





Kenai Peninsula Borough School District

2019-2020 School Development Plan

Nanwalek School



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			
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: - 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?	Student performance is measured using classroom formal and informal assessments, AimsWeb and MAP Benchmark Data. We will increase rigor by holding students to a higher expectation and used targeted instruction to help students maximize achievement. Need to increase the amount of work that gets done when students are on trips -- whether with family or sports. Big gaps exist during those times, even if teachers send work.	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: - 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?	Use MAP Data to create instructional groups. Encourage students to eat healthier and drink more water and use the Great Body Works curriculum. We can engage families by having family nights and encourage the families to help student attendance and homework completion.	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: - 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?	We provide adult mentors for students as needed for social and emotional issues. Incorporate Growth Mindset into the curriculum. Utilizing student assessments and benchmarks we can continue to personalize their individual learning. We use Study Island as intervention resource. We can bring in more PD on PL and other resources to strengthen instructional practices.	Developing
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
Rigor: All students will achieve high levels of academic growth.	Relevance: Experience a personalized learning system.	Core Four: Data Driven Decisions
Goal #1	Goal #2	Goal #3
Student growth and success will be determined through multiple measures of learning.	Students will experience varied instructional strategies that target individual strengths and interests of each learner.	Teachers will use data from informal/formal assessments and benchmark data from either AimsWeb or MAP testing to set up groups and guide instruction.
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
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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2019-20 SMART Goal Sheet for Goal #1

Nanwalek School



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 2020, we will increase the percent of grades 3-10 students reading at the 25%ile or above as measured on the Spring 19 MAP benchmark from 39% of students to 50% of students.				
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>
Use AimsWeb or MAP Benchmark data to measure growth	Michael Crain	Fall, Winter, Spring Benchmark Tests	Monitor AimsWeb and MAP benchmark tests for students that are at or below the 25% ile.	Increase from Fall to Winter MAP bench mark was from 35% to 37% at the 25% or higher. Due to Covid-19 we were unable to assess students on the Spring Benchmark Testing.
Use technology to increase fluency in all students below the 25th%ile	ELA teachers grades 2-8	Weekly	Teacher choice of Lexia, iTalk, or other program	All students K-5 were enrolled and using Lexia. All students 6-12 have PowerUp accounts but were unable begin working due to Covid-19.
Student academic achievement will increase with increased attendance. Last years attendance was 88%. This year's goal is to increase attendance to 92%	Michael Crain / Ann Evans / Attendance Tracker	Daily	Attendance in Power School, academics will increase via MAP scores and PEAKS. Will hire a Success Advocate to help track attendance.	Attendance as of 5/5/20 is at 87%. Due to Covid-19 Spring MAP and PEAKS tests were not given.
Offer after school reading programs	Misty Crain	Weekly	Sign-in sheet/schedule	Due to Covid-19 we were unable to get scores from Spring Benchmark and PEAKS testing
SFA and Journeys will be followed with fidelity in grades K-5	James Reinseth and Debra Cross	Daily	Lesson Plans and Principal Observations	Due to Covid-19 we were unable to get scores from Spring Benchmark and PEAKS testing

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

MID-YEAR DISCUSSION: [January 27, 2020]

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"> - 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>Academics are improving per MAP and AimsWeb Scores. On the Fall MAP Reading Test only 34% were at the 25% or higher. On the Winter MAP Reading Test we had 37% at the 25% or higher mark. Attendance to date is at 83.4%.</p>	<p>Developing</p>

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>
Weekly Interventions	Classroom teacher/ Intervention Teacher	Weekly	Individual growth on MAP Scores	Students have shown growth on their reading scores.
Battle of the Books	Megan Cross	Weekly	Student Reading Comprehension will improve along with increasing reading in general.	Student individual reading scores grades 3-5 increased from 35% above the 24%ile to 56% above the 24%ile as measured on the Winter MAP benchmark test.
Family Reading Nights	Teachers	Monthly	Parent engagement with student with reading as a main focus.	Increase in students reading not only at school but at home.
Iditaread Program	Misty Crain	February/March	Students utilize reading logs.	Increase in student reading and parent involvement in student reading.
Library open twice a week	Misty Crain	Semi-Weekly	Students reading more books.	Increase in student reading for pleasure instead of reading for an assignment.

EOY DISCUSSION: [5/4/2020]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<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>Some improvement was shown from Fall to Winter Benchmark Testing. First year with Journeys and also will be transitioning to F&P for the 20/21 SY. Was unable to get final results from Spring Benchmark and PEAKS testing due to Covid-19.</p>	<p>Developing</p>
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2019-20 SMART Goal Sheet for Goal #2

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Area of Focus #2:		Relevance: Experience a personalized learning system.		
Goal #2:		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 Goal #2				
By May 2020, we will increase the percent of grades 3-10 students math scoring at the 25th%ile or higher (average and above) from 31% of students to 40% of students as measured by MAP data.				
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>
Collect MAP Data from Sept Benchmark Testing	Michael Crain	After Sept Benchmark Testing	We will run MAP Reports to check to see if students increased from Spring Benchmark Test. We will see how many are at the 25%ile or greater.	38% of students were at 25%ile or higher on Fall benchmark test.
Collect MAP Data from Jan Benchmark Testing	Michael Crain	After January Benchmark Testing	We will run MAP Reports to check to see if students increased from Spring Benchmark Test. We will see how many are at the 25%ile or greater.	39% of students were at the 25%ile or higher on the Winter benchmark test.

Collect MAP Data from April Benchmark Testing	Michael Crain	After April Benchmark Testing	We will run MAP Reports to check to see if students increased from Spring Benchmark Test. We will see how many are at the 25%ile or greater.	Spring benchmark test was canceled due to Covid-19, no results.
Create individualized lessons based on student data from the MAP Benchmark Test.	Classroom Teachers	After each benchmark test.	PL will be taking place in the classroom. Individual lessons will be created according to how they scored on the MAP Benchmark Test. Will also input MAP Scores into Study Island that will create personalized lessons at their current level based on their RIT score from the MAP Test.	After each benchmark test Teachers grouped students according to benchmark and classroom data. RIT scores were entered into Study Island to build personalized learning paths for each individual student as an intervention.
Student academic achievement will increase with increased attendance. Last years attendance was 88%. This year's goal is to increase attendance to 92%	Michael Crain / Ann Evans / Attendance Tracker	Attendance in Power School, academics will increase via MAP scores and PEAKS. Will hire a Success Advocate to help track attendance.	Attendance Tracker will help get students to school and keep track of data. With students present MAP Scores should increase and more students be above the 25%ile.	Attendance as of 5/5/20 is at 87%. Due to Covid-19 Spring MAP and PEAKS tests were not given.

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

MID-YEAR DISCUSSION: [January 27, 2020]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<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>Academics are improving per MAP and AimsWeb Scores. On the Fall MAP Math Test only 38% were at the 25% or higher. On the Winter MAP Math Test we had 39% at the 25% or higher mark. Attendance to date is at 83.4%.</p>	<p>Developing</p>

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>
Daily/Weekly Interventions	Teachers/Intervention Teacher	Daily/Weekly	Increased individual growth in math on the MAP benchmark test.	Students have shown growth on their Math Scores.
Family Math Nights	Teachers	Monthly	Parent engagement with student with Math as a main focus.	Increase student math achievement and growth. As well as increase parent support in homework completion.

EOY DISCUSSION: [May 4, 2020]				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	
<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>Some improvement was shown from Fall to Winter Benchmark Testing. Was unable to get final results from Spring Benchmark and PEAKS testing due to Covid-19.</p>		<p>Developing</p>	

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2019-20 SMART Goal Sheet for Goal #3

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Area of Focus #3:		Core Four: Data Driven Decisions		
Goal #3:		Teachers will use data from informal/formal assessments and benchmark data from either AimsWeb or MAP testing to set up groups and guide instruction.		
Step 1: Write a SMART Goal in the space provided below for Goal #3				
Student math and ELA instructional groups will be organized based on MAP Data after each benchmark 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>
Review creating MAP Reports	Misty Crain and Debra Cross	After each benchmark test.	Print and review reports to individualize learning for each student.	Reports were made for each teacher to review after the Fall and Winter benchmark test.
Each teacher will bring their MAP data to the meeting to create groupings	All Teachers	After each benchmark test.	Groups will be made to help support learning in the classroom and to continue with PL.	After the Fall and Winter MAP benchmark tests each teacher printed student results and used these results to help group students accordingly.
Teachers will use MAP Data to target instruction	All Teachers	After each benchmark test.	Using data from the benchmark test teachers will target their instruction to help provide individual support to students who are below the 25%ile.	Each teacher used their data to formulate groups and individualized learning plans for their classes.

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

MID-YEAR DISCUSSION: [January 27, 2020]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Core Four Area of Focus: Data Driven Descisions	As a staff we have collected Data from two MAP testing sessions. We have been looking at this data to identify areas of strenthgs and weaknesses to help individualize learning in the classroom. We continue the Vertical Planning Process to collaborate and guide curriculum decisions.	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>
Data Meeting	Staff	Jan and Feb ER Day	Students will acheive growth on Spring MAP Benchmark Test	Continued growth is shown amongst most students in math, ELA, and reading on the MAP benchmark test.
Vertical Planning in Staff Meetings	Staff	On going and during Jan and Feb ER Day	Reveiw/Modify critical objectives for standards. Identified standards that have been covered and which ones that still need to be covered	Continued growth in MAP scores.

EOY DISCUSSION: [May 4, 2020]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Data Driven Descisions	After each benchmark assessment (Fall and Winter) teachers were able to look at their data and make adjustments within their lessons and grouping to help students grow academically. However, due to Covid-19 we were unable to assess the final Spring Benchmark test and the PEAKS test.	Emerging