

# Kenai Peninsula Borough School District

## 2017-2018 School Development Plan

### Marathon School

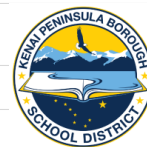


Area of Focus: Rigor	Record discussion notes here	
<p><b>Emerging:</b> Not yet addressed or minimal foundation in place at this time; we have <b>significant room for growth</b> to get where we want to be</p>		<p>Emerging</p>
<p><b>Developing:</b> Good foundation in place at this time; still <b>much room for growth</b> to get where we'd like to be</p>		<p>Developing</p>
<p><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</p>		<p>Advancing</p>
<p><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</p>		<p>Sustaining</p>
Area of Focus: Rigor	Record discussion notes here	
<p>Marathon provides students instruction at their level. Utilizing KPBSD curriculum in Canvas will assist students in a more seamless transition between school settings.</p>		Emerging
Area of Focus: Relevance	Record discussion notes here	Select a current ranking for your school in this area
<p><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?</p>	<p>Communicating student success with parents more frequently could enhance student motivation. Connections with adults in the institution might also be a way of celebrating success. Interviewing students and finding out who they had a positive connection with a teachers from their sending school. This year we plan on inviting REC room staff to provide lessons on healthy lifestyles and resiliency. These lessons will be offered at least monthly. Art classes will also be offered as an elective for all students. Teacher has agreed to pilot a Canvas course with pre-determined students to see if this could enhance the quality, interest and credit acquisition during their stay at Marathon.</p>	Emerging
Area of Focus: Responsive	Record discussion notes here	Select a current ranking for your school in this area
<p><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?</p>	<p>The teacher and administrator will explore offering more courses that meet student needs and interests. Using digital content and assessments will assist with this individualization. We plan to continue using IXL and start using ALEK for math instruction. The teacher and administration will participate in Education Elements training this fall with Wave 1 schools and choose one of the Core Four components to focus on for the school year. Marathon provides students instruction at their level. Utilizing KPBSD curriculum in Canvas will assist students in a more seamless transition between school settings.</p>	Emerging
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.	Responsive: Be immersed in a high quality instructional environment.
Strategy #1	Strategy #2	Strategy #3
Students will learn in a flexible instructional model that is fluid and developmentally appropriate for all.	Teachers will utilize a repertoire of high-yield instructional strategies that are researchbased, high quality instructional strategies, within the instructional environment.	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.		
<a href="#">SMART Goal for Strategy #1</a>		
<a href="#">SMART Goal for Strategy #2</a>		
<a href="#">SMART Goal for Strategy #3</a>		
Additional 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 Spectrums	Spectrums from the Core Four White Paper to demonstrate the areas in which schools and teachers can grow	<a href="#">Link to Core Four Spectrums</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

### Marathon School



Area of Focus #1: Responsive

Strategy #1: Using digital content and assessments to meet individual needs of students

By May 2018, the Marathon teacher will implement/utilize ALEKs math software for all students when entering Marathon School. The teacher will use ALEKs to diagnose student placement, design instruction, and track student growth in mathematics in ALEKs.

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

<b>"Action Steps:</b> What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments."	<b>Owner:</b> Who is responsible for leading or coordinating this action step?	<b>Timeline:</b> When will this be accomplished?	<b>Evidence of the Action:</b> What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	<b>Results:</b> Share results, observations, comments, etc.
Train the teacher in ALEX math software.	Teacher, Principal	Dec. 1, 2017	The teacher will attend webinars and collaboration days with other teachers in the district using ALEK.	Teacher and administrator attendance during professional development opportunities to develop expertise in ALEK.
Students will earn math credits using ALEK and core curriculum materials.	Teacher, Principal	May, 2018	Students attending Marathon school for 90 or more days will use ALEK and earn .5 credits in an appropriate math class.	Marathon students attending school for 90 days or more will earn .5 math credit.

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

#### MID-YEAR DISCUSSION: [2/1/2018]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Marathon teacher is learning ALEK software and using the software with some students as a placement tool and for core math instruction.	The software provides diagnostic information that can be used to show gaps in student learning.	Developing

<b>Action Steps:</b> What will be done?	<b>Owner:</b> Who will do it?	<b>Timeline:</b> When will this be accomplished?	<b>Evidence of the Action:</b> What does success look like?	<b>Results:</b> Share attempts and wins
Continue using ALEK	Teacher	May, 2018	Student shows academic growth in math.	Students do not have to repeat an entire course, but just focus on gaps in skills and concepts.
			Students earn credits in math.	Students move through content at their own pace. Targeted instruction on missing concepts and skills will avoid repetition.

#### EOY DISCUSSION: [Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Marathon teacher is continuing to learn and implement ALEK software and using the software with some students as a placement tool and for core math instruction. The teacher is attending intermediate training in June, 2018. All students in attendance at the start of the 2018-2019 school year will use ALEK as a supplement to their core instruction.	Student transiency is a challenge at Marathon School. Despite that, of the eight students currently enrolled at Marathon, 5 students earned at least a .5 credit for mathematics in the second semester.	Developing

The

# Kenai Peninsula Borough School District



## SMART Goal for Strategy #2

### Marathon School

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:

By May, 2018, the Marathon teacher will choose one component of the Four Core and develop a lesson design that supports and enhances the instructional environment in his classroom.

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.
The teacher will attend training in PL with Education Elements.	Principal, Teacher	Fall, 2017	Teacher and principal will attend Education Elements Training with Wave 1 Schools this fall.	Teacher and principal will attend Education Elements training. Teacher's lesson plan design will show evidence of one Core Four Component. Observed lessons by the principal will report evidence of the instructional design plan that includes a component from the Four Core Framework (i.e. using digital content to meet student needs).
The teacher will create a Design Plan focusing on one component of the Education Elements Core Four Framework.	Teacher	Dec. 2017	The teacher will develop a design plan focusing on one of the Four Core Components of the Education Elements Framework.	Lesson plans will include evidence of explicit targeted outcomes, lesson activities, and assessments that are individual to students and created from data provided by ALEK.
Teacher will link KPBSD core math curriculum with ALEK software.	Principal, Teacher	Winter 2018	The teacher will individualize instruction based on diagnostic data from ALEK. The teacher will link direct instruction from KPBSD core material with ALEK.	Students will experience smoother transitions back to the school of origin since materials (ALEK and Core) will be the same. The school of origin will receive standard-referenced data that will follow the students and as such, the student will resume math instruction with little interference.

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

MID-YEAR DISCUSSION: [2/1/2018]				
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?	REC room Peer mentors have visited Marathon students three times and will continue to visit throughout the spring. Lessons have focused on healthy choices, anger management, peer pressure and substance abuse issues.			Advancing
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
Teacher is attending PL PD	Teacher and Principal	Fall and Winter, 2018	Attendance at PD trainings	Teacher is dabbling with new digital content to address the Flexible Content Core Four.
REC Room presentations	Principal, Teacher	1 time per month, May 2018	Training for students in social skills and resiliency	Students are open to discussing topics and presenters are adaptable to student needs and interests.
	Teacher and Principal	MANDT training - Winter	Teacher is now MANDT certified	Teacher has training to diffuse stressful situations.
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?	This school year the Marathon teacher increased usage of our learning management system, Canvas. By teaching an online course for students at Marathon and in the district, he was able to not only learn how to use the LMS, but also see the potential for our students by increasing communication with schools and teachers from the sending schools. The hope is to foster smooth transitions for students, especially when their enrollment at Marathon School is short, so that students may "not miss a beat" with the teachers and course work of their sending school.			Developing

# Kenai Peninsula Borough School District

## SMART Goal for Strategy #3

### Marathon School



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:				
The REC Room will teach social/emotional lessons to students each month that specifically target needs of youth in detention. Pre-Post assessments will be administered before and after each lesson to determine if students know resources that can assist them upon their return to their home school.				
Step 2: Give detail to the SMART Goal by completing the actions bank below				
<b>Action Steps:</b> What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	<b>Owner:</b> Who is responsible for leading or coordinating this action step?	<b>Timeline:</b> When will this be accomplished?	<b>Evidence of the Action:</b> What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	<b>Results:</b> Share results, observations, comments, etc.
Students will receive bi-weekly lessons from researched based programs on a variety of social/emotional topics.	Teacher, REC Room faculty, Principal	October 2017 - May, 2018	Students will participate in lessons given by REC faculty. Students will know and identify resources in their schools and community that can support them in making good choices in their lives.	Pre and post assessments will show growth in acquisition of knowledge and community resources students can access upon their release from Marathon.
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps				
MID-YEAR DISCUSSION: 1/30/2018				
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?		Time for transitions is always a challenge since students at Marathon are mobile. The District is implementing a new learning model called Personalize Learning. The teacher at Marathon is attending training and working with administration to embrace instructional strategies and harness materials and resources that support this model - to individualize and personalize learning for all students.		Developing
<b>Action Steps:</b> What will be done?	<b>Owner:</b> Who will do it?	<b>Timeline:</b> When will this be accomplished?	<b>Evidence of the Action:</b> What does success look like?	<b>Results:</b> Share attempts and wins
REC Room presentations	Teacher and Principal	1 time per month until May, 2018	Site visits to Marathon students	First set of presentations were received well from the students.
EOY DISCUSSION: 5/25/2018				
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?		The REC room lessons were well received by the students and the staff at Marathon School. Transiency is an issue, as students come and go, and we will need to plan accordingly so lessons are not redundant, but build upon the skills and needs of the students that are present. We will continue to foster relationships with outside providers who can bolster resiliency, life skills and other needs our students have so they can be successful when they are released from Marathon School. Some next steps for the 2018-2019 school year: gardening, restorative justice practices, use of Canvas and online learners tools (within parameters), art and wellness lessons.		Advancing