

## Kenai Peninsula Borough School District

<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: 1.1 Student Achievement	School Name: Redoubt Elementary
Current Reality: 2016-2017 Redoubt Elementary, 261 total students, grades 2-6, completed the Fall Math Aimsweb Benchmark testing in which 36 students scored “Below Average” (yellow area) and 14 students scored “Well Below Average” (Red Area).	
SMART Goal: By May 12, 2017, we will increase the number of students (85%) scoring proficient and above as evidenced by test scores on Aimsweb Benchmark Testing in Math.	
<small>SMART = Specific, Measureable, Attainable, Responsible, and Time-bound</small> <small style="float: right;">Last Updated: 5/30/2017</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?
Intervention will be provided to students who score lower than the 25% tile on benchmark testing. Either Tier 2 or Tier 3 supports will be provided	All staff, Interventionist, administration	September 2016 January 2017 May 2017	Results from Aimsweb Benchmark Testing along with Ed Performance Testing will provide data. Weekly or bi-weekly progress monitoring.	Results as of 12/22/16 one data day meeting held to help identify students who need additional supports in math and reading through tier 2 or tier 3 interventions. 90 plus students receive either tier 2 or tier 3

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				interventions in the areas of math or reading. Weekly or Bi-Weekly progress monitoring occurs through classroom teacher or by interventionist
Enrichment program for students who score in the 90% tile	All Staff/ Bobbie Baldwin Quest teacher	September 2016 January 2017 May 2017	Results from Aimsweb Benchmark Testing along with Ed Performance Testing will provide data.	Two Data Day meetings have been conducted analyzing Ed Performance scores along with Aimsweb testing scores. STEAM activities used to help provide enrichment activities for all grade levels.
Reflex Math to help strengthen fact fluency	Teachers	Weekly	Monthly reports. Results as of 12/22/16 Reflex math provided to all students in grades 2-6. 300,000 math facts have been learned by students 2/22/17 Reflex Math provided to all students grades 2-6. 600,000 math facts have been learned by students	As of May 1 <sup>st</sup> , more than one million math facts have been obtained by students using Reflex Math. This program will be accessible at home or at school.
Classroom Observations	Administration	Weekly	Rediker, Lesson plans, Danielson's Framework/teacher evaluation process – formal and informal walk throughs.	All teachers have had their formal observation along with admin walk through and pre/post conference meetings. By April 15 <sup>th</sup> all teachers have had their summative evaluation completed and submitted into central office through Rediker. Remaining teachers not part of the

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				evaluation process were completing TEP plans which were submitted on May 15 <sup>th</sup> .
Grade Level PLC's	Teachers	Monthly	Flexible groupings, Early Release agenda, Aimsweb and Ed	Performance Data analysis. Results as of 12/22/16 Early release days and monthly PLC's times have been provided to help analyze student data and to drive teacher lesson planning. Monthly PLC's during early release days to analyze student data and group students when needed. Continuation of PLC's within all grade levels.
We will host 2 different STEAM Fairs grades K-6	Teachers, STEAM committee, Administration	1 per semester (December, May)	Newsletters, Website announcements, Facebook Results as of 12/22/16 2 different school wide STEAM challenges have been completed by all students in grades K-6 3 school wide STEAM challenges have been completed along with monthly STEAM committee meetings.	456 science fair occurred on May 22, 2017 with 4 <sup>th</sup> grade working on mouse trap cars, 5 <sup>th</sup> grade working on boats, and 6 <sup>th</sup> grade working on bridge designs. 1 <sup>st</sup> and 3 <sup>rd</sup> grade science fair worked collaboratively together with ecosystems. Pre-K and Kindergarten worked on plants and butterflies
Teachers working collaboratively in creating monthly STEAM lessons – integration of math and technology	Teachers, administration	Monthly	Monthly STEAM Committee meeting notes, Lesson plans. Results as of	Each classroom teacher has completed an additional STEAM activity for their classes using

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				either the Scientific Method or Engineering Design Process. 4 STEAM Committee meetings have been conducted Several grade levels complete weekly or bi-weekly STEAM activities with in their class.
Parent Involvement and communication	Teachers, administration	Monthly	PTA and Site Council minutes - posted on website, agendas submitted to CO. Teacher/parent communication log, weekly newsletter.	Reflex Math available to families. Monthly Site Council minutes posted along with agenda and upcoming meeting. Multiple math, science and reading nights were conducted.
Blended Learning opportunities through Canvas with a focus on Math	Teachers, administration	October, December, February, March	Canvas modules created by classroom teachers.	Results as of 12/22/16 all classroom teachers have attended 3 Canvas training sessions. 2/22/17 three teachers utilizing Canvas for blended learning opportunities as part of their TEP plan. Limited results based upon access to technology at home.

**District Goal Summary:** The goal has been met.

**District Goal Summary Reflection/Response:** Goal 1.1 Student achievement – this year math was the focal point at Redoubt Elementary. At the beginning of the year 261 students in grades 2-6 completed the fall Aimsweb Benchmark testing. 50 students either scored “below average” or “well below average” on the fall test. Students that fell into this range were brought to “Data Days” and received either Tier 2 or Tier 3 interventions from the classroom

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teacher or interventionist (30 to 45 minutes per day). Students received a variety of interventions based upon individual needs. Additional programs were also utilized to help provide enrichment opportunities for students such as: Reflex Math, flexible groupings, Blended Learning and STEAM activities. As a result of interventions and additional programs provided students that scored “below” or “well below” made significant gains in the area of math as evident by Aimsweb spring benchmark testing results. This year Redoubt was able to use Reflex Math in which more than one million math facts were achieved by students. This program can be accessed from both school and home with the intent to continue its use for the 2017-2018 school year. STEAM activities were also utilized to help with math concepts and enrichment opportunities. Students were given a variety of challenges in which team work, communication, and perseverance were needed to be successful or to achieve a specific goal. Teachers and administration identified specific needs and made adjustments to lessons and activities to help students gain essential lifelong skills needed to be successful.

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District Focus Area: 1.0 Academic Success	
District Goal: 1.1 Student Achievement	School Name: Redoubt Elementary
Current Reality: Though Redoubt currently has PBIS Tier 1 and Tier 2 programs firmly in place, it does not have a social skills component or program to help develop the "whole" child.	
SMART Goal: By May 19, 2017, we will increase the number of social skills activities taught in grades K-6 from 4 to 16 as evidenced by monthly school wide social skills focus areas/themes (What is a friend, What is a Bully etc.) and decrease office referrals by 20% from previous year (121 ODR's to 97 ODR's) .	
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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?
Review/Teach PBIS expectations to all students and staff	PBIS Committee, administration	August 2016, November 2016, January 2017, March 2017	Number or Roadrunner tickets, PBIS celebrations, Monthly Newsletter, new poster area for PBIS cards.	School wide expectations taught/re-taught 4 times throughout the year. Additional lessons taught based upon discipline data Results as of 12/22/16. Four school wide PBIS activity schedules have been utilized to help teach and re-teach all school

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				expectations to every student. 2/22/17 Students reviewed all PBIS expectations throughout the school on January 9 <sup>th</sup> , 2017, and on March 20 <sup>th</sup> after students returned from spring break
School wide Implementation of social and emotional skills program	Sam Pugia, administrator, Kumi Shields classroom teachers	Monthly	Bi-Weekly lesson plans submitted to administration.	Social skill lessons taught to all students in grades K-3 with additional focus on students who need additional support being referred to CI/CO program. Lesson plans continued throughout the school year.
Extension activities for students to help reinforce monthly social skills theme	Teachers	Monthly	Administrator walk-throughs, weekly lesson plans submitted.	Daily walk-throughs and review of lesson plans submitted.
Create a new Goal Setting bulletin board for visual reference	PBIS Committee,	Monthly	Weekly names called by office, update on school goals through morning announcements, Class compliments	Three different bulletin boards have been utilized this year to help provide a visual for staff and students. New school PBIS goals established and posted making them visible to all students and staff
Stop and Think forms/Progress monitoring	Teachers, administration	Weekly	Teachers recording stop and think forms into Classroom Discipline Data Base, ODR's inputted into Powerschool. Results as of	Discipline data recorded into Powerschool weekly. Results shared monthly with all staff in which adjustments are made

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				with areas that need additional coverage
Discipline Data Update with staff	Administration, PBIS Committee	Monthly	PBIS Notes, Staff meeting agenda. Results as of	Monthly discipline data was discussed and analyzed with staff and PBIS committee members. Monthly discipline data is shared with entire staff during faculty meetings. Changes to duty coverage provided for additional support when needed.
Parent Communication	Office, administration	Monthly	Newsletter, Commons area TV, PBIS communication board	Site Council and PTA given monthly updates on PBIS program
Tier 2 Check in/Check out - Utilize data days to help identify Tier 2 students who might benefit from this process	PBIS Committee - Amy Utecht, Anne Buckbee	Daily (am/pm meet with students)	Quarterly review of CI/CO program with PBIS Committee, daily parent communication.	Students entered into CI/CO meet daily with teacher. Data collected is presented monthly to PBIS committee and weekly to classroom teacher. Daily communication with parents in the form of email, phone call, or in writing. Additional students added to CI/CO program based upon data day information

District Goal Summary: The goal has been met.



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**District Goal Summary Reflection/Response:** This year there was a significant reduction in office referrals from 121 in 2016 to 82 in 2017. Several key factors played a role in the reduction. PBIS included a social skills component focusing on students in grades K-3. Students were provided 3 to 4 monthly lessons, in small groups, with each month focusing on a different theme (based upon need) such as: What is bullying, what is a friend, how do we share with one another. Tier II took on a new approach of “Connect & Check” providing students with an opportunity to build a connection and rapport with staff. Classroom teachers discussed individual students with the ITeam or during Data Days to see if that child would benefit from a connect and check system or for the more formalized Tier II intervention of CI/CO. In addition to the above mention, Redoubt conducted 4 school wide PBIS teach/re-teach assemblies in which different staff members along with students taught PBIS expectations to all students. This year more skits and teacher involvement played a vital role in defining the importance of what it means to be responsible, respectful and safe while in school.