# Kenai Peninsula Borough School District

*2018-2019 School Development Plan*

*Razdolna*

| 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.<br>**Key Discussion Questions:**<br>- In what ways do our instructional strategies create rigor in the classroom?<br>- How well does do our metrics measure student performance?<br>- Is student growth and success determined through multiple measures of learning?<br>- What steps might we take to increase the rigor of our classrooms? | While our school has metrics to measure student performance (AIMSweb MAPS, etc.), we have not yet focused instruction around the results of those measures. We need to further develop our interventions to focus on the needs identified in those measures, and use those measures to also focus on classroom groupings. | 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.<br>**Key Discussion Questions:**<br>- 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?<br>- How do we help our students to develop healthy lifestyles and make healthy choices?<br>- How can our school better engage families and leverage resources beyond the classroom? | Our HS offers curriculum and activities for students that are both relevant, and connects to their everyday lives. Our elementary instruction offers different modalities of learning that supports each student's optimal learning style. Even still, both the HS and elementary recognizes that their grade level cohort can further improve the relevance in instruction by learning from one another. Staff are increasingly experiencing professional development on community values, beliefs, and language through weekly staff meetings. | 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.<br>**Key Discussion Questions:**<br>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?<br>- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?<br>- Does our school foster a culture of innovation? What steps might we take to better support such a culture? | Our school has observable positive adult/student relationships that's built around instruction/activities relevant to community values. We're building our expertise with Personalized Learning, particularly for teachers new to the district. Each teacher is encoraged to provide feedback and ideas towards improved instruction, particularly at weekly staff meetings. | 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<br>**Options:** Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools<br>**Key Discussion Questions:**<br>- In what ways are teachers developing expertise in this area?<br>- In what ways are students developing expertise in this area?<br>- What next steps should our school take to better incorporate this Core Four area of focus into our instruction? | Due to a large number of new staff members (both certified & classified), expertise regarding the targeted Core 4 area of PL is low. The staff will focus heavily this year on developing PL in the area of Student Reflection & Ownership this year thru staff collaborations, teacher trainers in PL, and outside expertise. | Emerging |

| | | |
|---|---|---|
| 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. | | Core Four: Student Reflection & Ownership |
| Strategy #1 | Strategy #2 | Strategy #3 |

| Students will learn in a flexible instructional model that is fluid and developmentally appropriate for all. | | Goal-Setting |
|---|---|---|

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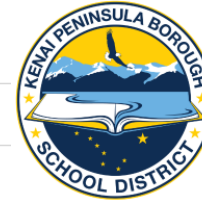
[SMART Goal for Strategy #1](#)

[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*

*Razdolna*

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

| Strategy #1: | 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**

By the 3rd Qtr of FY19, all K-5 students below the 25% in the area of reading will have received reading interventions tailored to their individual needs, as well as regular progress monitoring support, for the purpose of a flexible instructional model for all students

**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 meet on a monthly basis for collaboration on status of classroom interventions, progress monitoring, referrerals, and/or scheduling interventions | I-Team Coordinator / Principal | Monthly | PS Intervention Notes / Started monthly I-Team meetings in October | |
| Administer AIMSweb and MAPs Benchmarks to all K-10 students | Classroom Teachers | During Benchmark Windows | AIMSweb & MAPs reports | |
| Design reading intervention groups based off observational data, AIMSweb and MAPs data | Classroom Teachers | Throughout the year | Classroom intervention groups | |
| | | | | |
| | | | | |

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

## MID-YEAR DISCUSSION: [January]

| 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.<br>Key Discussion Questions:<br>- In what ways do our instructional strategies create rigor in the classroom?<br>- How well does do our metrics measure student performance?<br>- Is student growth and success determined through multiple measures of learning?<br>- What steps might we take to increase the rigor of our classrooms? | MAPs/AIMSweb Testing Schedules were identified in January, and the interverntion groups were updated based off testing results. Data Day is scheduled for Feb. 4th | Developing |

| Action Steps:<br>*What will be done?* | Owner:<br>*Who will do it?* | Timeline:<br>*When will this be accomplished?* | Evidence of the Action:<br>*What does success look like?* | Results:<br>*Share attempts and wins* |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## EOY DISCUSSION: [May]

| 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.<br>Key Discussion Questions:<br>- In what ways do our instructional strategies create rigor in the classroom?<br>- How well does do our metrics measure student performance?<br>- Is student growth and success determined through multiple measures of learning?<br>- What steps might we take to increase the rigor of our classrooms? | No I-Team meetings were scheduled for the remainder of the year, aside from an acceleration meeting for a 3rd Grade student. Reading / Math intervention groups were continued on a daily basis, and the school finished with their Spring Benchmarks (AIMSweb/MAPs) by May 17th | Developing |

# Kenai Peninsula Borough School District
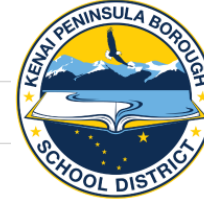
*SMART Goal for Strategy #3*

*Razdolna*

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

| Strategy #3: | Goal-Setting |
|---|---|

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

By May 15th, for the purpose of increased student ownership and reflection on their academic achievement, all students will have self-identified and progress monitored learning goals in their 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, obersvations, comments, etc.* |
|---|---|---|---|---|
| Staff will receive monthly PD in Personalized Learning. This will include mini-workshops, collaboration, and ongoing checks on progress within the area of student goal setting. | Greg Melvin / Michelle Fournier | Ongoing | Weekly Staff Meeting Notes | |
| Principal and PL Liasion will receive ongoing PD support from Ed Elements | Ed Elements | Ongoing (as scheduled) | Participation in Ed Elements LW Reflection Workshops | |
| After receiving professional development, teachers will pick one subject/class to direct each student to self-identify and progress monitor a learning goal | Greg Melvin / Michelle Fournier | December 15, 2018 | Student Learning Goals / Staff Meeting Notes | |

| | | | | |
|---|---|---|---|---|
| After receiving professional development, teachers will pick one subject/class to direct each student to self-identify and progress monitor a second learning goal | Greg Melvin / Michelle Fournier | May 15, 2019 | Student Learning Goals / Staff Meeting Notes<br><br>STARTS Spring Semester | |
| | | | | |

## MID-YEAR DISCUSSION: [January]

| 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<br>Options: Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools<br>Key Discussion Questions:<br>- In what ways are teachers developing expertise in this area?<br>- In what ways are students developing expertise in this area?<br>- What next steps should our school take to better incorporate this Core Four area of focus into our instruction? | On 01/14/19, school staff participated in a local Personalized Learning workshop. The workshop's objective focused on staff developing student goals and reflection ideas for their students (this also include classified with focus on Russian language instruction). | Advancing |

| Action Steps:<br>*What will be done?* | Owner:<br>*Who will do it?* | Timeline:<br>*When will this be accomplished?* | Evidence of the Action:<br>*What does success look like?* | Results:<br>*Share attempts and wins* |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## EOY DISCUSSION: [May]

| 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<br>Key Discussion Questions:<br>- In what ways are teachers developing expertise in this area?<br>- In what ways are students developing expertise in this area?<br>- What next steps should our school take to better incorporate this Core Four area of focus into our instruction? | On 02/06/19, school staff modified the Learning Walks Protocol form to fit the school's needs, and next identified two Learning Walks windows. Both certified & classified will participate in these windows. On 02/28/19, school staff continued work on the LW Observation Templates, and explored Core 4 Continuum Resources online. In April, the staff finished their second round of school Learning Walks.<br><br>The Learning Walks allowed both certified and classified to explore Personalized Learning in the classroom, give peer-to-peer feedback to one another, and report on the development of Personalized Learning in Razdolna School. | Advancing |