Kenai Peninsula Borough School District

2017-2018 School Development Plan

Port Graham
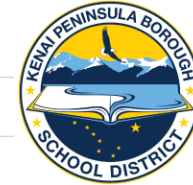
KPBSD Mission Statement	KPBSD Vision Statement	KPBSD Guiding Principles
The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.	We envision KPBSD students who engage in their learning, participate 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?	MathSpace and other customized programs at Port Graham create rigor on an individual level. Multi-age groups provide natural setting for peer tutoring: best way to learn something is to teach it. Metrics are pretty standard, but Small Schools Conference opened our eyes to new ways of measuring. We need to continue to create blended learning opportunities through our iPads for Orcas and other digitial opportunities; get more proficient at tracking data on a daily basis (such as through MathSpace) having students own their data	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?	Several digital applications help with a flexible model, including programs such as Lexia and MathSpace, portfolios, project based learning that allows individuals to work at their own level. Need to continue to deepen instruction through iPads, polychom, connecting students with others. Community focus on running and bicycling suits our environment; sessions with Rec Room for sexual health and healthy relationships; partnering with Chugachmiut for health education such as Diabetes Education; Community is beginning to have more technology, so during travel students can access assignments more; tap into available distance classes and provide support, gaining ground in success; continuing to involve community in project based, relevant learning, such as raising salmon (next to a fish hatchery), raising chickens and providing Eggs to Elders, involving community in service learning through site council.	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?	The nature of our school supports close relationships with students, as it is small and teachers/staff get to know families. In addition, the mission of Port Graham School is to "remain family centered" because it is that way now, which supports relationships. Also, providers from Chugachmiut partner with us for mental health, and our school counselor is actively involved. Project-based learning helps meet the needs of our multi-graded classrooms. Support was given through the Small Schools Conference, and such opportunities are the best way to support, along with continuing to support our unusual efforts with agriculture. Yes, we have several initiatives, including iPads for Orcas, Project-Based Learning, Community Running Club. We feel we have the support we need now, although funding for travel is challenging (we get innovative for that, too, through grants and fundraisers)	Advancing

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 experience varied instructional strategies that target individual strengths and interests of each learner.	Develop a culture of continuous innovation within all schools across the district.

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 by 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.	Link to KPBSD Strategic Plan
KPI 1	Key Performance Indicators organized by Readiness Factors (College, Career, Life) and type of school. (Grid)	Link to KPI Grid
KPI 2	Key Performance Indicators by type of school.	Link to KPI by School Level
Core Four White Paper	White paper providing detail into core instructional strategies to have a successful personalized classroom	Link to Core Four White Paper

Cour Four Specturms	Spectrums from the Core Four White Paper to demonstrate the ares in which schools and teachers can grow	[Link to Core Four Specturms](#)
School Design Matrix	Matrix designed to support schools to create a school design at an atomic level	[Link to School Design Matrix](#)
Collaborative Learning Framework	Framework developed with DCPS to provide insights into creating successful peer-to-peer, collaborative learning environments	[Link to Collaborative Learning Framework](#)

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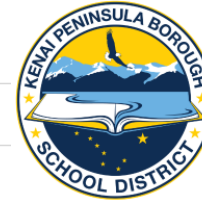
SMART Goal for Strategy #1

Port Graham

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
Example:

By May 2018, we will increase the percent of grades 2-8 students reading at the 25th%ile or higher (average and above) from 57% to 62% as evidenced by Aimsweb and Ed Performance benchmark testing data.

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

Action Steps: What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	Owner: Who is responsible for leading or coordinating this action step?	Timeline: When will this be accomplished?	Evidence of the Action: What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	Results: Share results, obersvations, comments, etc.
Each teacher will of reading will use technology to increase reading fluency in all students below the 25th%ile.	Devin Michel	May 1, 2018	Rosters for Lexia, e-books, reading apps	Successful.
K-4 students iwll have 15 minutes of Choice Reading (SSR) daily	Devin Michel	May 1, 2018	Schedule	On track; kept schedule constant.
Elementary students K-4 will have 90 minutes of core reading daily	Devin Michel	May 15, 2018	Schedule	On track; kept schedule constant.
School library will be open for all preschool through high school students after school one day per week	Devin Michel or designee	May 1, 2017	Schedule	Attendance to library too low for one day per week; changed to one day per month.

Secondary grade 5-12 students will be taught to use the district electronic library resources	Colby Way	9/30/2017	Lesson Plan	Completed, students actively using electronic resources.

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?	. We successed in meeting our goal of increasing the number of students in the average range, with 62% at 25th%ile or higher on Aimsweb, and 73% of students taking Performance Reading scoring 25th%ile or higher. We feel that the reason we are having success is because of our technology, adherence to strategies above, and our focus on relevant, integrated learning. Our multiple measure are indicating that fluency is aligned with comprehension overall. We feel we need to continue as we are doing now, to keep things consistent and continue to have success.	Advancing

Action Steps: *What will be done?*	Owner: *Who will do it?*	Timeline: *When will this be accomplished?*	Evidence of the Action: *What does success look like?*	Results: *Share attempts and wins*
Continue use of technolog to increase literacy.	Teachers	Semester 2	Schedule/increased scores	Have completed successfully
Continue K-4 SSR 15 min/day	Devin Michel	Semester 2	Consistent schedule	Successful
Continue K-4 Core Reading 90 min/day	Devin Michel	Semester 2	Fidelity to Schedule	Successful
After School Library Hours 1x/month	Devin Michel	Semester 2	Sign-in sheets for attendance	Incorporated into the school day due to low attendance

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?	Our instructional strategies are supportive of our literacy goal. students have 90 min/core reading per day, and all subjects promote literacy, including the project-based learning throughout all grades. We feel that our metrics of Aimsweb alone is an indicator that fluency is strong, and increasing amongst second through eighth graders, with a final result that 59% of second through eighth grade students are reading at 25th%ile and above. With multiple measures of Aimsweb and Performance Reading testing, we see that 62% scored in the average range, which tells us that student comprehension is keeping up with fluency proficiencies. We attribute this to constant work on vocabulary, constant oral language, and talking about what we read. We were pleased that we made our goal through Performance Testing, and hope that we can increase fluency a bit more in 2018-19. We feel that having three distinct classes/teachers next year will give more personalized and intensive instruction to students next year, and will likely support literacy instruction and emphasis more on an individualized level.	Advancing

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SMART Goal for Strategy #2

Port Graham

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

Strategy #2:	Students will experience varied instructional strategies that target individual strengths and interests of each learner.

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

By the end of 2017-18, instructional staff at Nanwalek School will have participated in seven professional development sessions related to our personalized learning explorations.

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

Action Steps: *What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.*	Owner: *Who is responsible for leading or coordinating this action step?*	Timeline: *When will this be accomplished?*	Evidence of the Action: *What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?*	Results: *Share results, obersvations, comments, etc.*
Survey teachers with Education Elements Rubric	Colby Way	September 15	Compiled Surveys	Completed. Results indicated varying levels of emergence in pesonalized learning, and differences due to grade levels.
Survey students with Education Elements Rubric	Teachers	September 22	Compiled Surveys	Student responses indicated perception that their learning was highly personalized.
Collaborate to brainstorm all current personalized learning strategies	Instructional Staff/Colby Way	End of First Quarter	Master list of current personalized learning strategies	Completed. Created document with Nanwalek Staff, continue to add stragegies.
Explore Education Elements Resources	Leadership Team: Nancy Kleine, Colby Way, Devin Michel, Teri Gentry	May 4	Notes on collaborations regarding application of strategies in Nanwalek/Port Graham classrooms	We have started this, and will continue.
Book Talk/Port Graha & Nanwalek	Devin Michel	May 4	Agendas/Discussion Notes	Have completed activties from the book Go Blended during 3 Early Release days, and 4 in-service days: In-services on 11/18, 10/20, 10/27. 12/22. Early Release days on 9/13, 10/25, and 11/17.

MID-YEAR DISCUSSION: [Date]

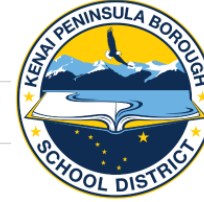| Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Relevance Goal: Experience a personalized learning system. Key Discussion Questions: - In what ways do we create a flexible instructional model that meets the needs and interests of each learner? In what 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?	Staff discussed our progress this fall, and we feel we are further along with personalized learning than we estimated at the beginning fo the year. This became apparent through our study of the book Go Blended, when we realized we are already doing much of what is suggested in the book. We will continue our exploration and expansion of personalized learning professional development during second semester.	Advancing

Action Steps: *What will be done?*	Owner: *Who will do it?*	Timeline: *When will this be accomplished?*	Evidence of the Action: *What does success look like?*	Results: *Share attempts and wins*
Create technology rubrics for each classroom	Teachers	December 22, 2017	Rubrics	Teachers created rubrics for their classrooms.
Explore wide range of personalized learning strategies through collaborations	Teachers	February 7, 9, March 9, 28, May 2	Agendas/Products	Collaborations were highly successful, and teachers added to their repertoire of personalized learning strategies during all sessions, with May 2 acting as a reflection of accumulated learning as well as a look-ahead wish list.
Book talk with new book	Devin Michel & Nancy Kleine	February 7, 9, March 9, 28, May 2	Agendas/Action Items	Book Talk was woven through all Early Release collaborations this year, with a focus on Go Blended, and parts of other district-provided books incorporated in part.
Sea Week activities focused on personalized learning strategies	Leadership Team: Nancy Kleine, Colby Way, Devin Michel Way, Teri Gentry	April 16-20, 2017	Schedule	During Sea Week, Apple connected to Port Graham for conferencing. Teachers used instructional strategies to personalize learning throughout the many science, art, and cultural activities of the week.

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?	Nanwalek and Port Graham staffs have worked as a regional learning community to collaborate on personalized learning strategies. We have created multiple flexible learning environments, especially through the use of technology (iPads for Orcas initiative). Many of the strategies we have learned allow students to follow their own interests within the classroom, in the community, and outdoors through project-based learning. Workflow support for teachers is an area that could be embellished. Canvas training for teachers at varying stages of understanding would strengthen the ability to have workflow systems for personalized learning. We have included a lot of healthy relationships learning this year, particularly for secondary students, with visits from Rec Room, and speakers on the topic of substance mis-use. Having elders and community members join in substance mis-use conversations was highly effective. The Port Graham community is quite involved in the school, and lives the mission of being "family-centered." Simple invitations to ask parents and community to join are successful, and it is important to continue this positive relationship building.	Advancing

Kenai Peninsula Borough School District

SMART Goal for Strategy #3

Port Graham

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

Strategy #3:	Develop a culture of continuous innovation within all schools across the district.

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

By March, 2018, both teachers will implement one innovative project based lesson that engages students in providing a service or support to elders in the community.

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

Action Steps: What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	Owner: Who is responsible for leading or coordinating this action step?	Timeline: When will this be accomplished?	Evidence of the Action: What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	Results: Share results, obersvations, comments, etc.
Acquire chickens through BP prize money awarded to Colby Way to raise chickens with secondary students	Colby Way	August 15	Chickens	Completed successfully.
Purchase chicken coup and construct	Colby Way	August 20	Coup	Completed successfully.
Build chicken run with students	Colby Way	August 25	Run	Completed successfully.
Create agricultural plan to manage chickens	Colby Way and Devin Michel	September 15	Student Plan	Completed successfully and implemented daily: Every day at 2:30 pm a roup of students checks the pen for eggs, cleanliness, chicken health, food and water levels.
Research and design a protocol that ensures eggs are properly cared for human consumption.	Teachers/students	September 15	Problem resolution protocol	Completed. Many farmers/chick tips websites suggest using a cool damp towel and light soap to clean each egg. Teachers inspect the shells for cracks ro weak spots before being placed in the cartons.

		September 15	Student Plan	Students/School teamed up with community council's elder liaison, who picks up a dozen eggs at a time and distributes half a dozen eggs to elders who are in need of eggs at the time. 102 eggs have been distributed this semster.
Help students create community service plan to distribute Eggs to Elders	Teachers/Student Council			
Create budget for project	Teachers/Student Council	September 15	Budget	The budget was created using prize money from last year, which was won due to a student project from the previous year.
Organize student-made video of project	Teachers/Student Council	May 4	Product	This video is in process, with collected phictures of building the pens, snow houses, and student interaction. Movie will be made near the end of the year.

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?	This project has been tremendously successful, as the students not only learn to raise egg-laying chickens, but also become a service to the community by providing for the elders. The council and community have been responsive to the project, providing the help of the Elder Liaison, providing cartons, and the community brings scraps of food for the chickens.	Sustaining

Action Steps: *What will be done?*	Owner: *Who will do it?*	Timeline: *When will this be accomplished?*	Evidence of the Action: *What does success look like?*	Results: *Share attempts and wins*
Continue agricultural plan	Teachers with students	Semester 2	Eggs and healthy chickens	Successful
Continue health inspections	Teachers with students	Semester 2	Healthy eggs	Successful
Continue collaboration with Elder Liaison to distribute eggs to elders	Teachers with students	Semester 2	Record of distribution	Successful
Make plan for summer care	Teachers with students and community	May 1	Plan	Successful

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?	This project has allowed both differentiated and personalized learning, as well as teaching students in a culturally-responsive way based on the values of the Sugpiaq culture. It's success was portrayed when the school received a letter from the Native Village of Port Graham, Port Graham Village Council Chief acknowledging the success of this project in contributing eggs to Port Graham Elders. All told, 350+ eggs were distributed since fall to 27 Elders. The Chief listed the Alutiiq Values that our students demonstrated: Respect for Elders, Sharing, Respect and Wise Use of Natural Resources, Unconditional Love, Caring, and Helpfulness. The success of this project exceeded our expectations. The strategies used to target needs were encompasses in a holistic, project-based approach that made it possible to help each student meet their learning needs within the project. Staff can continue to deepen their skill in this type of learning, which suits this K-12 community school in such culturally-responsive ways. Port Graham School is innovative and finds ways to make learning relevant while teaching standards at a high level. Steps that can assist this is to continue to build site council and community relationships and support for such projects.	Advancing