Kenai Peninsula Borough School District

Mission Statement: The mission of the Kenai Peninsula Borough School District is to develop productive, responsible citizens who are prepared to be successful in a dynamic world.	
Vision Statement: We envision KPBSD students who engage in their learning, participate in their community, reach high levels of achievement, and graduate prepared for their future.	
Guiding Principles: Each student can learn and be successful. Every student is recognized as unique, valuable, and is treated with respect and dignity. Learning is a lifelong process. The educational environment is safe, engaging and purposeful.	
District Focus Area: 1.0 Academic Success	
District Goal: 1.4 Student Engagement	School Name: Kachemak Selo School
Current Reality: Less than 25% of staff members use blended learning during at least 25% of their instruction.	
SMART Goal: By May 26, 2017, we will increase the percent of blended learning used in the classroom as evidenced by all teachers using blended learning practices in at least 25% of their instruction.	
SMART = Specific, Measureable, Attainable, Responsible, and Time-bound Last Updated: 10/19/2016	

Action steps should be listed in this column. Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.	**Who is responsible for leading or coordinating this action step?**	**Timeline for updating**	**What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?**	**Results, observations, or comments?**
Using the PPT shared during the Leadership Academy the definitions of blended learning and different styles of blended learning will be presented and discussed.	Tim	Opening In-Service Days	Staff collaborating and researching ways to implement blended learning strategies within their classrooms	Teachers collaborated on ways to implement blended learning practices in their instruction.
Provide training on how Canvas can be used to support blended learning instructional practices.	Michelle Thomason	September 8th	Involvement and engagement in the presentation, participation in practice classes, using gained information in their own classes	All staff were actively engaged in the presentation. Teachers were able to create lessons by the end.
Share blended learning resources and provide time to research and collaborate during Early Release days.	Tim	October 26th, November 23rd, February 8th, April 5th	Observe blended learning practices being implemented in all classrooms from introductory levels to more advanced levels	

Include blended learning as an agenda item at staff meetings.	Tim	Staff meetings throughout the year	Teachers given opportunities to share newly acquired blended learning successes.	
Research and develop a useful survey to determine effective blended learning practices.	PLC	Ongoing throughout the year.	Useful data acquired from surveys.	
Analyze discipline data in Power School.	Tim	Ongoing throughout the year.	Recognizable differences between classes implementing blending learning practices with fidelity.	
Through increased use of blended learning students at the high school level will achieve higher grades in comparison to grades given in the same class during previous years.	H.S. teachers	End of each semester	Higher grades earned on report cards	

District Goal Summary: Choose an item.
District Goal Summary Reflection/Response: Click here to enter text.