





Kenai Peninsula Borough School District

2017-2018 School Development Plan

Aurora Borealis Charter



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

<p>Area of Focus: Rigor</p> <p>Rigor Goal All students will achieve high levels of academic rigor</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - 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? 	<p>Record discussion notes here</p> <p>Rigor: Math Re-do policy, Instructional practices format, Grading Scale for 3-8th, Spiral curriculum (Saxon, Journeys) Focusing on testing environment. Teaching to top end of the class. Pre-arranged absence process. Metrics: Homework, Tests, PEAK, TerraNova, Ed Perf, AIMS, Intervention Data, Behavior Plans, Academic Contracts, Attendance. : PEAK Proficiency Rates- ELA 83.5%, Math 89.3%, Science 84.6% AIMS Reading 1st-5th: 5% Below, 60% Average, 35% Above; MCOMP 1st-5th: 0% Below, 64% Average, 44% Above; MCAP 2nd-5th: 3% Below, 47% Average, 50% Above TerraNova scores are high as well. Ed Performance data is utilized as well.</p>	<p>Select a current ranking for your school in this area</p> <p>Advancing</p>
<p>Area of Focus: Relevance</p> <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>Record discussion notes here</p> <p>Whole Group Direct Instruction is primary model. Teacher generated math notes and modified worksheets are used for specific students. Students move to appropriate math class. Journeys(reading) allows for readers to perform at three levels (low, at grade level, and above). Volunteers are used daily to personalize learning groups. Interventions are used to personalize students' needs. Lexia for K-5 interventions/ personalization. Our PTC is involved to engage other parents and families into the school culture. Might need to re-visit some aspects of our curriculum (like AR) and ensure all students are benefiting. Could we create some more opportunities for students to practice skills they specifically need in reading, writing and math. (Like Lexia does, but for math?)</p>	<p>Select a current ranking for your school in this area</p> <p>Advancing</p>
<p>Area of Focus: Responsive</p> <p>Responsive Goal Be immersed in a high quality instructional environment</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - 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>Record discussion notes here</p> <p>The high quality instructional model is outlined in our charter. Teachers participate in the Evaluation process that utilizes the Danielson Framework for Effective Teaching. Teachers use Observation Lenses in Domains 2&3 to collect data on their effectiveness. Our small size allows us to get to know every student and parent at a personal level. A lot of our parents communicate with staff members via e-mail, texts, and phone messages to ensure a positive and productive line of communication about each student.</p>	<p>Select a current ranking for your school in this area</p> <p>Advancing</p>
<p>Step 3 Based on the discussion above, select 3 areas of focus and 3 corresponding strategies for the 2017-18 school-year</p>		
<p>Area of Focus #1</p> <p>Responsive Be immersed in a high quality instructional environment</p>	<p>Area of Focus #2</p> <p>Relevance Experience a personalized learning system</p>	<p>Area of Focus #3</p>
<p>Strategy #1</p>	<p>Strategy #2</p>	<p>Strategy #3</p>

Teachers will utilize a repertoire of high-yield instructional strategies that are researchbased, high quality instructional strategies, within the instructional environment

Students will experience varied instructional strategies that target individual strengths and interests of each learner

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
Core 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

Aurora Borealis Charter



Area of Focus #1:

Responsive: Be immersed in a high quality instructional environment.

Strategy #1:

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 the end of the 2017-18 school year, all ABCS teachers will have a list of high-yield instructional strategies that are directly aligned to Domain 2: Classroom Environment (components 2a-2e) and Domain 3: Instruction (components 3a-3d). Teachers will participate in at least three non-evaluative observations done by peers or the administrator using Observation Lenses for Domain 2 and Domain 3 that will be utilized as a reflection opportunity to ensure the new strategies are contributing to a quality instructional environment.

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 indication of success?	Results: Share results, observations, comments, etc.
Teachers given the book "Enhancing Professional Practice" by Charlotte Danielson. Review Domains 2 & 3.	Principal	August		
Create a timeframe that illustrates when each component will be reviewed. Create sections in Teacher Portfolios for each Domain and component.	Teachers/ Principal	September	Timeline; Portfolios with sections; Collaborative Meeting agendas	Share with APC
Create a list of instructional strategies that teachers can utilize for Domain 2.	Teachers/ Principal	October: The list should continue to grow until May.	List of instructional strategies for each of the components of Domain 2; Collaborative Meeting agendas	

<p>Responsive Goal Be immersed in a high quality instructional environment</p> <p>Key Discussion Questions</p> <ul style="list-style-type: none"> - 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>Peer observations did not happen this year. There is still a desire to do this next year. More informal observations using the lenses would be helpful as well. Overall, the lenses do help improve instruction.</p>	<p>Developing</p>
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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 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 the end of the 2017-18 school year, ABCS staff will review the programs we currently use to provide personalized practice (Lexia) and identify areas in our curriculum where personalized learning could be utilized to assist students who are advanced or below proficiency in the new PEAK assessment.

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 indication of success?</i>	Results: <i>Share results observations comments etc</i>
Review student performance data (AIMS, PEAK, TerraNova, homework, classroom tests, attendance, Ed Performance, AR points) with our current curriculum to identify any areas of concern. Identify students who are advanced or below proficiency on the PEAK assessment. Cross reference that list with other data points to ensure scores are accurate measures of ability.	Teacher/Principal	October	Data Collection sheets, Collaborative Meeting agendas, List of students who are advanced or below proficiency on the PEAK.	
Research various personalized learning programs.	Interventionist/Principal	December	e-mails, and papers showing various programs that we have reached out to	

Identify possible sources of instructional practice or on-line programs that might assist students in their learning.	Staff/Principal	February	Review of current programs & a list of possible programs that could provide students with extra practice at their level.	

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?	The I-Station program that is being used as an intervention after school seems to be working alright. At this point it doesn't look like it will be a program we will want to incorporate school wide. Teachers are interested in looking at IXL for another program that could be used as a skill builder that could be used to extend past Lexia once it is completed by students.	Developing
Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Results: <i>Shan e attempts and wins</i>
A trial period will be set up for IXL.	Mr. McCanna	

EOY DISCUSSION: 5-24-18

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<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>A trial period for IXL was established and used by 6th grade during the 4th quarter. It was decided to get a school license so we could start using it next year.</p>	<p>Advancing</p>
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