

Kenai Peninsula Borough School District

2017-2018 School Development Plan

Susan B. English



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 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 provide grade-level instruction for each student in a multi-grade level classroom setting. We utilize pre-screening assessment strategies and strategic-grouping strategies to provide small-group and individual-tutoring as needed. We utilize both on-going progress monitoring (AIMSweb, ED Performance, and locally-developed formative and summative assessments to measure student-learning. We are utilizing District-provided blended-learning curriculum to ensure classroom rigor across the content areas.	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?	Students utilize on-line, long-distance, college-credit and traditional classroom instruction to provide content and opportunities that meet the needs of each learner. We can improve in becoming more proficient in utilizing on-line teaching and learning modes of instruction (Canvas, Google Classroom, etc.). Our school can reach out to community members to provide learning opportunities school staff may not be equipped to provide. Opportunities may include: music lessons, industrial art applications, welding, metal-shop and other CTE opportunities. Our multi-age classrooms provide unique peer-based coaching and tutoring opportunities that are effective in providing both academic growth and social support opportunities.	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?	School staff stress positive learning environments, provide reinforcement for desired and positive behaviors, and intentionally interact with students in meaningful ways to support student emotional and social growth. Staff meet regularly to discuss student needs, or information relevant to instructional or social growth and well-being. Staff have utilized the professional learning community approach to address institutional growth and/or concerns. Providing on-going support and professional development in personalized learning strategies, District tools and materials, as well as current teaching/learning strategies will support instructional practice and professional growth. We can work to partner with local people and entities to provide a greater array of learning opportunities for students.	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.	
Strategy #1	Strategy #2	Strategy #3
Students will learn in a performance-based instructional model.	Students will learn in a flexible instructional model that is fluid and developmentally appropriate for all.	

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

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SMART Goal for Strategy #1

Susan B. English



Area of Focus #1: Rigor: All students will achieve high levels of academic growth.

Strategy #1: Students will learn in a performance-based instructional model.

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

By the end of the first semester of the 2017-18 school year, all staff will incorporate blended-learning strategies to address individual student needs and skill levels in at least two subjects taught.

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>
On-going professional development in establishing, developing and maintaining blended-learning classroom strategies and learning opportunities.	Building principal, classroom teachers	By the end of the 1st semester.	Each classroom teacher will be able to demonstrate and reference two courses through the day they utilize blended-learning strategies.	Teachers will hold on-going professional development conversations during professional learning community time to discuss specific blended-learning strategies being utilized in the classroom. The building principal will observe and keep documentation of building-level individualized learning activities and programming.
Identify and implement blended-learning tools and strategies in the classroom.	Classroom teachers	By the end of the first semester.	Classroom teachers will utilize and be able to verbalize specific blended-learning strategies implemented in the classroom.	Strategies and results will be communicated and monitored through on-going progress-monitoring, formative assessments and summative assessment results.

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

MID-YEAR DISCUSSION: 12.22.17

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?	We are moving forward with implementing Blended Learning Opportunities for students. We have implemented 3 blended learning courses in the HS. This approach will help to ensure rigor is appropriate in all HS courses. We are collaborating with other teachers/sites to look at and address blended learning opportunities and how they can be developed to support student engagement. We are assessing our students with the appropriate metric measures.	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>
Continue implementing Blended-Learning Options	Mr. Hinds/MS/HS Teacher	On-going, however, the feedback from students will be at the end of the semester.	Scheduling confirmed and seeking student feedback of experiences.	We are moving forward with this goal and are reflecting on our success and student success within the programming..

EOY DISCUSSION: 5.2.18

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?	Blended-learning courses provided a rigorous academic program for students across the content-areas. Programs that incorporated blended-learning with an in-house instructor and an online or Polycom instructor in collaboration provided a rich and student-responsive classroom environment. Future MS and HS courses will incorporate a greater degree of teacher collaboration and co-teaching opportunities to both ensure rigor and support teacher professional development and support.	Developing

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SMART Goal for Strategy #2

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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 the end of the 2017-18 school year, staff will utilize strategies to assess previous student understanding and/or skill level. Students identified as in need of intervention resources will be progress-monitored and/or receive intervention services.

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 utilize assessment strategies to monitor student growth.	Teachers	On-going	Progress-monitoring data	On-going, used in data-discussions to guide instructional decisions at all grade levels.
Students will self-report unit assessment data	MS/HS Staff & Students	On-going	Student-created assessment summaries and unit reflections	In-development

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

MID-YEAR DISCUSSION: 12.22.17

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?		Discussions about formative assessment cycles are on-going. Teachers are implementing Cycles of Inquiry with pre- and post-assessments to track student growth. We partner with local community agencies and utilize District resources to address student emotional, mental, developmental and academic needs. We encourage the use of school facilities by outside groups and community members to help provide positive experiences for students outside of school. We can reach out to local community and home-school members to seek community partnerships and shared activities.		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>
Professional development on formative assessments and cycle of inquiry implementation.	Building principal	On-going, during Professional Learning Community activities- Early Release Dates	Classroom teachers will develop a classroom assessment plan based on staff development discourse.	Staff will share assessment plan for their classroom by the end of the 2nd semester.
Classroom teachers will implement a minimum of two cycles of inquiry utilizing student assessment data to assess unit instructional effectiveness.	Classroom teachers	By the end of the 2017-18 school year	Two units with data demonstrating the implementation of a data-driven cycle of unit-inquiry.	Data will be shared during professional learning community collaborations.

EOY DISCUSSION: 5.2.18

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>The school has worked in collaboration with community agencies to develop a sustainable community garden initiative. The school has also engaged with community members to develop a flight-simulator and fundamentals of flight club for after-school participation. Also, local agencies are coordinating to big ceramics and wood-shop courses for the students and community. These activities will serve to engage families and the community next year. We also will be redefining what extra-curricular programs we offer and how they are coordinated to better serve the individual needs of all our students. We have allowed students to begin electing a greater degree of individualized elective courses as students tailor their secondary learning experiences to support their individual needs and interest. Susan B. English will begin EE participation as a Wave 3 school in May of 2018.</p>		Developing