





Kenai Peninsula Borough School District

2019-2020 School Development Plan

Tebughna 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: <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? 		Students will take multiple pre and post assessments on a daily/weekly/monthly/quarterly basis to determine academic growth, drive their own personalized instruction and to assist us in their instruction. Students will have corrective interventions based on our PLC meetings twice a month, which go over data and monthly instruction, and correct interventions, as needed.		Developing	
Area of Focus: Relevance 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? 		Record discussion notes here Using personalized learning as a roadmap, students will collaborate with teachers on their choice of flexible lessons. Students will assist us to plan and offer lessons in a multiple of learning modalities. Students will offer suggestions to engage our families in evening and weekend academic and social activities to increase healthy and fun interactions with our entire village.		Developing	
Area of Focus: Responsive 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? 		Record discussion notes here As a school team, students will collaborate regularly with teachers to identify students who are in need of social and emotional support. In addition, students will be working with teachers to establish social/emotional lessons, along with developing a welcoming environment for our families.		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.		Responsive: Be immersed in a high quality instructional environment.	
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.		Prioritize strong, positive relationships with all students to support their social and emotional needs.	
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 by 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 (KPIs)	Link to KPIs
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



Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #1

Tebughna 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, 100% of our students will be able to use MAPS and/or AIMSweb plus assessments to personalize their learning for academic success (K-12th).

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>
Develop a school mission statement to promote academic success and well being.	Teachers, Principal, Students and Site Council	September 10th at Site Council Meeting	Signs throughout the school, in handbook, Friday Focus, Site Council minutes, and student reflections	We post signs regularly all over the school so everyone knows upcoming activities. And we absolutely love our School Mission Statement, which we worked together on. It is "To provide students with a love of learning and a healthy attitude toward life."
Students will use graphs which represents data collected over time	Teachers/Principal and Students	Three times a year after our universal testings are given	Graphs for each student and a binder containing the individualized data.	Each teacher had students use a template to graph where their individualized data. The students also wrote about their current and upcoming goals.
Review data to understand and alter interventions for students, as needed.	Teachers/Principal and Students	Every two weeks at PLC meetings and 3 times a year (after universal testing data is completed) student class meetings for data review will occur.	The graphs for each student, and data attached, will be placed by the student into their own personalized growth binders.	Staff meet two times a month to go over current data and make decisions on upcoming interventions. As a team, we also worked on our SPED student's needed accommodations and those for our ELL students.

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

November 30, 2019

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>Our Personalized Learning Coach has been doing walk throughs and teaching us how to best use the Common Core to achieve academic rigor. Together the students and teachers regularly measure student performance with the data and reflection aspects. Our metrics do measure student performance, shown by formative and summative assessments. We also include quarterly templates which students complete, showing their goals in each subject, based on where they presently are academically. Furthermore, we have Professional Staff Development, such as our recent Text Dependent Analysis led by Cynthia McKibben, and Reading Fluency for K-2 led by Erin Stevens. Upcoming Professional Development also includes SEL led by Debra Evenson and Family Engagement led by Dr. Ermoold. With the knowledge gained from our PDs, we plan to increase rigor in our classrooms even more.</p>	<p>Developing/Proficient</p>
<p>Action Steps: <i>What will be done?</i></p> <p>We will continue to update our "Earning Binder" reflection pieces after each universal testing is done.</p>	<p>Owner: <i>Who will do it?</i></p> <p>Teachers, Principals and Students</p>	<p>Results: <i>Share attempts and wins</i></p> <p>Students kept graphs representing goals and assessment data all of this semester.</p>
<p>Professional Development in all core subjects and SEL and Family Engagement led by KPBSD District Office</p>	<p>Teachers and Site Principal and Site Council</p>	<p>We did have professional development in reading, text dependent analysis, trauma informed, ESL and FASD. We also had "Resiliency Training" sponsored by South Central Foundation.</p>
<p>Instructional assistance from various partnerships including Project Grad, Tebughna Foundation and TTCD</p>	<p>Teachers, Principals and Students</p>	<p>Students participated in hydroponics, gardening, salmon project and science lessons with TTCD. Project Grad helped with Social Emotional Learning and Tebughna Foundation taught Denaina language and culture.</p>
<p>Area of Focus</p> <p>Record Discussion Notes Here</p> <p>May 27, 2020</p> <p>Select a current ranking for your school in this area</p>		

<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>Students continued using our winter assessment to drive personalized instruction. Students chose instructional visitors for second semester (Skiu and art) but COVID-19 kept this from happening.</p>	<p>Developing/Proficient</p>
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Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #2

Tebughna School



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, 100% of our students will experience a differentiated path, pace and performance on personalized learning strategies in their classroom.

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 best practices of PL instructional strategies, with an emphasis for our school wide focus: reading. Students will implement strategies to improve reading fluency and comprehension.	Principal, media resources, Erin Stevens (reading interventionist), Cynthia McKibbens, and Personalized Learning Coach Jim Perzechino.	Quarterly inservice days	Students will show improvement on Text Dependent Analysis, ELL growth fluency and phonics, formative and summative results.	We have had professional development with District Office Staff regarding our school wide focus: reading. The results allowed us to implement fluency and reading comprehension strategies, which will set a stronger foundation for our students.
Student book clubs (including Battle of the Books) and Facebook Live readings weekly by teachers and students of fun and exciting books. This will encourage reading, fluency and excitement about reading.	Teachers, Students and Principal	Ongoing the first 3 quarters for Battle of the Books clubs and weekly for Facebook Live during Halloween month and daily for twelve days during Christmas time.	Participation in Battle of the Books and Facebook Live events (Facebook, flyers and Friday Focus)	We did complete a month worth of Friday Fright Nights where teachers and students read spooky stories on Facebook Live. We also have been preparing for Battle of the Books with our students.

Students participating in K-5 Genius Hour, 6-8 Service Hour and 9-12 High School Projects Hour.	Teachers, Students and Principal	Quarters 2, 3 and 4	Projects to present to classmates, parents and community.	We have begun K-5 Genius hours and the older students are working on power points and projects.

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

November 30, 2019

Area of Focus	Record Discussion Notes Here			
<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>We are working to incorporate fun into our rigor. Examples include getting over fear of speaking in front of people by sponsoring a Talent Show; practicing fluency by doing lots of Reader's Theatre including community involvement Murder Mystery ("Who Killed Santa?"); Science Fair and Spelling Bee. All of our students are attending and having fun participating, along with their families: Skate Night, movie and popcorn nights, Christmas show: "Around The World" and meal they are cooking; and girl scout/Little Chiefs activities including a service project that we are collecting/repairing and distributing warm coats for each other.</p>		<p>Select a current ranking for your school in this area</p> <p>Developing/Proficient</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>
Sponsor at least two activities a month that parents and community will be invited to so learning is beyond the classroom and lots of fun.	Teachers, Principal and Students	By the end of the school year (but activities are at least every two weeks)	Photos of happy faces and Facebook comments by parents	We had many more than two activities a month that students chose and ran.
Work with middle and high school students (with parent written permission) to teach about healthy living	Teachers, Principal and Students	Ongoing throughout the school year	We are reading "Never Quit" written by Dan Reardon from Alaska who came to Tyonek and brought Portugal. The Man to teach us about healthy living.	Students participated in "Healthy Living" discussions and speakers. There were also video viewing (with parental permission) and discussion. And safe viewing of media discussion/video occurred.
We are reading a book on Social Emotional Learning and having book talks about it at our staff meetings.	Teachers and Principal	By the end of second quarter.	We are having discussions about the best way to assist our students to live a healthy life, in spite of what may be occurring in their lives sometimes.	Our morning assembly had a particular focus on "How do you feel today?" Students shared and gave opinions on lots of topics, all while having fun.

May 27, 2020

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<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>Healthy Living is extremely important. The COVID virus accentuated the need to stay in touch with our students on this topic. Therefore, we implemented much activity: Sources of Strength materials, and thoughtful "fun" activities/contests to help alleviate the fears of this virus (Gratefulness List, origami, tangrams, Spirit Days, science STEAM hands on)</p>	<p>Developing/Proficient</p>
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Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #3

Tebughna School

Area of Focus #3:

Responsive: Be immersed in a high quality instructional environment.

Goal #3:

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 #3

By the end of the 2019-2020 school year, students will participate in student reflection and ownership that promotes individualized learning success.

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>
Students will participate in a culture which inspires positive relationships.	Principal, Students, Teachers and community partnerships.	Morning all-school assemblies will continue to promote positive relationships. Also, in class talking circles, student voice leadership monthly, Minute to Win It on Fridays for perfect weekly attendance, motivational speakers and teaching of music/dance by visitors, assemblies to award attendance and working together for "Everybody is a Chief" awards.	Kagan Structures are in place but we will implement further. We will read our Growth Mindset books and have book talks. We will establish positive celebrations such as "Everybody's a Chief", "Be Your Best", "Kindness. Pass It On" and include personal and student goal setting, monthly themes and PD on Trauma Informed classrooms.	Our school hallways are filled with positive signs of "Being your best" and "Kindness. Pass it on". Our "Everybody's a Chief" is "growing with feathers" representing positive actions done by our students (and a Personalized Learning card is sent home to families to celebrate the kindness).

Book studies on Restorative Practices and discussions to implement positive relationships at Tebughna. Sixth through twelfth graders will be reading "Don't Quit", a book presented to us through a motivational assembly to promote healthy living and perseverance.	Principal, Students, and Teachers	Ongoing PD at weekly staff meetings, Site Council meeting discussions, and Inservices throughout the year. Restorative Practices books will be read throughout the school year. The "Don't Quit" will be read during second quarter.	Posters throughout the school showing our mission statement of living a healthy and positive life, ongoing discussions with our students and families about "Kindness, Pass It On" and "Be Your Best". Thank you notes to all who assist us along the way, and writing letters to our author of "Don't Quit" to explain the impact the book has made upon all of us.	Our book studies have been occurring and they are a wonderful way to remind us of what is most important: our students' health (mentally, physically and emotionally).

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

November 30, 2019				
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?		We continue to highly focus on our students as children who need, and deserve, love and respect. We spend time daily greeting them at the front door, sitting in the cafeteria with them, playing "goofy games" for our assembly, having Minute To Win It games to celebrate great attendance weekly, inviting District Office staff to come and chat with them individually or as a group, and inviting outside entities to share in their lives.		Developing/Proficient
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>	
We will "listen" to our students using whatever means we can to facilitate a healthy dialogue.	Teachers, Principal, and Students	All year long these discussions will occur	Reflections on paper, art showing feelings, asking weekly at our Monday staff meetings how they individually feel, talking circles, books available/bought that they choose on Amazon to show we care and support them, along with their education.	Students wrote goals quarterly after going over Fall and Winter MAPs testing.

Student Council	Teachers, Principal, and Students	Monthly student council meetings with the district and more often for school activities.	Minutes and agendas, along with planned activities of their choice.	Our Student Voice Leadership met monthly to share with other schools.

May 27, 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 did work on SEL all year. However, the 4th quarter COVID virus kept us from interacting with our kids other than online or by telephone. We hope we can participate in greater positive relationships to promote personalized learning in the fall.</p>	<p>Developing/Proficient</p>