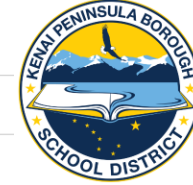






# Kenai Peninsula Borough School District

## 2017-2018 School Development Plan

### Fireweed Academy



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			
<b>Emerging:</b> Not yet addressed or minimal foundation in place at this time; we have <b>significant room for growth</b> to get where we want to be		 Emerging	
<b>Developing:</b> Good foundation in place at this time; still <b>much room for growth</b> to get where we'd like to be		 Developing	
<b>Advancing:</b> Excellent foundation in place at this time; we have <b>some room for growth</b> to get where we'd like to be		 Advancing	
<b>Sustaining:</b> In fantastic shape right now and just need to sustain what we have; <b>little to no room for growth</b> at this time		 Sustaining	
Area of Focus: Rigor		Record discussion notes here	Select a current ranking for your school in this area

<b>Rigor Goal:</b> All students will achieve high levels of academic rigor. <b>Key Discussion Questions:</b> - 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?	- In what ways do our instructional strategies create rigor in the classroom? - Constructivist principles are used. Cooperative Kagan structure - How well does do our metrics measure student performance? - Aimsweb data is used throughout the grade levels, although it is not used in the lower grades. - Is student growth and success determined through multiple measures of learning? - Informal assessments are used in the lower grades. - What steps might we take to increase the rigor of our classrooms? - Electronic portfolios in the upper grades. We need to improve our data collection.	Advancing
Area of Focus: Relevance	Record discussion notes here	Select a current ranking for your school in this area
<b>Relevance Goal:</b> Experience a personalized learning system. <b>Key Discussion Questions:</b> - 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?	- In what ways do we create a flexible instructional model that meets the needs and interests of each learner? - Rotation stations are utilized. Canvas lessons are used. Hand-on learning is used. - How do we help our students to develop healthy lifestyles and make healthy choices? - Daily check-ins provide the opportunity to engage students in meaningful learning. - How can our school better engage families and leverage resources beyond the classroom? - Offer more opportunities for parents to interact with their children.	Advancing
Area of Focus: Responsive	Record discussion notes here	Select a current ranking for your school in this area
<b>Responsive Goal:</b> Be immersed in a high quality instructional environment. <b>Key Discussion Questions:</b> - 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?	In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs? - Daily check-ins provide the opportunity to engage students in meaningful learning. - What instructional strategies are used by our staff to target student needs? - Posting and stating learning objectives, generating and testing hypotheses. - How can we support our staff to strengthen their instructional practice? - Peer observations. Socratic Seminar workshop. Continued Kagan structures. - Does our school foster a culture of innovation? - Yes! This is at the heart of Fireweed. Components and strategies are in place. - What steps might we take to better support such a culture? - Utilize KPBSD's new Student Social and Emotional Wellbeing survey.	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
Responsive: Be immersed in a high quality instructional environment.	Responsive: Be immersed in a high quality instructional environment.	
Strategy #1	Strategy #2	Strategy #3
Prioritize strong, positive relationships with all students to support their social and emotional needs.	Teachers will utilize a repertoire of high-yield instructional strategies that are researchbased, high quality instructional strategies, within the instructional environment.	
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.		
<a href="#">SMART Goal for Strategy #1</a>		

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

# Kenai Peninsula Borough School District



*SMART Goal for Strategy #1*

*Fireweed Academy*

Area of Focus #1:

Responsive

Strategy #1:

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 2017-2018, Fireweed Academy will establish six (6) baseline tools to prioritize strong, positive relationships with all students to support their social and emotional needs.*

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:**

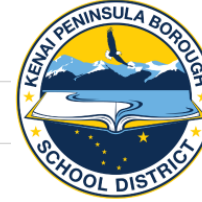
*Share results, observations, comments, etc.*

All staff will participate in Kagan's Cooperative Learning four/five day workshop.	Todd Hindman	March 2018	100 % of the staff implement and develop their skills in using Kagan structures used to improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. Classroom observation will provide evidence that the staff are using Kagan structures. A reduction in the use of Refocus forms and office referrals.	All certified staff memnbers have completed Kagan's Cooperative Training Day 4/5 day workshop. Staff are using Kagan structures in the delivery of instruction.
All staff will participate in Kagan's Win Win Discipline workshop.	Todd Hindman	August 2017	100 % of staff implement and develop thier skills in using Kagan Win Win Discipline strategies and structures used to teach responsible behaviors and life skills. Classroom observation will provide evidence that the staff are using Kagan structures. A reduction in the use of Refocus forms and office referrals.	
One staff member will be trained as a Kagan Coach	Todd Hindman	February 2017	A teacher will earn their certification as a Kagan Coach at the Winter Academy in February.	Stephanie Zuniga was trained as a Kagan Coach.
Zones of Regulation will be available as an instructional tool for students working of social/emotion skill .	Maria Santolupo and staff	2017-2018	Students working on social/emotional skills will practice the skills in Zones of Regulation and apply them to thier lives at school, home and in our community.	Zones of Regulation was implemented school-wide at LFW and used with specific students at BFW.
Students will participate in the KPBSD Student Social and Emotional Wellbeing survey	Todd Hindman, Jon Kulhanek, Maria Santolupo, Hannah Snow, Stephanie Zuniga	November / December	90% of students at the third through sixth grade level will take the Social and Emotional Wellbeing survey to establish a baseline for tracking our progress on this multi-year endeavor.	Fireweed students completed the Student Climate and Mindset Survey. Results were shared with staff and the Academic Policy Committee. We'll review them in August as we begin a SDP for 20182019.
The Academic Policy Committee will have school climate as a topic to review every other month.	Academic Policy Committee	2017-2018	Academic Policy Committee agendas and minutes	The Academic Policy Committee reviewed progress of our School Climate initiative every other month.

Fireweed at WHE will continue collaborating with West Homer Elementary School in its PBIS program	All Staff	Ongoing	The principal will attend 80% of the PBIS committee meetings. 100% of staff will attend whole staff meetings regarding PBIS.	Fireweed continued its collaboration with West Homer Elementary as the PBIS program continues to develop.
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps				
MID-YEAR DISCUSSION: December 2017				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	
Responsive	Slight revisions have been made for Strategy #1 Zones of Regulation: The K-2 student body and specific 3-6 students will practice the skills in Zones of Regulation / Decision Tree and apply them to thier lives at school, home and in our community. (We are focusing on specific students at Big Fireweed to provide more in-depth assistance and support for their needs. Maria also has woven in lessons from Decision Tree to help students evaluate their decisions and how that can impact others.) The timeline for the school climate survey has shifted to January / February due to a delay at the district level. The review of the school climate by the APC has been scheduled for specific months. (The Academic Policy Committee will have school climate as a topic to review in December, February, April and June.)		Advancing	
<b>Action Steps:</b> <i>What will be done?</i>	<b>Owner:</b> <i>Who will do it?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <i>What does success look like?</i>	<b>Results:</b> <i>Share attempts and wins</i>
All staff will participate in Kagan's Cooperative Learning four/five day workshop.	Todd Hindman	February 2018		
All staff will participate in Kagan's Win Win Discipline workshop.	Certified Staff	August 2017	All certified staff did participate in the professional development	Kagan structures are being used in all classrooms to improve student engagement and social skills.
One staff member will be trained as a Kagan Coach		Febraury 2018		
Zones of Regulation will be an instructional tool.	Maria Santolupo	Ongoing		
Students will participate in the KPBSD Student Social and Emotional Wellbeing survey	Certified Staff grades 3-6	January / February 2018		
The Academic Policy Committee will have school climate as a topic to review every other month.	Todd Hindman	December 2017; February, April, June 2018		

Fireweed will continue collaborating with West Homer Elementary School in its PBIS program	Certified Staff grades 3-6	Ongoing	Todd's attendance at PBIS meetings twice a month. Big Fireweed staff attendance at PBIS staff meetings. Big Fireweed participation in PBIS celebrations.	
EOY DISCUSSION: [05/21/18]				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	
Responsive	<p>All staff members of Fireweed Academy have been attended the Kagan Cooperative Learning day 4/5 workshops as of February. While all staff members have been trained, the implementation of the structures is uneven throughout the grade levels. Stephanie Zuniga became a certified Kagan Coach in February. With her expertise in place, there will be more support for the full implementation of the structures K-6. This will be reflected in one strategy for the school's SDP. We have now set a baseline with Kagan, Zones of Regulation, and PBIS that will help the school create a respectful, responsible and safe school climate that should be reflected in next year's Student Climate and Indset survey.</p>		Advancing	

# Kenai Peninsula Borough School District



*SMART Goal for Strategy #2*

*Fireweed Academy*

Area of Focus #2: Responsive: Be immersed in a high quality instructional environment.

Strategy #2: Teachers will utilize a repertoire of high-yield instructional strategies that are researchbased, high quality instructional strategies, within the instructional environment.

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

*Example:*

*Fireweed Academy will increase the number of staff members committed to the mission, vision and core values of Fireweed Academy by 10% as evidenced by opportunities to attend and provide*

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

<b>Action Steps:</b> <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	<b>Owner:</b> <i>Who is responsible for leading or coordinating this action step?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <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>	<b>Results:</b> <i>Share results, observations, comments, etc.</i>
Create and introduce a professional development plan among the staff to strengthen our professional learning community and to share methodology that aligns to the core value of Constructivism.	Staff	2017-2018	Sign-up for staff to reserve space to share Constructivist practices during the professional sharing portion of our joint staff meetings. Development of a Constructivist based lesson (philosophy) (method) will be shared at the first monthly staff meetings.	Throughout the year, staff members had the opportunity to share Constructivist activities with other staff members. These presentations always included a rich discussion about student understanding.



Create and introduce a public relations plan among stakeholders to strengthen our professional learning community and to share methodology that aligns to the core value of Constructivism.	Staff	2017-2018	Staff will share examples of Constructivist based lessons (philosophy) (method) will be shared with the Academic Policy Committee. Staff and students share Constructivist based lessons / learning (philosophy) (method) at student led conferences.	We were successful at providing parents insight into Constructivist learning at student led conferences. We did not succeed as well, for our goal of sharing at multiple Academic Policy Committee meetings.
All staff will participate in Kagan's Cooperative Learning four/five day workshop.	Todd Hindman	March 2018	100 % of the staff implement and develop their skills in using Kagan structures used as instructional strategies to increase student engagement, academic achievement, and cooperation.	All staff members have attended Kagan's Cooperative Learning day 4/5 workshop as of February. Implementation of the structures has been uneven through the year.
Socratic Seminar Workshop	Todd Hindman	October 20, 2017	All staff will attend an in-service training on leading Socratic Seminars. Staff will utilize Socratic talks within their classrooms.	All but one staff member attended the Socratic Seminars workshop. Students participated in several Socratic Seminars this year.
Peer Observations	Todd Hindman	2017-2018	Staff will participate in peer observations in order to share high-yield instructional strategies. Observations will occur at Fireweed Academy, Paul Banks Elementary, and West Homer Elementary. The observations at Fireweed will help establish and/or strengthen current schoolwide instructional strategies that support our core values.	Unfortunately, formal peer observations did not occur. Staff were offered the opportunity, but did not take advantage of it.
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?				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>
Create and introduce a professional development plan among the staff to strengthen our professional learning community and to share methodology that aligns to the core value of Constructivism.	Certified Staff	Monthly	Presentation of Constructivist activities / lessons at monthly full staff meetings	
Create and introduce a public relations plan among stakeholders to strengthen our professional learning community and to share methodology that aligns to the core value of Constructivism.	Certified Staff		Presentation of Constructivist activities / lessons at monthly APC meetings	
All staff will participate in Kagan's Cooperative Learning four/five day workshop.	Certified Staff	February 2018	Remaining staff members will be attending in February, 2018	
Socratic Seminar Workshop	Todd Hindman	October 20, 2017	Certified staff attended the work shop during our in-service day.	
Peer Observations	Todd Hindman			
EOY DISCUSSION: 5/21/18				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	

<p>Responsive Goal: Be immersed in a high quality instructional environment.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"><li>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?</li><li>- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?</li><li>- Does our school foster a culture of innovation? What steps might we take to better support such a culture?</li></ul>	<p>Constructivist learning was one of our main focal points this year. Staff members shared Constructivist activities with one another during one of our joint staff meetings held every month. Rich conversations developed during these sharing sessions that highlighted the importance of this core value toward students acquiring knowledge. That message extended to families when Constructivist activities were highlighted during student led conferences. Socratic Seminars were used on a few occasions after the workshop was held for staff members, including support staff.</p>	<p>Advancing</p>