

## Kenai Peninsula Borough School District

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| <b>Mission Statement:</b> 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.   |   |
| <b>Vision Statement:</b> We envision KPBSD students who engage in their learning, participate in their community, reach high levels of achievement, and graduate prepared for their future.   |   |
| <b>Guiding Principles:</b> 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>Last Updated: 1/11/2017</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?  |
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| 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) | Early releases and Inservices have been dedicated to Canvas migration; Multiple teachers have shared different examples of how |

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| they will be differentiating through the use of Canvas   |  | End of S1: Peer reviewed module delivered with Canvas<br>End of S2: two additional modules delivered through Canvas |  | instructional methods have been posted to Canvas; invested in doc cams for posting of videos to Canvas              |
| Freshmen Academic Transition program (as described in previous goal)   | FAT teachers; i-team   | Quarterly   | Canvas classes in FAT program  | Average Sem I GPA: 2.57; 60/63 classes passed = 95%; Only two failed core classes in Sem I                          |
| 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  | From the summer through Semester I: 53 total classes recovered (more than twice as much as the same time last year) |
| 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. | Baseline completed in September with mid-year being administered through January                                    |
| Students taking and passing algebra in 8 <sup>th</sup> grade   | MS Teachers  | Yearly  | Number of 8 <sup>th</sup> grade students in algebra  | 16 MS students enrolled in Algebra (15 8 <sup>th</sup> , 1 7 <sup>th</sup> )  |

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| <p>9<sup>th</sup> graders at least six credits; 10<sup>th</sup> grade at least 12 credits</p> <p>11<sup>th</sup> grade students begin work on “bulldog packets” to promote post-secondary planning process</p> <p>12<sup>th</sup> grade students earning college credits, industry certifications, OJT, or 3 or higher on AP exams</p> | <p>Counseling department; i-team; admin</p> <p>Counseling; senior advisors/LA Teacher; admin</p> <p>Counseling; CTE instructors; AP teachers; admin</p> | <p>Bi-Quarterly</p>  | <p>Credits checked for all 9<sup>th</sup> and 10<sup>th</sup> grade students</p> <p>11<sup>th</sup> grade student folders show progress towards BP’s; resume template completed</p> <p>12<sup>th</sup> grade students that have previously described documents</p> | <p>89% of 9<sup>th</sup> grade are on track to earn six credits by the end of the year (3+ currently); 79% of 10<sup>th</sup> grade are on track to earn 12 credits by the end of the year (9+ currently); 13 total college classes were completed; Scholarship packets are on track to be completed by February</p> |
| <p>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</p>   | <p>Certified Staff</p>  | <p>Early Releases, Inservices, and built in time during the day; peer observations</p> | <p>PLC Agendas and Meeting notes form filled out and posted to Canvas; Peer observation rubrics completed and feedback provided for teachers</p>   | <p>PLC groups were replaced by the Ed Camp format to give teachers more control over their PD; notes posted to Canvas classes</p>  |
| <p>Staffing change with Credit Recovery Program</p>  | <p>Holly Boyle; Counseling dept</p>   | <p>Throughout 2016-17</p>  | <p>More percentage of attempted credits being recovered than in previous years</p>   |  |

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

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