





# Kenai Peninsula Borough School District

## 2019-2020 School Development Plan

K-Beach



KPBSD Mission Statement	KPBSD Vision Statement	KPBSD Guiding Principles
The mission of the Kenai Peninsula Borough School District is to empower all learners to positively shape their futures.	KPBSD will inspire all learners to pursue their dreams in a rigorous, relevant and responsive environment.	Every KPBSD student will graduate prepared for their future. A strong, positive relationship with all students is the foundation of a quality education in KPBSD. A KPBSD diploma guarantees a student is ready for life, college, and career.
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		 Emerging
<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		 Developing
<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		 Advancing
<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		 Sustaining
Area of Focus: Rigor	Record discussion notes here	Select a current ranking for your school in this area

<b>Rigor Goal:</b> All students will achieve high levels of academic rigor. <b>Key Discussion Questions:</b> <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>		We use well-established assessments, classrooms are using these assessments to drive their instruction. We have well-developed conferencing and data tracking to drive instruction. We will continue to improve by using MAP data.		<b>Advancing</b>	
<b>Area of Focus: Relevance</b> <b>Relevance Goal:</b> Experience a personalized learning system. <b>Key Discussion Questions:</b> <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>		<b>Record discussion notes here</b> We would like to establish social/emotional lessons for students who need it. We will encourage staff to participate in Social/Emotional training. We plan to establish a welcoming environment for families. We will encourage the PTO to have flexible meeting times for diverse families. We plan to improve communication.		Select a current ranking for your school in this area  <b>Developing</b>	
<b>Area of Focus: Responsive</b> <b>Responsive Goal:</b> Be immersed in a high quality instructional environment. <b>Key Discussion Questions:</b> <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>		<b>Record discussion notes here</b> We are a PBIS school with a system for positive behavior. We have established a culture for positive relationships. We would like to see a system like Kelson's Choice for across the board instruction for problem solving. We have a well-established, positive school climate. Staff feel safe to innovate and try new things in their practice.		Select a current ranking for your school in this area  <b>Advancing</b>	
<b>Step 3: Based on the discussion above, select up to 3 areas of focus and 3 corresponding goals for the 2019-20 school-year</b>					
Strategic Plan Area of Focus #1		Strategic Plan Area of Focus #2		Strategic Plan Area of Focus #3/ Core Four Focus	
<b>Rigor:</b> All students will achieve high levels of academic growth.		<b>Responsive:</b> Be immersed in a high quality instructional environment.		<b>Rigor:</b> All students will achieve high levels of academic growth.	
Goal #1		Goal #2		Goal #3	
Student growth and success will be determined through multiple measures of learning.		Prioritize strong, positive relationships with all students to support their social and emotional needs.		Student growth and success will be determined through multiple measures of learning.	
<b>Step 4: Complete a SMART Goal Sheet for each goal listed above by either clicking on the link below or the corresponding goal tab below. Also, for your reference, see the additional resources below that can be used to support your School Development Plan.</b>					
<a href="#">SMART Goal Sheet for Goal #1</a>					

## SMART Goal Sheet for Goal #2

### SMART Goal Sheet for Goal #3

Additional Resources	Description	Link
KPBSD Strategic Plan 2017-2022	The 5-year Strategic Plan as adopted by the school board.	<a href="#">Link to KPBSD Strategic Plan</a>
Key Performance Indicators	KPBSD Key Performance Indicators (KPI's)	<a href="#">Link to KPI's</a>
Cour Four Look Fors	Key Points to look for when conducting a Learning Walk, including questions to ask students	<a href="#">Core Four Look Fors</a>
Core Four Continuum	Continuum Rubric based on the Core Four. Can be used by teams and teachers as a resource for advancing and growing Personalized Learning practices	<a href="#">Core Four Continuums</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>
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>



# Kenai Peninsula Borough School District

## 2019-20 SMART Goal Sheet for Goal #1

### K-Beach



Area of Focus #1:

Rigor: All students will achieve high levels of academic growth.

Goal #1:

Student growth and success will be determined through multiple measures of learning.

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

By May of 2020, third through sixth grade students will make annual growth in math as measured by the MAP assessment.

Step 2: Give detail to the SMART Goal by completing the action steps 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>
Staff will be retained on how to administer the MAP.	MAP Team/Theresa Salzetti	August/September	Training complete	August 14, 2019 - Grade level meetings with Salzetti
Students will participate by taking the MAP assessments during the fall, winter, and spring benchmarking periods	Teachers and students	Fall, winter, and spring benchmarking periods	Test will be completed by all students	September 4, 2019 - Staff meeting to communicate with staff assessments for the school year and how to administer
Staff will be trained on how to use the reports generated by MAP.	MAP Team/Theresa Salzetti	August/September	Training complete	Presentation by Theresa Salzetti on October 18, 2019 - October <ul style="list-style-type: none"> <li>MAP Data In-service Agenda</li> <li>Interpreting student data</li> <li>Percentile goals for each grade level</li> <li>Personalized Learning – Creating instructional groups based on student data and need</li> <li>Printing reports</li> <li>Explanation of tests</li> <li>General questions or ideas</li> </ul>

Staff will be trained on how to link MAP RIT scores to IXL	Janae Van Slyke, Elizabeth Kyanime	October	Training complete	Presentation by Cindy McKibben on October 16, 2019 - MAP reports and personalizing learning using IXL and Kahn Academy
Data teams will reflect on the reports	Teachers	Fall, winter, and spring benchmarking periods	Teachers will provide targeted instruction based on the results	September 16, 2019 - Data team grade level meetings; January 6, 2020 - Data team grade level meetings

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

### MID-YEAR DISCUSSION: 1/20/20

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?		Teachers create instructional groups based on data and student needs; this create rigor and personalized learning in the classroom. Teachers use classroom and curriculum assessments to measure learning in multiple ways. We can increase rigor in our classrooms by continuing to participate in learning walks. We will also continue our focus on personalized learning during our inservice days and staff professional development opportunities.			Developing
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>	
Students will participate by taking the MAP assessments during the fall, winter, and spring benchmarking periods	Teachers and students	Fall, winter, and spring benchmarking periods	Test will be completed by all students	Grades 3-6 students took the tests successfully	
Using Data Driven Decisions, Flexible Tools and Content, and Data Driven Decisions	Mrs. Baker, Mrs. Dolphin	January 6, 2020	Training complete	Teachers enjoyed the choice sessions mixed with required sessions; each session focused on a Core Four area	
Using Student Data for Student Reflection and Ownership	Amanda Adams	January 15, 2020	Training complete	Virtual session was successful, would have been more effective if it was in-person	
STEM Kit Presentation by CAP	Janae Van Slyke, Elizabeth Kyanime	February 19, 2020	Training complete		
EOY DISCUSSION: [Insert Date]					
Area of Focus		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"> <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>		
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# Kenai Peninsula Borough School District

## 2019-20 SMART Goal Sheet for Goal #2

### K-Beach



Area of Focus #2:

Responsive: Be immersed in a high quality instructional environment.

Goal #2:

Prioritize strong, positive relationships with all students to support their social and emotional needs.

Step 1: Write a SMART Goal in the space provided below for Goal #2

By June 1st, 2020, we will decrease the number of office discipline referrals from the 2017-2018 school year by ten percent as evidenced by the discipline dashboard in PowerSchool.

Step 2: Give detail to the SMART Goal by completing the action steps 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>
Establish a baseline for all office discipline referrals	Administration, teachers, aides, bus personnel	August 2017-May 2020	The data entered into Powerschool	414 ODR for school year 2017-2018
Quarterly school-wide celebrations will occur to reinforce positive behavior that aligns with school-wide expectations	All staff	August 2019-May 2020	Celebration meter in hall and celebrations	First Quarter: Fun Fest; Second Quarter: Minute to Win it; Third Quarter: Root Beer Floats/Smoothies; Fourth Quarter: Orca Theater
Implement strategies to decrease office referrals through increasing the positive reinforcement and explicit instruction of expected behaviors.	All staff	August 2019-May 2020	Staff will use PBIS videos and lessons	Quarterly review PBIS lessons and videos
Data reviews will occur quarterly	Administration and PBIS team	August 2019-May 2020	Agendas during inservice and staff meetings	Powerschool Data has been shared at staff meetings: October 2, 2019; November 6, 2019; December 4, 2019
Provide staff with training and resources to decrease office referrals and improve classroom management	Administration, school psychologist, and teachers	Fall	Inservice agenda	PBIS team presented a new "Office Managed v. Classroom Managed" behavior flowchart at a August 2019 inservice

Intervention team will address students with behaviors that require tier II or tier III support.	I-Team	August 2019-May 2020	Record of student intervention in PowerSchool	I-team meets one to two times a month on Tuesdays to discuss new referrals and possible interventions
Student ownership of school behavior expectations through implementation of student leadership. These students will act as leaders for promoting and maintaining positive behavior schoolwide.	PBIS team, teachers, and students	August 2019-May 2020	Student volunteers	Weekly meetings on Thursdays at 8:00am

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

### MID-YEAR DISCUSSION: 01/20/20

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area		
<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>Current ODR: 232; Total for 2017-2018 school year: 414; Our goal is to end the school year at 373. The current reality is that we have approximately 50 additional students enrolled compared to the 2017-2018 school year.</p>	<p><b>Advancing</b></p>		
<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>
Establish a baseline for all office discipline referrals	Administration, teachers, aides, bus personnel	August 2017-May 2020	The data entered into Powerschool	There are currently 232 ODR (1/14/20). This is slightly more than 50% of the total ODR for 2017-2018 school year. We are on track to surpass the number of ODR for 2017-2018 school year, however we have approximately 50 more students enrolled.
Quarterly school-wide celebrations will occur to reinforce positive behavior that aligns with school-wide expectations	All staff	August 2019-May 2020	Celebration meter in hall and celebrations	The celebration meter hasn't been used as often this year. The PBIS team will be discussing alternate ways of tracking our PBIS data at our February 2020 meeting. We have had two quarterly celebrations so far: Fun Fest and Minute to Win It.
Implement strategies to decrease office referrals through increasing the positive reinforcement and explicit instruction of expected behaviors.	All staff	August 2019-May 2020	Staff will use PBIS videos and lessons	Staff has been teaching expectations after long breaks
Data reviews will occur quarterly	Administration and PBIS team	August 2019-May 2020	Inservic agenda	ODR data is shared at staff meetings: numbers, grades, locations, consequences
Provide staff with training and resources to decrease office referrals and improve classroom management	Administration, school psychologist, and teachers	Fall	Inservic agenda	Most staff is using the "Office Managed v. Classroom Managed" behavior flowchart to determine how infractions should be handled. Further discussion may be needed.

Intervention team will address students with behaviors that require tier II or tier III support.	I-Team	August 2019-May 2020	Record of student intervention in PowerSchool	Several students participate in a CICO with AP, one student does I:1 social skills with AP, several students received Tier III support and qualified for special education using our RTI process
KenaiZe will be working in our building to provide support services for eligible students.	Janae Van Slyke, Elizabeth Kyamme	January - May 2020	Meeting notes and behavior data	Scheduled to begin 1/27/20
Student ownership of school behavior expectations through implementation of student leadership. These students will act as leaders for promoting and maintaining positive behavior schoolwide.	PBIS team, teachers, and students	August 2019-May 2020	Student volunteers	Leadership students meet weekly with sixth grade teachers; some students help younger students daily in the lunchroom; some students help primary students on the playground
EOY DISCUSSION: [ Insert 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?				



# Kenai Peninsula Borough School District

## 2019-20 SMART Goal Sheet for Goal #3

### K-Beach



Area of Focus #3:

Rigor: All students will achieve high levels of academic growth.

Goal #3:

Student growth and success will be determined through multiple measures of learning.

Step 1: Write a SMART Goal in the space provided below for Goal #3

By May of 2020, first and second grade students will make annual growth in on Aims ORF assessment. By May of 2020, kindergarten students will make annual growth in on Aims LSF assessment.

Step 2: Give detail to the SMART Goal by completing the action steps 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 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>
Staff will be retained on how to administer the Aims ORF and LSF. Students will participate by taking the Aims ORF and LSF assessments during the fall, winter, and spring benchmarking periods.	Theresa Salzeiti	August-September Fall, winter, and spring benchmarking periods	Training complete Test will be completed by all students	August 14, 2019 - Grade level meetings with Salzeiti
Teachers will be provided training and support for progress monitoring.	Theresa Salzeiti	August-September	Training complete	September 4, 2019 - Staff meeting to communicate with staff assessments for the school year and how to administer September 18, 2019 and October 16, 2019 October AIMS Web Data In-service Agenda <ul style="list-style-type: none"> <li>Interpreting student data</li> <li>Percentile goals for each grade level</li> <li>Personalized Learning—Creating instructional groups based on student data and need</li> <li>Printing reports</li> <li>Explanation of tests</li> <li>General questions or ideas</li> </ul>
Teachers will meet to share current PL strategies and practices via EdCamps.	Elizabeth K'ammie	October	EdCamps complete	October 16, 2019
PLC teams will reflect on the data to implement personalized learning plans.	Teachers	Fall, winter, and spring benchmarking periods	Teachers will provide targeted instruction based on the results	Monthly PLC meetings

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

### MID-YEAR DISCUSSION: 1/20/20

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?		Teachers create instructional groups based on data and student needs; this create rigor and personalized learning in the classroom. Teachers use classroom and curriculum assessments to measure learning in multiple ways. We can increase rigor in our classrooms by continuing to participate in learning walks. We will also continue our focus on personalized learning during our inservice days and staff professional development opportunities.		Developing
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>	
Using Data Driven Decisions, Flexible Tools and Content, and Data Driven Decisions	Mrs. Baker, Mrs. Dolphin	January 6, 2020	Training complete	
Using Student Data for Student Reflection and Ownership	Amanda Adams	January 15, 2020	Training complete	
EOY DISCUSSION: [Insert 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?				