





Kenai Peninsula Borough School District

2019-2020 School Development Plan

Homer Middle 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 |

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| 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? | | |
| 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? | | |
| 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? | | |
| 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. | | Core Four: Student Reflection & Ownership |
| Goal #1 | Goal #2 | Goal #3 |
| 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 |
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| 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 |
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Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #1

Homer Middle School



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

Baseline Data from School Climate and Connectedness Survey Spring 2019: Students in this school help each other, even if they are not friends 49% agree. When students see another student being picked on, they try to stop it 42% agree. By the end of the 2019-20 School Year, 75% of students will state they help each other if they are not friends and 76% of students will state when students see another student being picked on, they will try to stop it based on the School Climate and Connected 2020 Survey.

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> |
|--|--|--|--|---|
| Green Dot | Kari Dendurent | December 2019 | Training Rosters and School Schedule, Postive School Referrals | 3 Green Dot Trainings have been completed. |
| Restorative Practices-Ingrid Harold | Kari Dendurent | May 2020 | Rosters | Not Completed |
| Small Group Break Out- Teen Truth | Anna Sawyer | May 2020 | Group Reflection Sheets | Boys to Men Groups started in February |
| Peer Mentoring Activities, Learning practical skills | Bonnie Jason and Jonathan Langner | May 2020 | Health Class Lesson Plans | Continuous in Health Classes |
| | | | | |

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

MID-YEAR DISCUSSION: February 26 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? | | | | |
|---|---|---|--|--|
| 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> |
| Green Dot | Kari Dendurent | December 2019 | Training Rosters and School Schedule, Postive School Referrals | 3 Green Dot Trainings have been completed. |
| Restorative Practices-Ingrid Harold | Kari Dendurent | May 2020 | Rosters | Not Completed |
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| | | | | |
| EOY DISCUSSION: June 1, 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? | Based on the 2019-20 School Climate and Mindset Survey 51% of students stated it is easy to talk to adults about things that are bothering them. Also in the survey, students at HMS scored above the KPBSD average in the areas of Social Emotional and Mindset items. For the past two years, students have had an advisor for the Spring Parent/Teacher Conferences. One strategy to be implemented at the beginning of the 2020-21 SY will be to assign the advisors for the year to support students and their goal setting. 7th and 8th grade students have the opportunity to explore electives including robotics, business technology, art and Project Lead the Way. It was hopeful students would see these electives as a way to enrich their education and to explore options, but it does not appear to be doing as intended. The enrichment wheel will continue for the 20-21SY; however, showcasing innovation through an Innovation Fair will be an additional event. Students may not be aware of the purpose of innovation and being globally ready when they graduate. | | Developing | |

Kenai Peninsula Borough School District

2019-20 SMART Goal Sheet for Goal #3

Homer Middle School



Area of Focus #3: Student Reflection and Ownership

Goal #3: Student Refelction and Ownership

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

By May 2020, students will have ownership of increasing depth for Student Reflection from data and input of 2018-19 TEPs. Specific data will be collected from the School Climate and Connectness Survey in the Overall Instructional Depth Section.

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> |
|--|--|--|--|---|
| Student Led Open House | Kari Dendurent | September 2019 | Observation and photos | Completed September 2019 |
| Student Led Parent/Teacher Conferences | HMS Teachers | February 2020 | Student List and Product | Completed February 17, 2020 |
| 7th/8th Grade Team Goals | HMS Teachers | May 2020 | PLC Goals | Continuous work during Team Time |
| 16 Habits of Mind Adoption by Teacher to teach students | HMS Teachers | May 2020 | Lesson Plans | 7th and 8th Grade Classes |
| PD Opportunities | Kari Dendurent | May 2020 | Attendance at PDs, workshops, webinars and conferences | |

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

MID-YEAR DISCUSSION: 2/26/2020

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|---------------|------------------------------|---|
| Area of Focus | Record Discussion Notes Here | Select a current ranking for your school in this area |
|---------------|------------------------------|---|

| | | | | 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> |
| Student Led Open House | Kari Dendurent | September 2019 | Observation and photos | Completed September 2019 |
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| PD Opportunities | Kari Dendurent | May 2020 | Attendance at PDs, workshops, webinars and conferences | |
| EOY DISCUSSION: June 1, 2020 | | | | |
| Area of Focus | Record Discussion Notes Here | | Select a current ranking for your school in this area | |
| | Based on the 2019-20 School Climate and Mindset Survey, the students did not rate themselves very high in the Instructional Depth sub-category. The staff have utilized the classroom observation form when observing each other to focus on the question, "How is this relevant" to students?" Students state they can identify or define a problem but score themselves the lowest on their ability to compare different ways of solving the same problem. The teachers at Homer Middle School use a variety of higher order questioning techniques based on observation data, so it may not be that strategy that will need to be explored. Students are provided choice boards, use rubrics to determine their challenge level and can pick how the product they want to utilize to show mastery, so it is difficult to find out how to remedy this obstacle. | | Developing | |