

## 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. |   |
| <b>District Focus Area:</b> 1.0 Academic Success   |   |
| <b>District Goal:</b> 1.4 Student Engagement   | <b>School Name:</b> Seward Middle School (14) |
| <b>Current Reality:</b> Inconsistent building-wide procedures, classroom management room-to-room, reporting into Powerschool, referral to office, consequences, and referral to intervention.  |   |
| <b>SMART Goal:</b> By May 15, 2017, we will increase the percent of student buy in, engagement, ownership as evidenced by pre and post school climate survey, and an increase in overall attendance by 2.5%.   |   |
| <small>SMART = Specific, Measureable, Attainable, Responsible, and Time-bound</small> <span style="float: right;"><small>Last Updated: 6/1/2017</small></span>   |   |

| 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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| (1) Create more comprehensive student handbook, incorporating mission, vision, guiding principles, specific procedures and a discipline matrix.                          | Rothenberger, Staff, SLT, and Advisory Council                   | July-August 2016      | Procedures, consequences and feedback more predictable.  | As of 1/12/17 handbook published, and procedures clearly outlined/communicated to students, staff and parents. |
| (2) Develop full-year advisories for students which target mentorship, study and computer skills, and social/emotional support. Reflect on practice at mid-year.         | Teachers   | August/December 2016  | Fewer discipline referrals, and an increase in student performance/attendance and behavior.                    | As of 1/12/17, advisories have targeted student progress monitoring procedures.                                |
| (3) Create and conduct pre/post climate survey—using Alaska School Climate and Connectedness Survey  | Teachers/Intervent   | Monthly               | Adjust programming to fit climate data.  |  |

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| (4) Report classroom behavior into Powerschool--date, name, interventions, student/parent contact, notes. Frequent fliers referred to I-Team.                 | Staff                    | Weekly | Consistency room-to-room, taking deliberate attempts to provide Tier 1 and Tier 2 interventions in the classroom, by classroom teacher. | As of 1/12/17 ASCCS is under consideration for use district-wide. No surveys have been given at building level.                               |
| (5) Behavior notes shared with interventionist--disseminated to I-Team.   | Teachers/Interventionist | Weekly | Data collection, and quicker intervention turn around for tiered behavior support.  | As of 1/12/17 Tiered intervention and progress monitoring occurring weekly/daily by interventionist and support.                              |
| (6) Office referral form constructed--outlining classroom and office managed behaviors. Office referrals recorded in Powerschool following discipline matrix. | Teachers and Principal   | August | Predictable expectations and data collection.   |   |
| (7) Inservice--office referred student behavior must be recorded into Powerschool by the end of the period--FERPA training.                                   | Teachers                 | August | Same as above.  | As of 1/12/17 I-Team developing behavior intervention support methods.<br><br>As of 1/12/17—Office referrals for behavior down 90% from FY16. |

District Goal Summary: The goal has been met.

District Goal Summary Reflection/Response: As a result of (1) consistent handbook procedures; (2) routine, structured I-Team; and (3) increased opportunities for engagement; student apathy and discipline referrals have been reduced.