





Kenai Peninsula Borough School District

2017-2018 School Development Plan

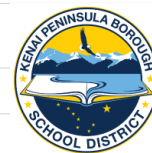
Soldotna Prep



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: <ul style="list-style-type: none"> - In what ways do our instructional strategies create rigor in the classroom? - How well does 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? 	Instructional strategies used at Soldotna Prep that are creating rigor for our students are shifting to proficiency based grading on assessments (with re-takes allowed), shifting to grading systems that are standards based, and the use of rubrics to help define rigor and expectations for assignments. Use of Performance Series Testing is done in Biology, Language Arts, and some Math courses and data is reviewed after the spring testing window to review growth. Some teachers are also using pre-tests and post tests to drive instructional goals and demonstrate growth. Steps to increase rigor will include looking at more data-driven instruction and using self-reflection assessments by students.	<div>  Emerging </div>
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: <ul style="list-style-type: none"> - 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? 	Incorporating more student choice into instruction to create outcomes that are meaningful and personalized is something the school is excited about working on. How to balance students interests to not only provide more relevant instruction that provides balance between required standards and hands-on learning is still a question that exists amongst the Soldotna Prep staff. Moving away from time based measured grading and deadlines as much as possible to allow students to show what they have learned instead of what they have or have not completed is a goal. Giving students more choice in tasks and reading assignments is making things easier in ELA Courses to increase student engagement. Soldotna Prep would request parents to volunteer, provide hands on materials, and contact parents when students struggle and when they succeed. Have more frequent I-Team meetings with academic teams and invite parents to individual meetings with I-teams more often to address areas of concern or shortcoming.	<div>  Developing </div>
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: <ul style="list-style-type: none"> - 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? 	School staff stresses building positive relationships with students, and staff identifies students they have those relationships with and attempts to locate students who are lacking those relationships at school. School counseling program and I-teams regularly meet to discuss students of concern. Students are identified prior to enrolling at Soldotna Prep by administration and counselor using multiple measures (historical grades, Performance Series scores, previous interventions, behavior data, teacher recommendations, etc.) to provide proper placement of students in classes. Innovation by staff is supported by administration and teachers are encouraged to try new concepts or methodologies to adapt and improve practices. This year staff will be studying personalized learning as a whole and experimenting with student ownership and reflections and data-driven instruction.	<div>  Advancing </div>
Area of Focus: Sustaining	Record discussion notes here	Select a current ranking for your school in this area
Sustaining Goal: In fantastic shape right now and just need to sustain what we have; little to no room for growth at this time		<div>  Sustaining </div>
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.	Relevance: Experience a personalized learning system.
Strategy #1	Strategy #2	Strategy #3
Student growth and success will be determined through multiple measures of learning.	Students will develop a personalized learner profile as demonstrated in their portfolio	Students will experience varied instructional strategies that target individual strengths and interests of each learner.
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		
Additional 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 Spectrums	Spectrums from the Core Four White Paper to demonstrate the areas in which schools and teachers can grow	Link to Core Four Spectrums
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

Kenai Peninsula Borough School District



SMART Goal for Strategy #1

Soldotna Prep

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> SMART Goal: By the end of the 2017-18 school year, 90 per cent of students will earn 5.5 or more credits towards a HS diploma as evidenced by Power School Graduation Progress Report.				
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>
Early identification of students who are at risk	Counselor, Interventionist	Prior to school beginning	Students scheduled into remediation, academic support, and properly placed based on abilities	List of students received from Skyview Middle. Master schedule designed around needs of struggling learners.
Timely identification of struggling students	Principal, Interventionist, Counselor, I-Team	Every 4.5 weeks	F-List run and students identified.	
Provide and document interventions for struggling students	Interventionist, Teachers	Every 4.5 weeks	Intervention plans for students with Fs	9/20 update -- 15+ students identified by I-Teams as struggling, interventionist meeting with each weekly
Communication with parents on student progress	Interventionist, Teachers, Counselor	Ongoing	Communication logs	
Lunch and afterschool tutoring available for struggling students	Chervenak, B. Brown, A. Brown	Weekly - Monday -Th afterschool and lunch times	Attendance rosters	
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 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?	Multiple instructional strategies continued to be used at Soldotna Prep that are creating rigor for our students are shifting to proficiency based grading on assessments (with re-takes allowed), shifting to grading systems that are standards based, and the use of rubrics to help define rigor and expectations for assignments. Use of Performance Series Testing is done in Biology, Language Arts, and some Math courses and data is reviewed after the spring testing window to review growth. Some teachers are also using pre-tests and post tests to drive instructional goals and demonstrate growth. Steps to increase rigor will include looking at more data-driven instruction and using self-reflection assessments by students. Teachers experimented with Self-reflection practices and targeted-instruction/data driven decisions during the 1st and 2nd quarters of the academic year.		Advancing	
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>
Timely identification of struggling students	Principal, Interventionist, Counselor, I-Team	Every 4.5 weeks	F-List run and students identified.	Data on academic performance was at our highest levels to date. 95.8% of grades issued were at the minimum passing level or higher and 89.5% of students are on pace to earn 5.5 or more credits by the end of the year.
Provide and document interventions for struggling students	Interventionist, Teachers	Every 4.5 weeks	Intervention plans for students with Fs	Over 50 intervention plans were created and closed out during the first semester this year.
Communication with parents on student progress	Interventionist, Teachers, Counselor	Ongoing	Communication logs	
Lunch and afterschool tutoring available for struggling students	Chervenak, B. Brown, A. Brown	Weekly - Monday -Th afterschool and lunch times	Attendance rosters	Attendance in AST was up 20% from previous years.
EOY DISCUSSION: [Date]				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	

<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none">- 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?	<p>We will be very close to achieving this goal for the 17-18 school year. We were far ahead of this goal at them end of the 1st semester with only a handful of students who were earned 2 or less credits. Flnal numbers for the school year will not be available until the completion of summer school but projections are putting us between 85 and 93 per cent of student will have earned the a minimum of 5.5 credits.</p>	<p>Advancing</p>
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Kenai Peninsula Borough School District

SMART Goal for Strategy #2

Soldotna Prep



Area of Focus #2:		Relevance: Experience a personalized learning system.		
Strategy #2:		Students will develop a personalized learner profile as demonstrated in their portfolio		
Step 1: Write a SMART Goal in the space provided below for this strategy				
<i>Example:</i> By May 4, 2018, Soldotna Prep will increase the percentage of students completing a 4 year PLPC plan to 95% as evidenced by KPBSD PowerSchool PLPC Status report.				
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>
Use of AKCIS and PLPC progress in PowerSchool	Advisory teachers, Counselor, Interventionist	Quarterly	PLPC Progress Report (available in PowerSchool)	121 of 190 students have completed all or some work on AKCIS and PLP
All students visit Kenai Peninsula Community College in September 2017.	Counselor and Interventionist	September 11-12, 2017	Attendance sheets for field trip	Completed
Classroom presentations in each advisory by counselor regarding PLPC and college and career readiness.	Counselor, Teachers	December 20, 2017	List of presentations and dates	6 of 8 advisories have had the presentation completed
5 day block during advisory to complete PLPC under supervision of counselor and teacher.	Counselor, Teachers	April 6, 2018	Schedule of 5 day blocks	6 of 8 advisories have the 5 day block completed
Parent notification of PLPC completion	Counselor, Administrator	May 4, 2018	Parent notification upon completion documented in contact log.	not yet complete
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?	Teachers continue to incorporate more student choice into instruction to create outcomes that are meaningful and personalized is something the school is excited about working on. How to balance students interests to not only provide more relevant instruction that provides balance between required standards and hands-on learning is still a question that exists amongst the Soldotna Prep staff. Staff is completing a "book-talk" on The Innovator's Mindset Moving to help with new ideas and methodology to add more choice and relevance. Teachers continue to move away from time based measured grading and deadlines as much as possible to allow students to show what they have learned instead of what they have or have not completed is a goal. Giving students more choice in tasks and reading assignments is making things easier in ELA Courses to increase student engagement. Soldotna Prep would request parents to volunteer, provide hands on materials, and contact parents when students struggle and when they succeed. Have more frequent I-Team meetings with academic teams and invite parents to individual meetings with I-teams more often to address areas of concern or shortcoming. Personalized parent-teacher conferences have been added for students who are under-achieving or are identified as struggling.			Emerging
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>
Use of AKCIS and PLPC progress in PowerSchool	Advisory teachers, Counselor, Interventionist	Quarterly	PLPC Progress Report (available in PowerSchool)	191 of 193 students have completed all or some work on AKCIS and PLP
All students visit Kenai Peninsula Community College in September 2017.	Counselor and Interventionist	September 11-12, 2017	Attendance sheets for field trip	Completed
Classroom presentations in each advisory by counselor regarding PLPC and college and career readiness.	Counselor, Teachers	December 20, 2017	List of presentations and dates	8 of 8 advisories have had the presentation completed

5 day block during advisory to complete PLPC under supervision of counselor and teacher.	Counselor, Teachers	April 6, 2018	Schedule of 5 day blocks	8 of 8 advisories have the 5 day block completed
Parent notification of PLPC completion	Counselor, Administrator	May 4, 2018	Parent notification upon completion documented in contact log.	completed
EOY DISCUSSION: [Date]				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	
<p>Relevance Goal: Experience a personalized learning system.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - 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? 	<p>Soldotna Prep is attempting to balance student interests to not only provide more relevant instruction that provides balance between required standards and hands-on learning is still a question that exists amongst the Soldotna Prep staff. Staff is completed two "book-talk" studies this year. One on The Innovator's Mindset and one on Blended Learning in Action. This is helping Soldotna Prep move from developing to emerging stages of helping with new ideas and methodology to add more choice and relevance. Teachers continue to move away from time based measured grading and deadlines as much as possible to allow students to show what they have learned instead of what they have or have not completed is a goal. More frequent I -Team meetings with academic teams and invitations to parents to individual meetings with I-teams occur more often to address areas of concern or shortcoming. Personalized parent-teacher conferences were again utilized during the second semester for students who are identified as struggling. 99 per cent of students developed 4 year Personalized Learning Plans through the counseling office and advisory classes.</p>		Developing	

Kenai Peninsula Borough School District



SMART Goal for Strategy #3

Soldotna Prep

Area of Focus #3:		Relevance: Experience a personalized learning system.		
Strategy #3:		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				
<p><i>Example:</i></p> <p>During the Discovery Phase for Personalized Learning Soldotna Prep Teachers will select 2 practices that utilize Student Reflection/Ownership and 2 practices that utilize Targeted Instruction to use in their classes prior to beginning the Implementation Phase of Personalized Learning.</p>				
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>
Introduction to targeted instruction and student reflections/ownership	Principal & leadership team members (for certified teachers)	Fall inservice	Using the core 4 teacher tool kit teachers will choose 1 of the resources and share out	Teachers will share out during the fall inservice.
Staff will select a student reflection/ownership practice to use their classroom that they don't currently use.	Principal & all certified teachers	1st quarter	Teachers will provide examples.	Teachers will share out during end of quarter 1 inservice.
Staff will select a student reflection/ownership practice to use their classroom that they don't currently use.	Principal & all certified teachers	2nd quarter	Teachers will provide examples.	Teachers will share out during end of quarter 2 inservice.
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
<p>Relevance Goal: Experience a personalized learning system.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - 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? 		<p>School staff feels they continue to build positive relationships with students, and staff has utilized different strategies to identify students they have those relationships with and attempts to locate students who are lacking those relationships at school. School counseling program and I-teams regular meet (weekly meeting with admin/counselor/intervention) to discuss students of concern. Students are identified prior to enrolling at Soldotna Prep by administration and counselor using multiple measures (historical grades, Performance Series scores, previous interventions, behavior data, teacher recommendations, etc.) to provide proper placement of students in classes. Innovation by staff is supported by administration and teachers are encouraged to try new concepts or methodologies to adapt and improve practices. This year staff will be studying personalized learning as a whole and experimenting with student ownership and reflections and data-driven instruction. Struggling students have been assisted through the year and our academic success has increased this year with only 9 students having more than 1 failing grade at the end of Semester 1.</p>		Developing
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>
Staff will select a student reflection/ownership practice to use their classroom that they don't currently use.	Principal & all certified teachers	1st quarter	Teachers will provide examples.	Teachers shared out during end of quarter 1 inservice. Completed with all staff participating and staff creating a list of methods to build student self-reflection.
Staff will select a student reflection/ownership practice to use their classroom that they don't currently use.	Principal & all certified teachers	2nd quarter	Teachers will provide examples.	Teachers shared out during end of quarter 2 inservice. Completed with all staff participating and staff creating a list of methods to build student self-reflection.

Staff will select a targeted instructional practice to use their classroom that they don't currently use.	Principal & all certified teachers	3rd quarter	Teachers will provide examples.	Teachers shared a targeted instruction practice out during February 7 Early Release. Completed with all staff participating and staff creating a list of methods to build a bank of targeted-instruction practices to share.
Staff will select a targeted instructional practice to use their classroom that they don't currently use.	Principal & all certified teachers	4th quarter	Teachers will provide examples.	Teachers will share out during April 4 Early Release.
EOY DISCUSSION: [Date]				
Area of Focus	Record Discussion Notes Here			Select a current ranking for your school in this area
<p>Relevance Goal: Experience a personalized learning system.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - 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? 	<p>Staff continues to make building relationships with students as top priority as this provides a basis to personalize education for our students. Efforts to make sure no students are being missed need to be increased early in the school year. Teachers expanded their skills via a second book study on Blended Learning and presented multiple ideas to administration on changes they feel, if made, would allow for increased personalized learning opportunities based on their book studies and staff discussions. Ideas included more student recognitions, changes to classroom assignments and provided bigger learning spaces, and continuing with the Sources of Strength program. Feedback also honed in on the fact that student ownership and reflection is the area that needs to be focused on in the upcoming year the most.</p>			Developing