

# Kenai Peninsula Borough School District

## 2019-2020 School Development Plan

### Soldotna Montessori 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		
<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> - 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?	The discussion included multi-aged classroom environment in which students are exposed at a younger level to concepts and work at a higher level based on the work of other students in the room. Additionally, students help other students at a lower level and reteach concepts to their peers. We also discussed the hands-on approach and field studies that create opportunities for students to apply their learning. We observe that our Aimsweb data and Performance Series data indicate excellent achievement rates and feel that the data is used to inform teaching practices as well as student individual growth needs. Additionally, we have developed a variety of rubric-based evaluations that provide further data collection about student progress. Students are able to demonstrate their learning in a variety of ways both formally and informally with peers. We feel that students are currently immersed in a rigorous educational environment. Our discussion about increasing rigor revolved around providing additional student ownership of their learning objectives, increased peer work across primary and intermediate grade levels and addressing behaviors that diminish rigor for individual students.	Advancing
Area of Focus: Relevance	Record discussion notes here	Select a current ranking for your school in this area
<b>Relevance Goal:</b> Experience a personalized learning system. <b>Key Discussion Questions:</b> - 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?	Montessori education is inherently a flexible instructional model that caters to the needs and interests of each learner. While this is a guiding philosophy within a Montessori school, we discussed that improvement may be made through articulating how this is achieved uniquely at the primary level, and although different, also at the intermediate level. Students have work plans and can work on items of their choosing at various times of the day. Students are given instruction at their level, and based on what they are ready to learn. We felt additional resources for student independent work would be helpful. We are developing our healthy lifestyles and choices focus for students. We are at the development stage for a variety of activities targeting student health; we have implemented two fundraising efforts that are active and require movement by students in order to raise money. We also planned a recess program that allows students to generate various movement oriented activities and invitations for other students to participate. We did not implement this idea in the 2018-2019 school year, but would like to make sure it is an effort that occurs this school year (2019-2020). The goal is to increase student movement and action on the playground. We feel we have a strong engagement of our families and include them in many ways to extend our classroom reach. Many serve as experts and provide instruction, others help to develop field experiences, and still others join classes on field trips.	Advancing
Area of Focus: Responsive		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>Teachers spend a great amount of time in relationship building with students; it is vital since the students are with the teacher for three years. We have been using the Conscious Discipline approach, for approximately 10 years, with students and this provides a great amount of social emotional support for students. Students value and are encouraged to interact with students at a variety of age levels. Students are often observed to help and assist each other.</p> <p>Teachers use a wide variety of instructional strategies to meet the need of the students. This topic was not fully discussed because of the vast amount thoughts and ideas that were inherent in the answer. We did focus on the follow up question of strengthening instructional practices. We focused on the never-ending need to improve our Montessori instructional practices. Not all teachers are currently Montessori trained, and those who have montessori training, still need time to develop knowledge and skill with various Montessori instructional materials.</p> <p>We have a lot of innovative approaches in our school; student directed learning, multi-aged classrooms, extensive field experiences, community outreach projects, food pantry work, various fundraising efforts by students, multiple, regular collaboration opportunities for teachers, instructional aides for every primary class. The input from our teachers indicate that additional work toward student partnerships between primary and intermediate classes would be beneficial, the result of that feedback yielded a discussion about building cross-over teaching opportunities which would invite teachers to provide instruction to students outside their grade assignment for a variety of lessons and possible shared instructional units.</p>	<p>Advancing</p>
<p><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></p>		
<p>Strategic Plan Area of Focus #1</p>	<p>Strategic Plan Area of Focus #2</p>	<p>Strategic Plan Area of Focus #3/Core Four Focus</p>
<p>Rigor: All students will achieve high levels of academic growth.</p>	<p>Responsive: Be immersed in a high quality instructional environment.</p>	
<p>Goal #1</p>	<p>Goal #2</p>	<p>Goal #3</p>
<p>Students will learn in a performance-based instructional model.</p>	<p>Prioritize strong, positive relationships with all students to support their social and emotional needs.</p>	
<p><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></p>		
<p><a href="#">SMART Goal Sheet for Goal #1</a></p>		
<p><a href="#">SMART Goal Sheet for Goal #2</a></p>		
<p><a href="#">SMART Goal Sheet for Goal #3</a></p>		
<p><b>Additional Resources</b></p>	<p><b>Description</b></p>	<p><b>Link</b></p>
<p>KPBSD Strategic Plan 2017-2022</p>	<p>The 5-year Strategic Plan as adopted by the school board.</p>	<p><a href="#">Link to KPBSD Strategic Plan</a></p>
<p>Key Performance Indicators</p>	<p>KPBSD Key Performance Indicators (KPI's)</p>	<p><a href="#">Link to KPI's</a></p>
<p>Cour Four Look Fors</p>	<p>Key Points to look for when conducting a Learning Walk, including questions to ask students</p>	<p><a href="#">Core Four Look Fors</a></p>
<p>Core Four Continuum</p>	<p>Continuum Rubric based on the Core Four. Can be used by teams and teachers as a resource for advancing and growing Personalized Learning practices</p>	<p><a href="#">Core Four Continuums</a></p>
<p>Core Four White Paper</p>	<p>White paper providing detail into core instructional strategies to have a successful personalized classroom</p>	<p><a href="#">Link to Core Four White Paper</a></p>
<p>School Design Matrix</p>	<p>Matrix designed to support schools to create a school design at an atomic level</p>	<p><a href="#">Link to School Design Matrix</a></p>
<p>Collaborative Learning Framework</p>	<p>Framework developed with DCPS to provide insights into creating successful peer-to-peer, collaborative learning environments</p>	<p><a href="#">Link to Collaborative Learning Framework</a></p>

# Kenai Peninsula Borough School District

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

### Soldotna Montessori School



Area of Focus #1: Rigor: All students will achieve high levels of academic growth.

Goal #1: Students will learn in a performance-based instructional model.

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

NEW REVISED: By Spring (2020) testing window, SMCS will increase the percentage of students scoring at or above the 25th NPR on Aimsweb ORF Assessment from 56% to 80% for 2nd grade students and from 57% to 80% for 4th grade students.

80% of 2nd grade students will be at or above the 25th NPR on Aimsweb ORF Assessment, and 80% of 4th grade students will be at or above 25th NPR on Aimsweb ORF Assessment by the Spring (2020) testing window.

#### 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>
Standardized administration of benchmark Aimsweb oral reading fluency assessments across all grade levels.	Interventionist/ Teachers	Fall, winter, and spring assessment windows	Testing schedule and proctoring guidelines	Fall and winter assessments delivered within the testing windows.
Review data from Aimsweb benchmark assessments in oral reading fluency and progress monitoring data, and determine objectives to focus on and plan to deliver instruction on those objectives.	SDP Leadership Team	Early Release and monthly SDP Leadership Team meetings.	Discussion notes emailed to school administrator for review. Data compiled and provided to the SDP Leadership Team.	SDP leadership team has met monthly. Team has also been given opportunity to use Early release time to share information and discuss progress.
Oral reading time with peers.	Teachers	Weekly, Fall-Spring	Weekly Reading Buddy times that pair intermediate students with primary students for oral reading.	Continuing progress. Buddy reading times occurring regularly.
Track and record individual student annual ORF growth.	Administrator / SDP Leadership Team / Teachers / Interventionist	Fall through Winter	SDP Leadership Team focus work tracking data each month throughout the year.	SDP leadership team has met monthly. Team has also been given opportunity to use Early release time to share information and discuss progress.  Winter Results: 60% 2nd graders above 25 NPR. 82% 4th graders above 25 NPR.

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

#### MID-YEAR DISCUSSION: 1-16-2020

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"> <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>Winter Results:</p> <p>60% 2nd graders above 25 NPR.</p> <p>82% 4th graders above 25 NPR.</p> <p>All intermediate students engage in daily small group reading groups at their level and reading a variety of grade level novel genres with a requirement for students to respond using TDA strategies as well as comprehension strategies and activities. Primary students engage daily in small group reading groups reading books at their Lexile level. Students share the importance of reading by participating in weekly buddy reading sessions with primary students pairing with intermediate students. In addition, students in need of reading fluency intervention complete Read Naturally daily during their work block time. Lastly students who score below the 10% meet for 30 minutes daily for reading instruction using LLI and Lexia in addition to use of Read Naturally and reading instruction within the classroom.</p> <p>Our Aimsweb ORF measure is implemented with fidelity, and student performance is directly correlated to the goal. Students receiving intervention are progress monitored weekly and bi-weekly.</p> <p>Student growth for this goal is measured with one measure, although students in grade 4 are monitored using MAPS data. All students are evaluated within the reading groups both formally and informally on reading standards other than fluency.</p> <p>Rigor can be increased by looking at our response to text questions and using verbs that move student responses from recall our understanding to analysis or evaluation on bloom's taxonomy. We feel our work to increase the number or TDA responses has helped increase rigor.</p>		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>
Continue Action Steps listed above	John DeVold/Staff	Winter/Spring	Continued meetings/review, and instructional focus for students not yet meeting the goal.	
EOY DISCUSSION: 4-10-20				
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>	<p>No spring progress was measured after spring break due to the COVID-19 school closure and distance instruction effort.</p> <p>A review of Aimsweb ORF yeild the following information:</p> <p>Grade 2 BASELINE DATA FROM 2018-19 - 56% at or above 25th NPR Winter Benchmark - 60% at or above 25th NPR 3rd Quarter Progress Monitoring - 76% at or above 25th NPR RESULTS: We did not achieve our goal of 80%, but our 2nd Grade ORF results improved drastically, and when calculating progress monitoring in the 3rd quarter, we were within 4 percent of our goal.</p> <p>Grade 4 BASELINE DATA FROM 2018-19 - 57% at or above 25th NPR Winter Benchmark - 82.6% at or above 25th NPR 3rd Quarter Progress Monitoring - 86.9% at or above 25th NPR RESULTS: We achieved our goal of 80% by winter benchmark and the number improved when calculating 3rd quarter progress monitoring.</p>		Sustaining	

# Kenai Peninsula Borough School District

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

### Soldotna Montessori School



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 the end of the year, increase student awareness in grades 3-6 of adults they can talk to in the school when something is bothering them so that every student in grade 3-6 can identify at least one adult they feel they can talk to easily about things that are bothering them.

(Note: the data used to generate this goal came from the Hanover survey completed in Spring of 2019. We will use a school created survey that is related to this particular Hanover survey question to generate growth data over time rather than making a growth goal specifically geared to the Hanover data. It is intended that the effort the school makes will also be observable on the Spring 2020 Hanover Survey, but we will use the school created survey for measuring our performance and growth.)

#### 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>
Share Hanover data with staff.	John DeVold	May 2019 & September 2019	Appearance of item on agendas. Survey data reviewed, and strength and weakness area identified. Choose a survey weakness item for targeting as part of the SDP.	Current Reality: Students in grade 3-6 reported, on the Hanover Survey, the following data, to the statement, "It is easy to talk to adults at this school about things that are bothering me:"  13% Responded "No, Not at All" 37% Responded "A Little Bit" 51% Responded "Yes, Very Much"
Form School Development Plan Leadership Team.	John DeVold	September 2019	Team members identified. Team provided with their purpose and expectations for completing work in meeting SDP goals.	September 12, the SDP leadership team will be identified and meet to discuss purpose and expectations as well as to review the SDP goals.
Establish schedule for monthly SDP Leadership Team meetings.	John DeVold	September 2019	Year long plan for monthly meetings and data review created, and posted on school electronic calendar. Ensure team member attendance.	Leadership Team days are currently identified for each month on the school electronic calendar for the entire school year. SDP Team will meet on the second Thursday of each month.
Administer a school-generated survey to students to gather baseline data on adults they feel they can talk to when something is bothering them.	Staff & Students	Fall 2019	SDP Team will create a school based survey to be completed with students in grades 3-6.	Generating and delivering the survey took more time than action step allowed. School generated survey was developed. Survey was delivered in December. Results of the baseline survey showed the following: 100% Agreed "There are adults at this school who care about me." 96% Agreed "When I have a problem, I can talk to an adult or adults in this school." 90% Agreed "I feel safe talking to adults in this school." 93% Agreed "There are times when I can talk with adults at this school about something that is bothering me."  98% Listed at least one staff member name for the following question, "When something is bothering you, which adult at this school do you feel comfortable talking with?"  Responses on school created survey show an improved response rate compare to the Hanover survey. A key word that is not included in the school survey is "easy".
SDP team develops plans for teachers to implement to meet student needs expressed in the survey.	SDP Team	Fall/Winter 2019	SDP Team will review school surveys and develop activities and responses for staff to use and implement to facilitate an improved awareness and willingness of students to have an adult they can talk to about things that are bothering them.	January 16 - SDP Leadership Team reviewed survey results and have targeted the two students who listed no names of adults they could talk to, or indicated an answer other than agreement with the 1st four questions. SDP Leadership team will use a staff meeting to share results and develop plans for increasing positive connections for these students.
Staff implements ideas and actions developed by SDP team.	Staff	Fall /Winter 2019	Staff use of SDP team ideas.	January 16 - Not yet accomplished.
2nd survey given to students and staff discussion on progress.	Staff & Students	Winter/Spring 2019/2020	Survey administration.	
Continue actions recommended by SDP team and implement any new ideas.	Staff	Winter/Spring 2020	Continued focus on progress with new data from mid-year survey.	
Administer Hanover survey.	Staff & Students	Spring 2020	Administer survey.	
Administer school generated survey.	Staff & Students	Spring 2020	Administer survey to generate SDP growth results.	

Review data generated by the school survey & Hanover survey.	Staff	May 2020	Look for correlating data between school survey and Hanover survey.	

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

### MID-YEAR DISCUSSION: 1-16-2020

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"> <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>The school has implemented the Conscious Discipline program school wide. Students complete caring connections each day as part of Conscious Discipline. Students are placed in multi-aged classes, students share recess time as a whole school. Classes pair up for reading buddies, and also share work among classes. Students participate in many learning opportunities (field experiences) outside of school. We have a variety of whole school family events throughout the year. Students engage in caring for their community frequently throughout the year.</p> <p>The staff use varied instructional strategies to meet student needs. On going professional development in Montessori approaches and instruction, as well as Conscious Discipline and reading instruction is desired. Opportunities to attend conferences and inservice trainings will help strengthen instructional practices.</p> <p>The school fosters innovation: many of our Montessori approaches are innovative, and are being borrowed by the PL movement. Additional training would help.</p>	Sustaining

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>
Attendance of AMS Montessori Conference	Interested staff members	March 15, 2020	Two staff members attending the AMS conference	Conference was scheduled during Spring Break. Staff who notified administration of interest late could not register since conference was full.
Attendance of AMA Conference	All Staff	March 6, 2020	All staff members attending conference in Anchorage (If possible)	All staff that were available attended the AMA conference. 15 of 20 staff attended.
Reading Training	Mr. DeVold & Mrs. Miller will solicit key member attendance	April, 2020	Find at least two staff members interested in attending the Reading training recommended by Mrs. Miller.	One staff member attended a training outside of the state. One staff member registered and is currently receiving training via distance.
Montessori in Public Sector Evaluation Training	Mr. DeVold	March, 2020	Attendance of Training Conference.	Mr. DeVold attended and completed the Montessori Coaches Training.

### EOY DISCUSSION: 4-10-2020

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"> <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>Discussion about the key discussion questions were not relevant to reviewing our survey performance. We noted that the survey we developed to help us improve our efforts to establishing a safe environment for students to talk to an adult in the school when things are bothering them was useful in understanding which specific students may need direct support and encouragement.</p> <p>We noted that the efforts we make as a school result in discrepant data from the 2018-2019 hanover data and our data as gathered over the course of the Fall/Winter time period. The survey results indicated that we need to continue to provide opportunities for students to interact with various classes and teachers in both academic and non-academic settings.</p> <p>Our data indicated the following about these four statements from our survey:</p> <p>100% Agreement - There are adults at this school who care about me.  99% Agreement - When I have a problem, I can talk to an adult or adults in this school.  98% Agreement - I feel safe talking to adults in this school.  96% Agreement - There are times when I can talk with adults at this school about something that is bothering me.</p> <p>Additionally, 100% of the student surveyed answered this question: "When something is bothering you, which adult at this school do you feel comfortable talking with?" Every student was able to record a name of an adult (or multiple adults) they could talk to.</p> <p>These results indicate an improvement from our 2018-2019 Hannover data which indicated the following:</p> <p>87% Agreement - "It is easy to talk to adults at this school about things that are bothering me."</p> <p>We did not get the results from the 2019-2020 Hanover survey, but feel the results of that survey may also show an improved response based on the work done by teacher to develop additional opportunities for students to connect and work with students from other classes, and to improve the number of connections students are able to engage in using Conscious Discipline and Kagan strategies.</p>	<p>Sustaining</p>
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