





Kenai Peninsula Borough School District

2019-2020 School Development Plan

Sterling Elementary 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: - 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?	Student growth is measured through standardized and informal classroom assessments. Our overall assessment protocols are supportive to our staff in determining student development. Staff use solid Personalized Learning instructional strategies within their classrooms, and agree we need to increase rigor and push students a little more. Our staff may need to look at consistency across grade levels, i.e. understanding of the standards, pacing of the standards, documentation of evidence in Powerschool. This can be accomplished in collaborative team meetings.	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?	Classroom teachers use several instructional models within their classrooms. Improvement will come from delving deeper into the instructional model and offering more choice into the work. For instance, if a teacher is using Daily 5, is there choice and personalization within the daily 5 activities. As part of our Social Emotional Learning component to our school culture, classes discuss healthy choices. Continue to partner with our school's Parent Teacher Organization to help families and community to understand personalized learning. Seek support through the district and other schools for resources and learning opportunities.	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?	Our Positive Behavior Interventions and Support (PBIS) framework supports our students positive relationships as well as introductions of class meetings to build community within classrooms. Teachers build strong relationships with students. Use of personalized learning instructional strategies have supported students instructionally. Staff ensure that students can switch classrooms for activities or content in need. Students at Sterling are risk takers and teachers support students instructionally. Teachers ask for student feedback and problem solving for their own learning.	Sustaining
Step 3: Based on the discussion above, select up to 3 areas of focus and 3 corresponding goals for the 2019-20 school-year		
Strategic Plan Area of Focus #1	Strategic Plan Area of Focus #2	Strategic Plan Area of Focus #3/Core Four Focus
Rigor: All students will achieve high levels of academic growth.	Responsive: Be immersed in a high quality instructional environment.	Core Four: Student Reflection & Ownership
Goal #1	Goal #2	Goal #3
Student growth and success will be determined through multiple measures of learning.	Prioritize strong, positive relationships with all students to support their social and emotional needs.	Student Reflection & Ownership
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.	<u>Link to KPBSD Strategic Plan</u>
Key Performance Indicators	KPBSD Key Performance Indicators (KPI's)	<u>Link to KPI's</u>
Cour Four Look Fors	Key Points to look for when conducting a Learning Walk, including questions to ask students	<u>Core Four Look Fors</u>
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	<u>Core Four Continuums</u>
Core Four White Paper	White paper providing detail into core instructional strategies to have a successful personalized classroom	<u>Link to Core Four White Paper</u>
School Design Matrix	Matrix designed to support schools to create a school design at an atomic level	<u>Link to School Design Matrix</u>
Collaborative Learning Framework	Framework developed with DCPS to provide insights into creating successful peer-to-peer, collaborative learning environments	<u>Link to Collaborative Learning Framework</u>

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #1

Sterling Elementary 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 the third benchmark in May 2020, 60% of students in 3rd through 6th grades will show one year's growth from the Fall to Spring in their Measures of Academic Progress (MAP) data in math.				
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>
Include teachers in the Math and Write Tools training, at least one primary and one intermediate, to share back with the staff. Engage staff who attended the English Learners and Google Apps training to provide an overview of what they learned.	Teachers, admin	May 2020	Staff will have attended training. Admin will include on inservice or staff meeting agendas.	At least one teacher attended each of the trainings as described in our action steps. Teachers were provided time to share their learning with the staff after each training. Due to the Covid-19 school closures, we were unable to finish our sharing of all of the Math Practices, Google Apps and Newsela. Due to the closures, though, many teachers benefitted from the professional development provided by the district during the 2-week extended spring break for students.
Determine what specific pieces of data will be used to determine students in need of intervention, enrichment and acceleration.	Faculty input, intervention team determination	End of September 2019	Data selection will have been made and information provided to all staff and families	The intervention team met during the first data day to review the types of data that we have available for students. It was determined that for most students, MAP and Aimsweb would be most critical for academic data.

Provide necessary interventions for students in need or remediation or enrichment.	Teachers	May 2020	Students will be receiving interventions as required. Student performance will improve in the classroom as well as on assessments.	Students were provided intervention services through the school year from Title 1 and our school intervention services. Students were assessed for Quest though we do not have a Quest teacher on staff. Teachers provided opportunities for enrichment to students after school for Quest activities. Students who showed a need were accelerated or enriched in their content.
Continue professional development and professional conversation regarding reports and data available through MAP.	Teachers, admin	Through school year	Teachers attend training and use information learned to discuss data and make plans at weekly collaborative team meetings as documented in Canvas notes.	Teachers continued to collaborate to discuss and learn the details of MAP data. Teachers did not attend additional trainings on the subject.
Report progress to parents at least quarterly through report cards and at least twice per year at parent conferences.	Teachers	Through May 2020	Parents will be given information about children's progress. Parents and teachers will communicate with one another if they have questions or concerns.	Parents are provided information regarding student progress quarterly through report cards, biannually through parent conferences and as often as requested or determined necessary by teachers through phone calls, in person conversations and our Remind app.

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

MID-YEAR DISCUSSION: 1/6/2020

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways do our instructional strategies create rigor in the classroom? - How well does do our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms? 	<p>Strategies are improving instruction in the classroom. Teachers who have attended trainings have and will provide professional development to the remainder of the teachers throughout the rest of the school year. At least one teacher attended each of the following trainings: Math Strategies with Jennifer Bay-Williams, English Learner Strategies, Google Apps, Write Tools, and Newsela. In addition, our PL Champ has been sharing learning regarding Habits of Mind. At our first Data Day, interventions were determined and provided based on the data that was specific to the needs of the students. Through early release collaboration meetings, teachers have taken the time to dive into their MAP and Aimsweb+ data. Data regarding student learning was shared at the parent conferences in October as well as on the report cards for first and second quarter. Determining student growth as we continue the year is specific to the benchmark data as well as the anecdotal and classroom data.</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>

EOY DISCUSSION: 5/29/2020				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	
<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways do our instructional strategies create rigor in the classroom? - How well does do our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms? 	<p>Teachers see a difference in the problem solving strategies being used by students for math with their own understanding of math practices. Our inability to conduct the MAP and Aimsweb+ spring assessments due to Covid-19 was frustrating. As a staff, we anticipated that the spring scores would show greater growth for our students and will not know if the teacher learning better supported student learning. As we plan for the fall, staff will collaborate and review with one another the professional development they engaged with during the Covid-19 closures as well as what worked for students in remote learning.</p>		Advancing	

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2019-20 SMART Goal Sheet for Goal #2

Sterling Elementary 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 May 2020, grades 5 and 6 students will report an equal or increased percentage on the KPBSD Student Climate and Mindset survey questions: "My intelligence is something I can't change very much." (last year percentage grade 5: 47%; grade 6: 32%) and "If I am not naturally smart in a subject, I will never do well in it." (last year percentage grade 5: 47%; grade 6: 62%)				
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>
At least monthly activities to help teachers practice and model healthy, positive communication with one another.	Admin, Personalized Learning (PL) Leadership Team, staff	Through the school year until May 2020	Staff meeting agendas will reflect an activity, staff will model healthy communication for students and families	Each staff meeting started with a circle to share in a community topic. Staff participated in their professional collaborative groups.
Early release assemblies will be held with activities that build community, such as proactive restorative circles. Families invited to assemblies to participate in circles.	Admin, staff	Each early release assembly through May 2020	6 early release assemblies completed, parent sign ins to show parent engagement, all staff available will participate.	Families were invited to each early release assembly through the school newsletter. Classes sat in circles on the gym floor and engaged in a game or a question each time. All staff who were available joined a class. As part of positive community service, students in grades 4, 5, or 6 voluntarily joined a younger class to support their community.
Special activities and presentations for growth mindset, e.g. NED Show Mindset Mission, lessons or activities during class meeting time.	Staff	NED Show scheduled for 10/9/19, all other activities through the end of the school year	NED Show participation, discussions with students, activities implemented by teachers.	NED show was provided for students at the beginning of the school year. Teachers taught Mind Up during the Social Emotional Learning time provided in our schedule.

Teachers will implement class meetings/circles, buddy activities, and roll out the Mind UP SEL program.	Teachers	Through the school year until May 2020	Evidence of the activities completed with buddies will be shared in class and/or school newsletters and/or through Remind	All classes held a variation of class meetings and buddy activities with their students. Mind Up training occurred in October. Teachers began implementing the lessons immediately and had gotten through Lesson 12 of 15 due to the Covid-19 closure.
Professional development to support our Positive Behavior Interventions and Supports (PBIS) framework.	PBIS committee, district office leads	August 2019	Training will be completed before school starts and staff will use PBIS language consistently	Staff had training at the beginning of the school year with our district coaches.
Monthly newsletter information and education to parents on activities that support community within our school.	Admin	Through the school year until May 2020	Monthly newsletters will be evidence	Minimal information was provided to families through school and class newsletters. This is an area for improvement.

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

MID-YEAR DISCUSSION: 1/6/2020

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
<p>Responsive Goal: Be immersed in a high quality instructional environment.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways does our school and staff prioritize strong, positive relationships with students to meet their social and emotional needs? - What instructional strategies are used by our staff to target student needs? How can we support our staff to strengthen their instructional practice? - Does our school foster a culture of innovation? What steps might we take to better support such a culture? 	<p>We have worked on our climate all year. Our action steps have been productive to this point. We have completed one activity for teachers to model healthy communications. Early release assemblies have been in the form of circles. Students are asked to switch classes and participate with a different class during assemblies so that students work together. Lessons were provided for growth mindset to all teachers. The NED Show Mindset Mission performed during the first quarter of the school year and we incorporate "Keep your GO brain" every morning on the announcements. Lastly, we have fully implemented Mind Up to support students in their learning and ability to be mindful. Most teachers have participated in activities with their buddy classes. Teachers hold class meetings/circles during our check in time in our schedule. Positive Behavior Interventions and Supports training was provided twice with check ins throughout the first semester. Newsletters need to include activities for community building more consistently.</p>	<p>Advancing</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>

EOY DISCUSSION: 5/29/2020

Area of Focus	"	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>Our school staff believes that the building relationships with students is paramount to students' learning. To that end, staff believe that modeling strong relationships with one another is equally important. Our schedule includes 20 minutes of Social Emotional Learning time. This time is used for class meetings to build community within the classroom as well as to allow students a safe place to share concerns and needs. Mind Up lessons provided students with the knowledge of how their brain works and how to regulate their own emotions. Our special education teacher and interventionist engaged in a Teacher Enrichment Pathway to learn about Growth Mindset and how to incorporate the understanding in their lessons for our struggling students. On this year's Hanover survey, only 26% of 6th graders disagreed with the statement "My intelligence is something that I can't change very much." and 85% of 6th graders disagreed with the statement, "If I am not naturally smart in a subject, I will never do well in it."</p>	<p>Sustaining</p>

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #3

Sterling Elementary School



Area of Focus #3:	Core Four: Student Reflection & Ownership			
Goal #3:	Student Reflection & Ownership			
Step 1: Write a SMART Goal in the space provided below for Goal #3 By May 2020, all students each quarter will assess their understanding and experiences with student reflection and ownership in their classroom with Sterling's Personalized Learning Champ or the administrator using the Core 4 continuum for teachers in the element of Student Reflection and Ownership.				
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>
5 minute share out at every staff meeting on the topic of strategies for student reflection and ownership or other personalized learning celebration.	Admin, staff	Through the school year until May 2020	Staff meeting agendas will reflect the share out time. Notes will be recorded for a record to which to refer back	Staff shared personalized learning progress and strategies during our staff meetings throughout the year.
Teachers will use the information from students to move to the next step on the continuum.	Teachers	Movement seen throughout the year	Rubric used and documented of student input	Plans were in place for our Personalized Learning Champ (PL Champ) to visit classes to discuss with students their views on personalized learning in their classes, however, we were unable to do to our Covid-19 school closures.

Create a google survey for what staff are already doing for student reflection and ownership including picture examples to begin our vertical continuum. Include how teachers themselves prefer to reflect.	PL leadership team	Created, sent out and returned by end of September 2019	Results will be tabulated by PL leadership team and shared with teachers who will use the information to start forming the vertical continuum in their collaborative team meetings.	Staff participated in a survey. They are currently allowing students opportunities for ownership and reflection in a variety of ways within the classroom. Throughout the school year, teachers shared new ways with colleagues during collaboration and staff meetings.
Create must do/can do or playlists for early release and collaborative team meeting agendas to provide structure to collaboration times and ensure focus on schoolwide goals.	Admin, PL leadership team, teachers	Created for each time collaborative teams meeting during the 19-20 school year	Teachers will document evidence of their discussions and outcomes in the Canvas module for team notes.	Playlists were created for the two collaborative team meetings prior to our data days. There were tasks in preparation for data day that teachers were asked to complete. This allowed them a solid view of the data prior to meetings. An agenda was created by our Personalized Learning Leadership Team for all of the other collaborative team meetings to include discussing a PL strategy and discussing the high and the low kids in the grade levels and how to support them.
PL Leadership team will survey students in the classroom at least monthly to gauge how students feel they are being given choice.	Admin, PL leadership team, PL Champ, teachers	At least monthly through May 2020	Evidence from discussion will be videoed or notes taken and kept on a google doc or in Canvas	Students were surveyed just once in two classrooms at the beginning of the school year. More work is needed in this area.

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

MID-YEAR DISCUSSION: 1/6/2020

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Personalized Learning	Each staff meeting is started with teachers in a circle for connectivity. During this time, teachers have updated one another on their Personalized Learning work in their classrooms. Teachers also spend time during their collaborative team meetings to discuss and share strategies. Teachers have rated themselves on the self-reflection continuum. Our PL champ and/or principal will begin meeting with classes to discuss students' views of personalize learning. Teachers completed a survey regarding what they were already doing for student ownership. Our Personalized Learning Leadership Team has met monthly to discuss how to support our staff. Early release meetings are used for collaborative teams to meet and discuss data. A must-do / may-do list is provided for teachers to provide structure to their meeting time.	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>

EOY DISCUSSION: 5/28/2020		
Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Personalized Learning	<p>Students are given many opportunities throughout the day for ownership of their work and reflection of their learning. Teachers have produced several types of opportunities for students. Our teachers see the benefit of gathering student input regarding these areas, however, did not have the proper time to gather the information. In the fall, the discussions will happen early in the year, which will allow teachers to use the student information to grow in their practice as well as students having more opportunities to benefit from the personalization.</p>	Advancing