

# Kenai Peninsula Borough School District

## 2018-2019 School Development Plan

### Fireweed Academy



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

<b>Emerging:</b> Not yet addressed or minimal foundation in place at this time; we have <b>significant room for growth</b> to get where we want to be	
<b>Developing:</b> Good foundation in place at this time; still <b>much room for growth</b> to get where we'd like to be	
<b>Advancing:</b> Excellent foundation in place at this time; we have <b>some room for growth</b> to get where we'd like to be	
<b>Sustaining:</b> In fantastic shape right now and just need to sustain what we have; <b>little to no room for growth</b> at this time	

Area of Focus: Rigor	Record discussion notes here	Select a current ranking for your school in this area
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<p><b>Rigor Goal:</b> All students will achieve high levels of academic rigor.</p> <p><b>Key Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>- In what ways do our instructional strategies create rigor in the classroom?</li> <li>- How well does do our metrics measure student performance?</li> <li>- Is student growth and success determined through multiple measures of learning?</li> <li>- What steps might we take to increase the rigor of our classrooms?</li> </ul>	<p>- In what ways do our instructional strategies create rigor in the classroom? Constructivist principles are used. Authentic experiences are offered. Practices are differentiated to provide for multiple avenues of learning.</p> <p>- How well does do our metrics measure student performance? Aimsweb data is used throughout the grade levels, although it is limited.</p> <p>- Formative assessment strategies (work sampling, peer mentoring, etc.)</p> <p>- Is student growth and success determined through multiple measures of learning? Portfolios are used in the lower grades. Informal assessments are used.</p> <p>- Socratic seminar and discussion structures (Kagan) provide understanding.</p> <p>- Focus on all 6 of our learner outcomes allows us build students up.</p> <p>- What steps might we take to increase the rigor of our classrooms? Electronic portfolios in the upper grades. We need to improve our instruction.</p> <p>- We need to investigate methods to increase student awareness and engagement.</p> <p>- We need to teach, train and mentor new staff in the rigorous and high expectations.</p>	Advancing
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Area of Focus: Relevance	Record discussion notes here	Select a current ranking for your school in this area
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<p><b>Relevance Goal:</b> Experience a personalized learning system.</p> <p><b>Key Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>- 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?</li> <li>- How do we help our students to develop healthy lifestyles and make healthy choices?</li> <li>- How can our school better engage families and leverage resources beyond the classroom?</li> </ul>	<p>- In what ways do we create a flexible instructional model that meets the needs and interests of each learner? Rotation stations are utilized. Canvas lessons are used. Hand-on activities.</p> <p>- Lesson planning allows for flexible change of direction when relevant.</p> <p>- How do we help our students to develop healthy lifestyles and make healthy choices? Daily check-ins provide the opportunity to engage students in meaningful learning.</p> <p>- Use of emotional and social problem solving skills, including the use of role-play.</p> <p>- Use of movement times and breaks, brain gym activities and creative thinking.</p> <p>- Theme studies that connect to these topics provide entry points to learning.</p> <p>- How can our school better engage families and leverage resources beyond the classroom? Offer more opportunities for parents to interact with their children.</p> <p>- Encourage and offer diverse opportunities for parents to become partners in learning.</p>	
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Area of Focus: Responsive	Record discussion notes here	Select a current ranking for your school in this area
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<p><b>Responsive Goal:</b> Be immersed in a high quality instructional environment.</p> <p><b>Key Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?</li> <li>- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?</li> <li>- Does our school foster a culture of innovation? What steps might we take to better support such a culture?</li> </ul>	<p>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs? Daily check-ins provide the opportunity to engage students in meaningful learning.</p> <p>- Be aware and sensitive to the needs and challenges of each student.</p> <p>- Seeing students as whole beings: capable and interesting. Helping them to reach their potential.</p> <p>- What instructional strategies are used by our staff to target student needs? Posting and stating learning objectives, generating and testing hypotheses.</p> <p>- Differentiated practice to provide for learning style differences and abilities.</p> <p>- Dynamic cross age groupings, thematic immersion, project based learning.</p> <p>- How can we support our staff to strengthen their instructional practice? Peer observations. Socratic Seminar workshop. Continued Kagan structures.</p> <p>- Mentoring new staff- teachers, aides as well as new APC members.</p>	Advancing
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Area of Focus: Core Four	Record discussion notes here	Select a current ranking for your school in this area
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<p><b>Core Four Goal:</b> Identify a specific Core Four area of focus</p> <p><b>Options:</b> Student Reflection &amp; Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content &amp; Tools</p> <p><b>Key Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>- In what ways are teachers developing expertise in this area?</li> <li>- In what ways are students developing expertise in this area?</li> <li>- What next steps should our school take to better incorporate this Core Four area of focus into our instruction?</li> </ul>		Advancing
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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
Responsive: Be immersed in a high quality instructional environment.	Responsive: Be immersed in a high quality instructional environment.	
Strategy #1	Strategy #2	Strategy #3
Prioritize strong, positive relationships with all students to support their social and emotional needs.	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 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.	<a href="#">Link to KPBSD Strategic Plan</a>
KPI 1	Key Performance Indicators organized by Readiness Factors (College, Career, Life) and type of school. (Grid)	<a href="#">Link to KPI Grid</a>
KPI 2	Key Performance Indicators by type of school.	<a href="#">Link to KPI by School Level</a>
Core Four White Paper	White paper providing detail into core instructional strategies to have a successful personalized classroom	<a href="#">Link to Core Four White Paper</a>
Cour Four Spectrums	Spectrums from the Core Four White Paper to demonstrate the areas in which schools and teachers can grow	<a href="#">Link to Core Four Spectrums</a>
School Design Matrix	Matrix designed to support schools to create a school design at an atomic level	<a href="#">Link to School Design Matrix</a>
Collaborative Learning Framework	Framework developed with DCPS to provide insights into creating successful peer-to-peer, collaborative learning environments	<a href="#">Link to Collaborative Learning Framework</a>
Personalized Learning Core Four Continuum	Core Four framework that gives insights into specific ways to enhance teacher practice	<a href="#">Link to Personalized Learning Core Four Continuum</a>

# Kenai Peninsula Borough School District



## SMART Goal for Strategy #1

### Fireweed Academy

Area of Focus #1: Responsive: Be immersed in a high quality instructional environment.

Strategy #1: 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 the end of 2018-2019, Fireweed Academy will build on and refine the baseline tools established in 2017-2018 prioritize strong, positive relationships with all students to support their social and emotional needs. (Kagan Structures, Kagan Coaching, Zone of Regulation, KPBSD Student Climate and Mindset Survey, APC Review, PBIS). Results will be measured through the KPBSD Student Climate and Mindset Survey results for 2018-2019. There will be a decrease of 4 percentage points in the response "No, not at all" in the survey item "Its is easy to talk to adults at this school about things that are bothering me." There will be a decrease of 3 percentage points in the response "No, not at all" in the survey item "When students see another student being picked on, they try to stop it." There will be a decrease of 3 percentage points in the response "No, I cannot do this easily" in the survey item "How confident are you in your ability to clearly describe your feelings."

#### 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: <i>Share results, observations, comments, etc.</i>
PBIS In-service	PBIS Team	August 16, 2018	100% of Bigfireweed staff will attend.	Completed. Katherine Gustafson joined the PBIS team.
During August In-Service, the staff will review Kagan Structures, and will develop a plan to fully implement the use of Kagan Structures during the first quarter.	All Staff	Fall Semester	100 % of the staff develop their skills in using Kagan structures, and implement these skills to improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. Classroom observation will provide evidence that the staff are using Kagan structures. A reduction in the use of Refocus forms and office referrals.	On-Going. Four tenured staff prepared Kagan focused TEP plans. Full implementation of Kagan structures and coaching opportunities did not get established until the second semester. Coaching sessions were scheduled in February, March and April.
Kagan coaching will be offered to all staff to help refine the use of structures.	Stephanie Zuniga / Todd Hindman	2018-2019	100% of staff will be provided Coaching in Kagan Structures. Coaching Log of sessions.	On-Going. Coaching sessions were scheduled in February, March and April.
Zones of Regulation will be utilized during morning check-ins. Staff and students will be provided Zones of Regulation lessons.	Christine Faber / Staff	2018-2019	Students working on social/emotional skills will practice the skills in Zones of Regulation and apply them to their lives at school, home and in our community.	Zones of Regulation was limited to students with the need to additional social/emotional supports.
Staff will review the results of the Student Climate and Mindset Survey to determine the school's strengths and the areas to focus on for the school year through use of Kagan Structures, Zones of Regulation and community resources (ie Green Dot).	Staff	2018-2019	Effective Kagan structures and Zones of Regulation lessons will support improvements that have been identified in the survey. Outside trainings will be scheduled and conducted.	Kagan coaching was implemented to provide staff with supports to improve their implementation of the structures used to improve academic achievement, student engagement and positive social interactions between students. Representatives from Green Dot indicated that they were not prepared to roll out a program revised for students at the elementary age. Just in the past two weeks, they have contacted Eric Wautenbaugh and myself that they want to implement a program in 2019-2020. Fireweed staff did identify specific indicators in the school climate and readiness survey to focus on for our SDP.

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

MID-YEAR DISCUSSION: [12/03/18]		
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?	Katherine Gustafson joined the PBIS team at BFW/WHE. Kagan structures were reviewed before the beginning of the school year, but a set plan was no formulated. All tenured teachers developed a TEP plan centered on Kagan structures. The timeline for implementation of the Kagan was postponed. Kagan coaching did not occur in the Fall, Stephanie Zuniga is going to go to a second coaching workshop in February. Todd Hindman will provide class coverage to allow classroom visitation in support of Kagan Coaching. Staff at Big Fireweed reviewed the Student Climate and Mindset Survey at the beginning of the school year to identify areas of school climate to focus on.	Advancing

<b>Action Steps:</b> <i>What will be done?</i>	<b>Owner:</b> <i>Who will do it?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <i>What does success look like?</i>	<b>Results:</b> <i>Share attempts and wins</i>
BFW staff will continue their collaboration with WHE for the further development of the PBIS program	Katherine Gustafson Todd Hindman	Spring Semester	Regular attendance at PBIS meetings twice a month.	WHE/BFW have reached the Tier II level for PBIS.
Kagan Coaching Implemented	Stephanie Zuniga Todd Hindman	Spring Semester	Kagan Coaching sessions will be provided to support the staff's implementation of Kagan structures.	Coaching sessions for staff were completed in February, March, and April

**EOY DISCUSSION: [05/06/19]**

<b>Area of Focus</b>	<b>Record Discussion Notes Here</b>	<b>Select a current ranking for your school in this area</b>
<p>Responsive Goal: Be immersed in a high quality instructional environment.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?</li> <li>- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?</li> <li>- Does our school foster a culture of innovation? What steps might we take to better support such a culture?</li> </ul>	<p>BFW and WHE will begin establishing a Tier II PBIS team. Katherine Gustafson will join the Tier II team, while Todd Hindman will remain on the Tier I team. Jon Kulhanek indicated his interest in joining the Tier II team. The staff held several discussion on looking at various social emotion curriculum. Three members attended workshops for Restorative Practices. It was noted that students of BFW joined WHE students for Youth Court afterschool activities, thanks to Becky Paul. The Youth Court participants provided an overview of a Restorative Justice talking circle for BFW and WHE students. Becky Paul and Ingrid Harrald met and discussed Restorative Practices. Ingrid provided Homer Flex's experience with rolling out Restorative Practices. She indicated that she had a grant to help small schools impliment the program. Fireweed staff indicated their interest in developing Restorative Practices as part of its efforts to develop its school climate and culture. Fireweed exceeded its goal to have a decrease of 4 percentage points in the response "No, not at all" in the survey item "Its is easy to talk to adults at this school about things that are bothering me." There was a 10% drop for this goal. Fireweed did not meet its goal to have a decrease of 3 percentage points in the response "No, not at all" in the survey item "When students see another student being picked on, they try to stop it." There was a 5% increase in that response. Fireweed did not meet its goal to have a decrease of 3 percentage points in the response "No, I cannot do this easily" in the survey item "How confident are you in your ability to clealy describe your feelings." There was an 18% increase in that response.</p>	<p>Advancing</p>

# Kenai Peninsula Borough School District



## SMART Goal for Strategy #2

### Fireweed Academy

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

Fireweed Academy will develop a highly reliable and efficient organization through collaboration tools. This collaboration will support 100% commitment to the Mission, Vision and Core Values

#### 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: <i>Share results, observations, comments, etc.</i>
Create and introduce a professional development plan among the staff to strengthen our professional learning community and to share methodology that aligns to the Mission, Vision, and Core Values	Staff	August In-Service 2018	The professional development plan is made.	Four tenured staff members developed their TEP plans center on Kagan Structures. Stephanie organized a shared folder of Kagan resources and catalog all of the resources found at each campus. Stephanie provided Kagan Coaching opportunities in February, March, and April for all staff trained in Kagan Structures.
Mentoring partnerships will be established	Staff	August In-Service 2018	Mentoring partnerships are made.	Jon Kulhanek is co-teaching with Katherine Gustafson. Stephanie Zuniga is co-teaching with Krissy Post. Katie Weber is co-teaching with Maureen Wilkinson and Kim Fine.
Rewired for Work workshop Staff will implement the professional development plan during full staff meetings, inservice days and early release days.	Susie Amundson / Kim	August In-Service 2018	100% of staff attend the workshop.	All but one staff member attended the Rewired for Work workshop.
	Staff	2018-2019	Staff agendas, inservice agendas PLC/Collaboration Work Data collection. worksheet	This was not achieved, but plans were developed and implemented as the school year proceeded.
Socratic Seminar Workshop	Todd Hindman	October 19, 2018	All staff will attend an in-service training on leading Socratic Seminars. Staff will utilize Socratic talks within their classrooms.	Fireweed changed the area of focus for October's in-service. With four new certified teachers, Kiki Abrahamson provided a workshop that focused on Thematic Immersion, Standards-based report cards, and student-led conferences.
Peer Observations	Staff	2018-2019	Staff will participate in peer observations in order to share high-yield instructional strategies. The observations will help establish and/or strengthen current schoolwide instructional strategies that support our mission, vision and core values.	This was not accomplished.

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

### MID-YEAR DISCUSSION: December

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?	Kagan structures were reviewed before the beginning of the school year, but a set plan was no formulated. All tenured teachers developed a TEP plan centered on Kagan structures. The timeline for implementation of the Kagan was postponed. Kagan coaching did not occur in the Fall, Stephanie Zuniga is going to go to a second coaching workshop in February. Todd Hindman will provide class coverage to allow classroom visitation in support of Kagan Coaching. Time was provided for staff to share activities they have used in their classroom in support of the Mission, Vision, and Core Values during full staff meetings. Fall professional development opportunities were successful and provide new staff with knowledge to incorporate the school's Mission, Vision, and Core Values into their daily classroom activities. They also provided another opportunity for veteran and new staff time to collaborate and plan for school-wide activities in support of theme immersion.  Katherine Gustafson joined the PBIS team at BFW/WHE.	<h2>Advancing</h2>
<b>Action Steps:</b> <i>What will be done?</i>	<b>Owner:</b> <i>Who will do it?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>
<b>Evidence of the Action:</b> <i>What does success look like?</i>	<b>Results:</b> <i>Share attempts and wins</i>	

Kagan Coaching Implemented	Stephanie Zuniga Todd Hindman	Spring Semester	Kagan Coaching sessions will be provided to support the staff's implementation of Kagan structures.	Coaching sessions for staff were completed in February, March, and April
<b>EOY DISCUSSION: [05/06/19]</b>				
<b>Area of Focus</b>	<b>Record Discussion Notes Here</b>		<b>Select a current ranking for your school in this area</b>	
<p>Responsive Goal: Be immersed in a high quality instructional environment.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> <li>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?</li> <li>- What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice?</li> <li>- Does our school foster a culture of innovation? What steps might we take to better support such a culture?</li> </ul>	<p>All tenured teachers completed their TEP project to implement the use of Kagan structures on a regular basis. Stephanie Zuniga was able to implement a Kagan Coaching initiative, providing classroom coaching sessions for all staff in February, March, and April. Staff indicated that these coaching sessions have been a positive development to improve their skills and want to see it continue on a monthly basis in the next school year. With potential staff turnover, there may be a need to provide similar staff development activities in support of the school's Mission, Vision, and Core Values in the Fall of 2019.</p>		<p><b>Advancing</b></p>	

# Kenai Peninsula Borough School District



SMART Goal for Strategy #3

Fireweed Academy

Area of Focus #3:

Strategy #3:

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

Step 2: Give detail to the SMART Goal by completing the actions bank below

<b>Action Steps:</b> <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	<b>Owner:</b> <i>Who is responsible for leading or coordinating this action step?</i>	<b>Timeline:</b> <i>When will this be accomplished?</i>	<b>Evidence of the Action:</b> <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>	<b>Results:</b> <i>Share results, observations, comments, etc.</i>

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

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

**EOY DISCUSSION: [Date]**

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area