





KPBSD Mission Statement	KPBSD Vision Statement	KPBSD Guiding Principles
The mission of the Kymai 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.
<p>Step 1: Using the questions below, discuss each of the key areas related to KPBSD's strategic plan.</p> <p>Step 2: Based on your discussion, use the Harvey Ball® below to make a current selection for each area.</p>		
<p>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</p>		 Emerging
<p>Developing: Good foundation in place at this time; still much room for growth to get where we'd like to be</p>		 Developing
<p>Advancing: Excellent foundation in place at this time; we have some room for growth to get where we'd like to be</p>		 Advancing
<p>Sustaining: In fantastic shape right now and just need to sustain what we have; little to no room for growth at this time</p>		 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 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>Chapman's RtI and Intervention/Enrichment Systems identify current student performance and develop scheduled, targeted interventions overseen by certified staff members with paraprofessional support. Student academic performance is monitored with progress monitoring formally addressed at a minimum of once every eight weeks. Staff align the use of core instructional materials and utilize District approved instructional, intervention, or enrichment materials in all instructional settings. Current Metric systems utilized include PEAKS (Summative), MAPS (Formative), AIMSweb (Progress Monitoring) STAR Assessments (Reading/Math Progress & Formative). Metrics are standards based and norm-referenced against national norms. Metrics accurately depict student performance on the assessment(s) and may provide valuable indicators of current student academic performance, need(s), growth, and preferred instructional styles. School-wide focus on professional development in the areas of classroom management, curriculum alignment and integration, and the use of systematic (common) formative and summative assessments will help to establish, maintain, and improve classroom environments, fidelity in instruction, and meaningful use of assessments to drive instruction. These practices represent best-practices for School Development.</p>	<p>Advancing</p>
Area of Focus: Relevance	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>A systematic RtI system (see above) addresses the academic needs and growth of students. We do need to address the social-emotional needs of our students and begin to see those as a matter of intervention focus. We invite students to participate in a variety of extra-curricular activities provide music and physical education courses as well as a personalized intervention process for all students. We educate and nurture a culture of character and high expectations for behavior, sportsmanship, academic effort and social justice. We hope to engage families in parent-outreach and educational activities and utilize a variety of social media and communication systems to reach out to parents with updates and information. We could utilize the partnership of area businesses to collaborate on providing place-based educational experiences for our students.</p>	<p>Developing</p>
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 practices?

- Does our school foster a culture of innovation? What steps might we take to better support such a culture?

Staff are informed of the standards of Effective Instruction and the tools employed by the District for Staff Evaluative and Development Systems. Staff are aware of the expectations for staff to develop and submit formative lesson plans on a weekly basis. Staff collaborate to address shared classroom, curricular and professional challenges and respond to school-wide and classroom challenges/needs in timely fashions. Staff and administration are responsive to parents and community input and provide timely and appropriate responses to questions or concerns. This responsiveness to our professional duties and standards creates and reinforces a high-quality instructional environment. We inform and develop staff understanding and implementation of the Core Four Personalized Learning Practices throughout our school. We can foster a professional learning environment that promotes staff development from within and incorporates collaborative input from District and recognized experts within the field.

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.	Responsive: Be immersed in a high quality instructional environment.	Relevance: Experience a personalized learning system.
Goal #1	Goal #2	Goal #3
Student growth and success will be determined through multiple measures of learning.	Professional learning is embedded and ongoing, resulting in continuous growth and innovation.	Students will learn in a flexible instructional model that is fluid and developmentally appropriate for all

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
Core 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 Continuum
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

2019-20 SMART Goal Sheet for Goal #1 Chapman



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

After reviewing data, all students below district average will increase to district average over the course of this academic calendar year (2019-20) on the PEAKS Assessment. Students below the District's 25th Percentile in Reading / LA, and Math on the PEAKS Assessment will receive targeted instructional interventions to achieve 1% growth quarterly.

Step 2: Give detail to the SMART Goal by completing the action steps below

Action Steps: What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	Owner: Who is responsible for leading or coordinating this action step?	Timeline: When will this be accomplished?	Evidence of the Action: What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?	Results: Share results, observations, comments, etc.
On-going Intervention/Progress Monitoring of students identified as needing Tier II/III academic interventions.	Chapman I-Team /Chapman Administration/Chap man School Teachers/Staff	On-going progress monitoring and program adjustments based on data will continue through the end of the school year, May 2020.	Success will be indicated when all students not meeting the District average on benchmark assessments (MAP, PEAKS, AIMSweb, etc.) will improve to a minimum of District averages in core content areas or surpass District averages by 20% if already testing above the District average. Students below the 25% will demonstrate 1% growth per academic quarter.	Chapman School provided baseline MAP Assessments to 100% of the student population in Math, Reading and Language Arts by August 31st, 2019. Baseline data will be used to assess program effectiveness and student responses to intervention over the course of the school year.

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

MID-YEAR DISCUSSION: [Wednesday, January 15, 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 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>We are seeing great success in our targeted-intervention programs in the early-primary grades. Our 1st grade classroom showed nearly an 85% success-rate in advancing students from Tier III to Tier II or Tier II to Tier I in Reading/Literacy. We are seeing strong movement in student testing data in other primary grades as well and consider this a direct result of the targeted intervention and Title I services provided for students in K-3 grades. Students in grades 4-8 do not receive pull-out or push-in targeted interventions, but do receive Literacy interventions through the implementation of Lexia, and IXL intervention programs. Staff are exploring PL strategies to support PL practices and targeted-student-interventions for implementation within the general education/core instructional settings.</p>		Developing
Action Steps: What will be done?	Owner: Who will do it?	Timeline: When will this be accomplished?	Evidence of the Action: What does success look like?	
On-going Intervention/Progress Monitoring of students identified as needing Tier II/III academic interventions.	Chapman I-Team /Chapman Administration/Chapman School Teachers/Staff	On-going progress monitoring and program adjustments based on data will continue through the end of the school year, May 2020.	Success will be indicated when all students not meeting the District average on benchmark assessments (MAP, PEAKS, AIMSWeb, etc.) will improve to a minimum of District averages in core content areas or surpass District averages by 20% if already testing above the District average. Students below the 25% will demonstrate 1% growth per academic quarter.	We are seeing great success in our targeted-intervention programs in the early-primary grades. Our 1st grade classroom showed nearly an 85% success-rate in advancing students from Tier III to Tier II or Tier II to Tier I in Reading/Literacy. We are seeing strong movement in student testing data in other primary grades as well and consider this a direct result of the targeted intervention and Title I services provided for students in K-3 grades. Students in grades 4-8 do not receive pull-out or push-in targeted interventions, but do receive Literacy interventions through the implementation of Lexia, and IXL intervention programs. Staff are exploring PL strategies to support PL practices and targeted-student-interventions for implementation within the general education/core instructional settings.

EOY DISCUSSION: [April 28, 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>While we did not participate in the State PEAKS testing due to the COVID-19 School Closure Mandate, and cannot accurately describe this goal as being 'met' due to insufficient testing data, the Chapman School staff and students engaged in a robust RTI Literacy program that addressed reading difficulties in young children, focusing on providing intense interventions in the PK-2nd grade levels. Literacy program supports and Title I Intervention programming support was provided through a variety of instructional formats including pull-out small groups, one-to-one instruction, and push-in small group instruction. Discussions included planning for the SY21 RTI Program at Chapman that will be expanded to include a full-time site-interventionist who will coordinate Literacy, Math and SEL Intervention supports.</p>	<p>Emerging</p>

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #2

Chapman



Area of Focus #2: Responsive: Be immersed in a high quality instructional environment.

Goal #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 Goal #2

100% of Chapman School Certified Staff Members will actively participate as a team member of our Chapman School Professional Learning Community with on-going professional development opportunities to support Personalized Learning and best-practices implementation within classrooms. Staff will develop a shared understanding and commitment to school mission, vision, values and goals with 100% of staff and 70% of students being able to correctly state the school's vision statement when asked to do so by May 2020.

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 PLC PD opportunities for staff to develop a shared understanding of school mission, vision, values, and goals (M,V,V,G's).	School Principal and Leadership Team	On-going PD will address the development and implementation/tracking of M, V,V,G's and will be a sustained effort each school year.	Success in this effort will be measured by assessing staff and student populations for mental recollection/accuracy of the school's vision statement. We will perform an initial baseline assessment of students and staff by the end of the first semester with data results quantified and made available for PLC Team reflection in a shared PLC Team Drive. The team will make schoolwide efforts (see below) to improve the 5 of students/staff who can correctly recall the school's vision statement when asked to recall it.	Initial results: 0% of students (20 students polled during recess and lunch times) and 0% of staff polled (during in-service) could recall and state the Chapman School vision statement with 100% accuracy. Will reassess in May following school-wide efforts to establish shared M,V,V,G's.
Engage students and staff in MVVG building activities and celebrations to build school pride, shared school culture, and efficacy amongst the student population in shared M,V,V,G's.	School Leadership Team	Year-long Activities to be concluded May 2020.	Quarterly Award/Pep Rally's with school-based M,V,V,G-themes to build shared understanding and commitment to school-wide mission, vision, values and goals.	100% of staff attend 100% of quarterly awards and spirit assemblies and 100% of staff and 70% of students polled are able to correctly state the school's vision statement by May 2020.

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

MID-YEAR DISCUSSION: [Wednesday, January 15, 2020]

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 have not yet finalized a new school vision statement to share and disseminate. The process is taking longer than expected as our staff is unexpectedly needing to review foundations for PLC and collaborative work and engage in the process of mission and vision development and articulation. School-based PLC Teams have developed preliminary Mission and Vision Statements for their specific PLC groups, but the school-wide mission/vision is still being developed/articulated.</p>		<p>Developing</p>
<p>Action Steps: <i>What will be done?</i></p>	<p>Owner: <i>Who will do it?</i></p>	<p>Timeline: <i>When will this be accomplished?</i></p>	<p>Evidence of the Action: <i>What does success look like?</i></p>	<p>Results: <i>Share attempts and wins</i></p>

Provide PLC PD opportunities for staff to develop a shared understanding of school mission, vision, values, and goals (M,V,V,G's).	School Principal and Leadership Team	On-going PD will address the development and implementation/tracking of M, V,V,G's and will be a sustained effort each school year.	Success in this effort will be measured by assessing staff and student populations for mental recollection/accuracy of the school's vision statement. We will perform an initial baseline assessment of students and staff by the end of the first semester with data results quantified and made available for PLC Team reflection in a shared PLC Team Drive. The team will make schoolwide efforts (see below) to improve the % of students/staff who can correctly recall the school's vision statement when asked to recall it.	We have not yet finalized a new school vision statement to share and disseminate. The process is taking longer than expected as our staff is unexpectedly needing to review foundations for PLC and collaborative work and engage in the process of mission and vision development and articulation. School-based PLC Teams have developed preliminary Mission and Vision Statements for their specific PLC groups, but the school-wide mission/vision is still being developed/articulated.
Engage students and staff in MVVG building activities and celebrations to build school pride, shared school culture, and efficacy amongst the student population in shared M,V,V,G's.	School Leadership Team	Year-long Activities to be concluded May 2020.	Quarterly Award/Pop Rally's with school-based M,V,V,G-themes to build shared understanding and commitment to school-wide mission, vision, values and goals.	We have implemented a Quarterly Award program and have also implemented a weekly School Climate initiative based on our adopted Character Counts program that establishes and develops a weekly focus for school-wide and classroom character discussion and development. The program utilizes staff, student-council, and grade level classrooms to develop, implement and celebrate character development throughout the school.

EOY DISCUSSION: [April 28, 2020]

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?	100% of Chapman Certified Staff and 100% of Chapman Instructional Support Personnel participated in weekly professional collaborations. All Instructional Staff received training in personalized learning and meeting individualized student instructional needs. The school was unable to conduct school mission & vision statement recall by staff and students due to the COVID-19 Emergency School Closure Mandate, however, the school continues to address its mission, vision, values and goals and will continue in the SY21 School Development Plan.	Advancing

Goal #3: Students will learn in a flexible instructional model that is fluid and developmentally appropriate for all

By May of 2020 Chapman School will increase parent/community participation in providing academic experiences for students in the community by collaborating with local community businesses, agencies, and institutions to provide valuable and relevant place-based learning activities/experiences for 25% of students to engage in to learn more about their local community, careers, industries, and activities.

Step 2: Give data to the students and 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>	Owos: <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>
Site-based Council Community Awareness and Engagement Campaign to promote place-based learning for Chapman Students.	Chapman School Site-Based Council	May 2020	Two, new, locally-developed learning activities for Chapman students to be developed in conjunction with community entities, agencies, corporations, businesses, etc., to provide a place-based learning experience for students. May include field-trips, volunteer, or other place-based activities to engage students in locally relevant learning experiences.	Chapman currently does not engage in any organized, on-going place-based learning activities that are community supported. The goal is to increase this by 25% across the school, or to provide two out-of-school place-based learning activities for students.

MID-YEAR DISCUSSION: Monday, January 20, 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>Discussed community involvement and the development of place-based learning opportunities for students. To date this year we have engaged students in two authentic place-based learning activities including salmon egg collection, monitoring and hatching, and an ice-fishing/dissection trip to Johnson Lake. The Site Based Council would like to plan at least one field-trip per semester to a local community agency or utility for specific grade-levels. Plan is in development.</p>		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>

Site-based Council Community Awareness and Engagement Campaign to promote place-based learning for Chapman Students.	Chapman School Site-Based Council	May 2020	Two, new, locally-developed learning activities for Chapman students to be developed in conjunction with community entities, agencies, corporations, businesses, etc., to provide a place-based learning experience for students. May include field-trips, volunteer, or other place-based activities to engage students in locally relevant learning experiences. To date this year we have engaged students in two authentic place-based learning activities including salmon egg collection, monitoring and hatching, and an ice-fishing/dissection trip to Johnson Lake. The Site Based Council would like to plan at least one field-trip per semester to a local community agency or utility for specific grade-levels. Plan is in development.	2 field trips that were place-based; salmon-egg collection and ice-fishing for grades 2-8. Researching field-trips to local utilities.

BOY DISCUSSION: [April 28, 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>Chapman students engaged in a number of place-based learning activities this school year, and planned to engage in more classroom/group-based activities until those events were cancelled due to the COVID-19 Emergency School Closure. However, in the face of the school closure, the Chapman staff engaged in creative and collaborative lessons and activities designed to promote and support student learning and school/family partnerships. Prior to the school closure students engaged in salmon fishing, dissection, collection, spawning, feeding and re-introducing of salmon into the environment through a variety of local agency initiatives and individual, teacher-directed activities. Students also engaged in winter ice-fishing activities sponsored through local agencies, participated in ice-skating and skiing activities. In moving forward the goal to increase and improve the number and quality of place-based and culturally relevant activities will continue to be a focus of Chapman School and the Site Based Council.</p>	<p>Advancing</p>