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: 1.2 Student Proficiency | School Name: Mountain View Elementary
Current Reality: 2015-2016 - 63% of grade 3,4,5 students achieved their annual targeted decile gain from Fall to Spring on Performance Series Math Assessments (This is a continuation goal, 2014-2015 performance was 53%)
SMART Goal: By Date, we will Choose an item. the Choose an item. of Click here to enter text. as evidenced by By May of 2017 67% of Mountain View students in grade 3, 4, 5 will achieve their annual targeted decile gain from Fall to Spring on Performance Series Math Assessments. SMART = Specific, Measureable, Attainable, Responsible, and Time-bound Last Updated: 1/17/2017

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?
Standardized administration of benchmark Performance Series assessments across all grade levels	Interventionist/ teachers	Fall, Winter and Spring assessment windows	Testing schedule and proctoring guidelines.	Fall Performance Series administered uniformly across grade levels
Review data from Performance Series benchmark assessments in math, determine objectives to focus on and develop WIN time plan to deliver instruction on those objectives	Grade Level PLC teams	Early release and collaborative time following Fall and Winter	WIN time plans including Performance Series objectives to be focused on shared in grade level PLC folders.	Win Time Plans developed and in PLC folders. Tier 2 and Tier 3 math interventions in place.

		assessment windows		
Track and record class level individual student annual decile growth	Teachers / Interventionist	Fall through Winter	Individual Teacher SGMs	

District Goal Summary: Choose an item.
District Goal Summary Reflection/Response: Click here to enter text.

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District Focus Area: 1.0 Academic Success
District Goal: 1.2 Student Proficiency | School Name: Mountain View Elementary
Current Reality: Fall 2016, 68% of Kindergarten students are at or above the 25th national percentile ranking (NPR)on NIM Aimsweb assessment 74 % of 1st grade students are at or above the 25th NPR on Mcomp Aimsweb assessment, 90% of 2nd grade students are at or above the 25th NPR on Mcomp Aimsweb assessment (This is a continuation goal Spring of 2016 results were 73% for Kindergarten, 94% for 1st grade and 85% for 2nd grade)
SMART Goal: By Date, we will Choose an item. the Choose an item. of Click here to enter text. as evidenced by By May 2017 75% of Kindergarten students will be at or above the 25th NPR on NIM, 80% of 1st grade students will be at or above 25th NPR on Mcomp and 90% of 2nd grade students will be at our above the 25th NPR on Mcomp . SMART = Specific, Measureable, Attainable, Responsible, and Time-bound Last Updated: 1/17/2017

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?
Based on Review of initial and subsequent AIMSweb data identify students in percentile categories, create specific strategic and progress monitoring schedules for Mcomp or Number ID (<10% weekly, 11-25% biweekly, >25% monthly). This should include coordinating with resource teachers and Title to utilize time efficiently. Create a plan for	PLC teams	Fall and Winter assessement windows	Grade level WIN time instructional plan to deliver differentiated instruction in math to all students based on AIMSweb and other data. Detailed, specific, strategic and progress monitoring schedules for each group. (<10% weekly, 11-25% biweekly, >25% monthly).	WIN time plans in PLC folders. Strategic Monitoring Schedules developed and Tier 2 math interventions in place.

differentiating math instruction 3 days a week during WIN Time to meet the needs of the three groups.			This information will be placed in PLC shared folders	
Track and record individual student annual growth on classroom level SGMs	SGMs Interventionist / Individual teachers	Fall , Winter, Spring	Teacher SGM's in PLC shared folder	

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District Focus Area: 1.0 Academic Success
District Goal: 1.4 Student Engagement — School Name: Mountain View Elementary
Current Reality: A variety of Tier 1 Behavior Intervention Strategies are used throughout the school
SMART Goal: By Date, we will Choose an item. the Choose an item. of Click here to enter text. as evidenced by By May 2017 100% of teachers will be proficient at their chose Tier 1 Behavior Intervention (Class Meetings, Class Connections or Safe Place) as evidenced by a score of 3 on an end of year self-evaluation rubric. A standing behavior support committee will hold regular meetings. SMART = Specific, Measureable, Attainable, Responsible, and Time-bound Last Updated: 1/17/2017

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?
Develop Tier I behavior intervention rubrics and descriptors	Admin	Prior to opening inservice	Rubrics and descriptors	Rubrics and descriptors developed and distributed to teachers
New School-wide plan and goals to staff	Admin	Opening Inservice	Inservice Agenda, Behavior Intervention Flow Chart, Behavior Support Flow Chart, Behavior Support Committee formed and processes being developed	

Teacher Self-Reflection / Calibration Conference with Focus on component 2a and 2d	Teachers / Admin	During established self-reflection conferences	Conference documents	Conferences held, rubrics filled out and discussed.
Implementation Check-ins	Admin / Teachers	Ongoing classroom walk-throughs and informal observations	Rediker notes	
Professional development for Tier I Behavior Interventions	Staff	Staff Meetings	Agendas and PD documents in PLC folder	PD (inservices) for Calss Connections and Class Meetings completed
Behavior Support Committee process draft developed	Behavior Support Committee	October 1	Behavior Support Committee process draft	Behavior Support Committee Process in place with subsequent PD given to staff on how they can access it efectively
Behavior Support Committee will hold regular scheduled meetings	Behavior Support Committee and Teachers	January 1	Meeting Schedule	Behavior Support Committee meets every other Tuesday after school.
End of year teacher self-evaluation	Teachers	May 1	Completed Rubrics	

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