Kenai Peninsula Borough School District

2017-2018 School Development Plan

Mountain View
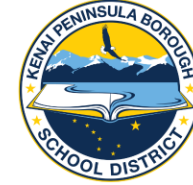
KPBSD Mission Statement	KPBSD Vision Statement	KPBSD Guiding Principles
The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.	We envision KPBSD students who engage in their learning, participate 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?
	Focus on differentiated instruction in math based on assessment data from Aimsweb, Moby Max, Edperformance, chapter tests, teacher observations, and performance tasks has yielded high levels of student growth and performance in Math as indicated by the following summary assessment information:
	Kindergarten...81% above 25th NPR on Number ID
	1st Grade... 89% above 25th NPR on Mcomp
	2nd Grade...92% above the 25th NPR on Mcomp
	3rd Grade... 67% making annual decile gain in Perf. Series Math
	          82% above the 25th NPR on Perf. Series Math
	4th Grade... 72% making annual decile gain in Perf. Series Math
	          85% above the 25th NPR on Perf. Series Math
	5th Grade... 83% making annual decile gain in Perf. Series Math
	          86% above the 25th NPR on Perf. Series Math
		Advancing

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?	Differentiated instructional groups based on student academic needs has long been a staple of reading instruction and now is beginning to be established in math as well. In some classrooms whole group instruction has been significantly reduced, when appropriate to allow for more effective instruction. Students are often given choice in the sequence and location in how they complete mandatory tasks to show mastery of standards. Some work is being done to incorporate student development and choice of performance tasks.	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-wide expectations for kindness and responding positively to conflict are taught in grade level appropriate lessons, reinforced throughout the year and a common language in these areas is utilized across the building. Surveys of students and parents indicate widespread use both by students at school and family members at home. Tier 1 behavior interventions: Safe Place (student self-regulation) Class Meeting (student voice in class routines and management) and Class Connections (building working relationships with peers) have various levels of implementation fidelity and teacher proficiency level in classrooms across the building.	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.	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 that can be used to support your School Development Plan.

By May of 2017, 75% of Kindergarten students will be at or above the 25th NPR on NIM, 85% of 1st grade students will be at or above the 25th NPR on Mcomp, 90% of 2nd grade students will be at or above the 25th NPR on Mcomp, 70% of students in grade 3,4 and 5 will achieve their annual targeted decile gain from Fall to Spring on Performance Series Math assessments.

By May of 2017, 100% of classroom teachers will have evidence in Rediker, in the form of informal observations and a teacher narrative, that documents instructional routines and structures in their class that represent a continuation of our shift towards personalized learning with a focus on Student Reflection and Ownership.

By May 2018, 100% of teachers will have increased one proficiency level in their current Tier 1 behavior intervention rubric (self assessed), or scored a 3 on a newly chosen Tier 1 behavior intervention rubric (self assessed).

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 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

Kenai Peninsula Borough School District

SMART Goal for Strategy #1

Mountain View

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 of 2017, 75% of Kindergarten students will be at or above the 25th NPR on NIM, 85% of 1st grade students will be at or above the 25th NPR on Mcomp, 90% of 2nd grade students will be at or above the 25th NPR on Mcomp, 70% of students in grade 3,4 and 5 will achieve their annual targeted decile gain from Fall to Spring on Performance Series Math assessments.

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.**
Based on review of initial and subsequent AIMS web data, identify students in percentile categories and create specific strategic and progress monitoring schedules for Mcomp or Number ID (<10% weekly, 11-25% biweekly, >25% monthly). This should include coordinating with resource teachers and Title to utilize time efficiently. Create a plan for differentiating math to meet the needs of the three groups.	PLC teams	Fall and Winter assessment windows	Lesson plans indicate differentiated instruction in math to students based on AIMS web and other data. Detailed, specific schedules for strategic and progress monitoring for each group. (<10% weekly, 11-25% biweekly, >25% monthly).	
Review data from Performance Series benchmark assessments in math. Determine objectives to focus on and develop lesson plans to deliver instruction on those objectives	Teachers/ Interventionists	Fall through Winter	Lesson plans and PLC notes include Performance Series Objectives to be focused on during instruction	
Track and record individual student NPR (K-2 Aimsweb) and annual decile growth (3-5 Performance Series)	Teachers	Fall, Winter, Spring		

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?		

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*

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?		

Kenai Peninsula Borough School District

SMART Goal for Strategy #2
Mountain View

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 May of 2017, 100% of classroom teachers will have evidence in Rediker, in the form of informal observations and a teacher narrative, that documents instructional routines and structures in their class that represent a continuation of our shift towards personalized learning with a focus on Student Reflection and Ownership.

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.
"Test a PL Practice" is introduced to staff as the primary vehicle for discovery phase. Entire choice board is also made available for deeper exploration.	PL leadership team	Opening Inservice 2017	Turnkey agenda is made available through Canvas. All staff can access information .	
Staff choose a book(s) for book talk(s).		September 13th	*Book(s) chosen and dates set or worked in collaboration with other schools to attend.	
A list of PL activities/structures are picked and shared within PLC's.	Individual teachers and PLC teams	By September 22nd (Dedicated time to discover 8/17, 8/21, 9/6, 9/13, and 9/20)	*PLC Meeting notes. -Include list in current PLC reporting format.	
Teachers experiment with various PL activities/structures.	Individual teachers and PLC teams	Mid September to Mid October	Discovery phase components may be shared in lesson plans.	

Reflect on and choose various grade-level PL activities to implement during second quarter to determine if they will be part of PL launch for 2nd Semester.	Individual teachers	Mid October through October 20th	*Grade-level PLC notes will be uploaded into shared files. *Lesson Plans will reflect PL activities and structures.	
Design phase activities and action steps will be developed after PL leadership team completes design workshop on September 27th.	PL Leadership Team	10/9/17 & 10/19/17	Mountain View Design Workshop Agenda and Powerpoint available in Touchpoint	
Design Workshop delivered to staff	PL Leadership Team	10/19		

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?		

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*

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?			

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SMART Goal for Strategy #3

Mountain View

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

Strategy #3:	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 2018, 100% of teachers will have increased one proficiency level in their current Tier 1 behavior intervention rubric (self assessed), or scored a 3 on a newly chosen Tier 1 behavior intervention rubric (self assessed).

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 teachers will meet with their administrative partners with the rubric from their chosen Tier 1 behavior intervention.	Teachers/administration	10/1 Self reflection conferences.	If the same intervention is chosen by teacher, a review of last year's progress and this year's actions steps described to increase proficiency level. If new interventions are chosen, an initial self-assessment and action plan.	
Deliver professional development on Tier 1 behavior intervention strategies.	Administration and teachers who are proficient or better at Tier 1 behavior interventions.	Staff meetings and inservices throughout the year.	PD at inservices and staff meetings	

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?				
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*

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?		