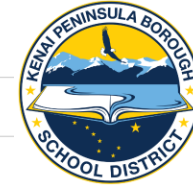






Kenai Peninsula Borough School District

2018-2019 School Development Plan

Tebughna



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: Excellence 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

<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>Tebughna School provides academic rigor that challenges and encourages students by providing community driven curriculum, teacher & student collaborations, personalized learning strategies, and innovative use of technology to enhance instruction. Tebughna is using team teaching, cross-curricular unit planning, and student driven experiential learning activities to create and maintain classroom rigor. K-12 students are assessed using standardized grading rubrics, frequent formative & summative assessment tools (Aimsweb, MAPS, MobyMax) that correlate data to identify opportunities for enrichment and needed interventions. To assist in authentic performance assessments, Tebughna is developing academic improvement plans, personalized learning formats, and digital portfolios for each student. Student success is measured through various measurement tools (standardized testing, performance based activities, and experiential learning that demonstrate academic success). Tebughna school expects academic rigor to increase as we move forward with personalized learning; students and teachers will be able concentrate on individual student needs by increasing student voice in curriculum, available learning opportunities, and assessment choice.</p>	<p style="text-align: center;">Advancing</p>
<p style="text-align: center;">Area of Focus: Relevance</p>	<p style="text-align: center;">Record discussion notes here</p>	<p style="text-align: center;">Select a current ranking for your school in this area</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>Tebughna School is in the process of developing, modeling, and implementing Individual Student Learning Pathways that support Personalized Learning. Both secondary and elementary teachers are teaming to allow for more flexibility in how teachers deliver instruction, provide individual/group experiential learning, and provide authentic assessments and learning activities. Students' Learning Pathways will allow each student to choice assessment formats, provide collaborative & experiential opportunities, and encourage students to increase academic success through choice. Teaching staff in the school can improve on our ability to provide personalized learning through curriculum planning, modeling learning pathways, and providing for a growing sense of ownership by the student body. Our school is promoting healthy lifestyles by providing cultural activities that promote healthy lifestyles. Secondary students will be encouraged to participate in culinary arts and community garden activities as a way of providing nutritional awareness. Our school is also encouraging physical fitness through increased gym time, sports practice times, and development of a small school tournament program to informally compete and interact with students outside of the community. We are working with the site based council to increase parent/community voice and involvement in school activities, as well as collaborating with the Tebughna Foundation to help start at Dena'ina language/cultural arts class.</p>	<p style="text-align: center;">Advancing</p>
<p style="text-align: center;">Area of Focus: Responsive</p>	<p style="text-align: center;">Record discussion notes here</p>	<p style="text-align: center;">Select a current ranking for your school in this area</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>Tebughna is engaging the student body in all aspects of school functioning (curriculum, community engagement, activities, & personalized learning). Our student includes student leadership that acts as a voice for all. Our students will assist in the preparation of food, communication with the community, development and maintenance of extracurricular activities, and promoting positive behaviors. Every student will have the opportunity to engage with teachers one-on-one in the development and implementation of their learning pathways, social-emotional growth, and finding ways to fully participate in the school community. Our instructional staff will model students involvement in learning pathways, provide individual enrichment and interventions, and help students learn how to take ownership of their own authentic learning activities. The secondary and elementary schedules are set up to allow for each student with personalized learning and flexibility to focus on their individual strengths and areas that need improvement. Our staff continues to be in need of professional development in the areas of curriculum development, unit planning, and personalized learning practices. We continue to innovate through technology, personalized learning plans, and alternative means to provide learning opportunities</p>	<p style="text-align: center;">Advancing</p>
<p style="text-align: center;">Area of Focus: Core Four</p>	<p style="text-align: center;">Record discussion notes here</p>	<p style="text-align: center;">Select a current ranking for your school in this area</p>
<p>Core Four Goal: Identify a specific Core Four area of focus</p> <p>Options: Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - 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? 	<p>Tebughna School will initially concentrate on making data driven decisions about instruction. It is our belief that recognizing the need and how to effectively use data will enable the school to design flexible content, target instruction to individual student needs, and guide students in effective reflective practices. Our school is designing standardized rubrics that measure calibrated assessment data for math and writing. Additionally we have a scheduled time each week to analyze data from multiple sources (rubrics, MobyMax, Lexia, and MAPS). Our goal is to provide redundancy in data gathering, in order to ensure validity of information that drives instructional decisions. Students are an integral part of gathering data and recognizing how data provides them with decision making capability. Students are able to view data and self-evaluate, which allows for constructive feedback and calibration between teachers and students. The school's next step is to design a user friendly matrix that correlates redundant data points that results in useable information for instructional decision making.</p>	<p style="text-align: center;">Advancing</p>
<p style="text-align: center;">Step 3: Based on the discussion above, select 3 areas of focus and 3 corresponding strategies for the 2018-19 school-year</p>		
<p style="text-align: center;">Area of Focus #1</p>	<p style="text-align: center;">Area of Focus #2</p>	<p style="text-align: center;">Core Four Area (if working with EE) / Area of Focus #3</p>
<p style="text-align: center;">Relevance: Experience a personalized learning system.</p>	<p style="text-align: center;">Responsive: Be immersed in a high quality instructional environment.</p>	<p style="text-align: center;">Core Four: Data Driven Decisions</p>
<p style="text-align: center;">Strategy #1</p>	<p style="text-align: center;">Strategy #2</p>	<p style="text-align: center;">Strategy #3</p>

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

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

Administration and teachers will work together to analyze data across the spectrum of assessment tools. The school's efforts will be focused on using data to make informed decisions in regards to targeted instruction & interventions, personalized learning & student efficacy, and the promotion of student reflective practices.

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.

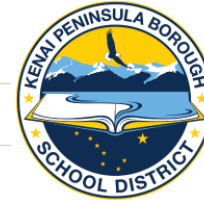
[SMART Goal for Strategy #1](#)

[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
Cour 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
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

Tebughna

Area of Focus #1:

Relevance: Experience a personalized learning system.

Strategy #1:

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

Beginning in the second quarter of the 2018 - 2019 school year, our school will develop a personalized learning pathway format (in collaboration with teachers, students, and site based council members) that provides each student with a systematic formula for determining their individual learning goals, & activities, assessment methods, and enrichment opportunities.

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 indicator of success?</i>	Results: Share results, observations, comments, etc.
Student Learning Pathways format (individualized assessment decisions, learning activities, enrichment opportunities)	Secondary (Michael Allen & James Perzechino); Elementary (Christy Gomez & BettyJane Bryant)	First Quarter (2018 - 2019) School Year	Each student will have a digital artifact that describes summative assessment method, Big Idea(s), Acquisitions), academic standards, and personal learning goals). This learning plan will be completed through collaboration between teacher and student(s), modeled by instructional staff, and recorded in a digital portfolio platform.	Ongoing

Student Learning Pathways Modeling	Secondary (Michael Allen & James Perzechino); Elementary (Christy Gomez & BettyJane Bryant)	First Quarter (2018 - 2019) School Year	Students will be able to develop a Learning Pathway with teacher collaboration	Ongoing
Development of Digital Portfolios	Michael Allen - Principal	First Quarter (2018 - 2019) School Year	Students will be able to store academic artifacts in a digital portfolio by second quarter of the 2018 - 2019 school year	Ongoing

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

MID-YEAR DISCUSSION: 02/06/2019

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?	- Students in the secondary level will be allowed to develop individual daily schedules that reflect the personalized academic needs; Selected students in the secondary level will pilot canvas courses in addition to traditional seat time classes; Healthy lifestyle development continues to be supported by collaboration with the Tyonek Tribal Conservation District and students allowed to participate in credit courses in culinary arts; Social Media, site-based council meetings, and collaboration with the Native Village of Tyonek encourages family and community involvement.	<h1>Advancing</h1>

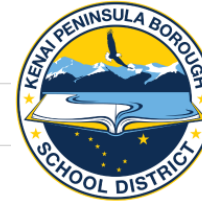
Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like?</i>	Results: <i>Share attempts and wins</i>
Collaborate with other small schools for real time polycom classes	Principal	Initial discussions in 2nd Semester 2018 - 2019 school year	Workable plan developed for integrated polycom classes	Still in development - Action on this is inhibited by resignation of two small school principals

EOY DISCUSSION: 05/09/2019

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>Student's in the secondary level continued working on flexible schedules, online learning platforms, and experiential learning activities in support of personalized learning; The entire school worked with the Tyonek Tribal Conservation District to start seeds, plant, and cultivate fruit and vegetables for the community garden; Tebughna School continued collaboration with the Native Village of Tyonek to leverage cultural learning activities with outside agencies that support the Tyonek Native Corporation.</p>	<p>Advancing</p>
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Kenai Peninsula Borough School District



SMART Goal for Strategy #2

Tebughna

Area of Focus #2:

Responsive: Be immersed in a high quality instructional environment.

Strategy #2:

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

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

During the 2018 - 2019 School year, we will develop a community based curriculum that integrates the academic standards & curriculum required by Alaska and the Kenai Peninsula Borough School District (KPBSD), the needs of the Tyonek Community, and individual learning pathways designed with collaboration between students and teachers. Our curriculum will be built upon the need for students to experience personalized learning, intentional targeted instruction & interventions, collaboration, and project based learning activities.

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 indicator of success?</i>	Results: Share results, observations, comments, etc.
Development of Tebughna School's curriculum outline and constituent units	Michael Allen - Principal; Tebughna Site-based Council; Student Council	First Semester (2018 - 2019) School Year	Curriculum and unit plans will be outlined so that each unit serves the next unit and the whole of the curriculum. Each unit will have a defined Big Idea, Acquisitions (Enduring Understandings), Essential Questions, and standardized lesson plan format.	Ongoing

Completion of curriculum and constituent units that form the Tebughna School Curriculum	Secondary (Michael Allen & James Perzechino); Elementary (Christy Gomez & BettyJane Bryant); Site-based Council; Student Council	End of Year (2018-2019) School Year	Curriculum and unit plans will be outlined so that each unit serves the next unit and the whole of the curriculum. Each unit will have a defined Big Idea, Acquisitions (Enduring Understandings), Essential Questions, and standardized lesson plan format. Constituent Units that make up the curriculum will be complete in regards to addressment of academic standards, incorporation of individual student personalized learning plans, daily/ongoing activities and projects, and assessment tools that provide authenticity for the curriculum.	Ongoing

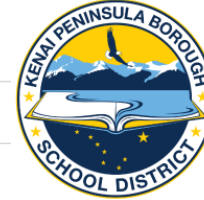
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps

MID-YEAR DISCUSSION: 02/06/2019

Area of Focus		Record Discussion Notes Here		Select a current ranking for your school in this area
<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>We continue to have whole school morning meetings in which teachers and students can interact in a positive, safe environment; Students are able to meet with any staff member individual to discuss in and out of school needs, work independently when needed, and discuss academic needs/successes; Each classroom promotes individualized, personalized learning; MAPS testing, formative, and summative assessments are used to target individual needs and gaps in learning progression; Tebughna continues to look for teaching methods (personalized content, polycom course integration, canvas courses, and vocational skills that meet the needs and desires of students.</p>		<h2>Advancing</h2>
Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like?</i>	Results: <i>Share attempts and wins</i>
Develop a specified advisory time for each student (or small group of students)	Principal	2nd Semester (2018 - 2019) School year	Advisory worksheet that records meetings, successes, and challenges of each student	Lower rate of discipline problems and need for punitive actions

EOY DISCUSSION: 5/9/2019			
Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area	
<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>Tebughna School efforts towards supporting each student is advancing, but needs more planning on how to implement separate advisory times and moving forward with restorative justice programs; Staff members are quickly, but informally responding to student needs, however a more structured approach and documentation is needed; The school intends to expand the use of distance education for secondary students, which should allow for more availability for one-on-one interventions.</p>	<h2 style="margin: 0;">Advancing</h2>	

Kenai Peninsula Borough School District



SMART Goal for Strategy #3

Tebughna

Area of Focus #3: Core Four: Data Driven Decisions

Strategy #3: Administration and teachers will work together to analyze data across the spectrum of assessment tools. The school's efforts will be focused on using data to make informed decisions in regards to targeted instruction & interventions, personalized learning & student efficacy, and the promotion of student reflective practices.

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

Tebughna School will construct and develop the processes for operating a data & information operations center within the school. This operation center will contain all relevant information regarding student achievement, targeted interventions, and shared resources for staff collaboration.

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 indicator of success?</i>	Results: Share results, observations, comments, etc.
Development of a data input system that transmits information to easily usable information for display.	Michael Allen - Principal	First Semester (2018 - 2019) School Year	Relevant student data and Information is up-to-date, displayed, and used to support student growth.	Ongoing
Weekly data analysis using redundant assessment tools (MAPS, Aimsweb, Performance Series, Mobymax)	Secondary (Michael Allen & James Perzechino); Elementary (Christy Gomez & BettyJane Bryant); Site-based Council; Student Council	2018 - 2019 School Year	Artifacts of data; staff sign-in sheet & meetings notes	Ongoing

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

MID-YEAR DISCUSSION: 02/06/2019

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools</p> <p>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?</p>	<p>MAPS, Aims Web, formative, and summative assessments have been used consistently by teachers to develop individual content for students; Teachers have been able to target specific academic needs of students by analyzing data; students are still developing the skill and fluency of understanding data and determining their own academic needs; The school should move in the direction of publishing information vertically to allow the next teacher to quickly assess the academic needs of students.</p>	<h2>Advancing</h2>

Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like?</i>	Results: <i>Share attempts and wins</i>
Develop a Google Document that interprets academic performance data, identifies areas of focus, and tracks student progress year-to-year	Principal	EOY 2018 - 2019 School Year	Publishing of draft format to all school staff	Still in progress

EOY DISCUSSION: 5/9/2019

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools</p> <p>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?</p>	<p>The entire Tebughna staff (including Title VI tutor) have participated in school wide professional development in analyzing data and using data to target instruction; Students have purposely been immersed in viewing and learning how to understand data from assessment tools; The school is still working on a usable tool for seamlessly sharing data within the classroom communities, which is our final step for this area of focus.</p>	<h2>Advancing</h2>