

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: Marathon School
Current Reality: 33% of Marathon students graduated in five year during the 2015-2016 school year. 0% of Marathon students graduated in 4 years during the 2015-2016 school year.	
SMART Goal: By June 30, 2017, we will increase the number of completed credits students earn as evidenced by transcripts before and after their attendance at Marathon School.	
<small>SMART = Specific, Measureable, Attainable, Responsible, and Time-bound</small> <small>Last Updated: 1/9/2017</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?
Teacher and administator will explore curriculum so that students, if possible, can maintain contact with sending school teacher. Curriculum would be accessible through the KPBSD Learning Management System STEPP Indicator 3.1,3.2, 3.3	Melissa Linton, Marathon Teacher	on-going as needed	Learning Management System in place. Teacher using LMS to assign students work. Collaboration with KPBSD core content teachers. Number of lessons/courses students access via the LMS	This goal may or may not apply to all students attending Marathon and is dependent on KPBSD teachers who use the LMS in a blended format. Teacher and administrator are continuing training in this area.
High School students will be placed in classes that provide the opportunity to earn equal or greater number of credits as compared to	Marathon School, teacher	as needed, per student enrollment	Student receive credit and participate in credit recovery classed while attending Marathon School	Teacher is researching the use of Canvas to help students maintain course

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their previous school. Pre and Post assessment data will be reviewed and/or administered so teachers can meet the academic needs of individual students. (Aims Web, Performance Series and AKCIS teacher made inventories) STEPP Indicator 2.2, 2.3, 2.4				work from the previous KPBSD school, if possible.
Conferences occur between teacher/parent/probation officer and other agencies to review/develop a transition plan to and from the sending and receiving school STEPP Indicator 4.8	Teacher, Principal, student advocate	as needed	Plans in place; IEP, I-team meeting scheduled at the receiving schools within one week of the transition back to the receiving school.	
Hire student/parent advocate to assist in student transitions	Melissa Linton	as needed	Student advocate will assist teacher and principal in representing student and communicating with families	We have identified a part-time counselor to assist with student transitions. The service is intermittent, but has helped two students to date.
MOA will be established between KPBSD and JDD so that both can work collaboratively with court systems, correctional facility, and the school so that students have a seamless transition with successful credit completion. STEPP Indicator 4.8	JDD, KPBSD, Marathon School	Nov. 2016	MOA in place and open communication between partnering organizations. Completed credits by students	MOA has been established
Students in grades 9-12 will have reviewed or developed a graduation plan with adult support, so that re-entry to their receiving school will be seamless and successful STEPP Indicator 4.8	Marathon School, Melissa Linton, JDD	On-going	Transition meetings will occur to assist students in making transitions successful so that student have a concrete, realistic plan back into their re-entry school	
Teacher will attend professional development on research based social-emotional programs such as the Fourth R and YMHFA	Joe Mooney, Melissa Linton	March, 2017	Attendance at training and implementation of program	Teacher has attended Fourth R and YMHFA training.

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District Goal Summary: Choose an item.

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