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## 2007-2008 Year End Report to the Board

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This report supplements the 2007-2008 midyear report to the Board submitted in January 2008 (text of that report is attached). Section One provides a compilation of the work of the board. Section Two provides a review of the work plans for District Office administration including the three Board of Education goals. Section Three is a superintendent's narrative of other significant items affecting the School District. Section Four includes artifacts supporting activities of the superintendent's office.

### ***Section I: Summary of Official Board Meetings/Action***

15 Meetings (including planning session)

60 Worksessions/Hearings:

4 Board business (goals, AASB, evaluations, etc.)

5 Budget

3 Legislation

11 Board Bylaws and protocol review

4 Policy review

3 Hiring/staffing updates

2 Student nutrition

1 Employee hearing

1 Student discipline hearing

Other:

Quality Schools/Quality Students, Project GRAD, Professional Development Plan, Hope Elementary/High School update, enrollment projections, Six-Year Plan Review/School portables, Community Action Coalition, Homer High Graduation waiver, Equipment Fund, new Human Resources/Finance software, seatbelts on buses, election/term limits, Workforce Development Center, distance delivery, Title VII, District Improvement Plan, Long Range Plan, Boys and Girls club, site council involvement, charter schools, curriculum review, Adequate Yearly Progress

8 Student waiver requests (HSGQE)

13 Awards presented

20 Reports (lease, financial, annual, assessment, goal progress, enrollment, etc.)

4 Resolutions

12 School reports

18 Policy and administrative regulation revisions, 27 pending for June meeting

48 General public comments plus dozens of comments on Board action items

4 Policy Review Committee meetings

5 Charter School Oversight Committee meetings

## **Section II: District Office Work Plan Progress**

### Instructional initiatives

Updates/ completed:

#### **Distance Education**

- Plans for next year expand career and technical offerings (tourism, child development)
- Classes in fall 2008 will start early for Russian calendar

#### **Formative Assessments**

- System of assessments will be ready in fall 2008
- Refresher training will be provided in order to fully implement

#### **Graduation Rate**

- Administrator meetings presentation April 2008
- Failure is Not An Option national conference scheduled for Kenai
- Attention to graduation rate will be a routine focus area

#### **K-12 Math Implementation**

- Elementary and Middle School training completed
- Survey teachers to determine next year's professional development needs

#### **Long Range Plan**

- Board of Education approval in April 2008
- Incorporated into administrator/school goal training
- Basis for 2008-2009 work plans

#### **Mentoring of Principal/Teachers**

- Completed
- Second year available on topics if administrators choose

#### **Peninsula Optional**

- Program strong at end of year one
- Continuing to search for permanent location

#### **Professional Development Plan**

- Presentations made at schools and to Board of Education
- Software for tracking, registration on order

#### **Science and Health Curriculum Revision**

- New materials ordered
- Two day training institute to be held in fall 2008

### **Special Education Compliance Monitoring**

- Audit – 100% compliance on administrative standards books and 96% compliance on files
- Kenai asked to present at the New Special Education Director Conference due to level of compliance

### **Title VII Changes**

- Final overview completed with advisory committee
- Middle school and high school focus continues next year
- Tyonek cultural activities were not implemented

### **Workforce Development Center**

- Summer grant – Nanwalek, Kenai, programs
- Expansion in Ninilchik, Seldovia, Homer/Voznesenka, Soldotna High School
- Workforce Development Center now considered routine item, expanded to many after school activities offering credit

## Non-instructional initiatives

Completed and/or now considered routine function:

- Facilities Master Planning guide
- Revised Budget Process

Updates/working on completion:

### **Energy Management**

- Piloting T5 lights and computer “sleep” modes
- Site specific plan in works
- Data analysis shows possible billing issues

### **Implement Payroll/Human Resources and Finance Systems**

- System working, great effort by all
- Celebration/thank you dinner for design team held
- Human Resources area will continue expansion

### **IP Phones**

- Hope, Tyonek, Susan B. English, Ninilchik, Kenai Youth Facility, Homer Flex, Nikolaevsk
- McNeil Canyon to be rewired this summer
- Razdolna, Kachemak Selo on hold pending work at Bradley Lake

### **Job Descriptions/Work Study**

- Money set aside in budget to accomplish RFP

### **Nanwalek Teacher Housing**

- RFP for professional and design work
- Groundbreaking possible in summer 2008
- District may need to rent additional housing in Village pending construction completion midyear

### **Negotiations Preparation**

- Comparative information with other districts gathered

### **Relocate/Portable Study**

- Study completed, presented to Board
- No portables to be built or moved summer 2008
- A long term replacement plan needs to be developed

### Other Areas to Note

Several items were noted in the midyear report as other work priorities; those items that were not planned for in the work plan process but took substantial time/energy throughout the first part of the year. Below is a similar list for second semester:

- Fireweed Charter School space issues
- Bradley Lake wireless connection
- Audits (special education, e-rate, Federal Programs, facilities)
- Student Nutrition Services
- Personal tragedies affecting schools
- Nonretention of non-tenure teachers for cause/programming
- Hope Elementary/High/Cooper Landing Elementary administrative services
- Hiring for assistant superintendent and eight building administrators
- Programmatic staffing/scheduling

### **Section III: Superintendent Comments:**

The work of putting together the Long Range Plan is complete and now, as they say, “The heavy lifting begins.” Ambitious goals have been set forth for students and staff. The support and leadership to make this happen will be the charge of District Office.

As we continue the School District's journey toward excellence by participating in the Alaska Performance Excellence (APEX) review process, we will be concentrating on internal processes and procedures. An organization, in order to be sustainable, must have clear understanding through all departments and employees about how business is conducted. The Board understands the tediousness yet necessity of this review after completing work on Board Bylaws and protocols. A similar review with development of easy-to-understand flow charts, etc. will occur for the current work of the District. Our emphasis will be on providing excellent customer service.

The professional development planning process is complete and the steering committee has begun its work. One of the biggest events planned immediately is in June in partnership with the Alaska Staff Development Network. Alan Blankstein, author of Failure Is Not An Option, will be presenting for two-and-a-half days for over 200 of our teachers and administrators. This effort is a direct result of work by the District Climate Study Committee and the Graduation/Drop Out Study Committee. Once again, KPBSD is on the cutting edge of high quality, just-in-time professional development.

## Section IV: Artifacts

In a District of data driven decision making, reviewing evidence is a priority. This last section of the Year End Report provides a variety of items that represent work of the Superintendent's Office that provide evidence of leadership.

### Writings:

Back to School Message, Peninsula Clarion, August 2007  
District administrator list including pictures (attached)  
Escape from Management Land: A Journey Every Team Wants Their Leader to Take (attached)  
Leadership Made Simple: Practical Solutions to Your Greatest Management Challenges (attached)  
Adequate yearly Progress Talking Points (attached)  
Problem Solving in the Kenai Peninsula Borough School District (attached)  
Site council information page on website (attached)

### Presentations (attached):

#### Administrator Meetings:

8/8/07 [Transforming the District](#)  
9/26/07 [Work Harder, Not Smarter](#)  
1/30/08 [Stacking Up Globally](#)  
4/23/08 [Building on a Solid Foundation](#)  
[Department of Education and Early Development Winter Conference Keynote](#)  
[Association of School Business Officials International Conference \(Leading With Impact\)](#)  
[Transforming the District](#) (similar presentations used for Chambers of Commerce, service groups, parents)  
[Long Range Planning](#)

### District Awards:

National School Public Relations Association 2007 Golden Achievement Award (attached)

### Other:

#### Usual and customary activities:

Attendance at AASA (Superintendent's Association) fall state conference, and spring national conference  
Chaired AASA Superintendent of the Year Selection Committee  
Presentations to service clubs and chambers of commerce  
Monthly meetings with Borough Mayor's Office  
Weekly meetings with School District Leadership Team  
Direct supervision of thirty nine site level administrators  
Attendance and additional supervision at student activities  
Attendance at community events  
Professional Teaching Practices Commission meetings  
Chaired Book Talk for KPBSD female administrators  
Attended Association of Alaska School Boards Conference  
Caring for the Kenai contest judging and awards banquet  
Conducted leadership team retreat

Conducted two District wide parent, site council, volunteer trainings  
 Mentor for UAA Superintendent's Intern Program  
 Class presentations as requested  
 Site council presentations as requested  
 Grievances and hearings as needed  
 Monthly meetings with Kenai Peninsula College director  
 School and classroom visits  
 Met regularly with media representatives  
 Board candidate orientation and new board member briefing  
 Monthly peninsula Child Study Team meetings  
 Weekly meetings with School Board president  
 Participation and testimony at State Board of Education meetings  
 Project GRAD quarterly meetings  
 Community briefing and supervision of hiring process for eleven new-to-position administrators for 2007-2008

- District Office assistant superintendent – instruction
- Tustumena Elementary principal
- Port Graham Elementary/High principal
- Nanwalek Elementary/High principal
- Voznesenka School principal
- Homer High principal
- Homer High assistant principal
- Homer Middle principal
- Skyview High School Assistant Principal
- Hope Elementary/High and Cooper Landing Elementary administrator

2007-2008 Midyear Report to the Board (attached)

*New Activities:*

Presented four-hour pre-session at International Association of School Business Officials Conference  
 Participation in biweekly summer meetings of Legislative Education Funding Task Force  
 Monthly meetings with Tri-Borough Anti-Gang Task Force and Intervention subcommittee  
 Keynote speaker of Alaska DEED Winter Conference  
 Keynote speaker at Alaska State Charter School Conference  
 Participated in KPBSD Summer Small Schools Institute  
 Participated in Education meeting with secretary Margaret Spellings  
 Life on the Kenai Live radio broadcast  
 Alaska Performance Excellence Program training  
 Meeting with Lt. Governor regarding Ethics Education  
 Monthly two-day meetings with design team for Performance Based Teacher Education Program for Alaska Natives  
 Two joint meetings between hospital and school district leadership teams  
 Attendance and work with Future Farmers Association National Conference  
 Attendance and work with AK50 on the Peninsula planning



# Kenai Peninsula Borough School District 2007-08



Superintendent  
Dr. Donna Peterson

**Mission statement:** The mission of the Kenai Peninsula Borough School District, in partnership with its richly diverse communities, is to develop creative, productive learners, who demonstrate the skills, knowledge, and attitudes to meet life's challenges, by providing stimulating, integrated learning opportunities in a safe, and supportive environment.

The school district covers 25,600 square miles, which is larger than the state of West Virginia. It includes 44 schools — 14 elementary, four middle, 11 secondary and 15 small schools. In the small schools, it is common for an administrator to fill the roles of teacher and principal. Eighty-five percent of district graduates enroll in some form of post-secondary education or training.



Assistant Superintendent  
Dave Jones



Assistant Superintendent  
Glen Szymoniak



Chief Financial Officer  
Melody Douglas



Doris Cannon  
Elementary Education



Norma Holmgaard  
Fed. programs



Tim Peterson  
Human Resources



Jim White  
Information Services



Dave Spence  
Planning and Operations



Jamie Harper  
Special Services



Sean Dusek  
Secondary Education



Aurora Borealis  
Larry Nauta



Chapman  
School  
Sharon Conley



Connections  
Lee Young



Cooper Landing/  
Sterling  
Christine Ermold



Fireweed  
Academy Kiki  
Abrahamson



Homer Flex  
Karen Wessel



Homer High  
Ron Keffer



Homer Middle  
Dan Beck



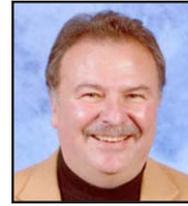
Hope School/  
Tustumena  
Ken Halverson



K-Beach  
Elementary  
Melissa Stavola



Kachemak-Selo  
Randy Creamer



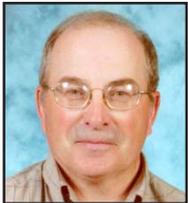
Kaleidoscope  
Charter School  
Mick Wykis



Kenai Alterna-  
tive High  
Bob Ermold



Kenai Central  
High School  
Alan Fields



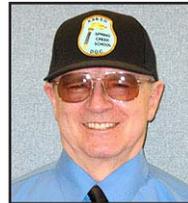
Kenai Middle  
Paul Sorenson



Kenai Peninsula  
Youth Facility  
Joe Mooney



McNeil Canyon  
Elementary  
Peter Swanson



Moose Pass/  
Spring Creek  
Wayne Young



Mountain View  
Elementary  
John Cook



Nanwalek  
Megan  
Reinseth



Nikiski Middle-  
High School  
John O'Brien



Nikiski North  
Star Elementary  
Lori Manion



Nikolaevsk  
School  
Mike Sellers



Ninilchik School  
Terry Martin



Paul Banks  
Elementary  
Benny Abraham



Peninsula  
Optional High  
Gregg Wilbanks



Port Graham  
Peggy Arnold-  
Hoobler



Razdolna  
Douglas  
Waclawski



Redoubt  
Elementary  
John Pothast



Seward  
Elementary  
David Kingsland



Seward High  
Ginger  
Blackmon



Seward Middle  
Trevan Walker



Skyview High  
Randy Neill



Soldotna El.  
Carolyn  
Cannava



Soldotna High  
Todd Syverson



Soldotna  
Middle  
Sharon Mook



Soldotna  
Montessori  
Mo Sanders



Susan B.  
English  
Sheryl Hingley



Tebughna  
School  
Sheryl Kaye



Voznesenka  
School  
Ray Hillman



West Homer  
El. Charlie  
Walsworth

**Escape from Management Land: A Journey Every Team Wants Their Leader to Take**  
By Ken Carnes and David Cottrell 2006 CornerStone Leadership ISBN #0978813707  
D. Peterson 6/07

Purpose: This book is written in parable format with stops at Apathy Cave, The Valley of Comfort, Paperwork Swamp, and Panic Peak on the way from Management Land to Leadership Land. Told through the eyes of the team members working for a new boss, actions leaders need to take to have a productive team are highlighted.

**Main Ideas:**

1. Getting a new boss is tough on the team
  - a. Plenty of experience with new managers; usually little to celebrate
  - b. Things change; employees "brace" themselves for new person's style
  - c. Leader has to prove self in order to move the team forward
  - d. Employees are a reflection of their leader
2. Significant impact of a poor leader on the spirit and choices of employees
  - a. Managers can be reactive – not planning, strategy, or contingency – every day is a fire drill
  - b. Apathy exit strategies
    - i. Connect people to a vibrant personal and professional vision
    - ii. Identify strengths of team members and offer support
    - iii. Find and align with the positive
    - iv. Create a climate of ownership and empowerment
  - c. Complacency (too comfortable) exit strategies
    - i. Commit to development of team with ongoing learning
    - ii. Create a climate that allows ownership and risks
    - iii. Recognize and reward success
    - iv. Open up free thinking and encourage new ideas
  - d. Too much paperwork exit strategies
    - i. Conduct a personal paperwork audit for a week, reduce by 25%
    - ii. Identify and focus on the activities necessary for success
    - iii. Put effort toward achievement of results, not documentation
    - iv. Review input from all levels to streamline the organization
  - e. Avoiding panic
    - i. Ask team members what should be abandoned
    - ii. Eliminate confusion and activities contrary to productivity
    - iii. Minimize strategy changes
    - iv. Coach team members, provide continuous feedback
3. Leaders provide direction, respect their team members, and create an environment of trust.
  - a. When hiring team members, they should not be clones of each other; rather they should have abilities that will take the team to next level
  - b. Teams need coaching; they need to know how to make bigger and better contributions on every project
  - c. People who are carrying their weight and dragging the team down need to be dealt with
  - d. Vision and conscientious leadership is important
  - e. Team members know what is required to excel in their jobs, know what they are doing in their individual assignments, know the leader supports them, knows how the team is progressing, and knows how they fit in the big picture

# Leadership Made Simple

## Practical Solutions to Your Greatest Management Challenges

by Ed Oakley and Doug Kreig

Cornerstone Leadership Institute, 2007, ISBN #9780978813758

D. Peterson, 7/07

### Purpose:

This quick reference book synthesizes questions leaders can use to a framework for moving teams to goal achievement. The focus is on the "soft" leadership skills – leading people (as opposed to "hard" skills of managing things).

### Main Ideas:

1. Underlying assumptions
  - a. Leaders have to use talents of team – answers are in the room
  - b. Leaders don't dispense wisdom; they utilize team to generate ideas to produce results
  - c. A balanced blend of management and leadership is needed
  - d. By asking open ended questions of the team leaders can elicit answers
  - e. Effective questions are the "right" questions – the ones that help identify solutions to achieve the desired results
2. Series of questions to accomplish results
  - a. What is already working (forward focus – success breeds success)
  - b. What caused this success (analyze success – get to the root cause)
  - c. What are we trying to accomplish (clarify the goal – getting on the right track)
  - d. What are the benefits of accomplishing our objective? (establish benefits – why are we doing this?)
  - e. What can we do better or differently to move closer to our objective? (plan and take action – the solution step)
3. Goal achievement
  - a. Operate through the five steps/questions
  - b. Assign accountability and measurement
  - c. Implement the plan
  - d. Revisit the cycle periodically
4. Questions for other situations are set forth for leaders to use as a reference
  - a. Personal conflict resolution
  - b. Win-win negotiation
  - c. Individual performance improvement
  - d. Forward focused project reviews
  - e. Problem resolution
  - f. Developing collaboration and teamwork
  - g. Effective project start up
  - h. Effective selling
5. Quotes

"Simplicity is the ultimate sophistication." *Leonardo da Vinci*

"The basis of leadership is the capacity of the leader to change the mindset, the framework of the other person." *Warren Bennis*

"Leaders do not need to have all the answers. They do need to ask the right questions." *Ronald Heifitz and Donald Laurie*

### **Adequate Yearly Progress talking points:**

- 2007 is the first year the Kenai Peninsula Borough School District has been designated as making Adequate Yearly Progress under the federal No Child Left Behind requirements. All but five of the District's schools made AYP, as well.
- In order to make AYP, the state requires that 71.48 percent of a district's students demonstrate proficiency in language arts, which involves reading and writing skills, and 57.61 percent show proficiency in math. Our district also was required to achieve a 55.58 percent graduation rate. Not only did we meet those requirements, we blew them out of the water. The district as a whole achieved 87 percent proficiency in language arts, an improvement of 3 percent over 2006, and 79 percent in math, up six percent from 2006. Our graduation rate is at 72 percent, a full 17 percent over the requirement. Students on average scored 88 points over the proficiency level in reading, 73 points over in writing and 59 points over in math, showing teachers are doing a good job teaching grade level expectations.
- The only area in which the district did not exceed the AYP standard is for students with disabilities, who scored 55 percent in language arts and 48 percent in math. However, that 55 percent represents a 5 percent increase over 2006, and the 48 percent math score is a 12 percent improvement from the previous year. Under No Child Left Behind, if a subgroup that does not meet proficiency declines by 10 percent over the previous year, it achieves safe harbor status, which counts as making Adequate Yearly Progress. The students with disabilities subgroup falls into that category. Overall students in several subgroups that represent learning challenges, like low-English proficiency, economically disadvantaged and ethnic minorities, have shown remarkable gains in the past few years.
- The requirements for achieving AYP become more stringent as time goes on, with the goal of 100 percent compliance in the 2013-14 school year. Next year the percentage of students that must show proficiency in language arts will increase from 71.48 percent to 77 percent, and from 57.61 percent to 66 percent for math. We are already making progress toward meeting those standards. Once the district achieves AYP for two consecutive years, it will move off the AYP noncompliance list altogether.
- Even though the district's achievement is phenomenal, that doesn't mean KPBSD is done improving. Meeting AYP means the district is successful at the areas tested, but the community expects us to provide a well-rounded education and we want more from our students than proficiency at just language arts and math. We want them to excel in all aspects of learning.
- Achieving AYP is only a step – albeit a major one – in the district's journey of improving education. Now that KPBSD has achieved AYP, we can continue focusing on going beyond it. To do that we need adequate, equitable funding from the state. Correcting the area cost differential and the other funding remedies the Legislature will consider this session will enable KPBSD to continue toward its ultimate goal: preparing students to succeed at life.

## **Problem solving in the Kenai Peninsula Borough School District**

When problems, concerns or complaints arise regarding the School District, its practices or personnel, there are processes in place to help facilitate the resolution of those issues. School Board policy BP 1312.1 governs the complaints process, and it is addressed in the Parent Student Handbook. The District believes conflict can and should be dealt with in a respectful, timely manner. To promote fair and constructive communication, every effort should be made to resolve a complaint at the earliest possible stage.

### **Oral complaints:**

1. The first step in resolving a problem is addressing it with the person or people involved. If that is not possible or successful, address the problem with the immediate supervisor in the setting in which the concern is raised. If the problem is in a school, contact the principal or assistant principal. If the problem involves a principal, contact the appropriate District department using the phone numbers listed below.
2. Verbal complaints against an employee initially made to a School Board member or at a Board meeting will be referred to the Superintendent for appropriate response.

### **Written complaints**

1. A written complaint form, E1312, is available online as part of School Board policy. Written complaints regarding District personnel should be filed with that person's immediate supervisor. If the complaint is against a principal or District administrator, the complaint form should be filed with the Superintendent or Assistant Superintendent. If the complaint is against the Superintendent, the form should be filed with the School Board President.

If resolution is not achieved at the school level, contact the appropriate District Office department:

- **Elementary Education**, (907) 714-8885
- **Secondary Education**, (907) 714-8884
- **Small Schools**, (907) 714-8892
- **Assistant Superintendent of Instruction**, (907) 714-8858

If a concern involves a special education student, contact:

- **Pupil services**, (907) 714-8881

If a concern involves student transportation, contact:

- **Transportation Services**, (907) 714-8824

Other Kenai Peninsula Borough School District departments that may be helpful are:

- **Bilingual Education**, (907) 714-8892
- **Health Services**, (907) 714-7355
- **Student Nutrition**, (907) 714-8890

- **Title I** (economically disadvantaged), (907) 714-8892

If a complaint involves **instructional materials**, a concerned staff member, district resident or parent/guardian of a student may fill out and submit a Request for Reconsideration for Instructional Materials form, available online. The form should be submitted to a principal and the complaint will be considered by the Instructional Review Committee. The committee will make a recommendation to the School Board, which will make a decision whether to allow or remove the material in question. More information on the reconsideration of materials process is available in School Board policy.

If a parent/guardian or student of legal age wishes **to appeal a disciplinary decision** resulting in a suspension of 10 days or more, they may fill out the Request for Reconsideration form, available online as part of District policy, and submit it to the school principal. More information on the appeal process is available in the Parent Student Handbook, and School Board policy.

[Home](#) / [Students/Parents](#) / [Site Council Information](#)

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## Site Council Information

Site Council Information

### Parent Group Training Agendas

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- [February 6, 2008](#)
- [October 17, 2007](#)
- [January 31, 2007](#)
- [October 4, 2006 \(presentation\)](#)
- [January 24, 2006](#)
- [September 15, 2005](#)

### Other Information

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- [Various Informational Documents for 2007-2008](#)
- [Board Policy 0420, School-Based Decision Making/Site Councils](#)
- [Administrative Regulation 0420, School-Based Management/ Site Councils](#)
- [Exhibit 0420a, Site Council Annual Evaluation Form](#)
- [Site Council Annual List](#)

### Presentation Documents

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- [Building Effective Teams \(pdf\)](#)
- [Developing Norms \(pdf\)](#)
- [Facilitating a Self-Critique \(pdf\)](#)
- [Leaders of Learning Diagram \(pdf\)](#)
- [Parliamentary Motions Guide - Side 1 \(pdf\)](#)
- [Parliamentary Motions Guide - Side 2 \(pdf\)](#)
- [School Based Decision Making Process \(pdf\)](#)
- [Site Council Possible Ground Rules \(pdf\)](#)
- [KPBSD Acronyms \(pdf\)](#)

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# Kenai Peninsula Borough School District

## Long Range Plan 2007-2012

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### Mission:

The mission of the Kenai Peninsula Borough School District, in partnership with the richly diverse communities, is to develop creative, productive learners who demonstrate the skills, knowledge, and attitudes to meet life's challenges, by providing stimulating, integrated learning opportunities in a safe, supportive environment.

### Guiding Principles:

Our guiding principles consider the ideal educational experience for all students to be one in which:

- Each person can learn and be successful
- Each individual is recognized as unique, valuable, and is treated with respect and dignity
- Learning becomes a lifelong process
- Prevention and early intervention are critical to preventing academic difficulties
- Education is the accepted responsibility of the entire community
- The educational environment is safe, orderly and comfortable
- High standards and expectations are essential elements for student success
- Positive change is embraced
- Decisions are student-centered, data-driven, and made collaboratively

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### Goal #1 - Organizational Excellence:

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*KPBSD will provide services to students in order to prepare them to thrive in a 21<sup>st</sup> Century global economy and society.*

The District will do this through:

- A. A rigorous and comprehensive **curriculum** where students:
  - Demonstrate effective communication (written, oral, listening) with a variety of audiences
  - Demonstrate effective math and science skills
  - Demonstrate ability to comprehend complex written material
  - Demonstrate critical thinking and creative abilities
  - Demonstrate necessary competencies in 21<sup>st</sup> century skills (information management, research skills, technology skills, applying learning)
  - Have appropriate work attitudes preparing them for their next endeavor (responsibility, team member, safety, etc.)
  - Have learned and practiced appropriate social skills, respect for self and others, and healthy lifestyle choices/activities
- B. Collaborative use of **assessments** to assure continuous progress of all students
  - Develop a comprehensive data warehouse system allowing personal and site level access to multiple sources of information
  - 100% of students score at proficiency level on standardized tests or have a plan in place to address improvement

- Develop formative and substantive assessments to allow continuous progress monitoring and flexibility for learning in the classroom
  - Use Response to Intervention strategies and have supports in place for students to attain proficiency or potential
  - Implement district study team suggestions to improve graduation rate
  - Develop standards based report card through 6<sup>th</sup> grade by 2010, and 8<sup>th</sup> grade by 2012
- C. Assuring **accountability** for all who work with students
- Clarify and reaffirm standards for evaluation of staff (retention, tenure) to assure quality teachers and staff who inspire students and teach well
  - Provide time for staff to interpret and respond to student data
  - Develop or provide quality, job embedded professional development for all levels (see Goal #2 A)
  - Build systems that lead to empowering students, employees, and communities to identify ways to achieve goals in conjunction with the district
- D. Supporting **class sizes and instructional strategies** that meet the needs of all students
- Continue focus on meeting needs of all students in heterogeneous classrooms (Co-teaching)
  - Maintain class size range allowing individual student attention (kindergarten=1:20, Grades 1-3=1:22, Grades 4-6=1:24, Grades 7-12=1:24)
  - Equalize basic program opportunities in similar-sized schools
  - Assure staff knows the literacy and learning skills necessary for children's developmental stages and engages students appropriately in research-based strategies
- E. Promoting and creating opportunities for **community** involvement
- Support and expand involvement in student academic, artistic, vocational, and athletic organizations and events
  - Encourage public service projects in courses and schools
  - Expand existing school to career partnerships to involve more communities and more business (job shadow, mentors, career pathways, etc.)
  - Reinstate talent bank (data base to match school needs with community resources and community needs with school resources)
  - Facilitate opportunities to draw on local expertise to create educational options for students.
  - Advance cultural awareness, responsiveness, and communication across cultures through training, active dialogue and community experiences
  - Create community learning hubs inside schools with abundant, quality, and culturally engaging materials available in libraries; technology access

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**Goal #2 - Organizational Improvement:**

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*KPBSD will continuously and thoughtfully enhance the value and quality of its personnel and services utilizing data and input.*

The District will do this through:

- A. Ensuring the **staff capacity** necessary to achieve the district mission and objectives
- Complete a review of job/work classifications and responsibilities for employees
  - Develop and adopt a long term comprehensive model for professional development emphasizing collaboration, focused on student achievement, and based on “best practices” and professional need
    - Implement innovative programs for staff that include plans for group and individual growth and measure implementation
    - Assure training is embedded, sustainable, offered through multiple delivery models, and addresses changing personnel
    - Establish a multi-level development program for certified staff focused on leadership
    - Guarantee growth and development of personnel in the 1<sup>st</sup>-3<sup>rd</sup> years of employment through a structured support program
    - Develop a content-area-specific program to assist struggling tenured teachers
    - Share professional development opportunities with KPC and business partners
  - Create an idea list of effective teaching practices for enhancing instruction
  - Improve counselor/student ratio to increase post secondary transition success and meet increased student needs
  - Provide staffing for interventionists at schools to assist classroom teachers with Response to Intervention strategies and documentation
- B. Ensuring full **involvement of families** in the education of their children
- Develop system level workshops for parents and staff regarding meaningful parent involvement
  - Create an awareness and support for parent’s responsibilities in educating their children
  - Work with community partners to identify strategies to help families make smooth transitions between schools
  - Assure families receive regular communication concerning school and district goals, objectives, and programs
  - Increase the role of parent and citizen input
- C. Improving **communication**
- Implement strategies to address each employees role as the ambassador for the district and public education
  - Provide user friendly and timely information to all stakeholders
  - Continue to utilize a variety of public engagement activities to promote communication
  - Survey employees for specific ideas about ways to improve KPBSD
  - Continue and strengthen existing site councils as the primary site level decision advisors
  - Continuously evaluate and upgrade the use of mass media and technology to enhance communication
  - Provide and encourage opportunities for sharing between and within schools

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**Goal #3 - Organizational Responsiveness:**

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*KPBSD will be a flexible organization able to, after thoughtful evaluation, move quickly and easily as new information and changing circumstances dictate.*

The District will do this through:

- A. Providing maximum, quality **choices** in classes, programs, and schools for students
  - Provide individualized learning plans and flexible accommodations for students to reach their highest personal potential
  - Explore opportunities to expand standards-based options within all schools
  - Continue and expand options available to all students from a variety of programs (distance, dual credit, Connections, traditional, supplemental)
  - Develop flexible course schedules, delivery formats, and facilities use to maximize opportunities for students
  
- B. Determining **future needs** due to enrollment changes, population shifts, rising costs, potential or actual AYP failures and other pertinent data
  - Develop a long range consolidation plan
  - Audit and provide recommendations regarding building utilization (shared community/school space options, etc.)
  - Implement a long range environmental conservation plan (energy management, recycling, “green” practices, etc.)
  
- C. Making optimal use of **technology**
  - Continue and expand technology integration and implementation
  - Establish an instructional technology support system at schools, overseen by the district, to coordinate and expand services
  - Explore and adopt appropriate emerging technologies to improve student performance and prepare students for their future world
  - Emphasize technology ethics
  
- D. Emphasize **healthy life habits**
  - Develop and implement an employee wellness plan with goal of reducing sick leave and health care costs, thus ensuring the greatest portion of resources possible used to impact student learning directly
  - Improve student nutrition services – reduce fats/refined sugars and increase whole grains/fresh fruits and vegetables

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**Goal #4 - Organizational Sustainability:**

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*KPBSD will be a viable, vibrant organization focused on students and plans regardless of changes in leadership and personnel.*

The District will do this through:

- A. Securing sufficient **monetary resources** for meeting the needs of students now and in the future

- Work with Borough Assembly to identify sources and levels of revenue to meet the needs of the school system
- Develop new, diverse, stable revenue streams to support educational programs and facilities
- Establish a development office to conduct grant writing, supplemental funding, and coordination of outside resources
- Work with the State Legislature and Governor's Office to assure forward, appropriate levels of funding
- Further encourage a positive and cooperative relationship with federal and state agencies

B. Attracting and retaining **quality personnel**

- Use the District's strengths (unique geographic location, technology infrastructure, and collaborative team structure) as tools
- Aggressively recruit applicants of diverse ethnic and cultural backgrounds
- Review honors, recognition, and validation for accomplishments by students and staff
- Provide a salary and benefit package to employees comparable to other large districts in the State
- Recognize and reward faculty and staff for the achievement of professional distinction and for innovation, creativity, participation on school and district committees, and community engagement

# Kenai Peninsula Borough School District Plan on a Page 2007-2012

*The mission of the Kenai Peninsula Borough School District, in partnership with its richly diverse communities, is to develop creative, productive learners who demonstrate the skills, knowledge, and attitudes to meet life's challenges, by providing stimulating, integrated learning opportunities in a safe, supportive environment.*

GOAL	FOCUS	ACTION AREAS
<b>Organizational Excellence</b> Prepare students to thrive in 21st Century global economy and security	Rigorous and comprehensive curriculum	<ul style="list-style-type: none"> <li>• 21st Century skills</li> </ul>
	Collaborative use of assessments	<ul style="list-style-type: none"> <li>• Data warehouse</li> <li>• Proficiency or plan for improvement</li> <li>• Formative and substantive assessment</li> <li>• Response to Intervention</li> <li>• Graduation rate</li> <li>• Standards based report cards</li> </ul>
	Accountability	<ul style="list-style-type: none"> <li>• Standards of evaluation</li> <li>• Time for staff interpretation of data</li> <li>• Professional development</li> <li>• Systems to empower all levels</li> </ul>
	Class sizes and instructional strategies	<ul style="list-style-type: none"> <li>• Co-teaching</li> <li>• Class sizes</li> <li>• Similar offerings at similar schools</li> <li>• Staff understanding of literacy and learning</li> </ul>
	Community involvement	<ul style="list-style-type: none"> <li>• Expand interactions with public</li> <li>• Public service projects</li> <li>• Career partnerships</li> <li>• Talent bank</li> <li>• Cultural awareness</li> <li>• Community learning hub</li> </ul>
<b>Organizational Improvement</b> Enhance value and quality of personnel and services	Staff capacity	<ul style="list-style-type: none"> <li>• Job/responsibilities study</li> <li>• Professional development plan</li> <li>• Effective practices list</li> <li>• Counselor/student ratio</li> <li>• Staffing for interventionists</li> </ul>
	Involvement of families	<ul style="list-style-type: none"> <li>• Workshops for parents</li> <li>• Understanding parent responsibilities</li> <li>• Transitions between schools</li> <li>• Regular communication</li> <li>• Increase role of input</li> </ul>
	Communication	<ul style="list-style-type: none"> <li>• Employees as ambassadors</li> <li>• User friendly, timely information</li> <li>• Public engagement activities</li> <li>• Solicit ideas from employees</li> <li>• Site councils</li> <li>• Website as main communication</li> <li>• Sharing between schools</li> </ul>
<b>Organizational Responsiveness</b> Flexible organization	Choices for students	<ul style="list-style-type: none"> <li>• IEPs and accommodations for many</li> <li>• Standards based options within high schools</li> <li>• Menu of options available to all</li> <li>• Flexible offerings, facilities use</li> </ul>
	Future needs	<ul style="list-style-type: none"> <li>• Long range consolidation plan</li> <li>• Review building utilization</li> <li>• Environmental conservation plan</li> </ul>
	Technology	<ul style="list-style-type: none"> <li>• Expand integration and implementation</li> <li>• Instructional technology support</li> <li>• Adopt emerging technologies</li> </ul>
	Healthy life habits	<ul style="list-style-type: none"> <li>• Wellness plan</li> <li>• Student nutrition</li> </ul>
<b>Organizational Sustainability</b> Viable vibrant focused regardless of personnel changes	Monetary resources	<ul style="list-style-type: none"> <li>• Assembly – sources/levels</li> <li>• New revenue streams</li> <li>• Development/grant office</li> <li>• State forward funding</li> <li>• Positive state and federal relationships</li> </ul>
	Attracting and retaining quality personnel	<ul style="list-style-type: none"> <li>• Diverse ethic/cultural recruitment</li> <li>• Review honors, recognition</li> <li>• Comparable salaries/benefits</li> <li>• Rewards for innovation</li> </ul>



... THE LEADER IN SCHOOL COMMUNICATIONS™

June 1, 2007

Debbie Stewart  
Kenai Peninsula Borough School District  
148 North Binkley Street  
Soldotna, AK 99669

Dear Debbie:

Congratulations on winning a 2007 NSPRA Golden Achievement Award!

Successful public relations programs require the talents of many people. This effort was evident in your winning entry:

#### Kenai Conversations

Award judges carefully sought outstanding achievement in the four steps of a public relations program: 1) analysis of the need; 2) planning to meet the need; 3) execution and communication of the program; and 4) formal evaluation. Each entry was judged individually against these award criteria. Your entry met them all.

You are one of a select group of winners and we again congratulate you and the leadership of your district for being a leader in school communication. A copy of the list of winners in this year's contest will be posted on our web site ([www.nspira.org](http://www.nspira.org)) in the section entitled, **Awards, Contests and Scholarships** by August 1, 2007.

I am pleased to send you this Letter of Commendation and Certificate. Extra certificates may be purchased for \$15.00 each. To order, send a check (**all orders must be prepaid**) along with a copy of your certificate or this letter.

Sincerely,

Richard D. Bagin, APR  
Executive Director