Kenai Peninsula Borough School District

2018-2019 School Development Plan

Sterling
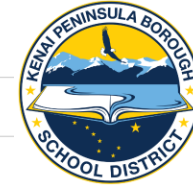
KPBSD Mission Statement	KPBSD Vision Statement	KPBSD Guiding Principles
The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.	We envision KPBSD students who engage in their learning, participate 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?	Discussed our PEAKS data in relation to how students performed in the classroom and on other measures last school year. Teachers are using self-reflectioin to encourage students to see their growth. Instructional strategies support student learning and are personalized. Continue to use the Ed Elements Core 4 (data driven decisions, targeted instruction, flexible content and tools, and student reflection and ownership) to support students. While some of our data doesn't show as much growth as we would like to see, our teachers see greater growth within the classrooms using additional assessment measures.	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?	Sterling teachers are committed to personalized learning within their classroom. They have set up environments that support student choice and voice, including flexible seating, use of flexible content and tools, and playlists or choice in their work. Our staff will work to educate our families this year regarding personalized learning and what it looks like within our building.	Advancing
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?	Our staff believes strongly in the need for social/emotional learning. Our population requires that we provide support to students in learning to be kind as well as to treat each other as a community. Our Positive Behavior Intervention and Supports (PBIS) system provides a great deal of this groundwork. We added the Caring School Community curriculum through a grant last school year. Teachers will continue with class meetings as they are used in the curriculum and will add Buddy Teachers this year.	Advancing
Area of Focus: Core Four	Record discussion notes here	Select a current ranking for your school in this area
Core Four Goal: Identify a specific Core Four area of focus **Options:** Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools **Key Discussion Questions:** - In what ways are teachers developing expertise in this area? - In what ways are students developing expertise in this area? - What next steps should our school take to better incorporate this Core Four area of focus into our instruction?	We chose Student Reflection and Ownership to best support our students this year. Teachers have implemented several ways to allow students to reflect and/or to have ownership over their learning. Students are able to assess their own work as well as their understanding of the content. Many teachers create goals with their students regarding academic or social/behavioral needs.	Developing

Step 3: Based on the discussion above, select 3 areas of focus and 3 corresponding strategies for the 2018-19 school-year		
Area of Focus #1	Area of Focus #2	Core Four Area (if working with EE) / Area of Focus #3
Rigor: All students will achieve high levels of academic growth.	Responsive: Be immersed in a high quality instructional environment.	Core Four: Student Reflection & Ownership
Strategy #1	Strategy #2	Strategy #3

Student growth and success will be determined through multiple measures of learning.	Prioritize strong, positive relationships with all students to support their social and emotional needs.	Reflection

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.
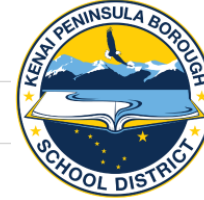
[SMART Goal for Strategy #1](#)

[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](#)
Personalized Learning Core Four Continuum	Core Four framework that gives insights into specific ways to enhance teacher practice	[Link to Personalized Learning Core Four Continuum](#)

Kenai Peninsula Borough School District

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

By May 2019, the percentage of students who are proficient or advanced on the Performance Evaluation for Alaska Schools (PEAKS) will increase by 5% in both language arts and math in 3rd, 4th, 5th, and 6th grades.

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.**
Staff will use assessment data to determine next steps in instruction - MAP (Measures of Academic Progress), Aimsweb, classroom data, PEAKS	Collaboration teams	Weekly collaboration team meetings	Students will show growth from data point to data point. When growth is not seen, teachers will work together to problem solve for students.	
Teachers will use flexible content and tools, including computer programs and curricular materials, for student instruction.	Teachers	Tools used assessed quarterly	Students will show improvement in their daily work as well as make progress within the programs used.	

Intervention services will be provided to students who show a need for remediation and for enrichment.	Teachers and interventionist	Students will be added to groups throughout the year and staff will use data days scheduled for October and January to make decisions on groups of students with needs.	Students will receive targeted interventions and will make progress to allow them to exit remedial groups. Students who are enriched will show improvements in their classroom and assessment data.	
Progress will be reported to parents through report cards and parent conferences	Teachers	At least quarterly	Parents will receive information about student progress and will have the opportunity to ask questions.	

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
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

Sterling

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

By May 2019, all classrooms at Sterling Elementary will improve school culture as evidenced by a 5% reduction in the number of office referrals for this school year.

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.*
Maintain and improve our Positive Behavior Intervention & Supports (PBIS) system of school wide expectations	PBIS committee	On going throughout the year	The SET will maintan at 100% this school year.	
Teachers will buddy an older class with a younger class to complete at least 6 activities that will bring alll students closer together	All classroom teachers	At least 6 activities throughout the year	Students will reflect on their learning with their buddies	
Class meetings will be held at least weekly n each class. Teachers will use resources such as Caring School Community materials.	classroom teachers	at the end of each quarter	Students will assess how they feel about themselves, their classroom/ classmates, class meetings and ability to solve their own problems	

Teachers and key staff will continue to use the Remind app to more effectively communicate with families	Principal	On going throughout the year	Parents will be asked to provide input and feedback regarding their preferred method of contact as well as how Remind worked for them	
Sterling Elementary will contniue to promote our Watch DOGS program, increasing the number of dads who volunteer in school	Principal	Sign up on 10/18/18. Volunteering occurs throughout the year.	Dads complete a survey each time they volunteer regarding their experience.	

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?		

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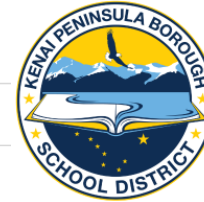
SMART Goal for Strategy #3

Sterling

Area of Focus #3:	Core Four: Student Reflection & Ownership

Strategy #3:	Reflection

Step 1: Write a SMART Goal in the space provided below for this strategy

By May 2019, classroom teachers will provide an opportunity for students to reflect on their learning at least once daily.

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 provide information to their families regarding what student reflection and ownership looks like in their classroom/at their grade level	Teachers	Throughout the year with midyear check in January and conclusion in May 2019	Families understanding what student reflection and ownership looks like for their child's class.	
Teachers will provide opportunities in the classroom for students to reflect on their learning and/or to establish ownership of their learning.	Teachers	Midyear check in January with concluding data in May 2019	Administrator walk-throughs, Observations, Lesson Plans, Student discussion	
Deliver professional development on best practices for teaching student reflection	PL Team with district office support	Staff meetings and inservices throughout the year	PD at inservices and staff meetings; Learning Walk data collected	

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
Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools Key Discussion Questions: - In what ways are teachers developing expertise in this area? - In what ways are students developing expertise in this area? - What next steps should our school take to better incorporate this Core Four area of focus into our instruction?		

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*

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