

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: 5/22/2017</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?
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 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 th grade	MS Teachers	Yearly	Number of 8 th grade students in algebra	16 MS students enrolled in Algebra (15 8 th , 1 7 th)

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<p>9th graders at least six credits; 10th grade at least 12 credits</p> <p>11th grade students begin work on “bulldog packets” to promote post-secondary planning process</p> <p>12th 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 9th and 10th grade students</p> <p>11th grade student folders show progress towards BP’s; resume template completed</p> <p>12th grade students that have previously described documents</p>	<p>89% of 9th grade are on track to earn six credits by the end of the year (3+ currently); 79% of 10th 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: Progress being made, goal not yet achieved.

District Goal Summary Reflection/Response: Since we do not have the final numbers, we are not sure if the graduation rate goal has been met. One thing that should be pointed out is that we continue to focus on the younger students in our school to instill a love of learning and to try to intervene before students are in danger of not graduating. Our freshman academic transition targets students who may struggle in a traditional learning environment and we are able to differentiate the instruction, make it more personal and utilize standards based grading. This is evidenced by having a 90% passing rate for all classes that our FAT students are taking, which follows the 95% passing rate during the first semester. Additionally, for students who need to recover classes, our fifth period in the middle of the day was a great option. This allowed students to continue taking a full load of classes while recovering credits. At last count, we had over 60 total semester classes made up by students within the school day. After looking at credits for our freshmen and sophomores, a little over 85% of freshmen

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and a little over 75% of sophomores are on track to graduate as it relates to credit acquisition. We did have some of our freshmen bounce between home-school and Nikiski, which creates a difficult transition for some students. Additionally, we inherited four sophomores from other schools who were already behind on credits. Three of those students made up many of their previous failed courses and do have a plan to recover credits during the summer school session and throughout the 2017-18 school year. When looking at Performance Series scores for each grade level from the fall administration through the spring, the average improvement for students in reading and math was above the average expected growth. One of the action steps called for improving differentiation through the use of the Canvas LMS. Our professional development time was dedicated to a smooth implementation of Canvas throughout the school year and all of our teachers use Canvas at some level; the goal is to increase the use in the 2017-18 school year. Additionally, our model of professional development after the focus on Canvas, was an Ed Camp model. Ed Camp allowed teachers to direct their professional learning to attending/discussing topics of their choosing. These Ed Camps allowed teachers to modify our bullying policy, set up a math/science day, discuss better uses of technology tools, and arts integration into STEM topics. All of these discussions either directly or indirectly address graduation rate by focusing on student safety, student engagement, or instructional relevance. Finally, to continue to address graduation rate at Nikiski, we will expand our offerings to include aerial cinematography and engineering through Project Lead the Way. These classes will bring even more relevance and rigor to the students of Nikiski.