Kenai Peninsula Borough School District
2018-2019 School Development Plan
Soldotna Montessori

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?	The discussion included Multi-aged classroom environment in which students are exposed at a younger lever to concepts and work at a higher level based on the work of other students in the room. Additionally, Students help other students at a lower level and reteach concepts to their peers. We also discussed the hands-on approach and field studies that create opportunities for students to apply their learning. We observe that our Aimsweb data and Performance Series data indicate excellent achievement rates and feel that the data is used to inform teaching practices as well as student individual growth needs. Additionally, we have developed a variety of Rubric-based evaluations that provide further data collection about student progress. Students are able to demonstrate their learning in a variety of ways both formally and informally with peers. We feel that students are currently immersed in a rigorous educational environment. Our discussion about increasing rigor revolved around providing additional student ownership of their learning objectives, increased peer work across primary and intermediate grade levels and addressing behaviors that diminish rigor for individual students.	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?	Montessori education is inherently a flexible instructional model that caters to the needs and interests of each learner. While this is a guiding philosophy within a Montessori school, we discussed that improvement may be made through articulating how this is achieved uniquely at the primary level, and although different, also at the intermediate level. Students have work plans and can work on items of their choosing at various times of the day. Students are given instruction at their level, and based on what they are ready to learn. We felt additional resources for student independent work would be helpful. We are developing our healthy lifestyles and choices focus for students. We are at the development stage for a variety of activities targeting student health; we have implemented two fundraising efforts that are active and require movement by students in order to raise money. We also have planned a recess program that allows students to generate various movement oriented activities and invitations for other students to participate. The goal is to increase student movement and action on the playground. We feel we have a strong engagement of our families and include them in many ways to extend our classroom reach. Many serve as experts and provide instruction, other help to develop field experiences, and still others join classes on field trips.	Advancing
Area of Focus: Responsive	Record discussion notes here	Select a current ranking for your school in this area

	Teachers spend a great amount of time in relationship building with students; it is vital since the students are with the teacher for three years. We have been using the Conscious Discipline approach, for approximately 10 years, with students and this provides a great amount of social emotional support for students. Students value and are encouraged to interact with students at a variety of age levels. Students are often observed to help and assist each other. Teacher use a wide variety of instructional strategies to meet the need of the students. This topic was not fully discussed because of the vast amount thoughts and ideas that were inherent in the answer. We did focus on the follow up question of strengthening instructional practices. We focused on the never-ending need to improve our Montessori instructional practices. Not all teachers are currently Montessori trained, and although trained, teachers still need time to develop knowledge and skill with various Montessori instructional materials. We have a lot of innovative approaches in our school; student directed learning, multi-aged classrooms, extensive field experiences, community outreach projects, food pantry work, various fundraising efforts by students, multiple, regular collaboration opportunities for teachers, instructional aides for every primary class. The input from our teachers indicate that additional work toward student partnerships between Primary and Intermediate classes would be beneficial, the result of that feedback yielded a discussion about building cross-over teaching opportunities which would invite teachers to provide instruction to students outside their grade assignment for a variety of lessons and possible shared instructional units.	Advancing
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?		
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?	Since we are a charter school, we are not participating in the EdElements training. This focus area does not apply to our school.	Advancing

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.	
Strategy #1	Strategy #2	Strategy #3
Students will learn in a performance-based instructional model.	Professional learning is embedded and ongoing, resulting in continuous growth and innovation.	

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

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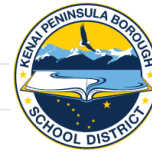
SMART Goal for Strategy #1

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Area of Focus #1:	Rigor: All students will achieve high levels of academic growth.

Strategy #1:	Students will learn in a performance-based instructional model.

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

By May 15th, 2019, Classroom teachers will implement student self-monitoring of writing standards by developing student friendly capacity matrices and evidenced by student use of matrices to document writing growth over time.

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.*
Capacity matrix training for staff.	John DeVolld	Fall In-service	Training will be included on the start of the year in-service agenda and will be presented to staff.	Training provided, Further trainings will be required throughout the process during planned meeting times.
Develop two writing focus areas for use with capacity matrices.	Teachers	Fall In-service	In-service time will be given to teachers to work together to develop the two focus areas. Decision on focus areas will be recorded in the SDP Action Steps - Results	Teacher met and determined priority standards (Focus Areas) on 9/25/18. Will need a follow up time to narrow focus areas to two selections. One focus area was incommon for all grade levels, the other focus area may be divergent between primary and intermediate grades.
Develop cross level teacher teams for each writing focus area.	John DeVolld	Fall In-service	Teachers will be given time to choose which focus area teaching team they prefer, or they will be assigned a team by the principal. teams will be established during the fall in-service time. Teams will be recorded in the SDP Action Step- Results.	Revised to be completed at October in-service.
Collaborative meeting times established for work on building capacity matrices.	John DeVolld	Fall In-service	Meeting dates and times will be established one time each month and also include early release days for this work. Dates will be recorded on teacher calendars and the school shared calendar.	Completed.
Review various matrix styles and choose design for implementing with students.	Teachers	September 31, 2018	Teachers will be provided various matrix styles and designs to review. They may also research additional ideas. Teachers will agree on a design style to use for each grade level. Styles may be different between age ranges, but will be consistent between the two focus areas.	
Develop expected skills and tasks in kid friendly language to be included on each matrix.	Teachers	December 2018	A completed matrix at each level with performance expectations presented with student friendly language ready to implement in January.	
Implement student matrices as trial effort.	Teachers	January 2019	All teachers making matrices available for use with students. All students knowledgable about the purpose of the matrices and how to use them to document their learning progress.	
Review and refine implementation process and matrices.	Teachers	February 2019	Monthly follow up meetings, established at the fall in-service, to discuss with fellow teacher adjustments to matrices, student instruction, or challenges/successes.	
Students complete writing matrices using various writing prompts and activities to evaluate their learning progress.	Students	January-May 2019	Self-evident. Student use.	

Create a teacher reflection/evaluation document for reporting final progress on writing matrix goal.	John DeVolld	April 2019	A completed document.	
Teachers complete a reflection document to evalaute student performance and the teachers implentation success.	Teachers	May 2019	Time to reflect and respond provided at a collaboration time, early release day, or staff meeting.	

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?		

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SMART Goal for Strategy #2
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Area of Focus #2:	Responsive: Be immersed in a high quality instructional environment.

Strategy #2:	Professional learning is embedded and ongoing, resulting in continuous growth and innovation.

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

By May 15, 2019, Staff will increase experience with Montessori lesson implementation as evidenced by participation in eight teacher training sessions conducted in an EdCamp model and followup presention of the eight newly learned/refreshed lessons to an appropriate student groups at both a primary and intermediate level.

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.*
Training session idea board created and posted in office with primary and intermediate Montessori lesson presentations spaces available to fill.	John DeVolld and interested teachers	September 1st, 2018	Board created and posted and available for signing up to present or request a presentation.	Board was not created. Teachers decided that in place of a sign up board, they each would bring a Montessori material to gain experience or learn about, or to present to others as part of the EdCamp learning model.
Planned, monthly EdCamp training session days after school.	All Staff	Fall In-service	Meeting dates and times will be established one time each month and may also include early release days or in-service days for this work. Dates will be recorded on teacher calendars and the school shared calendar.	Dates established and on school calendar and in Canvas for our SDP page.
Teach each Montessori lesson that was learned/refreshed/presented by the teacher during participation in an EdCamp group to a student group either in their own room or to another group of students from another class.	All Staff	September 2018 - May 2019	Time for teachers to meet and deliver the lesson to student groups. Some assistance may be needed for class coverage and can be provided by the principal, or swapping with another teacher to share the lesson at the same time to different students in another classroom. Success will require teachers to be flexible with thier instructional time and also interact and rely on each other in building capacity to provide Montessori lessons. Success will also include the training of classified staff as well as the principal and lesson delivery by them as well.	
Create teacher reflection document.	John DeVolld	April, 2019	Document will provide method for recording which eight new montessori lessons were learned/develope, how successful the lesson delivery was, and the current level of lesson implementation for each of the new lessons.	
Complete reflection of process and implementation.	All Staff	May 24, 2019	Completed reflections turned into principal.	

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?		