General Information Items for the Board of Education

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 North Binkley Street Soldotna, Alaska 99669-7520
Phone (907) 714-8888 Fax (907) 262-9132
www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	2015-16 Administrator Changes in Assignments		
Date:	June 1, 2015	**Item Number:**	
Administrator:	Joann Riener, Director, Human Resources Dave Jones, Assistant Superintendent		
Attachments:	Résumé		

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

Name	From	To
William Withrow	Assistant Principal, Mountain View Elementary School	Principal, Redoubt Elementary School

ADMINISTRATIVE RECOMMENDATION

William Withrow

Professional Objective

Principal · Redoubt Elementary School ▪ Soldotna, Alaska

Academic Preparation

University of Alaska Anchorage ▪ Anchorage, AK ▪ 2012
M.Ed. · Educational Leadership
Internship: Redoubt Elementary School and Kenai Central High School
Mentors: John Pothast and Jim Beeson
UAA Advisor: Robyn Rehmann, Assistant Professor, Educational Leadership

University of Alaska Anchorage ▪ Anchorage, AK ▪ 1993
B.Ed. · Physical Education
K-6 Student Teaching Placement: Susitna Elementary
7-8 Student Teaching Placement: Hanshew Middle School

Seward High School ▪ Seward, AK ▪ 1986
High School Diploma

Certifications

Administrative Certificate, Type B, Grades K-12 ▪ State of Alaska

Teacher Certificate, Type A ▪ State of Alaska
K-12 Physical Education

Teachscape Certification

Administrative Experience [1 Year]

Kenai Peninsula Borough School District ▪ Soldotna, AK
▪ Assistant Principal · Mountain View Elementary School ▪ 2014 – present

Elementary Teaching Experience [17 Years]

Kenai Peninsula Borough School District ▪ Soldotna, AK
▪ Elementary Physical Education Teacher · Redoubt Elementary School ▪ 1999 – 2014
Taught all grade levels, K-6
▪ Elementary Physical Education Teacher · Sterling Elementary School ▪ 1997 – 1999
Taught all grade levels, K-6

Professional Experiences

- PBIS
  Positive Behavior Support Level I and Level II Training, Tier I and Tier II Team Member, School-wide Data Analyst
- Teacher Evaluations
  Certified and Classified
- Coordinated AMP & SBA Testing Schedules
  Included accommodations for 504 students and IEP students
- ALICE Training and Staff Implementation
  Scheduled and Facilitated School wide ALICE Safety Procedures
- Guest Speaker: Districtwide Physical Education In-Service
  Student Growth Maps in Physical Education
- Administrator during I-Team, Data Days and IEP Meetings

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SCHOOL BOARD COMMUNICATION

Title:	**Alaska Housing Finance Corporation Grant Application – Teacher Housing**		
Date:	May 12, 2015	**Item Number:**	
Administrator:	Julie Cisco, Planning/Operations Thru Dave Jones, Asst. Supt.		
Attachments:			

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

We have been in discussions with the Kenai Peninsula Borough Community and Fiscal Projects Manager regarding possible grant funding through Alaska Housing Finance Corporation (AHFC), specifically for developing new staff housing in Nanwalek. The Borough Assembly passed Ordinance 2014-19-57 at their May 5th meeting allowing previously appropriated funds to be used for teacher housing design. This allows design work to be done in advance of a grant application.

AHFC has advised the Borough there is no funding at this time, but anticipates $6.65 million becoming available after July, 2015, at which time the Borough will submit a grant application.

We will continue to work with the Borough and keep you advised.

ADMINISTRATIVE RECOMMENDATION

Information only.

Thank you

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SCHOOL BOARD COMMUNICATION

Title:	Borough Assembly Action		
Date:	May 13, 2015	**Item Number:**	
Administrator:	Dave Jones, Assistant Superintendent		
Attachments:	School Related Items on the May 19, 2015 Borough Assembly Agenda		

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

Attached is information pertaining to the School District which will be presented at the May 19, 2015 Borough Assembly meeting:

- Authorization to award contract for Seldovia School shop fire restoration professional design services
- Ordinance 2014-19-57, expanding the scope of a project previously authorized by Ordinance 2012-19-54 for improvements to school facilities to include teacher housing

ADMINISTRATIVE RECOMMENDATION

For your information.

KENAI PENINSULA BOROUGH
144 North Binkley Street • Soldotna, Alaska 99669-7520
Toll-free within the Borough: 1-800-478-4441, Ext. 2260
www.borough.kenai.ak.us

MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Mike Navarre, Mayor

THRU: Craig Chapman, Finance Director
Mark Fowler, Purchasing & Contracting Director

FROM: Kevin Lyon, Capital Projects Director

DATE: May 6, 2015

SUBJECT: Authorization to Award Contract for Seldovia School Shop Fire Restoration Professional Design Services

The Purchasing and Contracting Office formally solicited and received proposals for Seldovia School Shop Fire Restoration Professional Design Services. Proposal packets were released on March 19, 2015 and the Request for Proposal was advertised in the Peninsula Clarion on March 19 & 24, 2015, Alaska Dispatch News on March 24, 2015, and Homer News on March 26, 2015.

The scope of work shall include, but not be limited to: preparing comprehensive construction documents to be used for soliciting bids for restorative construction of the Seldovia School Shop including: design and detailing, demolition plan preparation, bid document preparation, construction administration and closeout and warranty services.

On the due date of April 16, 2015 five (5) proposals were received and ranked by a review committee as follows:

FIRM	LOCATION	TOTAL SCORE
Architects Alaska	Anchorage, Alaska	418
K+A designstudios	Kenai, Alaska	386
Stantec Architecture	Anchorage, Alaska	330
Wolf Architecture	Palmer, Alaska	322
GDM Inc.	Anchorage, Alaska	279

The highest ranking proposal, which includes a cost factor, was submitted by Architects Alaska, Anchorage, Alaska with a lump sum cost proposal of $224,126.00. The proposal review committee recommends award of a contract to **Architects Alaska.** Your approval for this award is hereby requested.

Funding for this project is in account number 400.74010.D056M.49311.

Mike Navarre

Mike Navarre, Mayor

5/7/15

Date

FINANCE DEPARTMENT FUNDS VERIFIED	
Acct. No. 400.74010.D056M.49311	
Amount $224,126.00	
By: pp CChapman	Date: 5/5/15

Introduced by:	Mayor
Date:	05/05/15
Hearing:	05/19/15
Action:	
Vote:	

KENAI PENINSULA BOROUGH
ORDINANCE 2014-19-57

AN ORDINANCE EXPANDING THE SCOPE OF A PROJECT PREVIOUSLY AUTHORIZED BY ORDINANCE 2012-19-54 FOR IMPROVEMENTS TO SCHOOL FACILITIES TO INCLUDE TEACHER HOUSING

WHEREAS, the Kenai Peninsula Borough previously appropriated $268,000 in Ordinance 2012-19-54 for improvements to school facilities; and

WHEREAS, $200,000 was appropriated for design development for school improvements; and

WHEREAS, the school district has provided clarification that the funds provided for design development for school improvements should include teacher housing;

NOW, THEREFORE, BE IT ORDAINED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH:

SECTION 1. That the scope of work for funds previously appropriated through Ordinance 2012-19-54 for design development for school improvements shall also include teacher housing.

SECTION 2. That this ordinance takes effect immediately upon its enactment.

ENACTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS * DAY OF * 2015.

_____
Dale Bagley, Assembly President

ATTEST:

_____
Johni Blankenship, MMC, Borough Clerk

Yes:

No:

Absent:

KENAI PENINSULA BOROUGH
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PHONE: (907) 262-4441 • **FAX:** (907) 262-1892
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MIKE NAVARRE
BOROUGH MAYOR

MEMORANDUM

TO: Dale Bagley, Assembly President
Members, Kenai Peninsula Borough Assembly

THRU: Mike Navarre, Mayor P.O. for M.N.

FROM: Craig Chapman, Finance Director C Chapman

DATE: April 23, 2015

SUBJECT: Ordinance 2014-19-57, An Ordinance Expanding the Scope of a Project Previously Authorized by Ordinance 2012-19-54 for Improvements to School Facilities to Include Teacher Housing

Included in Ordinance 2012-19-54 was an appropriation in the amount of $200,000 for design development for school improvements. The school district has provided clarification that the funds provided for design development for school improvements should include teacher housing.

This ordinance requests that the authorized use of the funding previously appropriated for school improvements be expanded to included teacher housing.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Assistant Superintendent
Dave Jones
148 North Binkley Street Soldotna, Alaska 99669-7520
Phone (907) 714-8888 Fax (907) 262-5867

April 13, 2015

Mike Navarre, Mayor
Kenai Peninsula Borough
144 N. Binkley
Soldotna, AK 99669

Re: Capital Improvement Projects

Dear Mayor Navarre,

This letter is a clarification of the KPBSD's intent for the letter dated April 18, 2013 designating the $200,000 that was appropriated in ordinance 2012-19-54 to account 400-78050.13DSG.

The school district's intent for the funds identified for "Design development for school improvements" was to remain flexible to respond to school district needs. The remaining funds should be used for planning and design by KPB Capital Projects to ensure there are sufficient funds on hand, so that projects can be completed in a timely manner for projects identified by the district and concurred by both the school district's planning and operations director and Borough's capital projects director, for the purpose of submitting to the state for plan approval or for grant applications for any available funding source for school or school related capital improvement projects including teacher housing.

Due to the school district's needs for teacher housing at Nanwalek and potential change of funding sources for future projects we request this clarification be made and the project moved forward as quickly as possible.

We appreciate the Borough's assistance with moving this project forward.

Sincerely,

Dave Jones
Assistant Superintendent

Cc: Craig Chapman
Kevin Lyon
Julie Cisco

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SCHOOL BOARD COMMUNICATION			
Title:	**Assessment Literacy Grant Update**		
Date:	6/1/15	**Item Number:**	
Administrator:	Melissa Linton, Coordinator of Curriculum & Assessment Christine Ermold, Ed.D., Director of Elementary Education & Professional Development through Dave Jones, Assistant Superintendent		
Attachments:	N/A		

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

This information serves as the year end update for the Board regarding the District's progress on the Assessment Literacy Grant: Using Assessments to Improve Teaching and Learning.

The grant was awarded by the Alaska Department of Education in September, 2014, and continues until June, 2016. It was anticipated that this grant would help teachers become more sophisticated in their ability to assess student learning in ways that extend beyond traditional tests. It was also anticipated that teachers in traditionally non-tested areas would be able to integrate this information into their repertoire of assessment strategies to support authentic evaluations of student growth since other measures do not already exist in those areas.

Professional Development:
60 KPBSD teachers and 25 teachers and administrators from our partner districts (Yukon-Koyukuk School District and Nome Public School District) have received intensive professional development in the area of creating valid and reliable standards-referenced assessments.

- Each cohort of teachers and administrators received an initial two to four days of face to face training on how to identify and develop valid and reliable performance and item assessments. Teachers learned how to create a variety of question types and performance tasks to accurately assess the rigor and depth of knowledge of a particular standard. Teachers then drafted assessment items.
- Draft assessment items went through a peer review process before final submission to the University of Kansas staff. The psychometricians from Kansas provided feedback electronically and via webinars for cohort members.
- Teachers revised their assessment items and created plans for an initial administration. The data collected from the first use of the assessment items will be used to make further revisions and improve the usefulness of the tool.

Next steps:

- The District will provide at least two more opportunities for KPBSD teachers to receive the assessment literacy training starting in the fall of 2015.
- Teachers will begin the first administration of their assessments, make revisions, and share items with colleagues.
- Items appropriate for the Student Growth Map pilot may be piloted during the 15-16 SY to measure student growth in connection with the Effective Instruction evaluation system.
- Partnerships with higher education institutions that prepare pre-service teachers will also continue to be sought out and developed, as will involvement from other eligible Alaskan school districts.

ADMINISTRATIVE RECOMMENDATION

For your information.

May 5, 2015

RE: Shane L Bostic - Career Development Grant, KPAA 2014-2015

Leadership Now

Solution Tree

Sessions Attended

- Todd Whitaker
  - Have You Shifted Your Monkey Today?
  - Motivating Teachers During Difficult Times
  - What Great Leaders Do Differently
- Kenneth Williams
  - Starting a Movement: How a Guiding Coalition Leads From the Front
- Richard DuFour
  - Leaders Wanted: Keys to Effective leadership in Professional Learning Communities at Work
- Heidi Hays Jacobs
  - Choosing Your School's Century: Becoming a Contemporary Leader
- Luis F. Cruz
  - Leadership in the Barrio School: If It Can Work Here, It Can Work Anywhere
- Douglas Reeves
  - Leading for Creativity
- Anthony Muhammad
  - All Means All: The Rebirth of Egalitarianism

Ideas to implement for 2015-2016 School Year

1. Write a weekly Friday Focus that provides a positive perspective on the week's events and pushes forward the SIP. It will also highlight effective classroom practices and offer professional development resources and opportunities. Use focused positive praise with terms such as thankful, blessed and fortunate with specific details.
2. Todd Whitaker spoke to removing the monkey from the best people in the building. I need to check in more often with the best people to ensure that they are being supported at the highest level. It can be very easy to ask them to do one extra thing because you know that it will be completed at the highest level. Also mentoring the best to set clear expectations of themselves will hold me accountable to provide specific feedback and celebrate their accomplishments. "Great people do all, lazy do nothing...."
3. As a special education department, we need to set clear expectations for the case manager's role is at NMHS. We will come together monthly to formulate clear expectations for:

a. Performance Series Goal Setting
b. ELA Common Quarterly Assessment Goal Setting
c. Grade Checks
d. Attendance Monitoring
e. Intervention Effectiveness
f. Study Skills – Progress monitoring
g. IEP Meeting Protocol – Yearly and Tri

Final Reflection

After reflecting upon my notes from the Learning Tree, Leadership NOW conference, it is always a positive experience to hear how professional from around the world are tackling similar issues. I was most intrigued by the work of Dr. Todd Whitaker, who guides leaders into building strong relationships with stakeholders, holding clear expectations, and challenging traditional thinking about what educational leaders should be. Dr. Whitaker's book, "Shifting the Monkey" is a home run when it speaks to treating people as if they are bad vs. treating people as if they are good and how this mindset will allow the responsibility to fall on the people resistant to change or new ideas. I will be opening up the opportunity for a book study next fall on "Shifting the Monkey" and will be using the guiding notes provided by Dr. Whitaker.

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SCHOOL BOARD COMMUNICATION

Title:	Early Release Information		
Date:	June 1, 2015	**Item Number:**	
Administrator:	Sean Dusek, Superintendent Sean Dusek		
Attachments:	2015-16 Calendar		

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

During the 2014-15 school year, KPBSD implemented 6 early release dates to provide our certified staff additional time to collaborate on various instructional topics and data analysis to support student learning. Parents and staff were surveyed to provide input on the entire concept so that district administration could make an informed decision about continuation of early release collaboration and, if continued, any adjustments to the collaborations to meet both the staff's and parent's needs.

Over 500 parents and over 300 staff participated in the survey district wide. The results suggest that early release should continue. The District intends on working closely with schools to allow collaboration on topics related to the individual site goals and needs.

The following dates have been selected for early release for SY 15-16.

ADMINISTRATIVE RECOMMENDATION

Kenai Peninsula Borough School District

2015-16 Districtwide Calendar

C School Closes	**O** School Opens
E End of Quarter	**CI** PT Conference/Inservice
H Legal Holiday	**V** Vacation Day
IW Inservice/Work	Early Release Day

July 2015

S	M	T	W	T	F	S
			1	2	3 H	4
5	6 B	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

# of Inservice Days:
# of Student Days:
# of Teacher Days:

August 2015

S	M	T	W	T	F	S
						1
2	3 B	4 B	5 A	6 A	7 NT	8
9	10	11	12 IW	13 IW	14 IW	15
16	17 IW	18 IW	19 O	20	21	22
23	24	25	26	27	28	29
30	31					

# of Inservice Days: 5
# of Student Days: 9
# of Teacher Days: 14

September 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7 H	8	9	10	11	12
13	14	15	16 ER	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

# of Inservice Days: 0
# of Student Days: 21
# of Teacher Days: 22

October 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 IW/E	17
18	19	20	21	22	23	24
25	26	27	28 ER	29 CI	30 CI	31

# of Inservice Days: 3
# of Student Days: 19
# of Teacher Days: 22

November 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 ER	26 H	27 H	28
29	30					

# of Inservice Days: 0
# of Student Days: 19
# of Teacher Days: 21

December 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18 IW/E	19
20	21 V	22 V	23 V	24 V	25 H	26
27	28 V	29 V	30 V	31 V		

# of Inservice Days: 1
# of Student Days: 13
# of Teacher Days: 15

January 2016

S	M	T	W	T	F	S
					1 H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 MLK	19	20	21	22	23
24	25	26	27	28	29	30
31						

# of Inservice Days: 0
# of Student Days: 19
# of Teacher Days: 20

February 2016

S	M	T	W	T	F	S
	1	2	3 ER	4 CI	5 CI	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

# of Inservice Days: 2
# of Student Days: 19
# of Teacher Days: 21

March 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11 IW/E	12
13	14 V	15 V	16 V	17 V	18 V	19
20	21	22	23	24	25	26
27	28	29	30	31		

# of Inservice Days: 1
# of Student Days: 17
# of Teacher Days: 18

April 2016

S	M	T	W	T	F	S
					1 ER	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

# of Inservice Days: 0
# of Student Days: 21
# of Teacher Days: 21

May 2016

S	M	T	W	T	F	S
1	2	3	4 ER	5	6	7
8	9	10	11	12	13	14
15	16	17	18 C	19 IW	20	21
22	23	24	25	26	27	28
29	30 H	31				

# of Inservice Days: 1
# of Student Days: 13
# of Teacher Days: 14

June 2016

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

# of Inservice Days:
# of Student Days:
# of Teacher Days:

End of Quarter

1st Quarter	41 days
2nd Quarter	40 days
3rd Quarter	46 days
4th Quarter	43 days
	170 days

Teacher First	August 12
Teacher Last	May 19
Student First	August 19
Student Last	May 18

PT Conference/IS Days

October 29, 30
February 4, 5

Inservice/Work Dates

August 12, 13, 14, 17, 18
October 16
December 18
March 11
May 19

Legal Holidays & Vacation Days

Independence Day	July 3
Labor Day	September 7
Thanksgiving	November 26-27
Winter Break	Dec 21-Jan 1
Spring Break	March 14-18
Memorial Day	May 30

Total S/T = 170+10=180/188

Approved: 11/24/2014
Dept of Ed. Approved: 12/16/14

Start of Testing Window — End of Testing Window

(Contact School for actual dates of test implementation)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

2014 - 2015 SCHOOL YEAR

Wednesday, May 20, 2015

ADM PROJECTED ENROLLMENT	TOTAL ADM	ADM DIFF +/-	ADM DIFF %	SCHOOLS	KDGN	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	Enrollment Total	Inc. P/S Enrollment Total
185.00	183.00	-2.00	(1%)	**Aurora Borealis Charter**	25	21	24	21	20	23	19	13	17	0	0	0	0	**183**	**184**
117.00	111.00	-6.00	(5%)	**Chapman**	16	16	15	14	11	7	11	6	15	0	0	0	0	**111**	**122**
760.00	767.00	7.00	1%	**Connections Program**	56	42	48	45	47	42	40	57	53	55	78	104	100	**767**	**767**
21.00	13.00	-8.00	(38%)	**Cooper Landing**	4	1	0	2	3	0	2	0	1	0	0	0	0	**13**	**13**
116.00	96.00	-20.00	(17%)	**Fireweed Academy**	9	24	13	16	10	9	15	0	0	0	0	0	0	**96**	**96**
36.00	21.00	-15.00	(42%)	**Homer Flex**	0	0	0	0	0	0	0	0	0	4	10	5	2	**21**	**21**
385.00	349.00	-36.00	(9%)	**Homer High**	0	0	0	0	0	0	0	0	0	95	83	80	91	**349**	**349**
180.00	188.00	8.00	4%	**Homer Middle**	0	0	0	0	0	0	0	92	96	0	0	0	0	**188**	**188**
18.00	21.00	3.00	17%	**Hope Elementary/High**	2	1	3	2	3	3	2	1	2	0	1	0	1	**21**	**21**
383.00	380.00	-3.00	(1%)	**K-Beach Elementary**	59	63	52	52	54	62	38	0	0	0	0	0	0	**380**	**388**
60.00	55.00	-5.00	(8%)	**Kachemak Selo**	2	4	2	4	6	6	7	3	7	6	3	3	2	**55**	**55**
252.00	251.00	-1.00	0%	**Kaleidoscope Charter**	38	39	41	38	44	40	11	0	0	0	0	0	0	**251**	**251**
78.00	43.00	-35.00	(45%)	**Kenai Alternative**	0	0	0	0	0	0	0	0	0	0	7	21	15	**43**	**56**
526.00	456.00	-70.00	(13%)	**Kenai Central High**	0	0	0	0	0	0	0	0	0	114	129	104	109	**456**	**456**
353.00	375.00	22.00	6%	**Kenai Middle**	0	0	0	0	0	0	116	124	135	0	0	0	0	**375**	**375**
10.00	7.00	-3.00	(30%)	**Marathon**	0	0	0	0	0	0	0	0	0	5	1	1	0	**7**	**7**
136.00	121.00	-15.00	(11%)	**McNeil Canyon Elementary**	12	12	16	20	14	21	26	0	0	0	0	0	0	**121**	**121**
18.00	10.00	-8.00	(44%)	**Moose Pass Elementary**	3	2	0	2	2	1	0	0	0	0	0	0	0	**10**	**10**
415.00	416.00	1.00	0%	**Mountain View Elementary**	72	79	71	54	75	65	0	0	0	0	0	0	0	**416**	**441**
80.00	80.00	0.00	0%	**Nanwalek Elementary/High**	6	4	7	11	11	8	6	7	4	5	3	4	4	**80**	**80**
415.00	379.00	-36.00	(9%)	**Nikiski Middle/High**	0	0	0	0	0	0	54	52	58	49	62	54	50	**379**	**379**
339.00	349.00	10.00	3%	**Nikiski North Star Elementary**	72	55	60	60	51	51	0	0	0	0	0	0	0	**349**	**372**
71.00	66.00	-5.00	(7%)	**Nikolaevsk Elem/High**	2	2	2	5	2	10	8	10	2	9	3	8	3	**66**	**67**
142.00	140.00	-2.00	(1%)	**Ninilchik Elementary/High**	4	13	7	8	11	18	10	12	12	11	13	13	8	**140**	**140**
161.00	177.00	16.00	10%	**Paul Banks Elementary**	74	55	48	0	0	0	0	0	0	0	0	0	0	**177**	**209**
20.00	28.00	8.00	40%	**Port Graham**	3	5	3	2	4	2	2	1	1	2	2	0	1	**28**	**28**
83.00	81.00	-2.00	(2%)	**Razdolna**	7	4	13	4	9	10	8	5	9	1	4	3	4	**81**	**81**
372.00	400.00	28.00	8%	**Redoubt Elementary**	41	52	52	55	62	64	74	0	0	0	0	0	0	**400**	**420**
75.00	78.00	3.00	4%	**River City Academy**	0	0	0	0	0	0	0	9	21	9	15	10	14	**78**	**78**
282.00	281.00	-1.00	0%	**Seward Elementary**	49	50	60	46	31	45	0	0	0	0	0	0	0	**281**	**309**
182.00	185.00	3.00	2%	**Seward High**	0	0	0	0	0	0	0	0	0	48	40	45	52	**185**	**185**
118.00	134.00	16.00	14%	**Seward Middle**	0	0	0	0	0	0	51	42	41	0	0	0	0	**134**	**134**
380.00	391.00	11.00	3%	**Skyview Middle**	0	0	0	0	0	0	0	204	187	0	0	0	0	**391**	**391**
269.00	301.00	32.00	12%	**Soldotna Elementary**	54	42	41	50	41	37	36	0	0	0	0	0	0	**301**	**352**
587.00	542.00	-45.00	(8%)	**Soldotna High**	0	0	0	0	0	0	0	0	0	0	195	166	181	**542**	**542**
165.00	150.00	-15.00	(9%)	**Soldotna Montessori Charter**	20	21	21	20	21	22	25	0	0	0	0	0	0	**150**	**150**
191.00	189.00	-2.00	(1%)	**Soldotna Prep**	0	0	0	0	0	0	0	0	0	189	0	0	0	**189**	**189**
200.00	230.00	30.00	15%	**Sterling Elementary**	30	31	46	36	28	30	29	0	0	0	0	0	0	**230**	**239**
47.00	45.00	-2.00	(4%)	**Susan B. English**	3	4	1	2	3	2	3	5	2	5	3	10	2	**45**	**45**
36.00	32.00	-4.00	(11%)	**Tebughna Elementary/High**	2	5	3	1	4	2	3	4	2	1	3	1	1	**32**	**32**
177.00	165.00	-12.00	(7%)	**Tustumena Elementary**	32	23	23	25	16	19	27	0	0	0	0	0	0	**165**	**176**
105.00	109.00	4.00	4%	**Voznesenka**	6	13	5	11	4	10	4	7	11	11	8	11	8	**109**	**115**
227.00	237.00	10.00	4%	**West Homer Elementary**	0	0	0	63	60	61	53	0	0	0	0	0	0	**237**	**237**
8,773	**8,632.00**	**-141.00**	**(2%)**		**703**	**683**	**677**	**669**	**647**	**670**	**680**	**654**	**676**	**619**	**663**	**643**	**648**	**8,632**	**8,871**

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

2014 - 2015 SCHOOL YEAR

PART TIME STUDENTS

Wednesday, May 20, 2015

		SCHOOLS	PRE-SCHOOL	KDGN	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	Enrollment Total	Inc. P/S Enrollment Total
		Aurora Borealis Charter	1	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**1**
		Chapman	11	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**11**
		Connections Program	0	0	0	0	0	0	0	0	0	0	0	0	0	1	**1**	**1**
		Cooper Landing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		Distance Education Program	0	0	0	0	0	0	0	0	0	0	2	1	0	0	**3**	**3**
		District Wide Program	19	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**19**
		Fireweed Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		Homer Flex	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		Homer High	0	0	0	0	0	0	0	0	0	0	5	6	11	2	**24**	**24**
		Homer Middle	0	0	0	0	0	0	0	0	1	4	0	0	0	0	**5**	**5**
		Hope Elementary/High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		K-Beach Elementary	8	0	0	1	0	0	0	0	0	0	0	0	0	0	**1**	**9**
		Kachemak Selo	0	0	0	0	0	0	0	0	0	0	0	0	0	1	**1**	**1**
		Kaleidoscope Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		Kenai Alternative	13	0	0	0	0	0	0	0	0	0	0	1	0	3	**4**	**17**
		Kenai Central High	0	0	0	0	0	0	0	0	0	1	7	10	19	5	**42**	**42**
		Kenai Middle	0	0	0	0	0	0	0	2	1	0	0	0	0	0	**3**	**3**
		Marathon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		McNeil Canyon Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		Moose Pass Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		Mountain View Elementary	25	0	1	0	0	0	0	0	0	0	0	0	0	0	**1**	**26**
		Nanwalek Elementary/High	0	0	0	0	0	0	0	0	0	1	0	0	0	0	**1**	**1**
		Nikiski Middle/High	0	0	0	0	0	0	0	1	0	1	1	1	0	0	**4**	**4**
		Nikiski North Star Elementary	23	0	0	1	0	0	0	0	0	0	0	0	0	0	**1**	**24**
		Nikolaevsk Elem/High	1	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**1**
		Ninilchik Elementary/High	0	1	1	0	1	0	0	0	0	0	0	1	1	1	**6**	**6**
		Paul Banks Elementary	32	1	3	0	0	0	0	0	0	0	0	0	0	0	**4**	**36**
		Port Graham	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		Razdolna	0	0	0	0	0	0	0	0	0	0	0	0	1	0	**1**	**1**
		Redoubt Elementary	20	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**20**
		River City Academy	0	0	0	0	0	0	0	0	0	0	2	0	0	0	**2**	**2**
		Seward Elementary	28	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**28**
		Seward High	0	0	0	0	0	0	0	0	0	4	0	0	0	0	**4**	**4**
		Seward Middle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		Skyview Middle	0	0	0	0	0	0	0	17	2	2	0	0	0	0	**21**	**21**
		Soldotna Elementary	51	1	0	0	0	0	3	2	0	0	0	0	0	0	**6**	**57**
		Soldotna High	0	0	0	0	0	0	0	0	0	0	0	7	14	7	**28**	**28**
		Soldotna Montessori Charter	0	0	0	0	0	0	1	0	0	0	0	0	0	0	**1**	**1**
		Soldotna Prep	0	0	0	0	0	0	0	0	0	0	4	0	1	0	**5**	**5**
		Sterling Elementary	9	0	0	1	0	0	0	0	0	0	0	0	0	0	**1**	**10**
		Susan B. English	0	0	0	0	0	0	0	0	0	0	0	1	2	1	**4**	**4**
		Tebughna Elementary/High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
		Tustumena Elementary	11	2	0	1	0	1	0	0	0	0	0	0	0	0	**4**	**15**
		Voznesenka	6	0	0	0	0	0	0	0	0	0	0	0	0	1	**1**	**7**
		West Homer Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	**0**
			258	**5**	**5**	**4**	**1**	**1**	**4**	**22**	**4**	**13**	**21**	**28**	**49**	**22**	**179**	**437**

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 North Binkley Street Soldotna, Alaska 99669-7520
Phone (907) 714-8888 Fax (907) 262-9132
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SCHOOL BOARD COMMUNICATION

Title:	Exhibit Revisions		
Date:	June 1, 2015	**Item Number:**	
Administrator:	Dave Jones, Assistant Superintendent		
Attachments:	*E 5125.1(a) Notice of Student Directory Information* .....Page 2 *E 5125 (b) Notification of Rights Under FERPA* .....Page 4 *E 9000 (b) Administrator Selection Process Protocol* .....Page 7		

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

Per BB 9313: "Exhibit pages are intended to be easily updated. They are provided as information items to Board members but are not subject to approval."

For your information, the following exhibit change is in your information packet.

- *E 5125.1(a) Notice of Student Directory Information*
  - Specify mailing address
- E 5125 (b) Notification of Rights Under FERPA
  - Change Alaska Challenge Youth Academy to Alaska Military Youth Academy
- E 9000 (b) Administrator Selection Process Protocol
  - Change contact information to Sean Dusek

ADMINISTRATIVE RECOMMENDATION

NOTICE OF STUDENT DIRECTORY INFORMATION

The Kenai Peninsula Borough School District has adopted a policy designed to provide parents and students the full protection of their rights under the Family Educational Rights and Privacy Act of 1974, also known as FERPA. A copy of the school district's policy is available online at http://www.kpbsd.k12.ak.us/school_board.aspx?id=368.

FERPA, with certain exceptions, requires your written consent prior to disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without parent's prior written consent. Outside organizations include, but are not limited to companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local school districts receiving federal education funding to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the school district that they do not want their student's information disclosed without their written consent.[1]

The District may also disclose to the State of Alaska or the University of Alaska your student's eligibility for scholarship programs.

The KPBSD has designated the following information as directory information: student's name, mailing address, telephone listing, email address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, grade level, enrollment status, degrees, honors and awards received, scholarship eligibility, and most recent previous educational agency or institution attended, student ID number, user ID, or other unique personal

identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

You have the right to refuse the release of student directory information. If you object to disclosure of some or all of this information, please complete and return the *E 5125.1(b) Directory Information Parent Opt-Out Form.*

If you have no objection to the use of student information, you do not need to take any action.

Revised: 5/2015

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

   Parents or eligible students should submit to the school principal or designee a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. A copying fee may be charged.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the school to amend a record should write the school principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees or who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical

consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Other exceptions for disclosure without consent are detailed in FERPA and Board Policy and Administrative Regulation 5125.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school or District to comply with the requirements of FERPA. A complaint may be filed with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

In addition, you are entitled to notice of the following disclosures of student records:

1. Upon request, the District discloses education records without consent to officials of another school district or an institution of post-secondary education where the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

2. By September 15 of each year, the District will provide to the University of Alaska a list of names and addresses of students in the graduating class who meet scholarship eligibility requirements for each scholarship program. Release of a student's name to the University of Alaska will not be made if the parent or eligible student objects. An objection should be made in writing to the assistant superintendent of instruction on form E 5125.1(b).

3. By July 15 of each year, the District will transmit to the Alaska Department of Education and Early Development information on each graduating student's eligibility for the Alaska Performance Scholarship Program. This is a required disclosure that occurs without consent and without the opportunity to object.

4. By January 15 and July 15 of each year, the District will provide to the Alaska Military Youth Academy, operated by the Department of Military and Veterans' Affairs, a report containing the name, address, and dates of attendance of prior students ages 15 through 18 who appear no longer

enrolled in any educational institution and who have not received a diploma or GED. Release of a student's information to the Alaska Challenge Youth Academy will not be made if the parent or eligible student objects. An objection should be made in writing to the assistant superintendent of instruction on form E 5125.1(b).

Revised: 5/2015

Role of Board and Members

ADMINISTRATOR SELECTION PROCESS PROTOCOL

Selection of a Site Administrator
Contact Information:

Sean Dusek, Superintendent
sdusek@kpbsd.k12.ak.us
FAX; 907-262-9132 • Phone: 907-714-8888

Process

1. Administrator resigns/retires, position opens.
2. Meeting held with staff, site council, PTA/PTO, public to discuss timeline input gathering and process.
   - Contact Person selected at site _____.
3. Input due regarding characteristics, priorities and possible questions by: _____
   - Site Councils, groups, individuals email or fax input to superintendent.
4. Role in recruitment.
5. Files reviewed, pre-screened at District level using information from site.
6. Interviews scheduled at site _____.
   Audience has opportunity for written input on each candidate.
   Set slate of questions.
   Internal candidates equal to external.
   Names public once interviews begin.
   Telephone interviews.
7. Role in reference checks.
8. Superintendent makes selection, opportunity for input at Board meeting.
   Board acts on recommendation (action item).
   If internal candidate already under contract, Board notified (public comment).
9. Assistant principal vacancies will have modified process.
   Pre-feedback step condensed.
   Greater involvement of principal.
10. Regional administrator and shared administrator vacancies will have modified process.

Revised: 06/01/2015

2015 Leadership Academy

May 27 - 28, 2015
8:00 a.m. – 4:00 p.m.
Location: Soldotna High School

Agenda Items – May 27th

Time			
8:00 – 8:10	Introductions Overview	Sean Dusk & John O'Brien	
BREAKOUT PRESENTERS	Aimsweb– Michael Hanson	Performance Series- Victoria Grammas	PowerSchool Data – John O'Brien, Christine Ermold, David Henson
8:15 – 9:30	Aimsweb – Elementary (Room #90)	Performance- K-8 and K-12 (Room #24)	Powerschool Data- Mid/High (Commons)
9:35 – 10:50	Aimsweb – Mid/High (Room #90)	Performance-Elementary (Room #24)	Powerschool Data- K-8 and K-12 (Commons)
10:55 – 12:10	Aimsweb – K-8 and K-12 (Room #90)	Performance-Mid/High (Room #24)	Powerschool Data- Elementary (Commons)
12:15 – 12:45	Break for Lunch		
BREAKOUT PRESENTERS	District Created Assessments- Melissa Linton	Testlettes (AMP)- Tim Vlasak	
12:50 – 2:05	District Created Assessments – Elementary and K-8 schools (Commons)	Testlettes (AMP)- Mid/High and K-12 schools (Auditorium)	
2:10 – 3:30	Testlettes (AMP)- Elementary and K-8 schools (Auditorium)	District Created Assessments- Mid/High and K-12 schools (Commons)	
3:30 – 4:00	Wrap up & Day 2 Overview		

Agenda Items – May 28th

Time	Topic	Presenter
8:00-9:00	Student Growth Maps General Process/Intro to	Christine Ermold
9:00-10:00	Calibration/Goal Setting Conference	Christine Ermold
10:00-11:00	On Strategy – School Development Plan, Overview, Template	John O'Brien & Natalie Bates
11:00-12:00	Tying SGM to Your Schools SDP	Christine Ermold
12:00-12:30	Break for Lunch	
12:30-3:30	Plan for Fall Roll-out In-service Plan SDP SGM Staff Information	John O'Brien
3:30-4:00	Wrap up	Sean Dusek or John O'Brien

GROUPS FOR BREAKOUTS					
Elementary		**K-8 or 12**		**Mid/High**	
Fireweed Academy	EL	Connections/Distance Ed	K-12	Homer Flex	MID/HIGH
Kaleidoscope	EL	Hope School	K-12	Homer High	MID/HIGH
K-Beach El	EL	Kachemak-Selo	K-12	Homer Middle	MID/HIGH
McNeil Canyon El	EL	Nanwalek El/High	K-12	Kenai Alternative	MID/HIGH
Moose Pass El	EL	Nikolaevsk El/High	K-12	Kenai Central High	MID/HIGH
Mt. View El	EL	Ninilchik	K-12	Kenai Middle	MID/HIGH
Nikiski North Star	EL	Port Graham El/High	K-12	Marathon School	MID/HIGH
Paul Banks El	EL	Razdolna El/High	K-12	Nikiski Middle/Senior /High	MID/HIGH
Redoubt El	EL	Susan B English	K-12	River City Academy	MID/HIGH
Seward El	EL	Tebughna	K-12	Seward High	MID/HIGH
Soldotna El	EL	Voznesenka El/High	K-12	Seward Middle	MID/HIGH
Soldotna Montessori	EL			Skyview Middle	MID/HIGH
Sterling El	EL	Aurora Borealis	K-8	Soldotna High	MID/HIGH
Tustumena El	EL	Chapman El	K-8	Soldotna Prep	MID/HIGH
West Homer El	EL	Cooper Landing	K-8		
* In the afternoon session K-8 schools go with Elementary and K-12 schools go with Mid/High					

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

NEWS RELEASE

Alleged threat to central peninsula schools deemed not credible

Soldotna, April 30, 2015—KPBSD learned late this afternoon that through law enforcement investigation, a general threat made yesterday involving our Soldotna area schools has been deemed not credible by law enforcement.

We know that the past day has created angst for many of our parents, students, and staff in the central peninsula as we worked with local law enforcement in the central peninsula after an alleged threat was made that included schools. We could not release additional information that was only speculative, and being investigated. We trust our collaboration with law enforcement, but acknowledge that lack of information to many in the community was challenging.

Sean Dusek, KPBSD superintendent expresses, "We appreciate the work and efforts by law enforcement and our staff to ensure the safety of our students. As a district we appreciate the concerns expressed by our parents in this matter and will work to improve in all facets in responding to these types of situations. Our first priority is the safety of our students."

Our schools will continue to be in session on a normal schedule. As a reminder, Friday, May 1, 2015, is on a 90 minute early release schedule for most of our schools.

If you have questions or concerns please contact your school's principal or the district office.

###

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KENAI PENINSULA BOROUGH SCHOOL DISTRICT

INFORMATION

Central Peninsula schools in brief stay-put mode

Soldotna, May 13, 2015—Two KPBSD schools received automated telephone calls with a threatening message shortly after 1:00 today, Wednesday, May 13, 2015. The schools immediately went into "Stay-Put" mode. Alaska State Troopers responded to Skyview Middle School, and the Soldotna Police responded to K-Beach Elementary School, the two schools which received the calls.

Due to the security concern, in an abundance of caution, Alaska State Troopers recommended central peninsula schools, including schools in Nikiski, Sterling, Soldotna, Kenai, and Kasilof also go into a *stay-put* mode while they determined the credibility of the calls. *Stay-put* means all exterior doors are locked. Students are brought into the building. Classroom instruction continues as normal.

Law enforcement determined that the two calls were not a credible threat. Schools released on a normal schedule, and all after-school activities continued on a normal schedule.

The stay-put mode lasted less than an hour.

The district office sent an automated message shortly after 2:00 p.m. to parents and guardians of students from these schools, with information about the stay-put mode and two telephone calls: Aurora Borealis Charter School; Kaleidoscope Charter School; K-Beach Elementary School; Kenai Alternative School; Kenai Central High School; Kenai Middle School; Mountain View Elementary School; Nikiski Middle-High School; Nikiski North Star Elementary School; Redoubt Elementary School; River City Academy; Skyview Middle School; Soldotna Elementary School; Soldotna High School; Soldotna Montessori Charter School; Soldotna Prep School; Sterling Elementary School; and Tustumena Elementary School.

You may notice an increased law enforcement presence at our schools.

Parents are asked to contact their school principal with any questions.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 North Binkley Street Soldotna, Alaska 99669-7520
Phone (907) 714-8888 Fax (907) 262-9132
www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	KPBSD Positive Interventions and Support 2015-16		
Date:	5-22-15	**Item Number:**	
Administrator:	Kevin Downs, Pupil Services Coordinator through Dave Jones, Assistant Superintendent		
Attachments:	Report - PDF and word document		

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

End of year report on PBIS implementation in 11 KPBSD schools.

ADMINISTRATIVE RECOMMENDATION

KPBSD
Positive Behavior Interventions and Support

Report for the School Board June 2015

Angie Nelson
District PBIS Coach

Contents

- What is PBIS?
- History of PBIS Implementation in the district
- Tier 1 School-wide PBIS
    - Description and school examples
    - Fidelity of Implementation – SET data
    - Impact on Student Outcomes
- Tier 1.5
    - Stop/Walk/Talk
- Tier 2 Targeted Group Interventions
    - Overview
    - School Example
- Sustainability and Evaluation
    - Leadership Team
    - Professional Development
    - Evaluation Plan

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a systematic approach (or framework) to creating and sustaining positive and effective teaching and learning environments for everyone. In every PBIS school, staff teach, model, and acknowledge positive behavior expectations. The behavior expectations are taught to students throughout the year in different areas of the school.

There are six components of School-wide PBIS:

1) Select and define expectations & routines

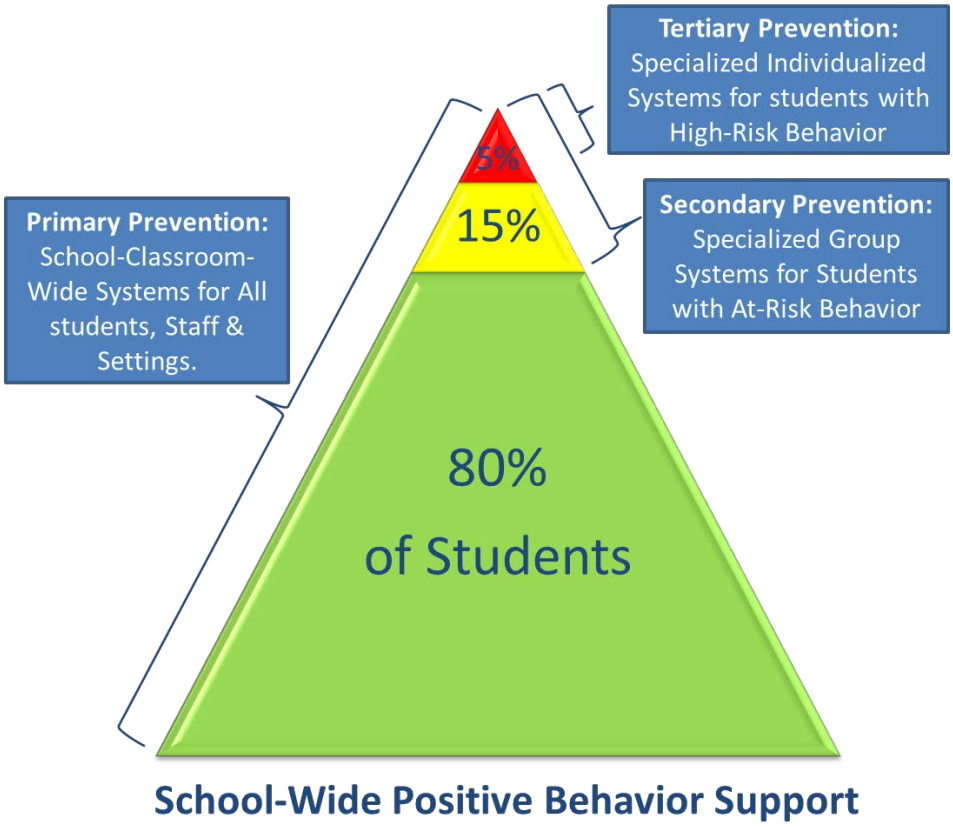
2) Teach behavior & routines directly

3) Actively monitor behavior

4) Acknowledge appropriate behavior

5) Review data to make decisions

6) Correct behavioral errors



History of PBIS Implementation

2008-2009

- Sterling Elementary was a pilot school for PBIS implementation with support from the Stone Soup Group and Kevin Downs as a KPBSD PBIS Coordinator

2009-2010

- Sterling Continued with Stone Soup Group
- Sterling attended a PBIS Institute in Anchorage with other schools around Alaska facilitated by Stone Soup Group

2010-2011

- Stone Soup Group discontinued their School-wide PBIS support in the state
- Lori Lynass, Ed.D with NorthWest PBIS Network and Sound Support began working with Sterling in the spring
- In the spring, Redoubt Elementary and Nikiski North Star began their own investigation with a desire to implement PBIS the next school year

2011-2012

- New schools – Redoubt and Nikiski North Star
- Dr. Lynass and other Sound Support staff provided support
    - Introduction to PBIS for Redoubt and Nikiski North Star
    - Advanced staff development at Sterling
- In the spring, Trina Uvaas and Angie Nelson from KPBSD attended the NorthWest PBIS Network Conference in Portland and toured PBIS schools with support from Dr. Lynass with the goal of being able to coach our own schools
- Ms. Uvaas and Mrs. Nelson, using their training, wrote a KPBSD Implementation Manual with specific steps outlined for schools to implement PBIS with fidelity.
- Dr. Lynass and other Sound Support provided coaching for the three school's leadership teams. The KPBSD Manual was reviewed for feedback. The first KPBSD District-wide PBIS Team met.
- A formal Exploration phase was outlined and presented to administrators by Kevin Downs

2012-2013

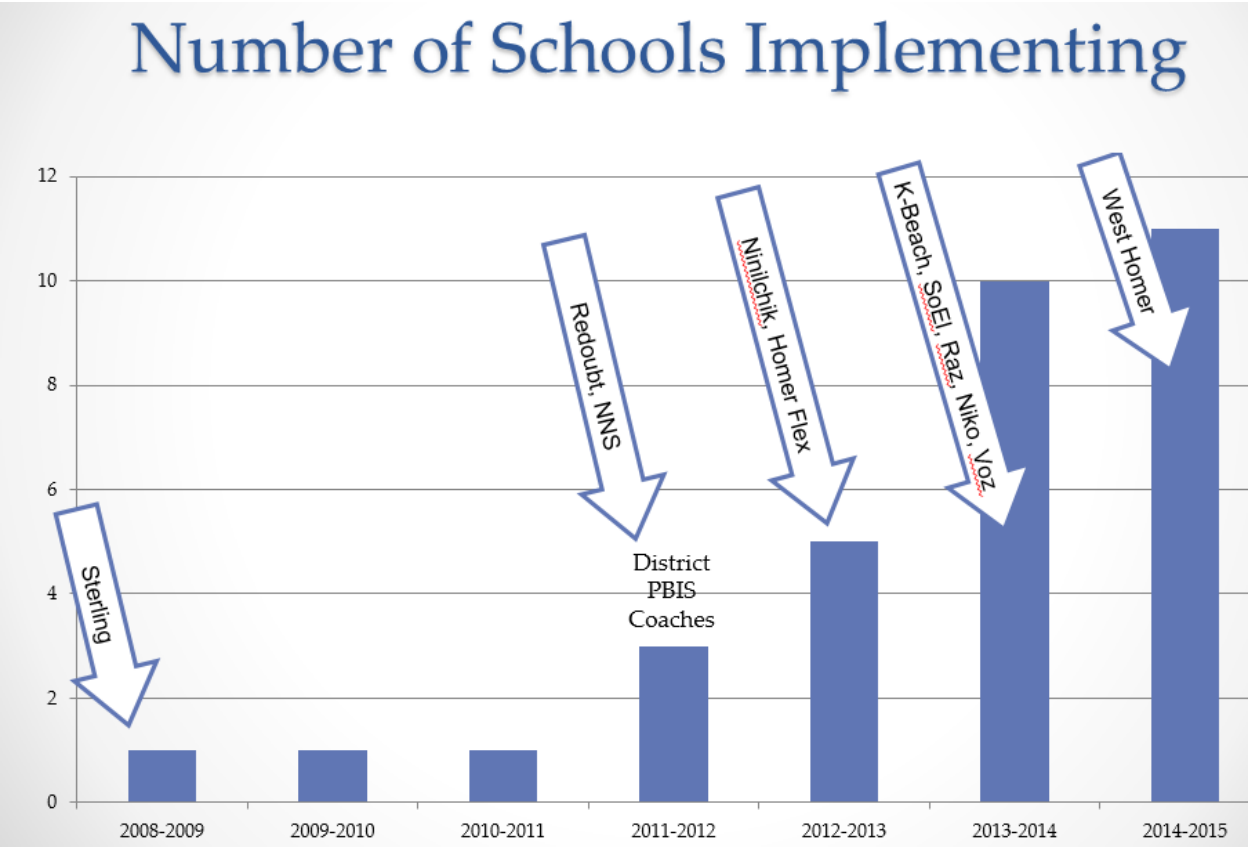
- New schools - Ninilchik School K-12 and Homer Flex
- Ms. Uvaas and Mrs. Nelson provided training for School Coordinators focusing on Benchmarks of Quality and coaching expectations
- Dr. Lynass and other Sound Support provided TIPS, problem-solving and Action Planning training in May for school teams
- Tier 2 manual developed by district coaches
- District PBIS Team meets throughout the year

2013-2014

- New schools – K-Beach Elementary, Soldotna Elementary, Razdolna K-12, Nikolaevsk K-12 and Voznesenka K-12
- August In-Service
    - Sound Support and District Coaches provided training for whole-school staff on individualized topics (9 school trainings total)
    - Action Planning was conducted for new schools and District Team
- October: School Coordinator Training
    - PBIS Assessments training
    - Shared Folder developed
    - TIPS follow-up
- November: Ms. Uvaas, District Coach development at NWPBIS Conference
- May: Dr. Lynass training
    - All PBIS Schools together at the Soldotna Sports Center:
        - Administrator Role
        - Benchmark of Quality and Action Planning
        - TIPS and Stop/Walk/Talk
    - Secondary focus in Homer and action planning with West Homer Elementary (Exploration into Installation)
- District Team meets throughout the year, completes District Self-Assessment

2014-2015

- New school – West Homer Elementary
- Mrs. Nelson - .4 FTE for PBIS Activities
- Coaching Plan
    - Ms. Uvaas – Homer Flex, Razdolna, Nikolaevsk and Voznesenka
    - Mrs. Nelson – Sterling, Redoubt, Nikiski North Star, Soldotna Elementary, Ninilchik and West Homer
- District Coaches provide training and guidance to schools
- Short presentation to School Board providing a description of PBIS
- Send out questionnaire to schools for training needs and design a training day in February to address needs.
    - Big Picture of PBIS
    - PBIS in the Classroom and data collection
    - Brief introduction of Tier 2 and Stop/Walk/Talk
    - Collaboration time for administrators, teachers, Tier 1 schools, and Tier 2 schools
- Send District Coaches to conference to bring back more knowledge of implementation and sustainability


Number of Schools Implementing
12
10
8
6
4
2
0
Sterling
Redoubt, NNS
Ninilchik, Homer Flex
K-Beach, SoEl, Raz, Niko, Voz
West Homer
District
PBIS
Coaches
2008-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015

Tier 1 School-wide PBIS: Description and School Examples

Tier 1 of the PBIS model, universal or primary approaches that are preventative in nature are put into place (Sugai & Homer, 2002). These approaches are for all students, staff, and settings and include the development of school-wide expectations, a behavioral matrix, and reinforcement systems to acknowledge desired social behavior. Outcomes, systems, data, and practices are continually evaluated when providing universal supports (Center on Positive Behavioral Intervention and Support).

School-wide Expectations and Behavior Matrix Examples

Nikiski North Star's Positive Behavior Support Program

Helping students school-wide to choose positive behaviors

	All Settings	Hallways	Classroom	Bathroom	Lunchroom	Playground
Be Safe	• Keep self to self • Get adults' help when needed • Use materials, tools and equipment appropriately • Hold the door for the next person • Walk	• Walk in line on the right, facing forward • Stop at the STOP signs	• Wait for an adult before entering • Keep "Four on the floor" • Line up safely and quietly	• Keep floor clean, dry and tidy	• Walk to get my food • Carry my tray with two hands • Sit down on the seats, facing forward	• Play safely • Tell an adult immediately if someone gets hurt • Keep snow, ice and rocks on the ground • Follow playground rules • Stay where adults can see me
Be Respectful	• Respond politely to adults • Use polite words and actions • Listen to and follow directions • Take turns • Listen attentively • Wait for others to think	• Voice Level 0, except before school, lunch and after school	• Listen to and consider others' ideas	• Allow privacy to others • Use whisper voice • One person at a time in the stalls	• Use good manners: • Use quiet voices	• Consider others' ideas
Be Responsible	• Walk directly to destination • Stay on task • Report problems immediately to an adult	• Stay with my class	• Turn assignments in on time • Put gear where it belongs • Actively engage in learning • Follow classroom rules and routines	• Take care of my business and return to class quickly	• Have lunch card ready • Eat my lunch • When something spills, clean it up	• Line up immediately when whistle blows • Be a problem solver • Dress for the weather
Be Caring	• Be kind • Care for school and others' property • Wait patiently to take my turn • Have a positive attitude	• Keep our hallways clean	• Cooperate and share • Sincerely say "please," "thank you," and "I'm sorry" when needed		• Welcome anyone who chooses to sit beside me	• Be friendly and kind to everyone

Voznesenka K-12 School Behavior Matrix

	Hallway	Outside	Computer Lab
Be Safe	1. We will use walking feet. 2. We will face and walk forward.	1. We will play and act in a safe manner. 2. We will operate motorized vehicles with caution for self and others. 3. We will walk using stairs, ramps and walkways properly.	1. We will not share personal information over the internet. 2. When using headphones, we will keep volume at levels not heard by others.
Be Respectful	1. We will stay in "our" space and keep hands, feet to ourselves. 2. We will be quiet so we don't disturb others.	1. We will use equipment appropriately for intended use. 2. We will use classroom-level voices during transition times. 3. We will listen to recess duty supervisors.	1. We will use quiet voices. 2. We will eat/drink at table in center of room only. 3. We will handle computers with care.
Be Responsible	1. We will go directly to our destination. 2. We will use hallway items appropriately.	1. We will pick-up grounds and return equipment. 2. We will wear appropriate gear for the weather.	1. We will log-off computers properly. 2. We will use computers for educational use only. 3. We will sign-out/sign-in laptops and return properly. 4. We will report problems to school staff.

Reinforcement Systems to Acknowledge Desired Social Behavior Examples

Caribou Cash

- At K-Beach we acknowledge students or classes who are demonstrating the expectations with a caribou cash.
- When a class earns 50 caribou cash dollars, they earn a classroom celebration.
- We have a caribou thermometer in the hallway and when the whole school earns 1000 caribou cash then we get a school wide celebration.
- We have recently created caribou cash for our grandma helpers and they are worth double because they are really hard to get. So when you get one from Grandma, you have earned double!

Roadrunners

- Students are acknowledged by staff with star tickets.
- When a student earns 5 red tickets, they are exchanged for a Roadrunner Card.
- Classes can earn Class Compliment cards and can be used by grade levels for celebrations.
- On Mondays, Roadrunner Card students are announced via intercom and get to run in the hallway to post their card.
- Once the Roadrunner Cards reach the finish line, a school wide celebration is held.

Orca Bucks

- A student is respectful, responsible or safe. A staff member sees this and rewards the behavior with an Orca buck. The student turns in the buck to the class container. When this is full, it is brought to the front office to be poured into the large container. We watch this carefully! When it is full, we plan a school wide celebration!

Tier 1 School-wide PBIS: Fidelity of Implementation – SET data

The School-wide Evaluation Tool (SET) (Sugai, Lewis-Palmer, Todd, & Horner, 2001) is designed to assess and evaluate the critical features of school-wide positive behavioral interventions and supports across each school year (Horner, Todd, Lewis-Palmer, Irvi, Sugai, & Boland, 2004). The SET involves a 2-3 hour school visit conducted by an outside evaluator to review Tier 1 Universal Implementation. Ms. Uvaas and Mrs. Nelson conducted the SET at the schools that they coached with the exception of Ms. Uvaas conducting the SET at Redoubt since Mrs. Nelson is a part of the PBIS team at that school. SET evaluators review the School Improvement Plan, school handbook, discipline forms and procedures as well as other related documents. An administrator interview is completed to begin the process at the school building. Brief questions are asked of all staff members who are available with additional questions for PBIS school team members. Fifteen randomly selected students are asked the school expectations/rules and if they have been acknowledge over the last two months. All the interview answers along with the review of the documents are then scored into the seven features and an overall score.

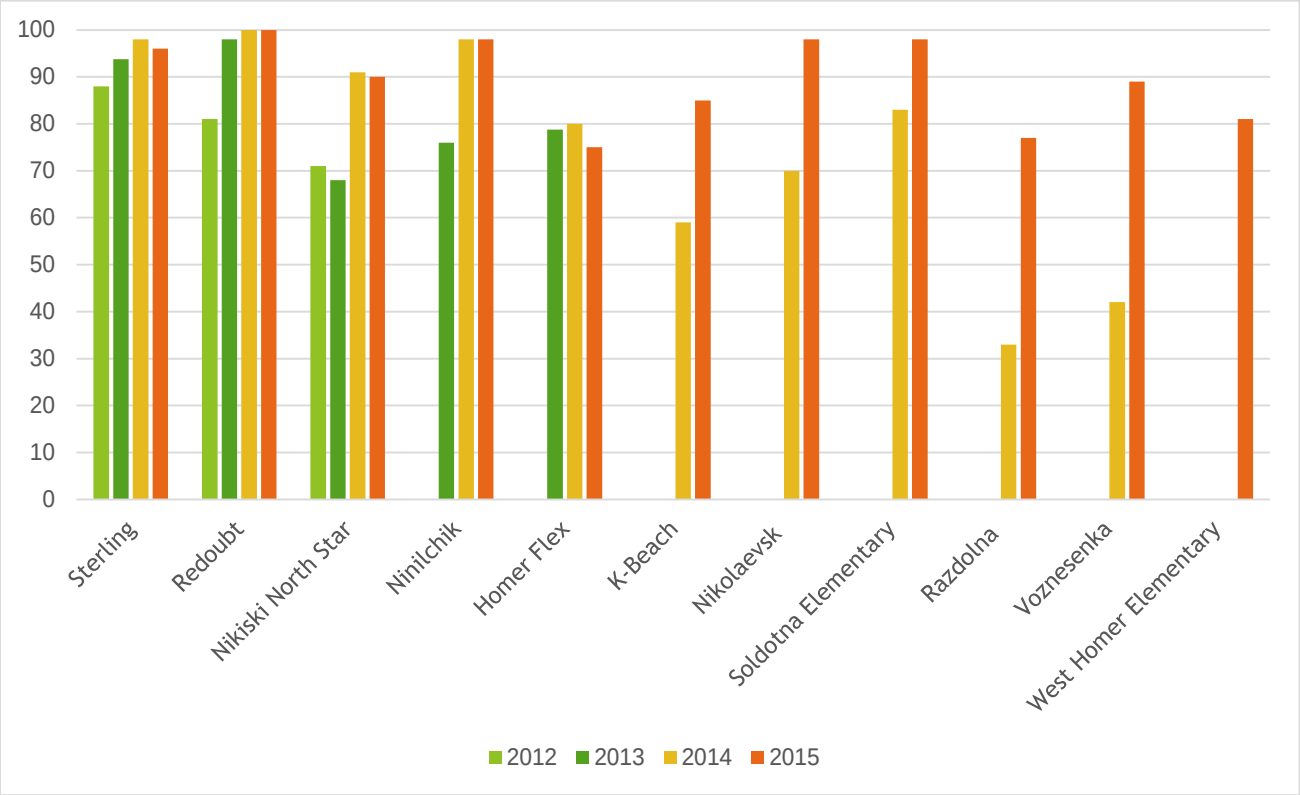
The features evaluated by the SET include the following:

a) Expectations Defined
b) Behavioral Expectations Taught
c) On-going System for Rewarding Behavioral Expectations
d) Systems for Responding to Behavioral Expectations
e) Monitoring and Data-Based Decision-Making
f) Management
g) District Level Support

The results of the SET provides schools with a measure of the proportion of the features that are 1) not targeted or started, 2) in the planning phase, and 3) in the implementation/ maintenance phases of development toward a system approach to school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.

Schools scoring 80% on the general index and 80% on the specific index for teaching behavioral expectations are said to be implementing school-wide positive behavior support at a universal level. Schools maintaining an 80%-80% score across years are sustaining team-based school-wide PBIS efforts, creating a positive culture in the school, and making data-based decisions that are linked to a larger school-wide effort. Using SET scores with achievement scores and office discipline referral rates integrates multiple sources of data for program improvement and development purposes.

The following graph depicts the total average SET Score for all 11 school currently implementing PBIS.



Tier 1 School-wide PBIS: Impact on Student Outcomes

The average office discipline referral consumes approximately 15 minutes of administrator time, and 45 minutes of student-engaged time. Often times, students who are referred to the office are some of our at-risk students academically. Overall, there has been a decrease of Office Discipline Referrals (ODRs) due to the implementation of School-wide PBIS in our PBIS schools. Administrator and student time has been recaptured!

At the schools implementing PBIS in the 2014-2015 school year, there were a combined total of 101 fewer Office Discipline Referrals than last school year. This equates to an estimated gain of 4545 minutes of academic engaged time for students in the schools, the equivalent of 75.75 hours or roughly 12.6 days of learning. Administrators recaptured 25 hours of time, due to fewer students with behavior problems being referred to the office. PBIS impacts behavior and learning!

Tier 1.5 School-wide PBIS: Stop/Walk/Talk – An approach for bullying

As we have had more schools implementing PBIS Tier 1 with fidelity but not quite ready to move to Tier 2, the KPBSD District Coaches developed an in-between steps for schools. In a response to wanting to address bullying issues, the Social Responsibility Skills of Stop/Walk/Talk, were designed as Bully Prevention in PBIS. The school staff has to come to agreement on language and a physical stop signal for the whole school to use. For example, Ninilchik has decided on the phrase, "Time out, not cool," as their stop signal and words.

Students are taught these steps:

The Stop Signal

- How the stop signal should look and sound
    - o Firm hand signal
    - o Eye contact
    - o Clear voice
- Practice modeling the stop signal for students that experience problem behavior or when they see other students experiencing problem behavior

Walk Away

- Sometimes, even when students tell others to "stop", problem behavior will continue. When this happens, students are to "walk away" from the problem behavior.
- Practice modeling "walking away" when students experience continued problem behavior or when they see another student experiencing continued problem behavior.
    - Staff should remind students that walking away removes the reinforcement for problem behavior
    - Teach students to encourage one another when they use the appropriate response

Talk: report problem to an adult

- Even when students use "stop" and they "walk away" from the problem, sometimes students will continue to behave inappropriately toward them. When that happens, students should "talk" to an adult.
- Practice modeling the "talk" technique students should use when they experience continued problem behavior or when they see another student experiencing continued problem behavior

Note that if any student is in *danger*, the "stop" and "walk away" steps should be skipped, and telling an adult should happen immediately.

Adults are asked to respond in the same way

Responding to Reports of Problem Behavior

When any problem behavior is reported, follow this specific response:

- Reinforce the student for reporting the problem behavior (i.e. "I'm glad you told me.")
- Ask who, what, when and where.
- Ensure the student's safety.
    - Is the bullying still happening?
    - Is the reporting student at risk?
    - Fear of revenge?
    - What does the student need to feel safe?
    - What is the severity of the situation?
- "Did you tell the student to stop?" (If yes, praise the student for using an appropriate response)
- "Did you walk away from the problem behavior?" (If yes, praise student for using appropriate response)

When the Student Does it Right….

Adults initiate the following interaction with the Perpetrator:

- Reinforce the student for discussing the problem behavior (i.e. "Thanks for talking to me.")
- "Did _____ tell you to stop?"
  If yes: "How did you respond?"
  If no: Practice the 3 step response.
- "Did _____ walk away?"
  If yes: "How did you respond?"
  If no: Practice the 3 step response.
- Practice the 3 step response.

The amount of practice depends on the severity and frequency of problem behavior

Tier 2 Targeted Group Interventions: Overview

In Tier Two, targeted, group-based interventions are designed to serve students who have not responded to Tier One interventions. The 10-15% of students in Tier Two are considered at-risk for more severe behavioral problems and/or academic deficits (Lewis & Sugai, 1999; Sugai & Horner, 2002).

Critical features of Tier 2 Interventions

- Continuously available to student
- Rapid access to intervention
- Very low effort by teachers with maximum benefits for students
- Consistent with school-wide expectations
- Implemented uniformly by all staff/faculty
- Flexible based on student needs and function of behavior
- Student chooses to participate
- Continuous progress monitoring linked to systemic decision making process
- Intervention "packages" matched to student need

Benefits of Tier 2 Interventions

- Improved structure
- Student is "set up" for success
- Increase in contingent feedback
- Applied across school settings
- Increased reward for appropriate behavior
- Evolve to self-management
- Supportive response to teacher

What does a Tier 2 System of Support look like?

Tier 2 interventions are most efficiently implemented in the same way the PBIS Leadership Team has implemented School-wide Systems of PBIS; an integration of data, systems and practices.

Data	Systems	Practices
✓ ODR	✓ Structured team meeting	✓ Classroom management
✓ Suspension	✓ Bi-monthly meetings	✓ Check In/Check Out
✓ Detention	✓ Nomination process	✓ Social Skills Training
✓ Intervention	✓ Progress monitoring	✓ Organizational skills

Tier 2 Targeted Group Interventions: School Example

Redoubt Elementary is implementing Tier 2 PBIS Interventions. The Tier 2 PBIS Team followed the Tier 2 Manual created by the District Coaches. The school first attempted to use Student Risk Screening Scale and Student Internalizing Behavior Screeners to identify students who may need Tier 2 PBIS Interventions. This system was unsuccessful at the school due to high numbers of referrals. A new system based on teacher referral and report during the RTI Intervention Team Data Days in September and January were used during the 2014-2015 school year with greater success.

The Redoubt Tier 2 Team uses two different interventions based on the needs of the referred students. Those interventions include Check In/Check Out (CICO) and a small group focused on students with internalizing difficulties using the book, "Strong Kids."

Check in/Check out Critical Features:

- Continuously Available
- Rapid access to the intervention
- Very low effort by teachers
- Positive system of support
- Implemented by all staff/faculty
- Flexible intervention based on assessment
- Adequate resources allocated
- Continuous monitoring for decision-making
- Transition to self-management

Redoubt Elementary School
BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE

Date: _____ Student: _____

Goal: _____

2 = Great – met expectations 1 = Good – needed reminder 0 = Oops – need more reminders

(L/R = Lunch/Recess)

Expectations	8:45 – 10:00			10:00 – L/R			After L/R – 1:30			1:30 – 3:00		
Be Responsible	0	1	2	0	1	2	0	1	2	0	1	2
Be Respectful	0	1	2	0	1	2	0	1	2	0	1	2
Be Safe	0	1	2	0	1	2	0	1	2	0	1	2
Totals												

Total Points today _____/24 Today Percent: _____ Met Goal? YES NO

2 Bonus for returning Daily Progress Note signed by parent

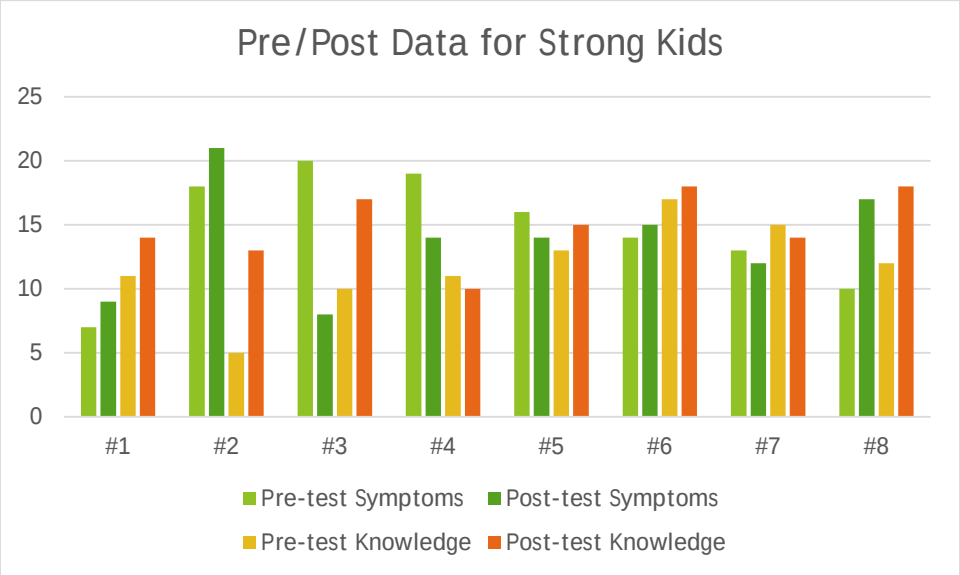
Checked in: YES/NO Have Materials: YES/NO Checked out: YES /NO

Comments:

Strong Kids: A Social & Emotional Learning Curriculum

A 12-lesson program designed for the purpose of teaching social and emotional skills, promoting resilience, strengthening assets, and increasing coping skills of children and early adolescents.

Eight fifth grade students (4 boys, 4 girls) were nominated for this Tier 2 Intervention. The school psychologist met weekly for 12 weeks with the boys and girls separately.



Sustainability and Evaluation: Leadership Team

Durable and adaptable School-wide PBIS implementation requires systemic support that extends beyond the individual school. It is important to organize multiple schools so that a common vision, language, and experience are established. This will allow KPBSD to improve the efficiency of resource use, coordination of implementation efforts, a system for management, evaluation, and support for schools that is not person dependent.

Current Leadership Team Members

Name	Representing	Role on District Team
Kevin Downs	Pupil Services Department	Coordinator
Trina Uvaas	Schools coached	District Coach and Data Analyst
Angie Nelson	Schools coached	District Coach, Note Taker, PD Development
Amy Utecht	Teachers	Member
Jeffrey Ambrossier	Administrators	Member
Christine Ermold	Elementary Education	Member
Michael Hanson	Intervention	Member

For the 2014-2015 School Year, the team met on the following dates:

- September 16, 2014
- November 28, 2014
- January 13, 2015
- March 24, 2015
- May 12, 2015

The District Team supports school teams by providing stipends to PBIS Leadership members for meeting outside their contract day. This stipend can be for up to two hours per month. The team was able to offer a small school stipend based on the number of students enrolled for our PBIS schools this year to be spent by the school on PBIS activities or needed materials. In the future, the District Team would like to consider additional stipends to our School Coordinators who facilitate the data collection procedures in each school as well as serve as a leader for PBIS in their buildings.

Sustainability and Evaluation: Professional Development

In order to address the specific needs of our schools, a survey was sent out to administrators and school coordinators to determine training needs.

Questions included:

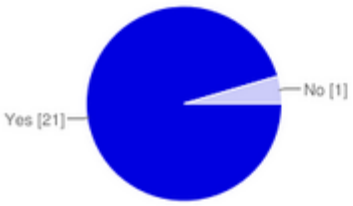
- What kinds of professional development would best survey your school/PBIS Leadership Team?
- Would you and your coordinator benefit from district collaboration of PBIS Schools?
- When would be a good time to hold a collaboration and/or training?
- How often are you sharing PBIS data with your staff?
- How much time do you spend on PBIS activities on a weekly basis?
- What specific PBIS needs to you have for your school?

Based on the responses a Collaboration and Training was held on February 26, 2015

Time	Activity
8:30 – 9:00	Breakfast
9:00 – 10:30	The Big Picture of PBIS • Where we are as a district • Integrating Tier 1 into everything you do • Classroom PBIS • New way to enter classroom data in PowerSchool • Sharing data with the staff • BOQ vs. SAS discussion • Moving forward – Stop/Walk/Talk and what Tier 2 might look like • Keeping it fresh
10:30 – 10:45	BREAK
10:45 – 11:45	School Share – each school 5 minutes • Celebration idea from your school • How things are going • Any burning questions
11:45 – 12:30	Lunch
12:30 – 1:00	Modeling a team meeting • Using TIPS, PowerSchool ODR data and reviewing an action plan
1:00 – 1:45	Break out • Administrators • Teachers
1:45 – 2:30	Collaboration Time • Bullying/Tier 2 – Sterling, NNS, Ninilchik, Redoubt, Niko, Homer Flex, SoEl • Data, Tier 1 manual, classroom/office behaviors – K-Beach, West Homer, Voz and Raz
2:30 – 3:00	Collaboration, synthesis of new information and action plan with your school team

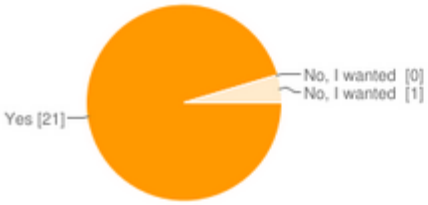
The feedback on the Collaboration and Training:

The training I attended on 2/26/15 was a good use of my time.



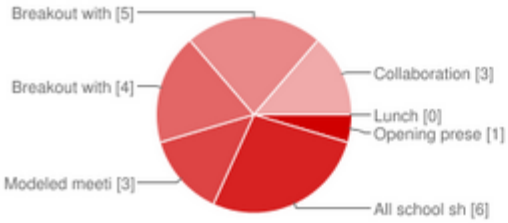
Yes	21	95.5%
No	1	4.5%

There was a nice balance of presented information and time for collaboration.



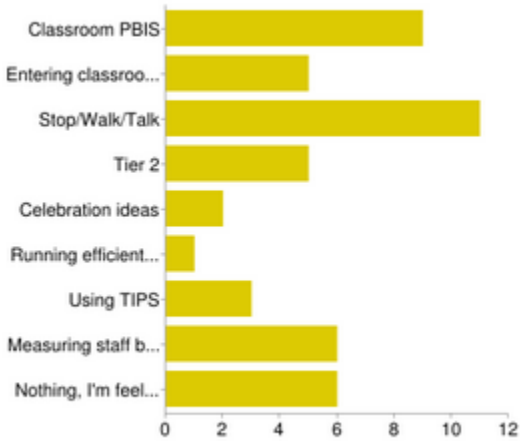
Yes	21	95.5%
No, I wanted more training	0	0%
No, I wanted more collaboration	1	4.5%

My favorite part of the day was . . . .



Opening presentation of the Big Picture of PBIS	1	4.5%
All school sharing	6	27.3%
Modeled meeting	3	13.6%
Breakout with Administrators/Teachers	4	18.2%
Breakout with Tier 1/Tier 2	5	22.7%
Collaboration with my school team	3	13.6%
Lunch	0	0%

I would like more information on . . . .



Classroom PBIS	9	40.9%
Entering classroom data into PowerSchool	5	22.7%
Stop/Walk/Talk	11	50%
Tier 2	5	22.7%
Celebration ideas	2	9.1%
Running efficient meetings	1	4.5%
Using TIPS	3	13.6%
Measuring staff buy-in	6	27.3%
Nothing, I'm feeling pretty good right now.	6	27.3%

Sustainability and Evaluation: Evaluation Plan

- TIC (Team Implementation Checklist)
  - Completed quarterly by team
  - Monitors activity of implementation of PBIS in the school
- BOQ (Benchmarks of Quality) – Used prior years
  - Rating form is completed by PBIS team members.
  - The school coach will complete a team summary and report back to the team.
  - Used by teams to identify areas of success and areas to improve.
- SAS (Self-Assessment Survey) – Start use in Q4 2015
  - Rating form completed by school staff annually.
  - Examines the status and need for improvement of four behavior support systems:
    - School-wide discipline systems
    - Non-Classroom management systems
    - Classroom management systems
    - Systems for individual students engaging in chronic problem behaviors
- SET (School-wide Evaluation Tool)
  - Conducted annual by a district PBIS Coach to measure the level of PBIS implementation within the school.
  - Results will be reported back to the team and the team will action plan based on those results.
- PBIS Staff Satisfaction Survey (SSS)
  - Conducted annually by the school coach to the whole staff to measure buy-in
- Discipline Data – ODRs, Suspensions, Expulsions
  - Excel sheet designed by David Henson that helps team analyze behavior referrals entered into PowerSchool by behavior, location, grade level, time, and student

Measure	**School Year**			
	Q1	Q2	Q3	Q4
TIC	X	X	X	X
BoQ/SAS				X
SET	Annually			
SSS	X			
Discipline Data	On-going throughout the year: review monthly, share quarterly			

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
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SCHOOL BOARD COMMUNICATION			
Title:	**2014-15 "Just in Time" Professional Development Opportunity for New Teachers**		
Date:	5/26/15	**Item Number:**	
Administrator:	Michelle Thomason, Professional Development Coordinator Michelle Thomason Christine Ermold, Ed.D., Ermold Director of Elementary Education & Professional Development Through Dave Jones, Assistant Superintendent Dave Jones		
Attachments:	N/A		

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

Specifically targeting teachers new to *both* the profession *and* KPBSD, "Just in Time" training orients new teachers to KPBSD practices. In addition, each new teacher is matched to an instructional coach to help bridge the gap between knowing and doing in order to maximize student achievement. Teachers randomized to the Urban Grant Opportunity (UGO) study are included, as are those who receive the support of a KPBSD Effective Instruction Coach. Just in Time training is planned for KPBSD's new to profession teachers in 2015-16, which will be supported by the district's remaining three coaches, instead of this year's team of four.

New teachers participated in four professional development opportunities during the year.

- September focused on providing classroom management strategies.
- November addressed engagement with an emphasis on activities, grouping of students, cooperative learning activities, and lesson pacing.
- In January, new teachers observed grade/content alike classrooms to gather strategies to support classroom environment, engagement, and questioning.
- New teachers again observed veteran teachers in March, but this time with the lens of gathering strategies to support their own individual coaching plans.

Professional development progressed from general information in the fall to individual strategies to support teacher need in the spring. Instructional coaches met with new teachers a minimum of once a month and developed coaching plans to support teacher growth. Of the 37 participants, 2 were non-retained for the 2015-16 school year. Below is a summary of Just in Time participant evaluation ratings.

	Domain 1	**Domain 2**	**Domain 3**	**Domain 4**
Overall Proficiency	92%	92%	95%	98%
Proficient ratings	34	119	231	33

Exemplary ratings	1	22	14	3
Basic ratings	2	23	37	1

ADMINISTRATIVE RECOMMENDATION

For your information.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 North Binkley Street Soldotna, Alaska 99669-7520
Phone (907) 714-8888 Fax (907) 262-9132
www.kpbsd.k12.ak.us

SCHOOL BOARD COMMUNICATION

Title:	Resignations		
Date:	June 1, 2015	**Item Number:**	
Administrator:	Joann Riener, Director, Human Resources Dave Jones, Assistant Superintendent		
Attachments:			

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

Name	Assignment	Location & Effective Date
Debora Adamson	Library Aide	Soldotna Elementary School, effective at the end of the 2014-15 school year
Aaron Berger	Custodian I	Ninilchik School, effective May 15, 2015
David Davoudlarian	Instructional Aide	Fireweed Academy, effective at the end of the 2014-15 school year
John Gonzalez	Custodian I	Nanwalek School, effective at the end of the 2014-15 school year
Denita Higman	Special Education Intensive Needs Aide	Susan B. English School, effective at the end of the 2014-15 school year
Adelaide Madison	Special Education Intensive Needs Aide	Mountain View Elementary School, effective at the end of the 2014-15 school year
Lynne Sandahl	Human Resources Manager	District Office, effective May 29, 2015
David Stilchen	Special Education Intensive Needs Aide	Sterling Elementary School, effective May 11, 2015
Mark Teckenbrock	Theater Technician	Seward High School, effective at the end of the 2014-15 school year
Linda Thrall	Special Education Emotional Disabilities Aide	Seward Middle School, effective at the end of the 2014-15 school year
Debra Turkington	School Secretary III	Paul Banks Elementary School, effective May 22, 2015

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SCHOOL BOARD COMMUNICATION			
Title:	SALT 2014-2015 End of the Year Progress Report		
Date:	June 1, 2015	**Item Number:**	
Administrator:	John O'Brien, Director of Secondary Education & Student Activities through Dave Jones, Assistant Superintendent		
Attachments:	None		

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

Soldotna Alternative is a new program here at Soldotna High School designed to serve those students who are at risk of dropping out but are not yet able to transfer to Kenai Alternative. To help this population of students, we are offering an option which enables students to earn credits at an accelerated rate through a more individualized learning experience, smaller class size and an altered school schedule.

A day in the life of a SALT student looks a little different from other students at Soldotna High School. Each day includes time to journal and extended time to focus on only two subjects at a time. To help meet their physical and emotional needs, a hot breakfast is cooked every morning and each day involves some type of physical exercise. Every learning "rotation" only lasts approximately six weeks and so students are able to make up missed credit at an accelerated rate while having the ability to focus their attention on only a couple of classes at a time.

Course study in the SALT program includes a mixture of core and elective credits based on student need and motivation. Due to the unique and flexible nature of our program, curriculum is designed and presented through a blended learning environment. Students do some work online through Gradpoint, Khan Academy, Acellus, and Readtheory.org while other subjects are presented through the standard district curriculum, video series, or by custom design including hands-on and service-learning experiences. Each component of the curriculum is designed with adaptability in mind to best fit the individual needs of the students.

This year we have worked with 22 students, and 15-17 of them are enrolled full-time at any given time. 4 of our students will graduate this year and all of our seniors were either considering dropping out, had dropped out for some time before becoming part of this program,

or were not close to being on-track to graduate. Our students will have collectively earned about 75 credits, which averages to 4.5 credits earned per student while in the SALT program. This number not only factors in those students who have not done well but also accounts for the students who have only attended on a limited bases. Considering most learning happens in the four periods before lunch, our average student is earning more than the 4.5 credits and at a rate faster than if they passed all of their classes. This is fantastic for a group of students that averaged 2.7 credits earned for all of their last year of school.

It has been a goal for this year for our students to engage in a service-learning experience as well as have consistent school-community collaboration in the class. Multiple community groups have been involved in the program this year including but not limited to; Mission Aviation Repair Center, Kenai Watershed Forum, Sportsman's Warehouse, and donations by the Elks, and Goldman-Sachs.

Additional SALT facts and numbers:

- 22 students were served
- Two of our students successfully transferred to Kenai Alt. and are on track to graduate shortly
- Only 2 out of our 22 students live with both of their biological parents
- 8 of the 22 students live with neither biological parent
- 4 seniors will graduate this year and for at least two of them, this was a last resort and otherwise would have not graduated.
- We designed and taught a stream ecology class that successfully incorporated many hands-on field trips to collect scientific data and involved a multi-day service-learning project with the Kenai Watershed Forum that directly applied to our learning targets.
- Involved community organizations include; Mission Aviation Repair Center, EPIC, Kenai Watershed Forum, Elks, Skull and Bones taxidermy, Sportsman's Warehouse, Goldman-Sachs (grant), and the Soldotna Public Library.
- 2 of our students have dropped out.
- 2500-3000 meals have been served this year.
- 11 students received their food handlers card
- 8 students received their first aid and CPR certification through the Red Cross.
- 3 of our students passed their first math class ever.
- 8000-10,000 pages of novels have been read this year by 9 different students.
- On average, we assist 3-4 students each day during 6th and 7th period.
- 8 of our 22 students have IEPs
- 1 of our students learned to swim this year!

2015 Leadership NOW

Building capacity for effective leadership techniques in a PLC

Las Vegas, NV --- April 27-29

To begin I would like to thank the administration and school board for supporting educators with Career Development Grants to extend our knowledge and professionalism. The continued support is much appreciated by myself and others. The 2015 Leadership NOW Conference sponsored by Solution Tree is conference that is designed to teach leadership skills and broaden capacity for anyone who is in a leadership position within the Professional Learning Community (PLC) model. Presenters included Rick and Rebecca DuFour, Todd Whitaker, Anthony Muhammed, Douglas Reeves, Luis F. Cruz, and others. Some thoughts or "takeaways" that I left this conference with area, a better understanding of PLC's, some pitfalls of implementing PLC's, and how to guide a school's culture to one of open communication, collaboration, and continual improvement.

The most beneficial presentations of the Leadership NOW Conference were presented by Dr. Rick DuFour and Dr. Anthony Muhammed. Dr. DuFour discussed at length Keys to Effective Leadership in PLC's. A key part of the presentation confirmed a belief that I hold that all people have some capacity for leadership and that leadership is not reserved for a "superhero". He defines leadership as working with others to establish a sense of purpose and a goal and then persuading people to move in that direction. I use this concept in my daily management already without the clarity that his definition provides. It was a moment of self-affirmation that I am at a minimum attempting to do the right thing as I look to get rid of obstacles (time, personalities, closed doors, etc) that hinder PLC's and share leadership with my staff. The presentation also reminded me that I need to focus our efforts on the following 5 areas.

- Work **collaboratively** with others and take **collective responsibility** for achieving **shared goals**—for which they are **mutually accountable**.
- Provide **clarity** regarding the work to be done.
- **Monitor and support** others to help them succeed at what they are being asked to do.
- **Sustain** their focus on a **limited** number of goals and initiatives.
- **Acknowledge and celebrate** small wins.

This year I did not always follow these tenets of successful PLC's.

I attended 2 part breakout session titled The Will to Lead: Creating a Healthy School Culture. One of the most interesting things that Dr. Muhammed presented during this time was a definition of Toxic

School Culture. This definition states this occurs when "Educators believe that student success is based on the student's level of concern, attentiveness, prior knowledge, and willingness to comply with the demands of school, and that educators articulate that belief in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the impossibility of universal achievement." What I see in the Soldotna Area 7-12 schools is the first part of this definition. Teachers often come to me and say "I have taught this stuff and presented them with every opportunity but they will not do the work." In this scenario we have much to do with improving our culture. I still not exactly sure of a plan moving forward but continually pointing out grading practices that feed into this mindset are one plan of action that I can see will help address this problem.

Overall, the PLC at Work Institute was a very positive experience and provided me with inspiration and tools to continue the implementation of 7-12 professional learning communities in the Soldotna Area Schools and especially within Soldotna Prep. I am thankful for the opportunity to attend this conference and feel that it would be beneficial for any administrator, or PLC Team Leader to attend in the future. However, these Institutes are designed for teams of educators to attend and to receive the full benefits it would be in the best interest of attendees to recruit a team when attending as we were able to do for this conference. The ability to attend sessions together, discuss the topic during breakout periods, and to talk about how to put into motion the ideas at dinner or while out for the evening is extremely beneficial and makes the learning much more applicable and appropriate.

Sean Dunk

5/13/15

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SCHOOL BOARD COMMUNICATION			
Title:	School Initiative Quality Assurance MS iPad		
Date:	June 1, 2015	**Item Number:**	
Administrator:	John O'Brien, Director of Secondary Education & Student Activities through Dave Jones, Assistant Superintendent		
Attachments:	E 0200 (b) KPBSD Initiative Quality Assurance		

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

Chapman School has benefited from a legislative grant which has provided a 1-to-1 iPod program for grades 1-8 for the past two years. These devices have provided our 1-8 grade students access to relevant technology that many of our students would otherwise not be exposed to. The many apps, real-time research capabilities, and opportunities to take these devices home, contribute to Chapman's ability to provide a quality educational experience.

Attached is form E 0200(b) "School Initiative Quality Assurance" form which demonstrates the impact the project has made and next steps for the Chapman iPad project.

Kenai Peninsula Borough School District
School Initiative Quality Assurance

☐Initial verbal overview with director

School:	School Vision:	Initiative:
Chapman	*The parents, staff, and students of Chapman School, along with the community of Anchor Point, agree that Chapman Students learn best when:* 1. *students take pride in themselves, their school, and their community.* 2. *students are kind, respectful, and caring toward all citizens.* 3. *students set goals that help them succeed.* 4. *students choose healthy/safe activities.* 5. *students take responsibility for their learning.*	1 to 1 iPod technology for all students K-8.

Part I - **Plan**: Identify the gap and the approach

Purpose: What is the need? What is insufficient with current status or system? How will students benefit?

Chapman School has benefited from a legislative grant which has provided a 1-to-1 iPod program for grades 1-8 for the past two years. These devices have provided our 1-8 grade students to relevant technology that many of our students would otherwise not be expose to. The many apps, real-time research capabilities, and opportunities to take these devices home, can be contributed to Chapman's ability to provide a quality educational experience. Since our implementation of iPods, we have seen the following trends in our SBA data:

RE: FY12—86%, FY13—96%, FY14—98%
WR: FY12—82%, FY13—93%, FY14—96%
MA: FY12—76%, FY13—95%, FY14—93%

Chapman school recognizes the difficulty in sustaining its iPod program. Funds from Chapman's energy moneys, as well as the Homer Foundation, have helped replace outdated iPods (5-8 grades).

Apart from the need to replace iPods (due to an out-of-date operating system), the set of classroom laptops for grades 5-8 are so slow as to be impractical for classroom use, and new

iPads will not only serve to replace existing iPods (for their various uses), but also be able to stand in for laptops for web browsing, research, word processing, and more.

Furthermore, current research shows the many benefits of utilizing blended learning in classroom settings, and the KPBSD is utilizing grant money to fund our own blended learning initiative. These iPads will make blended learning goals attainable for Chapman 5th-8th grade students.

District Strategic Plan Goal that is supported:

Deliver relevant, rigorous, standards-based curriculum in conjunction with alternative pathways and a flexible approach to ensure that every KPBSD student stays engaged, reaches high levels of achievement and graduates.

Identify One-Year SMART objective:
By the end of the 2014-2015 school year, 5th-8th grade students will be receiving an average of 30 minutes of online content per week in each of the following classes: math, reading, and language arts.

Identify Two-Year SMART objective:
By the end of the 2015-2016 school year, 5th-8th grade students will be receiving an average of 45 minutes of online content per week in each of the following classes: math, reading, and language arts.

How will this plan be communicated to all stakeholders:

Information about Chapman's iPods and our successes using them have been communicated through teacher and principal newsletters. Also, progress towards meeting Chapman School SIP goal: Establish school wide operational procedures and protocols to reduce distractions in the implementation of technology use in each classroom in order to improve instructional quality, is communicated throughout the school year.

http://homernews.com/stories/111412/schools_apple.shtml

Professional development/training needs for staff:

There have been multiple professional development trainings for our iPods in the past two years, mainly through our Discovery Ed PD experiences. Our middle school teachers have participated in every professional development opportunity regarding iPods, and therefore does not require any additional trainings. However, as need arises, there may be further trainings regarding specific apps.

One of our middle school teachers has been receiving extensive training as part of the district's blended learning initiative and will be available to train other teachers in the use of iPads for blending classroom instruction during in-services and/or collaboration days.

Budget considerations: Where will the funding come from?
Funds are coming from a grate secured in the amount of $4896 from the Homer Foundation, as well as annual energy moneys given to sites by the district. The total estimated cost of the project is $10,094.00.

What is the plan for sustainability?

Damaged or lost devices are billed to parents, as per the iPod use agreement.

Because iPads are more flexible, operating systems and apps will be able to be updated for a much longer period of time (when compared to iPods).

Part II - **Initial Action Plan**: What steps do you anticipate needing to take to reach the year-long SMART goal? Include communication to stakeholders.

Step: What steps will you and your school take?	Measure/Indicator: What data will be collected?	End Date: When will the work be completed?	Person(s) responsible:
Brief training of students for the use and care of each device will be needed when devices are introduced. Next, teachers will receive training in blending classroom instruction and implement their plans for blended teaching.	Teachers will keep track of online content minutes (per week) after implementation. How will you know step is completed? Students will be receiving more content from online sources, making more time for teacher availability to be used in small group or one-on-one instruction.	Training of pertinent staff will be complete by the end of January 2015. Implementation of blended practices should be complete by the end of the third quarter of the 2014-2015 school year.	Classroom teachers (Jon Sharp and Jon Crocker) and principal (Conrad Woodhead).

Part III - **Study**: Analysis of data after implementing initial action plan (this step should take place 90 days after implementation)

What data gives evidence to progress of plan effectiveness? Insert data here along with analysis below.	What data gives evidence to a lack of progress of plan effectiveness? Insert data here along with analysis below.
ELA: During the 4th quarter of the 2014-2015 school year (the first quarter in which the iPads were available in class), students focused mostly on research writing. The iPads were useful not only for looking up articles and websites for written information, they were also valuable for video research (in which students watch pertinent videos and take notes). iPads were also used for word processing (using Google Docs) and making slideshow presentations (using Prezi); some students were able to present their research remotely from the iPads using the Prezi app. On average, the 30-minute goal was met. Math: During the 4th quarter of the 2014-2015 school year, students watched instructional math videos on YouTube and Khan Academy, varying in lengths from 5-13	ELA: While the 30-minute goal was met for the 4th quarter, it will be difficult to expand blended minutes without the ability for students to read e-text versions of their literature and social studies books on the iPads; currently, students do not have the ability to log in to the Pearson e-text reader app (they currently have to login to their Pearson program via a PowerSchool shortcut).

minutes. The number of minutes would vary with students depending on need, but would easily average out to be 30 minutes of more per week.	

At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:

☒ Year-long target goal has been met and will be changed to a new target goal on a similar topic.

☐ Year-long target goal not met but current plan is effective so we will continue it.

☐ Year-long target goal not met so plan will continue with improvements to the plan.

☐ Year-long target goal not met and we will move in a different direction.

☐ Other (Please explain)

Part IV - Updated Action Plan: Revise or continue with implementation based on data analysis. What next steps do you anticipate needing to take to reach the three year-long SMART goal or revised SMART goal? Include communication updates.

Step: What steps will you and your school take?	Measure/Indicator: What data will be collected? How will you know step is completed?	End Date: When will the work be completed?	Person(s) responsible:
ELA: Student login issues will be resolved to allow access to online textbooks and audio versions. Students will continue to utilize instructional videos and other text-based resources. Math: Students will continue with the use of instructional videos and other online tutorials. They will be presented with an organized playlist of videos based on their topic/standard; students will be able to access instructional video links via an online LMS (either Google Classroom or Canvas).	Teachers will keep track of online content minutes (per week) after implementation. Apart from teacher observation, the use of online resources will be evident based on the teacher's quarterly curriculum map.	Implementation of the 45-minute blended goal should be complete by the end of the 2015-2016 school year.	Classroom teachers (Jon Sharp and Jon Crocker) and principal (Conrad Woodhead).

Part V - Study: Describe the results of the two-year implementation of this initiative. Include all supporting data and analysis below along with perceived and documented impact. Include how results will be communicated to stakeholders.

Due FY16

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SCHOOL BOARD COMMUNICATION			
Title:	**KPBSD Student Growth Map Pilot Project**		
Date:	6/1/15	**Item Number:**	
Administrator:	Christine Ermold, Ed.D., Cermold Ed.D Director of Elementary Education & Professional Development Through Sean Dusek, Superintendent Sean Dusek		
Attachments:	N/A		

☐ **Action Needed** ☐ **For Discussion** ☒ **Information** ☐ **Other:** _____

BACKGROUND INFORMATION

In preparation for meeting the changes within 4 AAC 19.010 and other areas regarding educator evaluations, the KPBSD conducted a pilot of Student Growth Maps (SGMs) during the 2014-15 school year. The purpose of the pilot was to try out various approaches for integrating student learning data into educator evaluations in ways that reinforced sound instructional practices.

Just over 100 educators participated in the pilot that began in August 2014 and concluded in May 2015. Approximately 18 hours of professional development occurred throughout the year under the leadership of Education Northwest. At the conclusion of the pilot, all participants were asked to share their SGM and respond to a survey about their experiences and discoveries.

A variety of tools for measuring student growth were used. While the process was time consuming to learn, participants indicated the process was professionally enriching and resulted in concrete and observable impacts to student learning. The members of the Effective Instruction Committee will continue to make refinements to the tools and processes developed for this purpose with the goal of meeting the state's requirements while also making the process valuable for educators in our district. The Committee is most proud of the fact that this year's pilot resulted in specific and actionable feedback that was provided to the state, and that has been incorporated in the current proposals for changes to the relevant AAC.

In 2015-16, the pilot will expand to include all educators for whom the student learning data regulations apply, including Connections teachers, distance education teachers, special education teachers, principals, and district office administrators. This will place our district in full compliance with the state's regulations and prepare our educators to use the student learning data process in ways that support the teaching and learning cycle.

ADMINISTRATIVE RECOMMENDATION

For your information.

Professional Learning Communities
Leadership NOW
Las Vegas, NV
April 27-29, 2015

Sarge Truesdell
Principal
Skyview Middle School

I appreciate the opportunity to attend the Leadership NOW Solution Tree conference in Las Vegas, NV. I chose this conference because Skyview Middle School is completing our first year as a Professional Learning Communities school. I have attended multiple Solution Tree events, but have not been to a Leadership conference prior to this one.

Sessions Attended

Todd Whitaker—Keynote

Richard DuFour—Breakout
- Keys to effective leadership
- Strategies for leading PLC's

Todd Whitaker—Breakout
- Shifting the Monkey
- Motivating teachers

Richard DuFour—Keynote—Keys to effective leadership in professional learning Communities at work.

Anthony Muhammad—Breakout
- Session 1—School Culture
- Session II—School Culture—becoming at High Will & High Skill school

Heidi Hayes Jacobs—Keynote—choosing your schools century: becoming a contemporary leader

Douglas reeves—Keynote—Leading for Creativity

Anthony Muhammad—Keynote—All means All: The rebirth of Egalitarianism

I attended the conference with the hopes of finding new and creative ways to find PLC/Collaboration time during the school day. We have a three year vision in place and part of that vision is more time during the work day to collaborate around student data. While this goal was met, I found the most impactful part of the conference was the school culture piece presented by Anthony Muhhamad. Mr. Muhhamad talked extensively about becoming a "High Will & High Skill" school. The skill is the teacher's ability to deliver the content and the will is the teachers focus on the student's and their needs. As I listened to Mr. Muhammad, I could not help but think about each member of my teaching staff and place them on the high will and high skill scale. My conclusion was that we are a VERY high skill staff. I believe we have leaned into the Danielson model so much that it has changed instruction significantly. I believe the skill of our staff is very high. However, despite years of focus on being student centered (the will), our staff still struggles with providing students every opportunity to learn. There are still some punitive mindsets and some rigidity that does not fall in line with being high will.

Skyview Middle School will continue to work toward being a high functioning PLC school. We will continue to look at our three year vision and make adjustments accordingly. However, I believe that until we are a HIGH Skill and HIGH Will staff we will never make the kinds of gains in student achievement that we are capable of making.

Skyview three year vision update:

Spring 2014--Accomplished
Math & LA post testing day to work as 7-12 PLC
-Establish group norms
-Shared purpose: ensuring high levels of learning for all students
-Shared vision: creating the structures and culture to ensure all kids learn
-Collective commitments: clarifying how each individual will contribute to achieving the vision.
-Shared goals: Identifying indicators to monitor our program
-Unpack Standards & Get CLEAR on the "MUST KNOWS"
The expectation is that Math & LA will be clear on the guaranteed and viable curriculum and will work to make sure it is followed 7-12.

Fall 2014--Accomplished
In August we will have a Tri school in-service led by PLC leadership group and Math/LA group. This in-service will be the kickoff to our three year plan. The plan will be discussed/presented whole group. Science/SS/Exploratory groups meet and establish norms, shared purpose, shared vision, collective commitment, and shared goals. They also begin the unpacking and "MUST KNOW" guaranteed and viable curriculum process.

LA & Math will move forward creating common formative assessments and creating a shared calendar for administering the common assessments.

October/November/December In-service time spent PLC groups sharing their accomplishments, helping guide groups toward a guaranteed and viable curriculum (solid list of MUST KNOWS), formative assessments and a calendar/timeline for the assessments.

Spring 2015—In Progress
Groups that are ready move toward using their formative assessment data to identify and implement improvement strategies (both for teachers and students). Create an end of year summative assessment (results will be used for 2015-16 SMART goals).

Tri school administrators will review 2014-15 calendar and work to establish calendar for 2015-16 dates/times/in-service. Review group make up, master schedules, bell schedules, etc for year two.

Fall 2015--Year #2
All PLC groups meet and review
-team norms
-MUST KNOWS--Guaranteed and viable curriculum.
-Pacing/teaching/assessment guide
-Review/examine 2015 summative assessments
-Plan for improvement
-Plan for instructional changes
-Plan for PD

*All PLC teams should have pacing guides, common formative assessments, MUST KNOWS, and end of semester summative assessments prepared and in use for entire 2015-16 school year

PLC teams meet during 2015-16 to review formative assessment results and use the data to:

-improve individual practice
-Build team capacity to achieve SMART goals
-intervene/enrich on behalf of the students

Fall 2016—Year #3

Taking the results of our spring questions (see above). The tri school administration will address "critical issues" that still need to change.

The following should be happening in all PLC groups:
Pacing guides
Common formative assessments
MUST KNOWS
End of semester summative assessments
Strategies for how we use our data

5-11-15