

Kenai Peninsula Borough School District

2019-2020 School Development Plan

Connections



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?	Controlling rigor in the homeschool setting is difficult to do. Connections main influence on rigor is through curriculum material recommendations. The lack of metrics to effectively measure student performance is an identified area of weakness.	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?	Every Connections' student has an Individual Learning Plan (ILP). The ILP is jointly constructed by the student, parent, and advisor. In many ways, homeschooling can be the ultimate platform for ensuring relevance. The instructional model of homeschooling is inherently flexible and, by design, is tailored for individual learners. Connections has little direct influence on lifestyle choices. Connections does attempt to influence or support choices by organizing healthy activities like gym time, hikes, bike rides, kayak trips, etc... Connections continues to try to develop activities that will engage families. In the end, we are sometimes frustrated by the lack of engagement of many parents.	Advancing
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?	Responsiveness looks different at Connections. On one hand, Connections is very responsive. Each student has an Individualized Learning Plan (ILP) based on they needs. An ILP for a student behind on credit looks different from an ILP for a student on track to graduate. Students are encouraged to access resources related to the pursuit of their goals. Since parents are the primary teachers in the homeschool environment, Connections can not directly influence instructional strategies. Connections advisors to help parents explore strategies and learning materials that may work best for their students. It is challenging to gather information to inform decisions that will improve responsiveness. Most metrics designed for neighborhood, brick-and-mortar, schools do not translate well to the homeschool environment. The lack of actionable data has been one of the needs identified at Connections.	Advancing
Step 3: Based on the discussion above, select up to 3 areas of focus and 3 corresponding goals for the 2019-20 school-year		
Strategic Plan Area of Focus #1	Strategic Plan Area of Focus #2	Strategic Plan Area of Focus #3/Core Four Focus
Responsive: Be immersed in a high quality instructional environment.	Rigor: All students will achieve high levels of academic growth.	
Goal #1	Goal #2	Goal #3

Develop a highly reliable and efficient organization through online/concurrent collaboration tools.

Student growth and success will be determined through multiple measures of learning.

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

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #1

Connections



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

Goal #1: Develop a highly reliable and efficient organization through online/concurrent collaboration tools.

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

Connections will achieve a 75% response rate on the Hanover Connectedness survey during the February, 2020 survey 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>
Identify actionable data.	Rich Bartolowits	November 8, 2019	A list of desirable data items that can be used to develop survey questions.	
Create a version of the Hanover survey specific to Connections needs.	Derek Bynagle	December 20, 2019	Survey questions developed in collaboration with the Hanover research organization.	
Ensure completion of survey permission form for the Hanover survey.	Rich Bartolowits	January 31st, 2020	A campaign to get signed permission slips from all families.	
Develop and execute strategy for administering the Hanover survey and encouraging participation.	Rich Bartolowits & Wendi Dutcher	February 3rd, 2020	A campaign to encourage families to follow through and have students complete the survey. Success will be measured by % of participation.	

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

MID-YEAR DISCUSSION: January 21, 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?	The goal of a unique Hanover survey was not achieved. There were some unforeseen difficulties achieving this goal. Several discussions were had among Connections staff regarding useful data. This remains a goal we plan to achieve during the spring semester.	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>

EOY DISCUSSION: 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>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>As reported in the mid-year discussion, this goal was not achieved. Attempts at developing the unique survey for Connections also fell through during the spring semester. Covid-19 is partly to blame as some items like this fell down the list of priorities.</p>	<p>Developing</p>
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2019-20 SMART Goal Sheet for Goal #2

Connections



Area of Focus #2: Rigor: All students will achieve high levels of academic growth.

Goal #2: 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 #2

Connections student's will participate in the math MAP Growth assessment with a 75% participation rate by the end of the 2019/2020 winter test 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>
Develop and implement a plan to communicate instructional strategies to homeschool parents	Wendi Dutcher	October 17, 2019	Regular and ongoing communication with families encouraging effective math instructional strategies and resources. This communication will most likely use some form of social-media.	
Host math workshops for parents and students	Rich Bartolowits with Connections Advisors	October 31st, 2019 and ongoing	Monthly workshops for parents and students demonstrating effective math instructional strategies and resources. Initial focus on math games using common items such as playing cards, numbered cubes, and similar manipulatives.	This goal has been postponed so workshops can be based on data gathered from MAP test sessions.
Develop a procedure to administer the MAP Math Growth assessment to homeschool students.	Rich Bartolowits with Kellie Davidson & Jake Parrett	December 9, 2019	A procedure and plan to administer the MAP growth assessment to all students in grades 3 through 9 during the winter test window. This will include a strategy to promote participation in the assessment.	Connections has developed a procedure for administering MAP with our parents at home. The first wave of tests has been administered. Many lessons were learned to help make the spring test go more smoothly.

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

MID-YEAR DISCUSSION: January 21, 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>Driving decisions at Connections with data is difficult. The homeschool community is generally anti-test, anti-survey, etc... One of the reasons parents choose to homeschool is to avoid the standardization implied by standard surveys and tests. Building a culture of data will take time and determination. It will take time to convince parents that standardized testing can provide them with useful information. Data for the sake of Connections' decision-making does not have implicit value for our parents. Data that is valuable to traditional schools has limited value for Connections and even less value is perceived by our parents. MAP is "sellable" because it does provide data that can be used to guide instruction.</p> <p>Given all the above, our initial test implementations were successful. We did not reach 75% participation. However, we were able to create a process for offering the assessment to students at home. We have made revisions to our instructions and messages. We are looking forward to another push for MAP testing during the spring window. It is unfortunate that we will be making a push for PEAKS and MAP at very similar times.</p>	Emerging

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>
EOY DISCUSSION: May 27, 2020				
Area of Focus	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?	While we did not reach our lofty goal of 75% participation in the winter application of MAP we were encouraged by the participation we had, and we had many families planning to take the assessment in the spring. Unfortunately, Covid-19 put the breaks on our plan to make a spring assessment push. While we could have tried to implement our remote testing again, when the district canceled the spring assessment we decided it would be best to follow suit. We will be ready to resume MAP in the fall testing window. Gaining actionable data remains a program goal. We kept notes on our first assessment process to promote improving our process in future implementations.			Developing