





Kenai Peninsula Borough School District

2019-2020 School Development Plan

Fireweed Academy



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?

- In what ways do our instructional strategies create rigor in the classroom? Constructivist principles are used. Authentic experiences are offered. Cooperative Kagan structures ensure that students are engaged. Multiage groupings are used to meet individualized needs. Students are immersed in theme-based and project based learning. Students are encouraged to think outside of the box, using their creativity and to take risks. Practices are differentiated to provide for multiple avenues of learning. Innovative methods are used (blended, integrated curriculum/dynamic cross age groupings, Accelerated Reader and Aleks programs) to increase student engagement and the desire of students to challenge themselves. Student interests and passions provide entry points into more rigorous engagement and skill development. We will offer teachers quarterly learning walk opportunities for them to glean ideas and information from other teachers.

- How well does do our metrics measure student performance? Aimsweb data is used at the k-2 grade levels, although it is limited in its usefulness. NWEA MAP assessments will be used in the grades 3-6 to provide more insight into student understanding. Portfolios are used in the lower grades that allow students to explain what and how they are learning to their parents during student led conferences. Accelerated Reader is used in grades 3-6 to track students reading levels and goals.

Formative assessment strategies (work sampling, peer mentoring, individual/small/large group discussion formats) allow ongoing measurement of student understanding and success. Aleks is used in math for greades 3-6.

- Is student growth and success determined through multiple measures of learning? Portfolios are used in the lower grades. Informal assessments are used in the classrooms to guide instruction and modify lessons, if needed. The use of adaptive software allows students to review and practice the skills until mastery. Students are asked to answer open-ended questions and use the process of inquiry to connect with their own learning. Project based learning, constructivist principles, read-aloud and literature circles are used. Socratic seminar and discussion structures (Kagan) provide understanding of student growth/success.

Focus on all 6 of our learner outcomes allows us build students up in multiple capacities.

- What steps might we take to increase the rigor of our classrooms? We need to improve and increase our use of rubrics through all grade levels used by students to inform them of our expectations for completed work. The use of rubrics will also allow students to evaluate themselves. For group work, peers could also be assessed using established rubrics. For student presentations, peers could ask presenters questions about their presentation. We need to communicate and increase student awareness and involvement in their own learning (student SMART goal setting, posted objectives for each lesson). We need to continue to teach, train and mentor new staff in the rigorous and historical methods of Fireweed Academy.

Advancing

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>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?</p> <p>Hand-on activities are a norm. Field trips and outdoor projects provide authentic learning opportunities. Adaptive software programs are used. We utilize the Artist in Schools program throughout the year. We take advantage of opportunities that may come up unexpectedly. We follow student leads and suppositions to create more meaningful experiences and opportunities driven by their curiosities and questions. Create consistency with the use of rotation stations, NewsELA, ALEKs, Excellence in Writing, and Lucy Calkins.</p> <p>- How do we help our students to develop healthy lifestyles and make healthy choices?</p> <p>Daily check-ins provide the opportunity to engage students in meaningful conversations.</p> <p>Use of emotional and social problem solving skills, including the complaint system for solving interpersonal disputes.</p> <p>Use of movement times and breaks, brain gym activities and creative movement and dance help integrate body-mind learning and growth. Theme studies that connect to these topics provide entry points teaching and learning.</p> <p>- How can our school better engage families and leverage resources beyond the classroom?</p> <p>Offer more opportunities for parents to interact with their children in academic after/in school events. Better utilize the use of social media. Continue the development of a parent volunteer program and identify a new parent volunteer coordinator.</p> <p>Encourage and offer diverse opportunities for parents to become part of our professional learning community.</p>	
Area of Focus: Responsive	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>- In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs?</p> <p>Required daily check-ins provide the opportunity to engage students in meaningful conversations. Students are greeted at the beginning and end of each day. Engage students at a personal level. The use of Kagan Cooperative learning structures help students develop social skills. Modeling and practicing conflict resolution at the K-2 campus. Be aware and sensitive to the needs and challenges of each student. Observe and identify passions and interests that motivate students and allow connections to be developed between the teacher and student. Seeing students as whole beings: capable and interesting. Helping all students move along their continuum of learning, socially, emotionally, academically and physically. Active PBIS participation with WHE. - What instructional strategies are used by our staff to target student needs? Posting and stating learning objectives, generating and testing hypothesis, cooperative learning, classifying, use of graphic organizers, high expectations of students, personalized learning, scaffolding learning, KWL charts, informal assessments, questioning and discussion techniques are some examples of instructional strategies.</p> <p>The use of Kagan Cooperative learning structures help students develop academic skills. Differentiated practice to provide for learning style differences and to allow multiple avenues into learning.</p> <p>Dynamic cross age groupings, thematic immersion, project based learning, inquiry as a process to explore and solve meaningful, relevant problems in the classroom, school or community.</p> <p>- How can we support our staff to strengthen their instructional practice?</p> <p>Quarterly Learning Walks / Peer observations. Continued Kagan Professional Development opportunities. Monthly Kagan coaching. Professional Development opportunities for Write Tools, Restorative Practices, Trauma Informed Schools, Growth Mind Set. Mentoring new staff- teachers, aides as well as new APC members. Teaching, engaging and supporting all Fireweed members</p>	
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.	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

Prioritize strong, positive relationships with all students to support their social and emotional needs.

Professional learning is embedded and ongoing, resulting in continuous growth and innovation.

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

Fireweed Academy



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

Goal #1: 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 #1

By the end of 2019-2020, Fireweed Academy will build on and refine the baseline tools established between 2017 and 2019 prioritize strong, positive relationships with all students to support their social and emotional needs. (Cooperative Learning Structures, Kagan Coaching, Restorative Practices, Growth Mind Set, KPBSD Student Climate and Mindset Survey, PBIS at BFW, Fireweed Frescoes at LFW). There will be a decrease of 5 percentage points in the response "No, not at all" in the survey item "Its is easy to talk to adults at this school about things that are bothering me." There will be a decrease of 3 percentage points in the response "No, not at all " in the survey item "Students at my school treat me with respect." There will be a decrease of 5 percentage points in the response "No, not at all " in the survey item "When students see another student being picked on, they try to stop it." There will be a decrease of 5 percentage points in the response "No, I cannot do this easily" in the survey item "How confident are you in your ability to clearly describe your feelings." Results will be measured through the KPBSD Student Climate and Mindset Survey results for 2019-2020.

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>
Smart Goals Set from KPBSD	FWA Staff	August InService 2019	In-Service Agenda	Completed.
PBIS In-service / Program	PBIS Team	August InService 2019 / Ongoing	In-Service Agenda	Completed.
Restorative Practice Workshop	Todd	August InService 2019	In-Service Agenda	Completed in August & October
Hope & History Workshop	Todd and Kara	August InService 2019	In-Service Agenda	Completed in August
Talking Circle with Staff	Todd	Full Staff Meetings	Meeting Agendas	Completed each month
Talking Circle with Students	Classroom teachers	Weekly	100% of classrooms will use Talking Circles	Completed on a weekly basis
Restorative Practice Overview & Talking Circle	Todd and Kim	APC September 2019	APC Agenda	Completed in September

Fireweed Frescoes Program	Steering Committee	September 2019	The program in its second year will offer weekly classes built into the school schedule and public performances will be a part of the program.	Completed. Performances noted in the end-of-year report to the Superintendent.
Restorative Practice Overview & Talking Circle for Parents and Guardians	Todd and Kim	Fall	A special event will be scheduled.	Completed in February
Student/Staff Connections	All Staff	Quarterly	Dots used to track connections to each student enrolled at FWA.	Incomplete
Review of SDP with APC	Todd and Kim	December	APC Agenda	Completed in December
Cooperative Learning Structures Used in Classroom	All Certified Staff	2 Teambuilding and 1 Classbuilding activity weekly	100% of certified staff will use and document their use in Lesson Plans	Completed
Cooperative Learning Coaching	Stephanie and Todd	Quarterly	Todd will provide coverage for Stephanie's classes	Completed in October, December, and February.
Cooperative Learning, Growth Mind Set, and Emotion-Friendly Workshops for New and Veteran Staff	Todd	January and February	100% of new certified staff will attend a four day Coopertive Learning workshop in Dallas or Las Vegas. Veteran staff memeber will be provided the opportunity to attend a Kagan workshop of their choice ie. Growth Mindset, Emotional Friendly, Brain Friendly, etc.	Diane attended the initial four-day Cooperative Learnings workshops in Dallas in January. Katherine attended Kagan emotion-friendly and growth mindset workshops in Dallas in January. Sam attended the initial four-day Cooperative Learnings workshops in Las Vegas in February. Stephanie and Jon attended follow up workshops of their choice in Las Vegas in February.
KPBSD Student Climate and Mindset Survey Survey	Big Fireweed Staff	February	90% of students participate	Waiting for the reports from Hanover
Weekly Social and Emotion Lessons	Christine Faber	2nd Quarter	Christine will teach during our Specials rotations	Completed through the 3rd quarter
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps				
MID-YEAR DISCUSSION: 12/05/12				
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?		SMART goals for Goal #1 were set in August. The Academic Policy Committee has been provided a copy of the School Development Plan. During our August in-service, Ingrid Harrauld introduced Restorative Practices to our full staff during a three and a half hour workshop. She has since followed up with the staff during a full staff meeting and during a Early Release day. She has also provided information on RP to the parent board, Academic Policy Committee meeting in October. Talking Circles are used daily/weekly in all classrooms. Twice a month during out full staff meetings, Talking Circles are used to open our meetings. Restorative justice has been informally used at the school. We held a three hour Hope and History workshop for the full staff to provide infoamtion on Adverse Childhood Experiences. This training was porvided by Kara Bakken-Clemens and Connor Schmidt. One-half of the staff has incorporated yoga and meditation on a weekly basis. Additional support services for students social and emotional needs has been provided during weekly "specials" in the second quarter, at Big Fireweed. The Migrant Ed department has also provided supports for Migrant Ed students at both campuses. Fireweed Fresoces is in its second year and students are provided with one hour of instruction each week. There have been two public performaces this semester, one of which partnered up with a local bluegrass band. The Academic Policy Committee has been updated on the program and changes to the local support organizations that help provide the violin program. Cooperative learning structures have been implemented in all classrooms, in which staff have been provide the four day workshop. Teambuilding, Classbuilding and Cooperative structures are used on a weekly basis. The staff are supported in their implementation of cooperative learning structures through the use of monthly Kagan coaching sessions.		
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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: 05/21/20				
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>All but one of the Action Steps was completed. We do not know if we met our stated Smart Goals, since we have not received our data from Hanover.</p>	<p>Developing</p>
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2019-20 SMART Goal Sheet for Goal #2

Fireweed Academy



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

Staff Big Fireweed will develop vertical alignment for: classroom expectations, management, procedures and routines. Staff will create and implement vertical alignment for core curriculum and thematic unit studies, use of Cooperative Learning Structures, and Restorative Practices in order to improve student engagement. The number of classroom refocus forms will decrease from the end first quarter to the end of the fourth quarter by 10%.

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>
Consistent classroom expectations, classroom management procedures and routines will be developed.	BFW Staff	August In-Service	All staff will develop consistent classroom expectations, classroom management procedures and routines.	The staff at BFW meet and developed protocols and procedures that would be used in each classroom.
Staff will collaborate with one another on core content curriculum and thematic unit studies.	Todd	Quarterly collaboration meetings	100% teachers will collaborate on core content curriculum and thematic unit studies.	Staff at both campuses met prior to the beginning of each quarter to plan out activities for each quarterly theme and follow up discussions occurred during weekly staff memetings.
Staff will be able to visit other classrooms to observe their peers and their classrooms.	Todd	Beginning in January	100% of teachers will be provided the opportunity to visit classrooms at Fireweed Academy and area schools.	Completed

Theme Studies collaboration between the two campuses will be developed for Theme Launch and Theme Groups.	Todd	August 2019 at the initial Full Staff Meeting	Staff at Little Fireweed will be paired with staff members at Big Fireweed to collaborate on Theme launches.	Teachers were paired up in August and worked with one another. An exception to this was the third quarter, where staff travel during the holidays hindered the collaboration between staff members.
Teambuilding and Classbuilding activities will be used as part of the Kagan Cooperative Learning strategies	All Certified Staff	Beginning in September, two Teambuilding and one Classbuilding activity will be used weekly	100% of certified staff will use and document their use in Lesson Plans	Completed
Cooperative Learning Structures will be used in Core Classes	All Certified Staff	Beginning in September	100% of certified staff will use and document their use in Lesson Plans	Completed
Cooperative Learning Workshops for New and Veteran Staff	Todd	January and February	100% of new certified staff will attend a four day Cooperative Learning workshop in Dallas or Las Vegas. Veteran staff members will be provided the opportunity to attend a Kagan workshop of their choice.	Diane attended the initial four-day Cooperative Learnings workshops in Dallas in January. Katherine attended Kagan emotion-friendly and growth mindset workshops in Dallas in January. Sam attended the initial four-day Cooperative Learnings workshops in Las Vegas in February. Stephanie and Jon attended follow up workshops of their choice in Las Vegas in February.
Cooperative Learning Coaching	Stephanie and Todd	Quarterly collaboration meetings	Todd will provide coverage for Stephanie's classes	Completed in October, December, and February.
Restorative Academic Circles	All Certified Staff	Beginning in March	Restorative Academic Circles will be used in 100% of the classrooms.	Did not occur due to Remote Learning

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

MID-YEAR DISCUSSION: 12/05/19

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>In August, the staff member at Big Fireweed meet to develop and implement consistent classroom management expectations and routines. During the Fall Semester, teachers have collaborated on theme related topics and launches. Staff at both campuses have work with one another to plan and implement thematic lessons that incorporate social studies, science, and art and other non-core academic fields. Staff members who are responsible for Language Arts instruction have meet to discuss what activities and programs are being used at each grade level. They are developing common language to align activities with similar/same academic goals. Cooperative learning structures have been implemented in all classrooms, in which staff have been provide the four day workshop. Teambuilding, Classbuilding and Cooperative structures are used on a weekly basis. The staff are supported in their implementation of cooperative learning structures through the use of monthly Kagan coaching sessions. Peer observations are beginning next week with one teacher observing class rotations in two other classrooms.</p>	

[illegible]

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #3

Fireweed Academy



Area of Focus #3: Rigor: All students will achieve high levels of academic growth.

Goal #3:

Step 1: Write a SMART Goal in the space provided below for Goal #3

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>

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

MID-YEAR DISCUSSION: [Insert Date]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none">- In what ways do our instructional strategies create rigor in the classroom?- How well does do our metrics measure student performance?- Is student growth and success determined through multiple measures of learning?- What steps might we take to increase the rigor of our classrooms?				
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: [Insert Date]				
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?				