



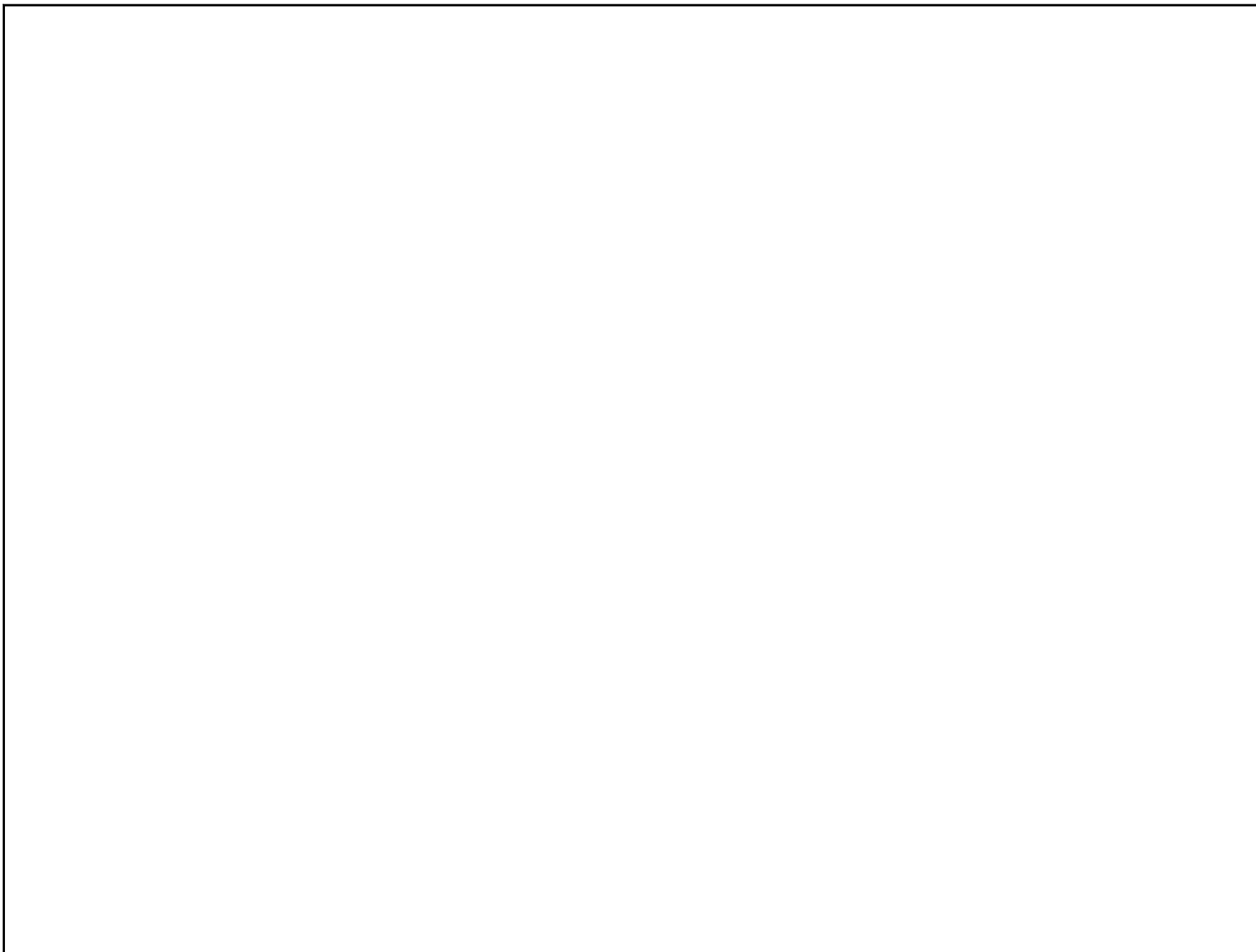
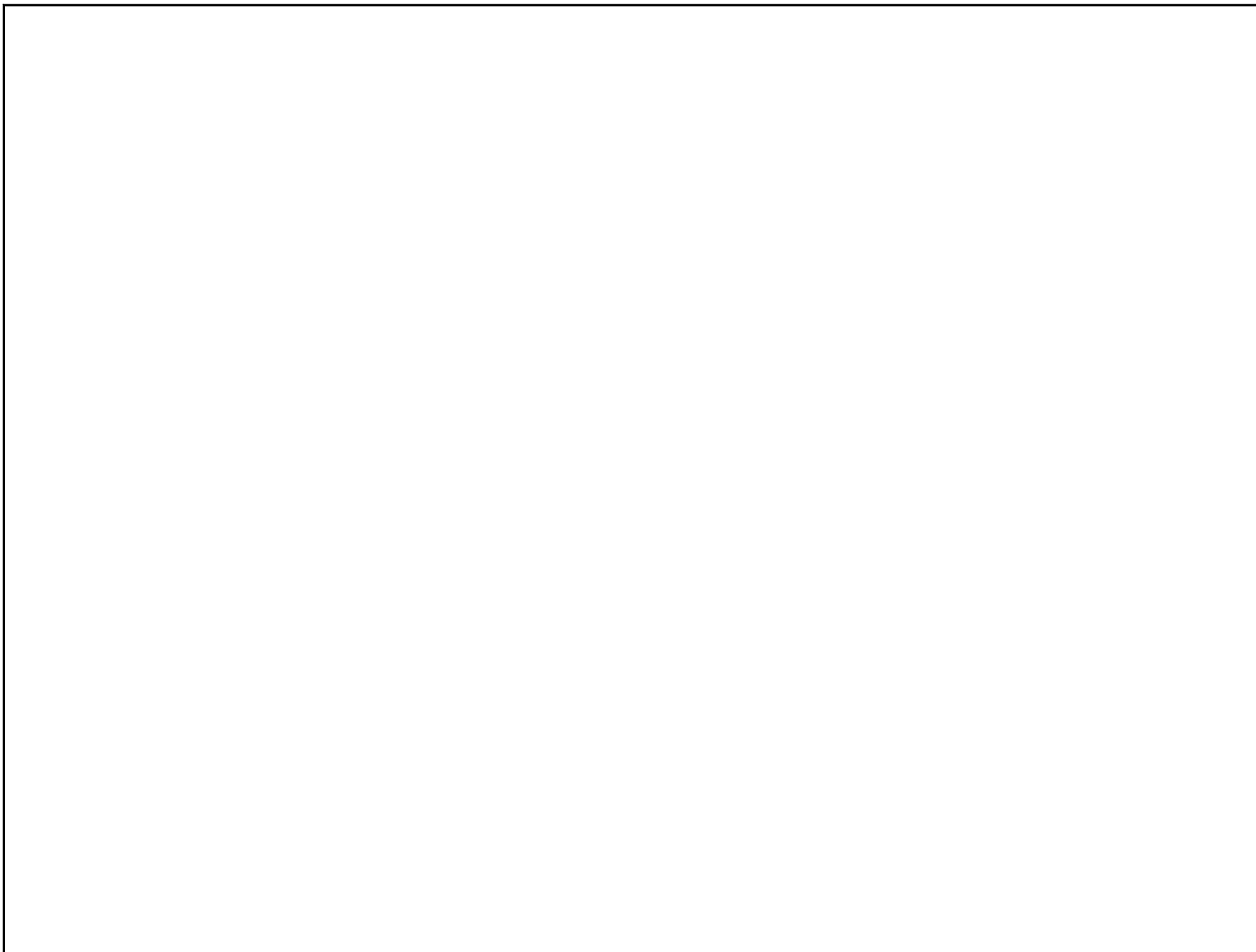
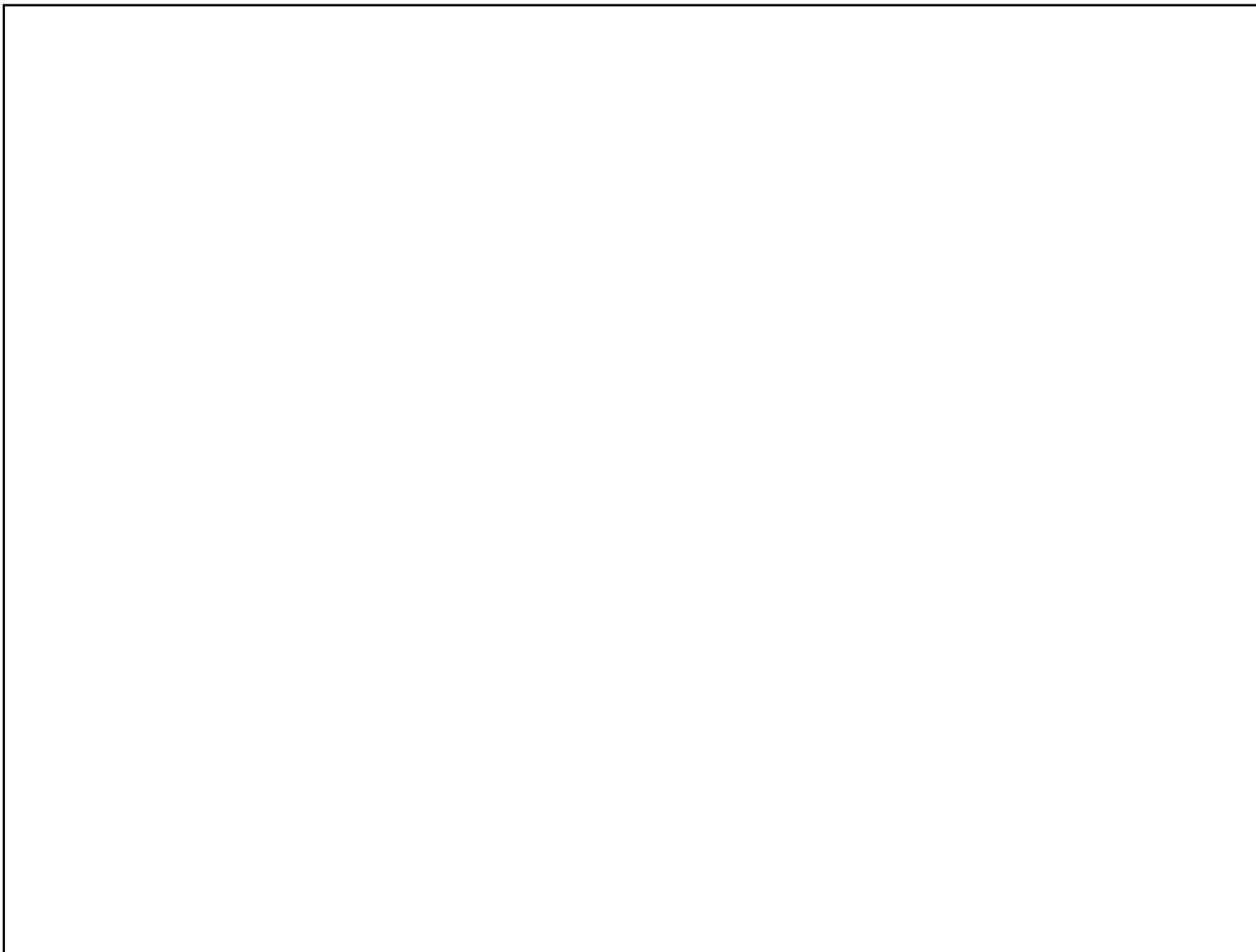
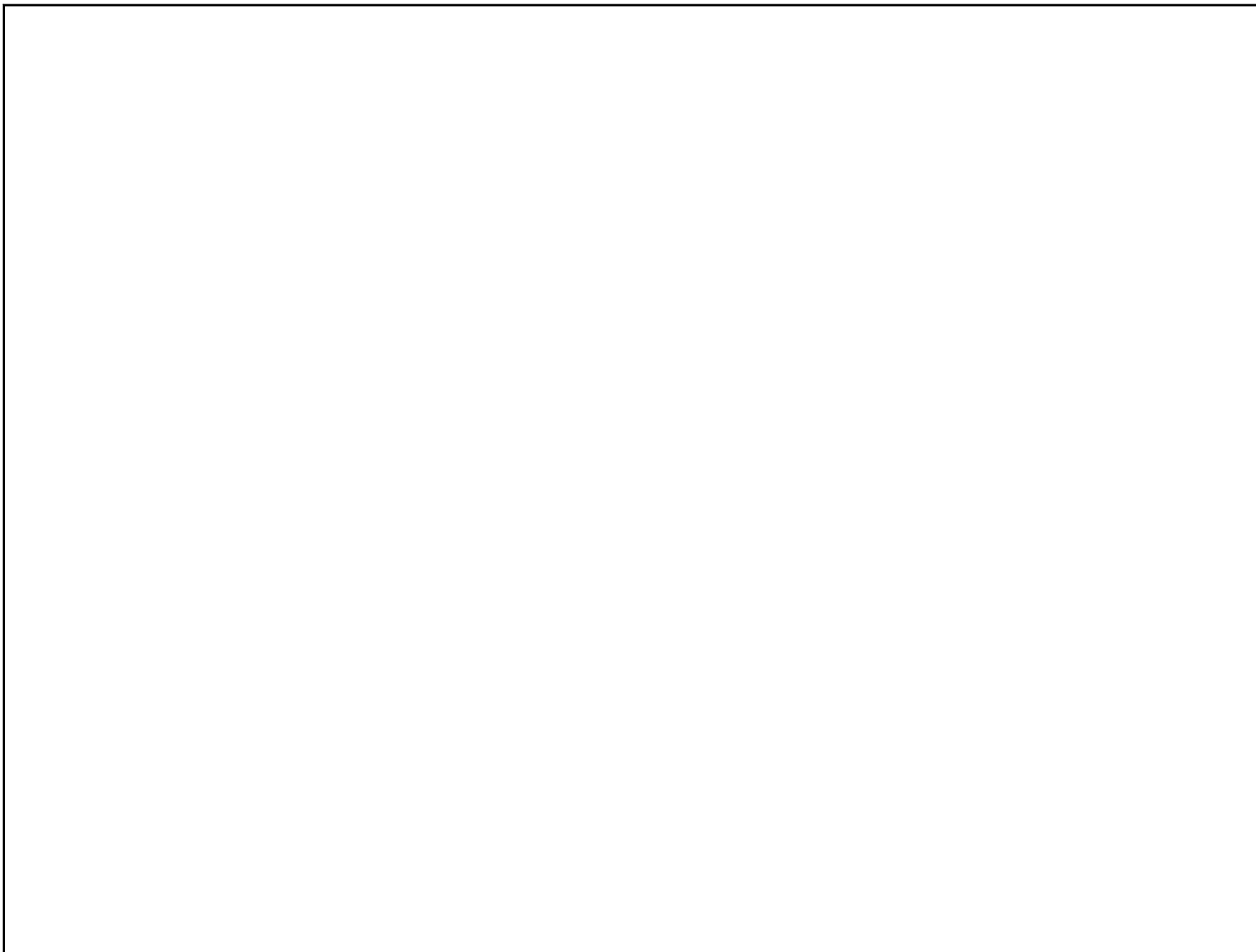


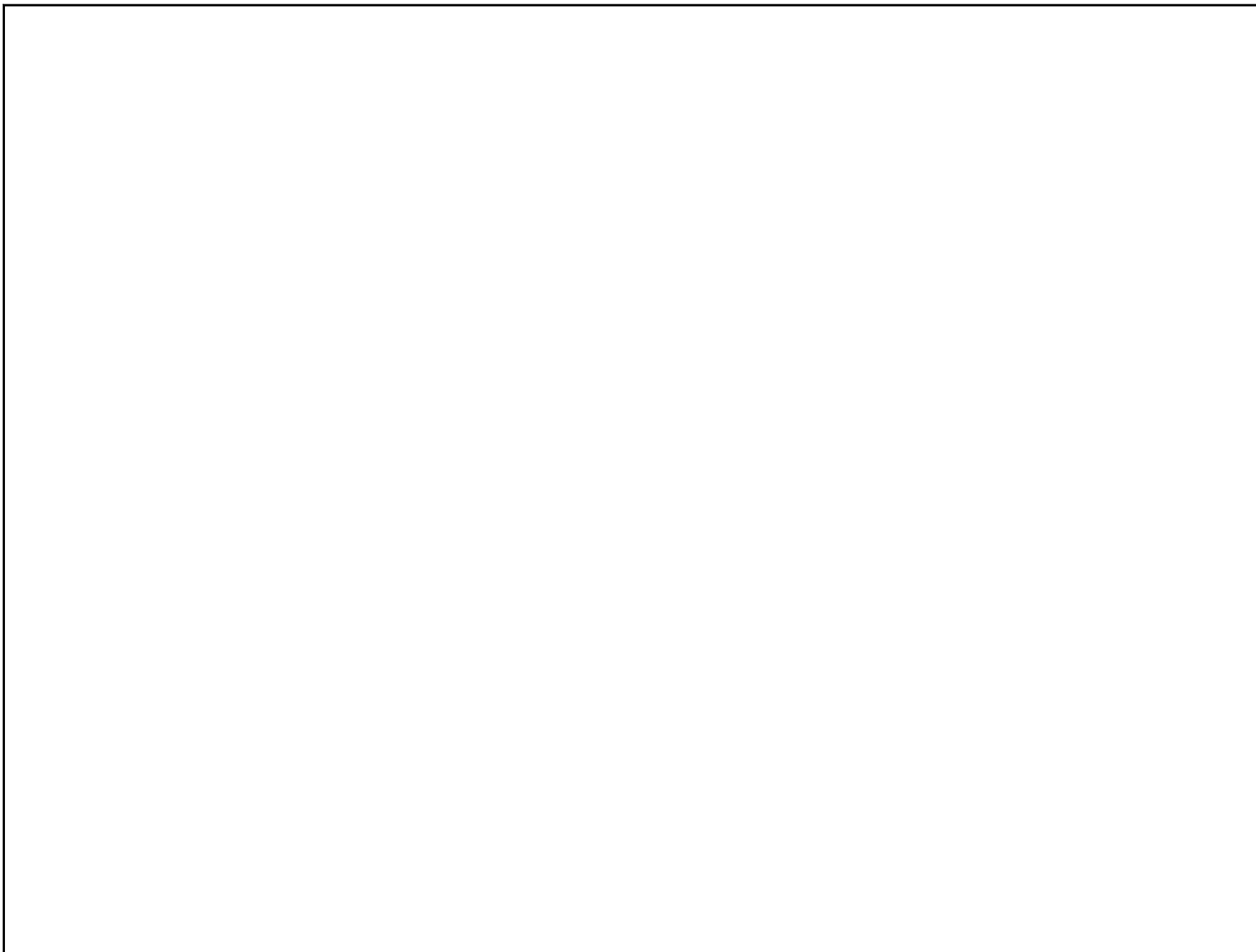
Kenai Peninsula Borough School District																					
2017-2018 School Development Plan																					
Kaleidoscope																					
<div><div>KPBSD Mission Statement</div><div>The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.</div></div>			<div><div>KPBSD Vision Statement</div><div>We envision KPBSD students who engage in their learning, participate in their community, reach high levels of achievement, and graduate prepared for their future.</div></div>			<div><div>KPBSD Guiding Principles</div><div>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.</div></div>															
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																					
Developing: Good foundation in place at this time; still much room for growth to get where we'd like to be																					
Advancing: Excellent foundation in place at this time; we have some room for growth to get where we'd like to be																					
Sustaining: In fantastic shape right now and just need to sustain what we have; little to no room for growth at this time																					
Area of Focus: Rigor			Record discussion notes here			Select a current ranking for your school in this area															
<div><div>Rigor Goal</div><div>All students will achieve high levels of academic rigor.</div><div>Key Discussion Questions:</div><div>• 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?</div></div>			<div><div>Record discussion notes here</div><div>use students experience high levels of academic rigor through hands on, experiential opportunities; meeting students at their individual learning, differentiated learning, choice of learning ways; opportunity to create individual pieces of work based on being there and study tips and multiple experiences; use of rubrics to reflect personal progress and to meet high expectations; goal setting; reflection through use of EDR learning process.</div></div>			<div><div>Select a current ranking for your school in this area</div><div>Advancing</div></div>															
Area of Focus: Relevance			Record discussion notes here			Select a current ranking for your school in this area															
<div><div>Relevance Goal</div><div>Experiences a personalized learning system.</div><div>Key Discussion Questions:</div><div>• 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?</div></div>			<div><div>Record discussion notes here</div><div>we thoroughly explain and go deep; providing choice for students; trying to not life through social activities; track self regulation and safety; flexibility and the continue to connect with families; curriculum; end of year celebration; kinder night; PTA sponsored events.</div></div>			<div><div>Select a current ranking for your school in this area</div><div>Sustaining</div></div>															
Area of Focus: Responsive			Record discussion notes here			Select a current ranking for your school in this area															
<div><div>Responsive Goal</div><div>Experiences a high quality instructional environment.</div><div>Key Discussion Questions:</div><div>• 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?</div></div>			<div><div>Record discussion notes here</div><div>providing 5 points of contact; self regulation, LIG and LifeSkills; take time in classroom to problem solve; offering social opportunities; how to solve problems; use of connection Disc; and safe place; opportunity to assist; innovation is an --having a new school student more excited, early.</div></div>			<div><div>Select a current ranking for your school in this area</div><div>Developing</div></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															
Relevance: Experience a personalized learning system.			Responsive: Be immersed in a high quality instructional environment.																		
Strategy #1			Strategy #2			Strategy #3															
Students will be provided instructional opportunities in partnership with parents and community that extend growth, exploration and learning beyond the classroom.			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																					
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 reported by Readiness Factors (College, Career, Lifeskills and types of school) (CCL)			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															
Core Four Reviewers			Sections from the Core Four White Paper to demonstrate the areas in which schools and teachers can assist			Link to Core Four Reviewers															
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															

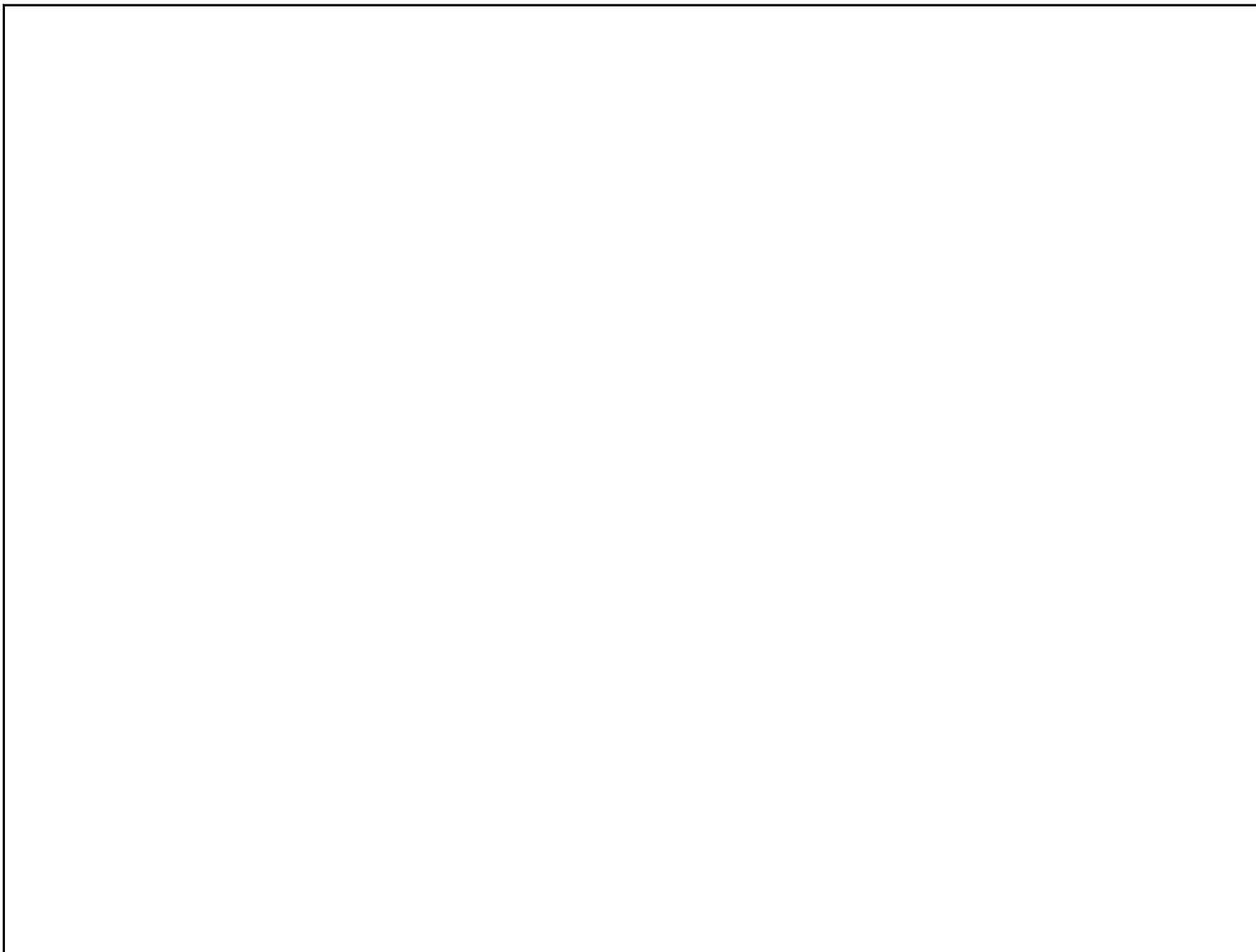


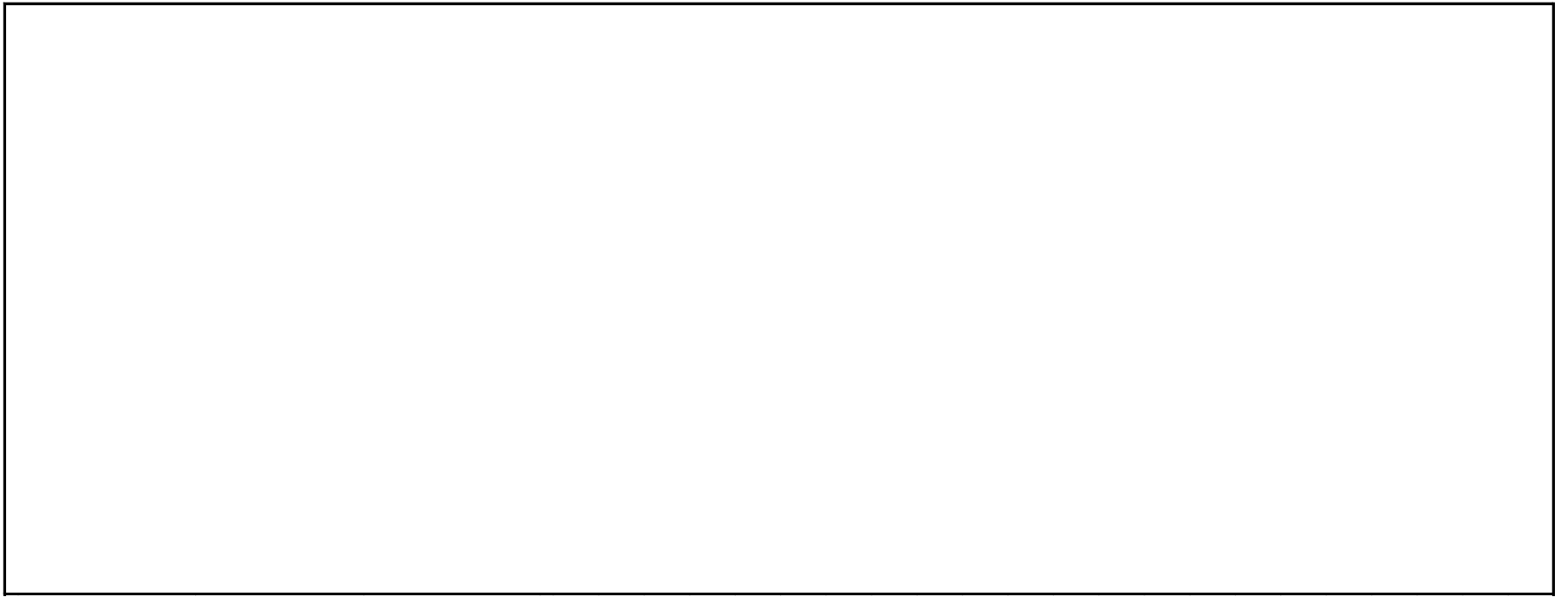












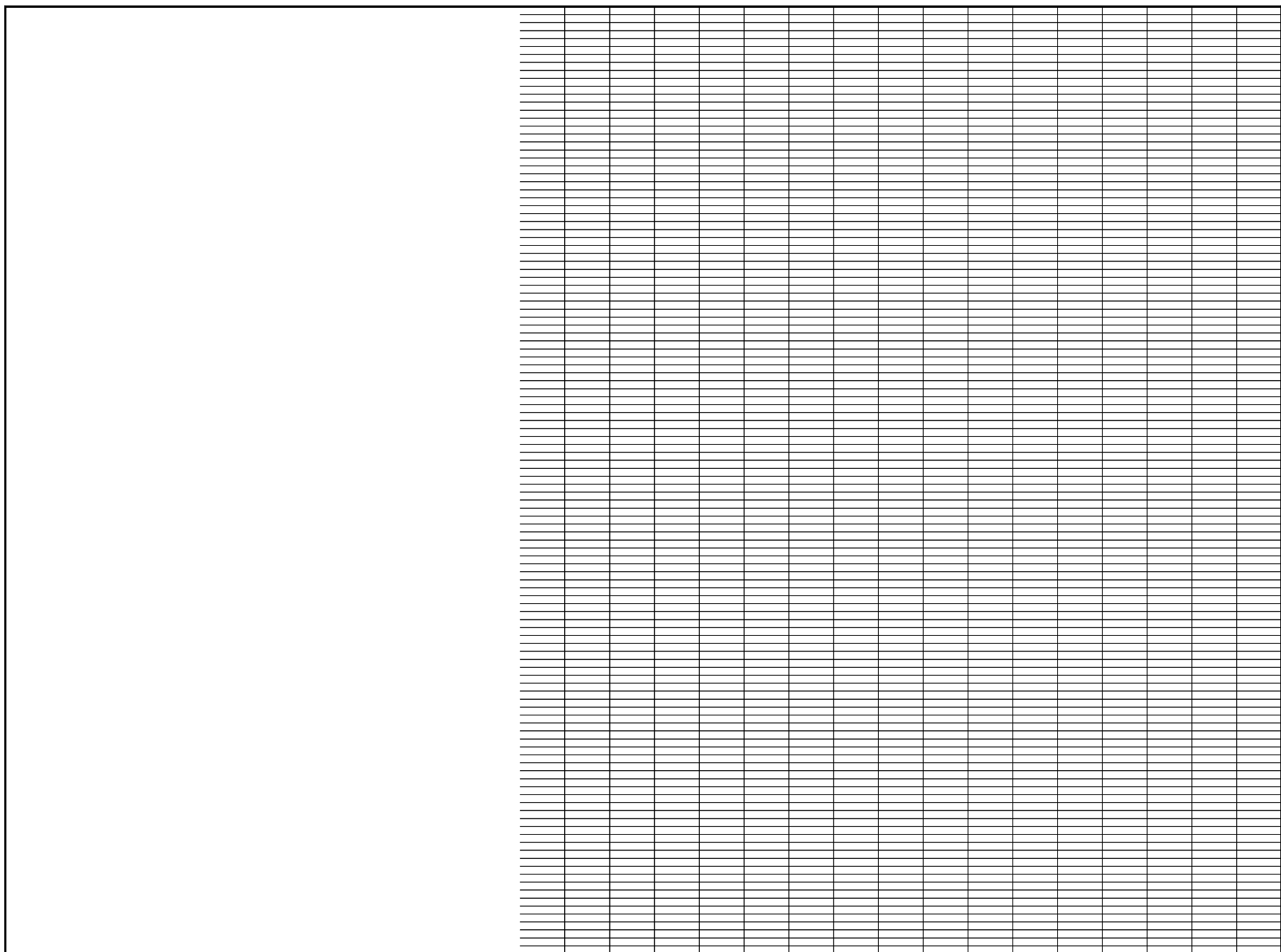
Kenai Peninsula Borough School District

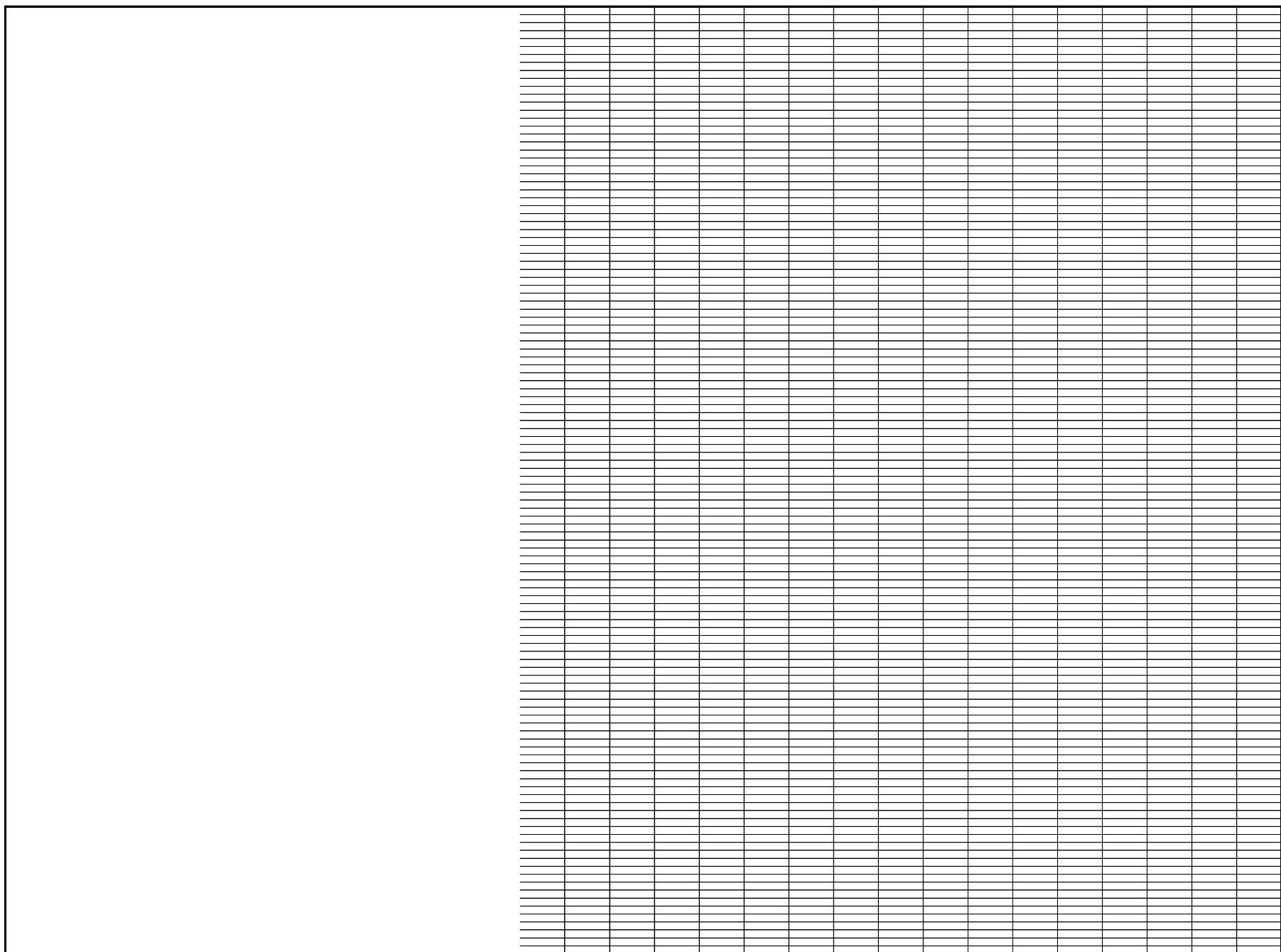


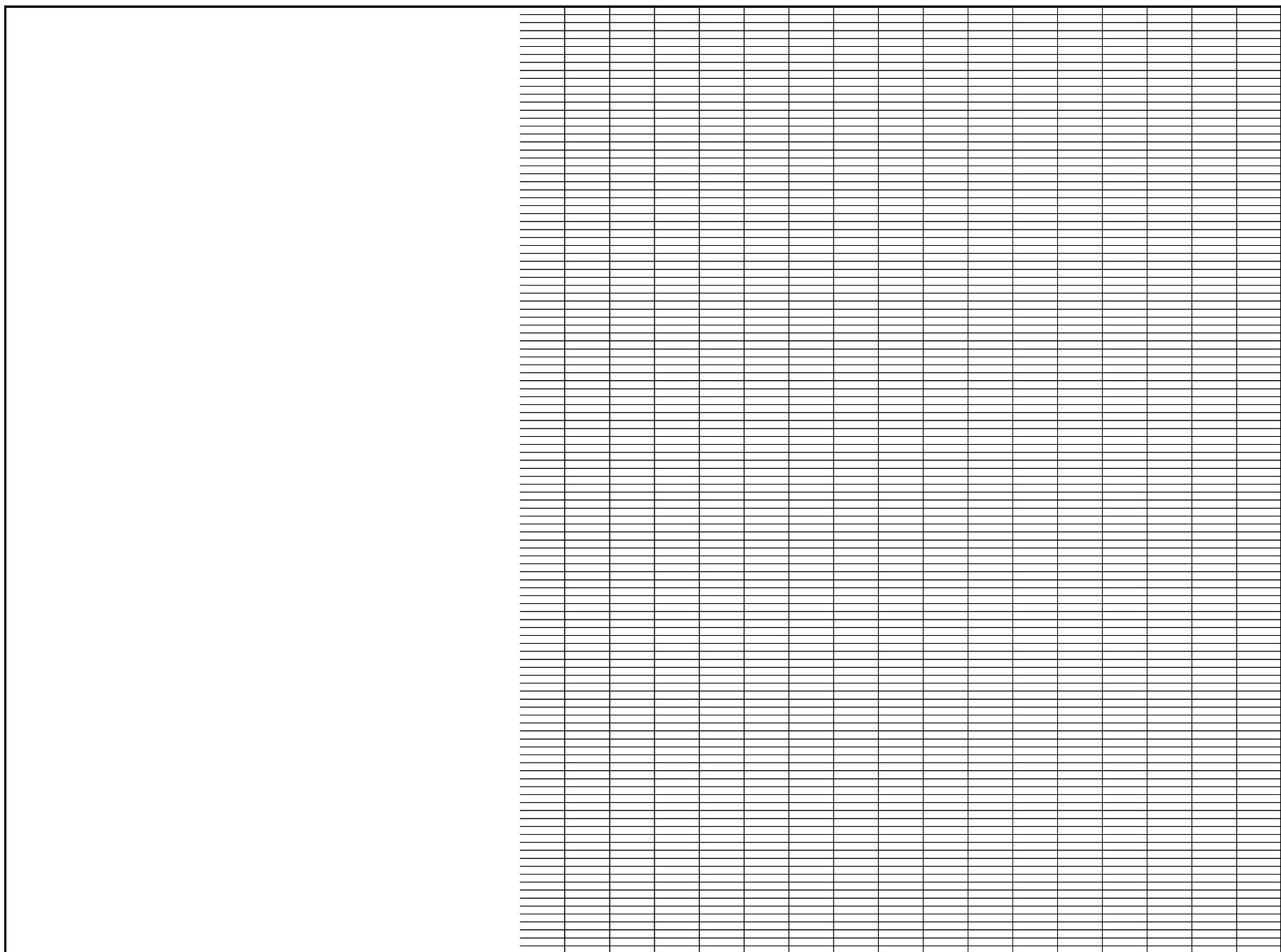
SMART Goal for Strategy #1

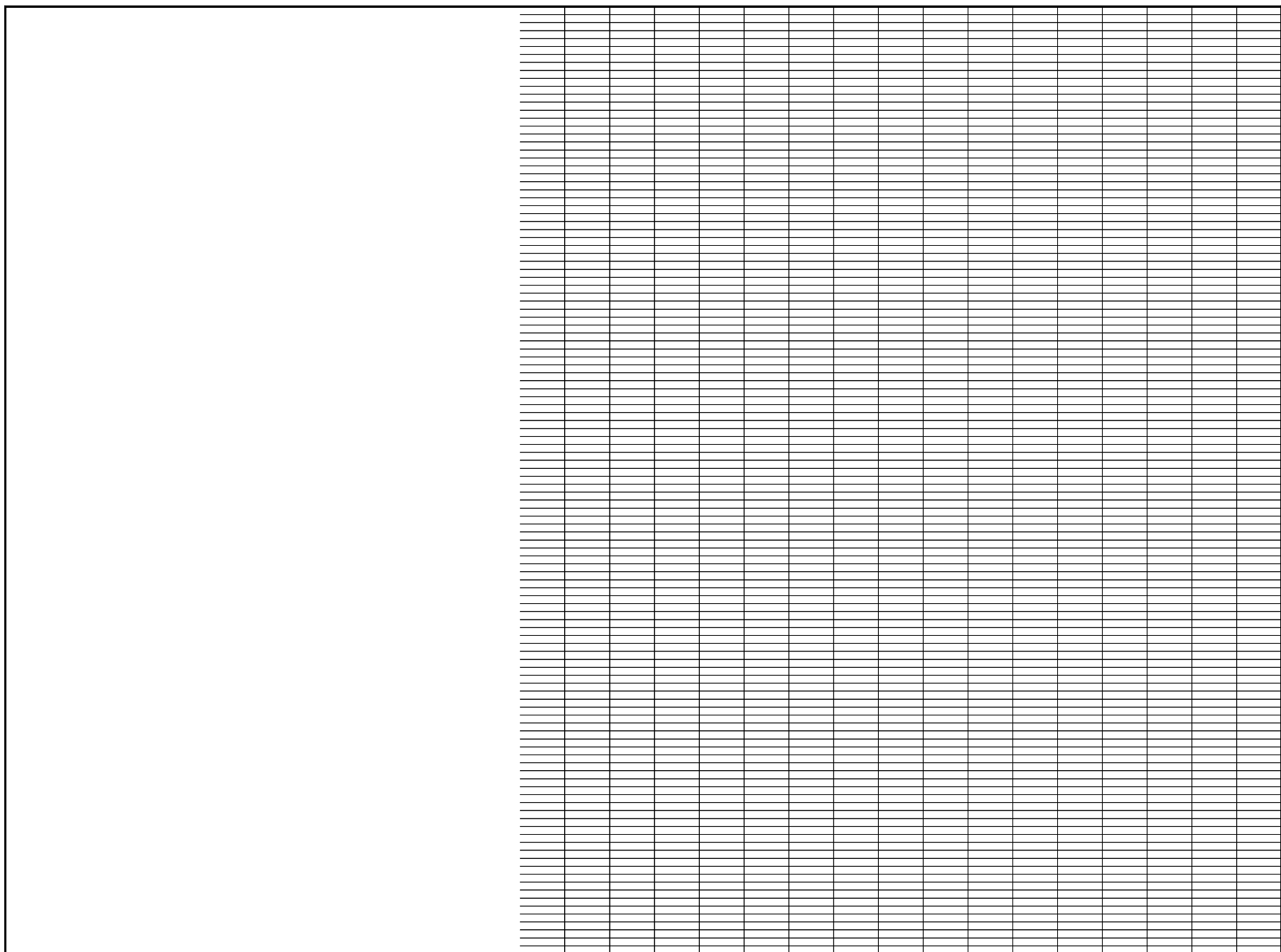
Kaleidoscope

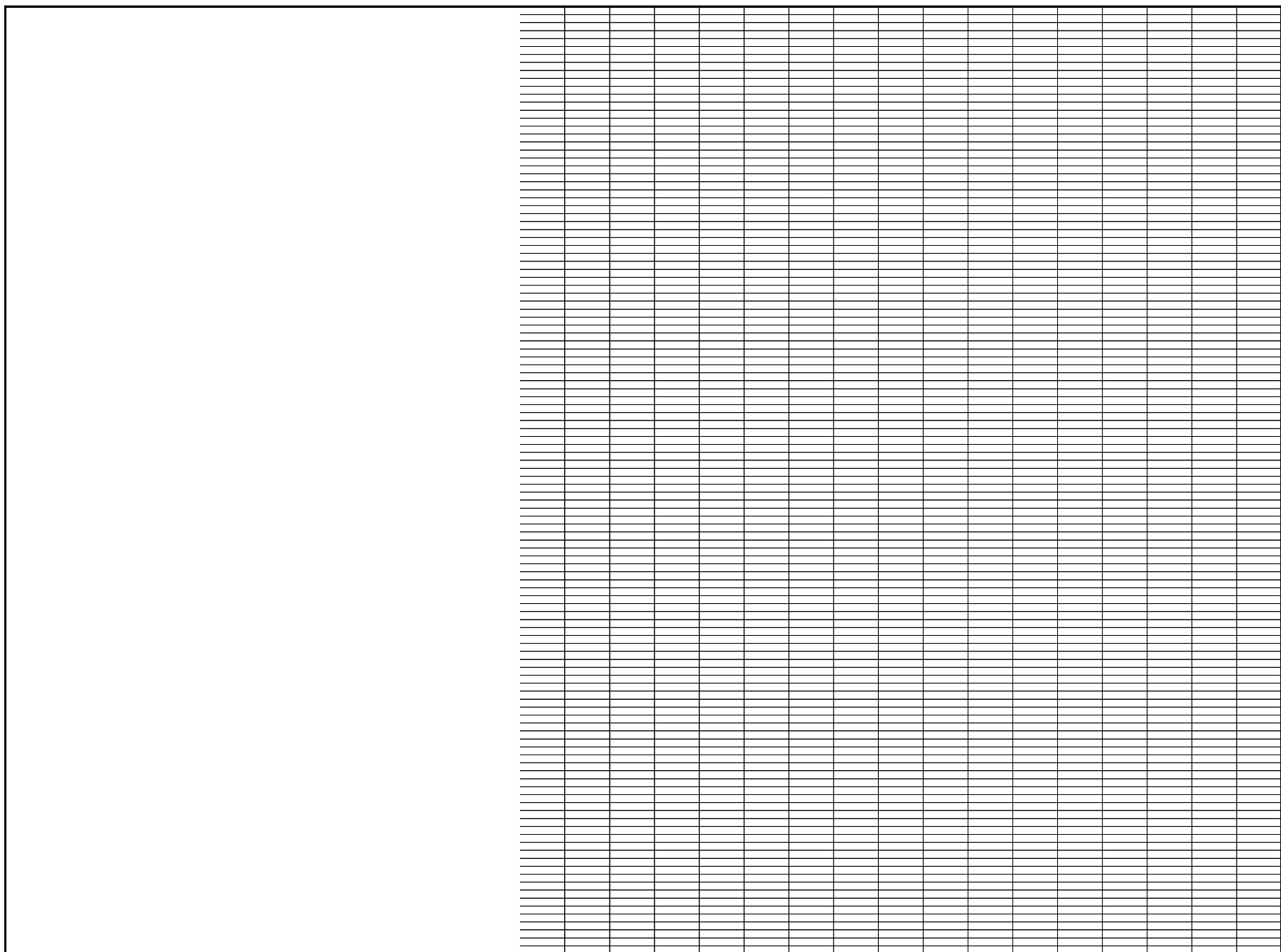
Area of Focus #1:				Relevance: Experience a personalized learning system.			
Strategy #1:				Students will be provided instructional opportunities in partnership with parents and community that extend growth, exploration and learning beyond the classroom.			
Step 1: Write a SMART Goal in the space provided below for this strategy. Example:							
By May 2018, students will have had a minimum of 2 opportunities to create, inspire and connect in partnership with parents and community through social actions that match individual ideas and support our learning process of Inquiry, Dialogue and Reflection.							
Step 2: Give detail to the SMART Goal by completing the actions bank below							
Action Steps: What will be done? Include: - number/level of implementation - location		Owner: Who is responsible for leading the action?	Timeline: When will this be accomplished?	Evidence of the Action: What does success look like? When will we be able to see this?	Results: Share results, observations, comments, etc.		
Teams will create opportunities to inspire students to connect with their community in meaningful and sustainable social acts		Homeroom teachers	at least 2 times between September 2017 - May 2018	Students will share their social action with parents, community members, school mates and/or board upon completion. Students will indicate the purpose and the impact made through these social actions.	Our older students were able to be more successful with this particular goal. The results are in the midyear and end of year reflection areas of this rubric.		
Teams will share their progress one time per quarter in their designated planning day		Homeroom teachers with specialists	4 times in the school year	share plan that has derived from student led conversations and problem solving	Conversations were held in planning days. These primarily focused on the coming quarter's plan for social action or activities versus reflecting on the completed/accomplished social actions.		
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps							
MID-YEAR DISCUSSION: February 2018							
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		nature trail with 3/4 - 5th grade: punty planned for a paperless day			Developing		
Action Steps: What will be done? Owner: Who		Timeline: When will this be accomplished?	Evidence of the Action: If	Results: Share attempts and wins			
nature trail with 3/4		3/4 by May 2018	write proposal to secure garbage cans	Students presented to PTA; there was			
Kenai Rocks 3/4		Parent Volunteer of 3rd grader	Kick off following spring break	Parent fell ill... project postponed			
Kenai River Clean up 3/4		3/4/2005 Spring 2018	Participate in the Kenai River Clean up	Students successfully participated at the Kenai River Clean Up at Crooked Creek.			
Senior Ctr. singing and sharing games		Kinder and 3/4	March-May 2018	Classes will go to the Senior Center to share songs and play games with the Sr. Citizens			
puntry 5th grade		5th grade	planning this spring 2018	5th grade classes planned with teachers			
				Plan will be shared and revised in the fall of 2018.			
EOY DISCUSSION: May 2018							
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?		This goal was lofty and difficult to monitor progress on collectively. We agree these are important pieces of our goals with "growing responsible citizens". We will keep this goal for the next school year, but intend to keep this as a practice versus a focused goal.			Developing		

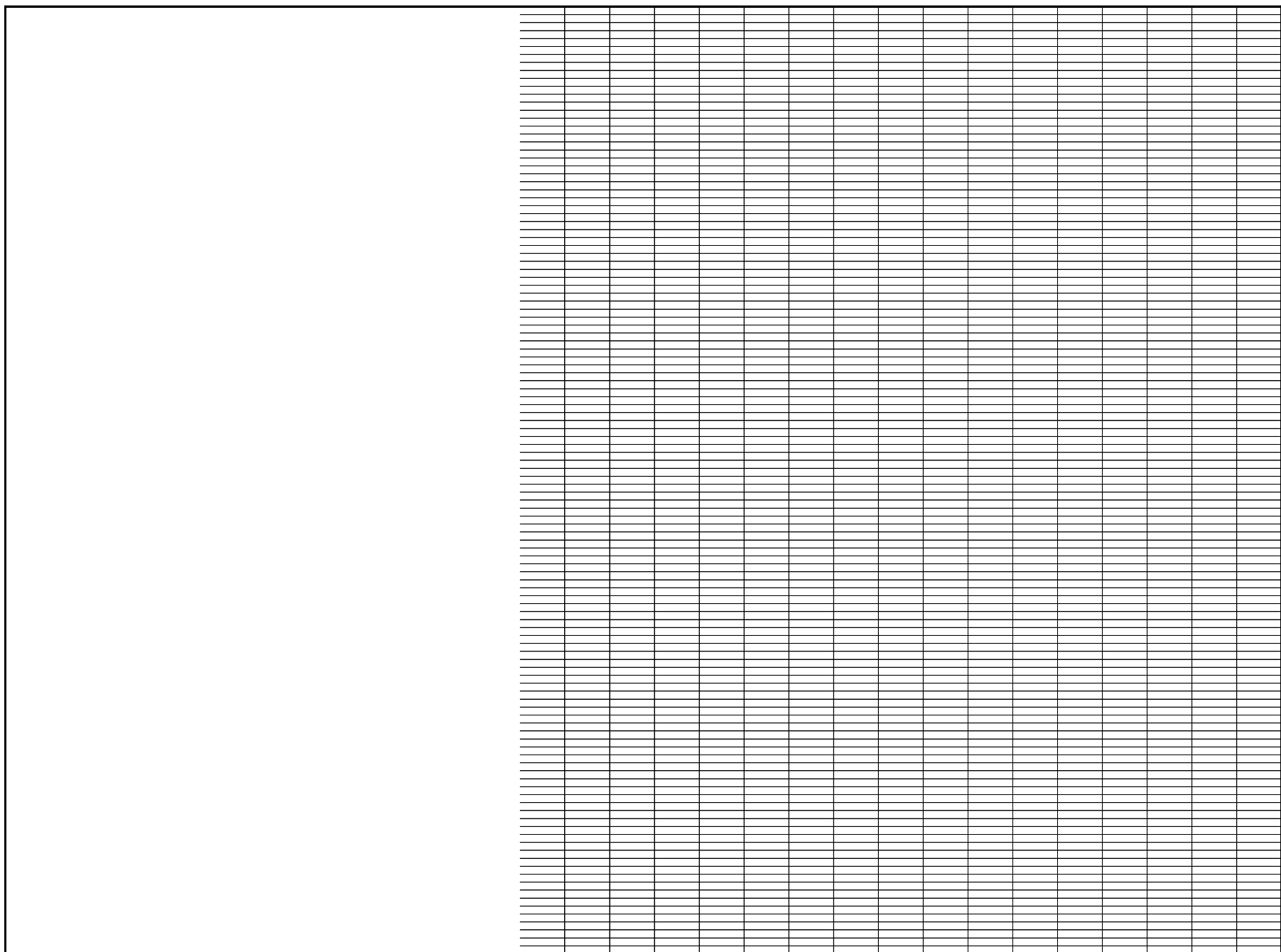


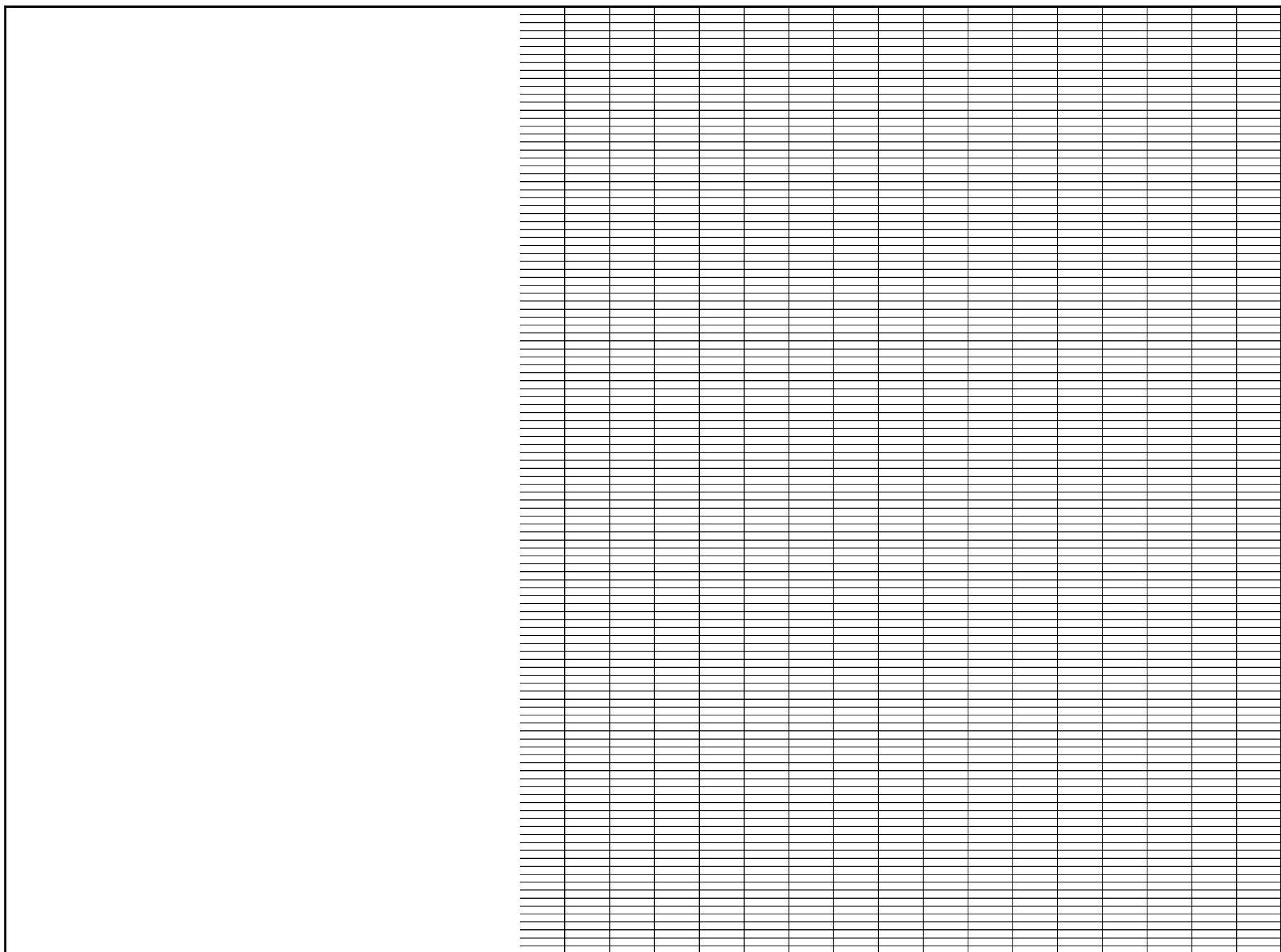


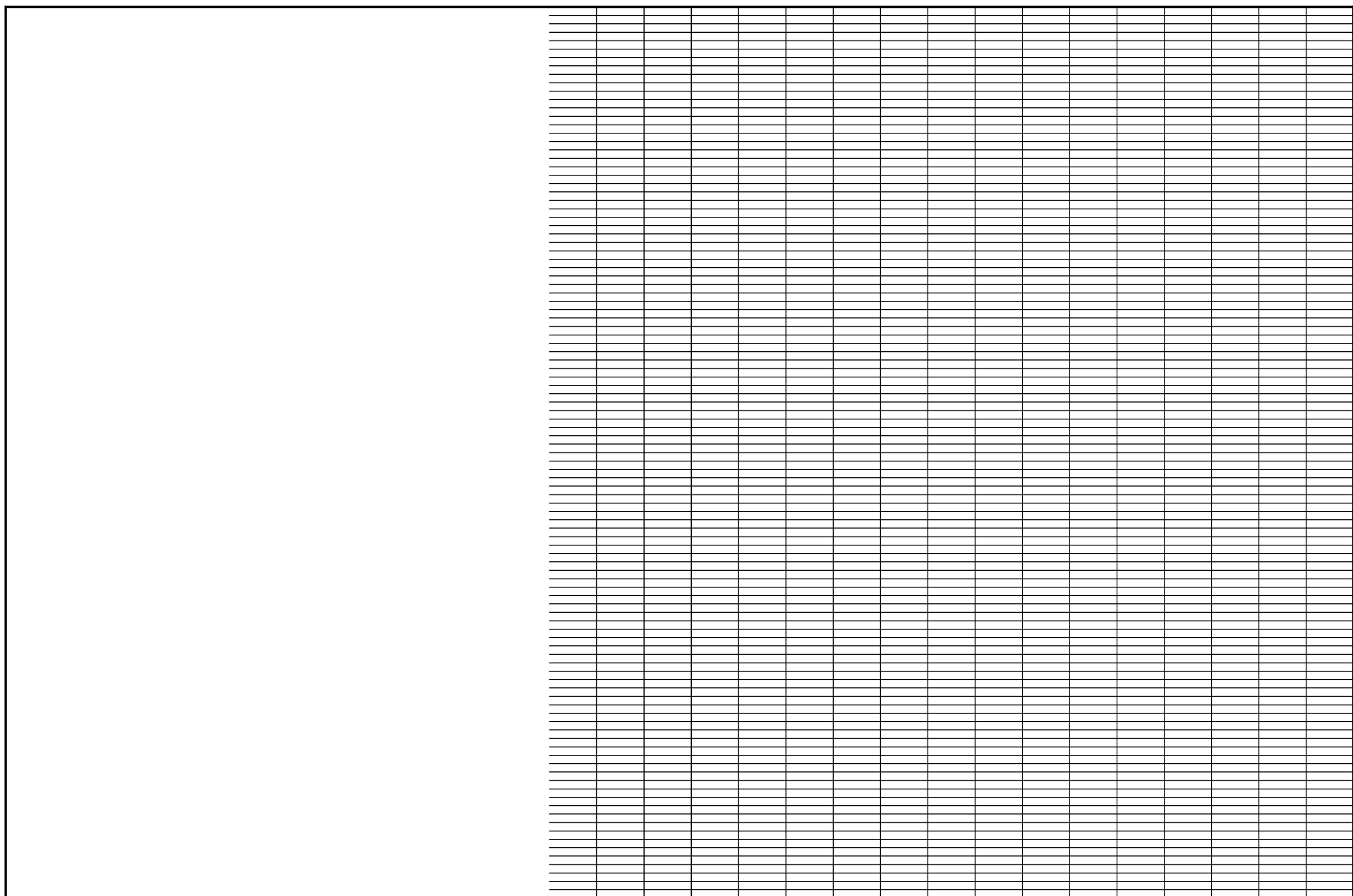












Kenai Peninsula Borough School District

SMART Goal for Strategy #2

Kaleidoscope



Area of Focus #2: Responsive: Be immersed in a high quality instructional environment.				
Strategy #2: 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 May 15, 2018, we will develop and implement Tier 2 and Tier 3 behavior intervention models that support the Conscious Discipline program and fit the Kaleidoscope philosophy and specific needs of our current student population to maximize student gain from our integrated teaching and learning practices.				
Step 2: Give detail to the SMART Goal by completing the actions bank below				
Action Steps: <i>What will be done? Include: - method(s) used - development - intervention</i>	Owner: <i>Who is responsible for this goal?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like? What will be the evidence that needs inventory assessed through conversations, observations, and collaborative meetings focused on responding to needs of students</i>	Results: Share results, observations, comments, etc.
develop a behavior support model to respond to the current needs of our student population	Robin Dahlman along with Interventionists, teachers, SpEd Team as appropriate	By the end of October 2017		We recognize this is an ongoing process. This school year we had students who moved in the middle of the year. This created new enrollment in the middle of the year. Some of these students required behavior supports to be successful in school.
design a plan to deliver specific instruction aligned to needs of students	Robin Dahlman along with Interventionists, teachers, SpEd Team as appropriate	By the beginning of November 2017	plan is delivered and students and their parents are informed and agree to the intervention	Interventions were provided and teachers, aides, SpEd staff, parents and administrator worked together collectively to be sure that students continually made progress.
Check in on progress or the need for refinement to respond appropriately and adjust to the needs	Robin Dahlman, team and Interventionist with teachers of the students	Minimum 2 times per quarter	resources are allocated to support progress and respond to students	The interventionist did an excellent job of following up and fine tuning plans to support students. The teachers had opportunity to meet and share concerns through our intervention day-one held in the fall and one held in the spring to make recommendations or additions/deletions from intervention services.
Gather input from teachers and adjust Tier II and III behavior interventions	Interventionists/team/teachers	March 2018	data is collected and analyzed to determine refinement needs for planning and allocating resources for the coming school year	This was an ongoing process. We made temporary adjustments to support students who are receiving Tier III intervention and who more than likely will move for a referral for further services.
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps				
MID-YEAR DISCUSSION: February 2018				
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		We are finding that students are needing more review and direct instruction in behavioral expectations. It feels at times that we are entering back into the beginning of the year and needing to reteach procedures.		Developing
Action Steps: What will be done?	Owner: Who	Timeline: When will this be accomplished?	Evidence of the Action: What	Results: Share attempts and wins
lifelong guidelines	Teachers, Parents, Staff	daily, weekly, monthly	daily announcement; weekly highlight in school news and weekly call; monthly highlight in school newsletter; parents have resources given to them of activities/opportunities to reinforce the guidelines and skills.	We are very consistent in the action listed under the "evidence of action".
older teaching resources-procedures	Students guided by teachers	daily, weekly, monthly	teaching in buddy classes and during crossover times	students take the lead of supporting each other and practicing problem solving with the tools they are taught by their teacher(s)
EOY DISCUSSION: May 2018				
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?		With the growing intensity and variety of social and emotional needs students are presenting with, it is so important that we continue to dedicate deliberate instruction to teach children about their feelings and emotions. Most students respond well to the environment where there is guidance and structure for their success.		Developing

