two ways to integrate Personalized Strategies in their instruction."

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> |
|---|---|---|---|--|
| Plan time at all inservice and early release days for teacher collaboration | Principal | Calendar set by 10/1/17 | Calendar set and activities implemented as planned. Teachers leaving an exit slip after each activity that shows a level of understanding and comfort with PL | |
| Split the Core 4 Components to review and experiment with as a staff | PL school team | Sept. ER Integrated Digital content Oct. ER: Targeted Instruction and Data-Driven Decisions November ER and In-service: Student Ownership December in service: Questions and review of where we are | Teachers talking at team meetings about what they have tried. 80% of teachers trying at least one thing for each component. | |

| | | | | |
|---|---|--|---|---|
| Educate and support families in personalized learning | PL School team | Monthly in newsletters and/or Open House during 1st semester | Parents and students discussing PL Newsletters | |
| | | | | |
| | | | | |
| 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? | | | | |
| 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> |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| 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? | | | | |

Kenai Peninsula Borough School District



SMART Goal for Strategy #3

Sterling

Area of Focus #3: Responsive: Be immersed in a high quality instructional environment.

Strategy #3: 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

Example:

By the end of the 2017-2018 school year, 100% of Sterling Elementary students will experience weekly classroom meetings to build community and support their social emotional learning.

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> |
|---|---|---|---|--|
| Teachers will collaborate to follow the Caring School Community (CSC) model of classroom meetings. | Classroom teachers | Weekly throughout the school year | Teachers will self-assess and principal will randomly assess classroom meeting effectiveness through the Classroom Meeting Implementation Checklist provided through CSC | |
| Students will assess how they feel about themselves, their classroom/classmates, class meetings and ability to solve their own problems | classroom teachers | at the end of each quarter | Students will complete a survey | |
| Maintain and improve our PBIS system of school wide expectations | PBIS committee | On going throughout the year | The SET will show maintained or improved scores in all areas | |

| | | | | |
|--|-----------|------------------------------|---|--|
| Teachers and key staff will implement the Remind app to more effectively communicate with families | Principal | On going throughout the year | Parents will be asked to complete an end of the year survey regarding communication | |
| | | | | |

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? | | | | |
| 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> |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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? | | | | |

