

Kenai Peninsula Borough School District

2019-2020 School Development Plan

Razdolna School



| KPBSD Mission Statement | KPBSD Vision Statement | KPBSD Guiding Principles |
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| 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

Emerging: Not yet addressed or minimal foundation in place at this time; we have **significant room for growth** to get where we want to be



Emerging

Developing: Good foundation in place at this time; still **much room for growth** to get where we'd like to be



Developing

Advancing: Excellent foundation in place at this time; we have **some room for growth** to get where we'd like to be



Advancing

Sustaining: In fantastic shape right now and just need to sustain what we have; **little to no room for growth** at this time



Sustaining

| Area of Focus: Rigor | Record discussion notes here | Select a current ranking for your school in this area |
|--|--|---|
| Rigor Goal: All students will achieve high levels of academic rigor. Key Discussion Questions: <ul style="list-style-type: none"> - In what ways do our instructional strategies create rigor in the classroom? - How well does 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? | <ul style="list-style-type: none"> - Holding students accountable - Classroom systems: economy, behavior charts -Deadlines - Consistent immediate feedback - Writing - IXL: showing targeted instructions -Clear Expectations: I can statements - Student portfolios - Highlights, writing samples | 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. Key Discussion Questions: <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? | <ul style="list-style-type: none"> - Highschool/ Middle School: Project based learning - Village specific instruction: geometry relating to how to construct a house, angles to building -Broad standard: inquiry based, then become daily objectives, ex.) 15 minutes to create a waterproof shelter - Public displayable - Improve money management (highly relevant) - Choices: look different at different levels -Family engagement: prizes, food, Russian plays, math festivals, students awards, poetry readings - How do we get more parent engagement? | Developing |
| 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. Key Discussion Questions: <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? | <ul style="list-style-type: none"> -7 to 1 positive to negative - Rules posted and explained - Practice behaviors and showing examples - Teaching social skills - Teaching growth mindsets - Students know expectations - Targeted instruction (data driven, student goals, feedback and reflection, meeting students where they are at) - Read alouds and lessons- social emotional - Professional development? Each staff member goes to one or two a year and shares out - Getting to know the students interest: rapport - Knowing who to contact if student is having a bad day (older siblings) - Collaborative lesson planning, resource share out - Outdoor, building projects, engineering stations, harvest fair, outdoor classroom | Advancing |

Step 3: Based on the discussion above, select up to 3 areas of focus and 3 corresponding goals for the 2019-20 school-year

| Strategic Plan Area of Focus #1 | Strategic Plan Area of Focus #2 | Strategic Plan Area of Focus #3/Core Four Focus |
|--|---------------------------------|---|
| Responsive: Be immersed in a high quality instructional environment. | | Core Four: Student Reflection & Ownership |
| Goal #1 | Goal #2 | Goal #3 |

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

Student Reflection & Ownership

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.

[SMART Goal Sheet for Goal #1](#)

[SMART Goal Sheet for Goal #2](#)

[SMART Goal Sheet for Goal #3](#)

| Additional Resources | Description | Link |
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| KPBSD Strategic Plan 2017-2022 | The 5-year Strategic Plan as adopted by the school board. | Link to KPBSD Strategic Plan |
| Key Performance Indicators | KPBSD Key Performance Indicators (KPI's) | Link to KPI's |
| | | |
| Cour Four Look Fors | Key Points to look for when conducting a Learning Walk, including questions to ask students | Core Four Look Fors |
| 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 | Core Four Continuums |
| Core Four White Paper | White paper providing detail into core instructional strategies to have a successful personalized classroom | Link to Core Four White Paper |
| 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 |
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Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #1

Razdolna School



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

Goal #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 Goal #1

By the end of the FY20 school year, Razdolna School will recognize students for their achievement in academics, attendance, and attitude schedule in three school recognition events.

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 participate in monthly "Student Recognition" collaboration sessions | Administration & Staff (cert/class) | End of FY20 school year | Google Sheets documentation | School now recognizes students weekly (occasionally bi-weekly) for each Habits of Mind theme |
| Parents will be notified of upcoming student recognition events, and how they may assist in such events | Administration & Staff (cert/class) | 2-3 weeks prior to each student recognition event | Newsletters, flyers | Parents were notified of end-of-semester school-wide event in which students were recognized for behavior, academics, and attendance achievements |
| Staff will identify specific student achievements in the 3 areas: academics, attendance, attitude | Administration & Staff (cert/class) | Ongoing throughout FY20 school year | Google Sheets documentation | Towards the end of the December school session, all students were recognized for achievement in the 3 areas: academics, attendance, and attitude (behavior). The school plans to repeat the event towards the end of the Spring Semester |
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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 |
|---|---|---|
| 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? | - Razdolna School has started weekly/bi-weekly instruction in the 16 Habits of Mind themes. Students are recognized for achievements in each theme. - Razdolna School has started semester student recognition events, and will plan towards quarterly recognition events, with focus in the areas of academics, behavior, attendance - Razdolna School has started a schoolwide ticket reward system in which students earn tickets for various recognitions (academics/behavior areas). These tickets count toward school-wide rewards, such as a "Popcorn Day" or "Spring Carnival" - Teachers model & provide class instruction in Habits of Mind themes - In early Fall 2019, the school expressed a desire to the district office to become a PBIS school | Advancing |

| 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> |
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EOY DISCUSSION: [Insert Date]

| Area of Focus | Record Discussion Notes Here | Select a current ranking for your school in this area |
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| <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? | | |
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Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #3

Razdolna School



| Area of Focus #3: | | Core Four: Student Reflection & Ownership | | |
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| Goal #3: | | Student Reflection & Ownership | | |
| Step 1: Write a SMART Goal in the space provided below for Goal #3 By the end of the FY20 school year, each classroom will have incorporated a system by which students self-assess their mastery of a Learning Goal, and can support such assessment to their teacher | | | | |
| 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> |
| Provide inservice on class learning goals and self-rating systems | Administration | End of FY20 school year; ongoing | Google Sheets Documentation | We've had multiple days of PL inservice on Student Self-Reflection and Goal Setting. The recent Jan. 20th in-service addressed SMART Goals and self-rating systems. By the end of the inservice, staff had to identify highlights in their exploration/collaboration of resources, and discuss how they can use what they've learned in their instruction. |
| Provide professional development over SMART Goals | Administration & PL Champ | End of FY20 school year; ongoing | Google Sheets Documentation | The recent Jan. 20th in-service addressed SMART Goals and self-rating systems. By the end of the inservice, staff had to identify highlights in their exploration/collaboration of resources, and discuss how they can use what they've learned in their instruction. |
| US PL-based strategies for incorporating student reflection strategies in the classroom | Administration & PL Champ | End of FY20 school year; ongoing | Google Sheets Documentation | We've had multiple days of PL inservice on Student Self-Reflection and Goal Setting. The recent Jan. 20th in-service addressed SMART Goals and self-rating systems. By the end of the inservice, staff had to identify highlights in their exploration/collaboration of resources, and discuss how they can use what they've learned in their instruction. |
| 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 | |
| | - Classroom teachers and support staff are actively seeking methods by which they can incorporate goal setting and self-rating strategies within their regular instruction. This includes Russian Language instruction supported by our Russian Teacher and Russian support staff. - Classroom teachers and support staff receive ongoing professional development in self-reflection and goal setting strategies, including learning scales, SMART goals, and self-assessment strategies. - Staff are actively seeking ways by which to involve parents in daily instruction. One example is small group work in learning stations. | | <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> |
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| EOY DISCUSSION: [Insert Date] | | | | |
| Area of Focus | Record Discussion Notes Here | | Select a current ranking for your school in this area | |

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