Kenai Peninsula Borough School District

2017-2018 School Development Plan

Sterling

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?	Ideas of where to go with rigor: Creating PL plans for all, instructional strategies in problem solving and critical thinking, PD for varied instructional strategies, increase student effort and perseverance, build in opportunities to try difficult problems and reward the effort (risk taking)	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?	Our school is geared towards flexible grouping with our multi-age classes and elementary set-up with centers and groupings. Ideas of where to go with relevance includes working towards our discovery phase of our PL plan	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?	Ideas of where to go with responsiveness: implement our Caring School Community (CSC) curriculum. Challenges to fostering a positive and caring community include: Being open to change/ Sterling community attitudes, overall dynamic of the greater Sterling community, communicating with families in their way (via text, email, etc), positive role models within our school, time (parent time, teacher time, etc.) - making time to change, more parental involvement and changing negative feelings of parents and perception of families, consistency with all things we do (PBIS, CSC, etc.), reframing complaining into problem solving, educating about what bullying is, our social media, parental distrust of school, parenting style and skills, families trying to meet just the basic needs.	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.	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 learn in a flexible instructional model that is fluid and developmentally appropriate for all.	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 by used to support your School Development Plan.

SMART Goal for Strategy #1

SMART Goal for Strategy #2

SMART Goal for Strategy #3

Additonal 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 Specturms	Spectrums from the Core Four White Paper to demonstrate the ares 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

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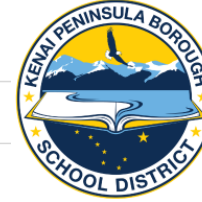
SMART Goal for Strategy #1
Sterling

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:

During the 2017-2018 school year, Sterling Elementary teachers will review Aimsweb and Performance Series (as well as classroom data) during their grade level collaboration meetings (PLCs) and semesterly data days to determine appropriate interventions for students in order for 90% of all Sterling students to show growth in at least one of these 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, obersvations, comments, etc.*
PLCs will meet weekly to discuss student data from progress monitoring and benchmark testing as well as in class grades and progress with discussion and decision on how to implement appropriate interventions for students	Grade level PLCs	Weekly through the end of the 2017-2018 school year	Notes from PLC meetings will identify students who need additional support and what support will be provided.	Notes from Professional Learning Community (PLC) meetings amongst teachers showed discussion about individual and small groups of students as well as best practices for classroom instruction based on student assessments.
Semesterly data days will identify students who need pull out interventions from the interventionist and/or students who need additional intervention from their classroom teachers.	Interventionist	Data days in September and January	Intervention lists from PowerSchool will show students who require additional intervention. Progress monitoring from intervention groups will show progress made by students.	Data days successfully provided an understanding of which students needed additional intervention.

				During both parent conference sessions of the school year, parents were provided with data regarding their student's progress. Report cards list what students accomplished through each quarter as well as student data.
Teachers will share student data with parents at parent conferences.	Teachers	Quarterly	Data documented in report cards	

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

MID-YEAR DISCUSSION: January 1, 2018

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?	Staff feel that this goal is working. They continue to discuss, during their collaboration meetings, student data from classroom assessments and progress monitoring. Teachers also report that they discuss how to improve their instruction and have begun to have conversations about how to personalize the learning for students in their classes. Data days are helpful to teachers in understanding where their students are in our universal screeners, planning in class groups and planning interventions for students who need remediation as well as enrichment. We identified many students for acceleration in math and/ or reading through our data day process. Teachers expressed that they feel as though sharing information with the families was successful at the October parent conferences as part of the overall discussion with report cards and classroom behaviors.	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*
PLCs will meet weekly to discuss student data from progress monitoring and benchmark testing as well as in class grades and progress with discussion and decision on how to implement appropriate interventions for students	Grade level PLCs	Weekly through the end of the 2017-2018 school year	Notes from PLC meetings will identify students who need additional support and what support will be provided.	Most collaboration teams log their notes on their discussions into a Canvas module for PLC notes. Teachers review data from classroom assessments as well as progress monitoring data from AIMSweb assessments. Not all collaboration groups document their notes each week. Teachers will work to document student needs for additional suppot and what interventions will take place.
Semesterly data days will identify students who need pull out interventions from the interventionist and/or students who need additional intervention from their classroom teachers.	Interventionist	Data days in September and January	Intervention lists from PowerSchool will show students who require additional intervention. Progress monitoring from intervention groups will show progress made by students.	Our first data day to discuss our Universal Screening results was on September 19, 2017. Durng our data day, we identified many students who needed acceleration in math and/or reading and these students are doing well in their accelerated grade level content. Our next data day is scheduled for January 23,2018.

Teachers will share student data with parents at parent conferences.	Teachers	Quarterly	Data documented in report cards	Teachers met with parents during conferences in October and reviewed student data. Because the next parent conferences are not in line with the next report card period, teachers will share data with parents through the 2nd quarter report card and then will share updated information with parents at the February conferences and then again through 3rd and 4th quarter report cards.

EOY DISCUSSION: May 2, 2018		
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?	Teachers feel their time is productive in meeting the needs of their students and classrooms. Teachers share instructional strategies as well as, now, strategies to personalize learning for their students. Student growth is based on assessments and progress monitoring as well as classroom data. 99% of students showed growth on Aimsweb assessments this school year. Teachers also used their time to provide training to one another. For instance, our primary grade teachers implemented professional development within their group on the literacy instruction strategy of Daily 5.	Sustaining

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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 May 2018, all teachers will be able to define Personalized Learning (PL) and identify two ways to integrate Personalized Strategies in their instruction."

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, obersvations, comments, etc.
Plan time at all inservice and early release days for teacher collaboration	Principal	Calendar set by 10/1/17	Calendar set and activities implemented as planned. Teachers leaving an exit slip after each activity that shows a level of understanding and comfort with PL	Teachers were provided wtih time to explore personalized learning resources through all early release and inservice days. This time allowed teachers to gain new knowledge and try new activities
Split the Core 4 Components to review and experiment with as a staff	PL school team	Sept. ER Integrated Digital content Oct. ER: Targeted Instruction and Data-Driven Decisions November ER and In-service: Student Ownership December in service: Questions and review of where we are	Teachers talking at team meetings about what they have tried. 80% of teachers trying at least one thing for each component.	100% of staff attempted an activity or a lesson geared towards one of the core 4 components they explored through our early learning with personalized learning.

Educate and support families in personalized learning	PL School team	Monthly in newsletters and/or Open House during 1st semester	Parents and students discussing PL Newsletters	Towards the end of the school year, our staff provided education to our families. This was not consistent throughout the school year and is a main focus of our plan for next school year.

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

MID-YEAR DISCUSSION: January 1, 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?	Staff have been discussing the core 4 elements of Personalized Learning (PL) during their collaboration meetings. Instructional staff discussed how personalizing learning is important to student achievement and what they are doing currently - allowing student choice through teacher direction or pure choice, allowing flexible seating and work areas, allowing students time to create projects of their own, extending what students are doing in a content, using Daily 5 for literacy instruction, and targeting instruction, among other methods.	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*
Plan time at all inservice and early release days for teacher collaboration	Principal	Calendar set by 10/1/17	Calendar set and activities implemented as planned. Teachers leaving an exit slip after each activity that shows a level of understanding and comfort with PL	All early release meetings and in-service days have included the majority of the time for teacher collaboration regarding Personalized Learning and the Core 4 Elements.
Split the Core 4 Components to review and experiment with as a staff	PL school team	Sept. ER Integrated Digital content Oct. ER: Targeted Instruction and Data-Driven Decisions November ER and In-service: Student Ownership December in service: Questions and review of where we are	Teachers talking at team meetings about what they have tried. 80% of teachers trying at least one thing for each component.	A Canvas module was created with information, articles, and videos regarding each of the Core 4 elements. Teachers reviewed the information and documented their dicussions and learning. Teachers now will begin trying strategies with their classes/students. If a strategy doesn't work, teachers will adjust or will try something different.
Educate and support families in personalized learning	PL School team	Monthly in newsletters and/or Open House dring 1st semester	Parents and students discussing PL Newsletters	During second semester more information will be provided to parents in regards to Personalized Learning.

EOY DISCUSSION: May 2, 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?	Sterling Elementary is still learning about how to implement strategies for personalized learning. Our Personalized Learning Leadership Team has presented all of our staff workshops and all teachers and instructional support staff participate. Engaging our families in this process is a huge next step to supporting personalized learning in our school community.	Advancing

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SMART Goal for Strategy #3
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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 the end of the 2017-2018 school year, 100% of Sterling Elementary students will experience weekly classroom meetings to build community and support their social emotional learning.

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, obersvations, comments, etc.*
Teachers will collaborate to follow the Caring School Community (CSC) model of classroom meetings.	Classroom teachers	Weekly throughout the school year	Teachers will self-assess and principal will randomly assess classroom meeting effectiveness through the Classroom Meeting Implementation Checklist provided through CSC	Teachers discussed their implentation of classroom meetings. Teachers self-assessed mid-year and provided that feedback to the principal All teachers utilized a form of class meetings within their classrooms.
Students will assess how they feel about themselves, their classroom/ classmates, class meetings and ability to solve their own problems	classroom teachers	at the end of each quarter	Students will complete a survey	A survey was not created. A survey may be a helpful action step for the 2018-2019 school year.
Maintain and improve our PBIS system of school wide expectations	PBIS committee	On going throughout the year	The SET will show maintained or improved scores in all areas	Sterling Elementary reached 100% on our SET assessment!

Action Steps	Owner	Timeline	Evidence of the Action	Results
Teachers and key staff will implement the Remind app to more effectively communicate with families	Principal	On going throughout the year	Parents will be asked to complete an end of the year survey regarding communication	Remind app was implemented school wide and 80% of teachers used the app consistently. Parents were not asked to complete a survey, however, all feedback received from parents regarding these communications was positive.

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

MID-YEAR DISCUSSION: January 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?	Our staff continues to make relationships a high priority. Staff recognize that all students need to have caring adults in order to be successful. All classes are holding classroom meetings and teachers will continue to improve upon the process for their students. PBIS continues to be strong. We agreed that we continue to have positive improvements in our students as we focus on common language and clear expectations.	Developing

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
Teachers will collaborate to follow the Caring School Community (CSC) model of classroom meetings.	Classroom teachers	Weekly throughout the school year	Teachers will self-assess and principal will randomly assess classroom meeting effectiveness through the Classroom Meeting Implementation Checklist provided through CSC	Teachers discuss classroom meetings. This will need to be a more specific focus of collaboration and/or staff meetings in order to provide on going support for teachers in this area.
Students will assess how they feel about themselves, their classroom/classmates, class meetings and ability to solve their own problems	classroom teachers	at the end of each quarter	Students will complete a survey	PBIS committee has not created and provided a student survey. This is a goal that we may remove as the district will provide a survey regarding social wellness.
Maintain and improve our PBIS system of school wide expectations	PBIS committee	On going throughout the year	The district's survey regarding PBIS progress (SET) will show maintained or improved scores in all areas	We continue to hold frequent PBIS celebrations. This year, we have been successful in announcing when classes fill their pompom jars and letting students explain what their class's celebration was. In addition, we are working on ways to fill a staff pompom jar and to celebrate with staff to improve our culture.
Teachers and key staff will implement the Remind app to more effectively communicate with families	Principal	On going throughout the year	Parents will be asked to complete an end of the year survey regarding communication	Remind app has been well received by all who use it. School purchased the school wide version, so all Powerschool contacts are included automatically. We are still working out some of the communication kinks and not all staff are currently communicating with families through the app. We will have a staff training and set-up time during the second semester.

EOY DISCUSSION: May 2, 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?	We have more work to do in fully implementing our Caring School Community curriculum and components. Relationships with students are valued and prioritized through the classroom meetings. Next year, we will include buddy classroms and home links from within the curriculum. We will continue to refine our parent contacts and involvement. Staff will continue to communicate with families through the Remind app when possible and appropriate.	Advancing