

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: 1.5 Graduation	School Name: Nikiski Middle/High School
Current Reality: Graduation rate for 2015-16 was 91.5%. These numbers include two intensive needs students and one student attending project search who earned his diploma. Although this is a high graduation rate, we will have a different cohort of students with the goal of graduating a higher rate of students.	
SMART Goal: By May 24, 2017, we will increase the percent of students graduating to 92% as evidenced by graduation rate for the 2017 cohort.	
<small>SMART = Specific, Measureable, Attainable, Responsible, and Time-bound</small> <small style="float: right;">Last Updated: 11/17/2016</small>	

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?
Continue and expand development of KUDs, differentiation, and blending via Canvas in all instructional classrooms; Canvas modules will be based on KUDs	Certified Teachers	Quarterly	Classes populated in Canvas with modules based on KUDs	
Teachers will build classes into the Canvas LMS; inservices and work days in the first semester will be dedicated to giving time for teachers to progress through the process; different teachers will present to each other how their classes look differently and how	Admin and teachers	End of Q1: one full prep in Canvas; four different teachers present to peers on use of Canvas	Teacher leader developed rubric for peer assessments; amount of time students are on Canvas (should result in increased communication with students, even students who are absent over 10% of the time)	

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they will be differentiating through the use of Canvas		End of S1: Peer reviewed module delivered with Canvas End of S2: two additional modules delivered through Canvas		
Freshmen Academic Transition program (as described in previous goal)	FAT teachers; i-team	Quarterly	Canvas classes in FAT program	
Continue CTE, fine arts, and college prep offerings that cater to students with different outcome goals	CTE Teachers; counseling department	Quarterly	Classes in schedule	
Continue to offer class periods within the school day that will support students in recovering credits and an alternative path to earn credits	Counseling department; credit recovery/alternative credit supervisor	Continually	Credits recovered	
6-10 grade Performance Series score/growth/data usage; math teachers using iXL in conjunction with Performance Series to focus on difficult areas or enrich students who show a need (differentiation); Special Education teachers using data to assist development of IEPs; LA teachers using data in conjunction with quarterly writing assessments to determine more specific discrepancies with more accuracy; I-Team using data to assist in developing appropriate student interventions	Certified Teachers; admin; I-Team members	Assessment given three times per year; data usage is ongoing throughout 2016-17 school year	Edperformance growth; iXL usage in math classes; SGMs from eligible LA and/or math teachers; IEPs which reference Performance Series data; I-Team notes referencing Performance Series data.	
Students taking and passing algebra in 8 th grade	MS Teachers	Yearly	Number of 8 th grade students in algebra	
9 th graders at least six credits; 10 th grade at least 12 credits	Counseling department; i-team; admin	Bi-Quarterly	Credits checked for all 9 th and 10 th grade students	

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11 th grade students begin work on “bulldog packets” to promote post-secondary planning process	Counseling; senior advisors/LA Teacher; admin		11 th grade student folders show progress towards BP’s; resume template completed	
12 th grade students earning college credits, industry certifications, OJT, or 3 or higher on AP exams	Counseling; CTE instructors; AP teachers; admin		12 th grade students that have previously described documents	
Based upon PD survey and District wide inservice, teachers will review and select focus areas for different PLCs; PLC agenda and notes (form created) will be used and posted to Canvas site for peer review and feedback	Certified Staff	Early Releases, Inservices, and built in time during the day; peer observations	PLC Agendas and Meeting notes form filled out and posted to Canvas; Peer observation rubrics completed and feedback provided for teachers	
Staffing change with Credit Recovery Program	Holly Boyle; Counseling dept	Throughout 2016-17	More percentage of attempted credits being recovered than in previous years	

District Goal Summary: [Choose an item.](#)

District Goal Summary Reflection/Response: [Click here to enter text.](#)