

Superintendent Report

September 2026

BACK TO SCHOOL & ENROLLMENT

We have had another successful start to the school year and are settling into the routines and rhythm of school. Our current enrollment reflects 472 students being served by the Petersburg School District:

Pre-K – 12
Kindergarten – 21
Grade 1 – 27
Grade 2 – 19
Grade 3 – 45
Grade 4 – 43
Grade 5 – 28
Grade 6 – 45
Grade 7 – 43
Grade 8 – 35
Grade 9 – 45
Grade 10 – 38
Grade 11 – 42
Grade 12 – 29
Total – 472

This represents the actual number of students we are currently supporting and does not directly reflect our official enrollment/ADM for funding purposes. Preschool students do not count as full-time students, and we also serve a number of part-time students which are included in the count listed above.

CRISIS COMMITTEE & SCHOOL SAFETY

The District Crisis Committee met on September 11. The committee reviewed our Bloodborne Pathogen training plan and discussed the new telecommunications system in relation to the Petersburg Emergency Action Plan. As part of this work, we will be updating the wording used in the automated lockdown notifications so that it aligns with the language in Petersburg's emergency response protocols.

CAPITAL IMPROVEMENTS & FACILITIES

The capital improvement project continues to move toward completion. Our team recently met with the primary contractor and subcontractors to review the items identified in the inspector's report, and the contractors are working to address the remaining items.

We are also planning a gradual rollout of the new electronic door fob system. We want to make sure we fully understand the system and have the necessary procedures and expectations in place before expanding its use throughout the district.

The district also submitted its Six-Year Capital Improvement Project (CIP) List to the State of Alaska by the September 1 deadline.

FEDERAL PROGRAM MONITORING

The Alaska Department of Education and Early Development (DEED) has notified us that Petersburg is scheduled for monitoring of our federal Elementary and Secondary Education Act (ESEA) programs this year.

These federal programs provide annual funding to support a variety of student needs. Periodically, districts are selected for monitoring to review how the programs and funds are being administered and to ensure required documentation is in place. Our team is currently working behind the scenes to organize and prepare the necessary materials for the state review.

PROFESSIONAL DEVELOPMENT & TEACHER LEADERSHIP

Mr. Cabral continues to help lead our districtwide professional development efforts alongside our principals and teacher leaders. A focus this year is continuing to build common language across K–12 through our learner dispositions—**Petersburg students ROCC: Resilient, Open-Minded, Confident, and Connected**—and our **Student Engagement Continuum**.

Both are becoming more visible throughout our schools and classrooms. During walkthroughs, I am hearing teachers use this language with students and, more importantly, hearing students use it themselves as they reflect on their engagement and learning. It is encouraging to see this common language continuing to take hold across the district.

Each school has also developed goals based on student academic and survey data, with input from staff. Those school goals are included below and help guide the professional development and improvement work occurring throughout the year.

Our two teacher-leader teams continue to support this work: the Instructional Leadership Team (ILT), funded through the Raising the Bar for Alaska Schools (RTBAK) grant, and the Literacy Teacher Leader Team (LTL), funded through the Comprehensive Literacy State Development (CLSD) grant. Both teams work with their building principals and Mr. Cabral to help guide our professional development work, grounded in effective teaching practices, the science of reading, and Visible Learning research.

Teacher inservice will be held September 28–29. Consultants from Corwin and the National Institute for Excellence in Teaching (NIET) will be on site to provide two days of professional learning for our teaching staff. This work is supported through our grant funding.

Parent-teacher conferences will be held September 24–25.

STUDENT ACHIEVEMENT – AK STAR

We are pleased to see continued positive results for Petersburg students on Alaska's statewide AK STAR assessment. Across the tested grade levels and content areas of English language arts, mathematics, and science, **Petersburg students scored above the statewide average in every grade level and every tested content area.** In my three years back in Petersburg, this is the first time I have seen this across all of our testing results.

Petersburg also had a **98% participation rate**, compared with a statewide participation rate of 78%. This gives us confidence that our results provide a strong representation of how our students are performing.

Ms. Fry will provide a more detailed review of the AK STAR results during the School Board meeting. While proficiency is certainly an important measure, we continue to focus just as strongly on student growth. We want to recognize students who demonstrate a year or more of academic growth, including those who may not yet have reached the proficiency benchmark.

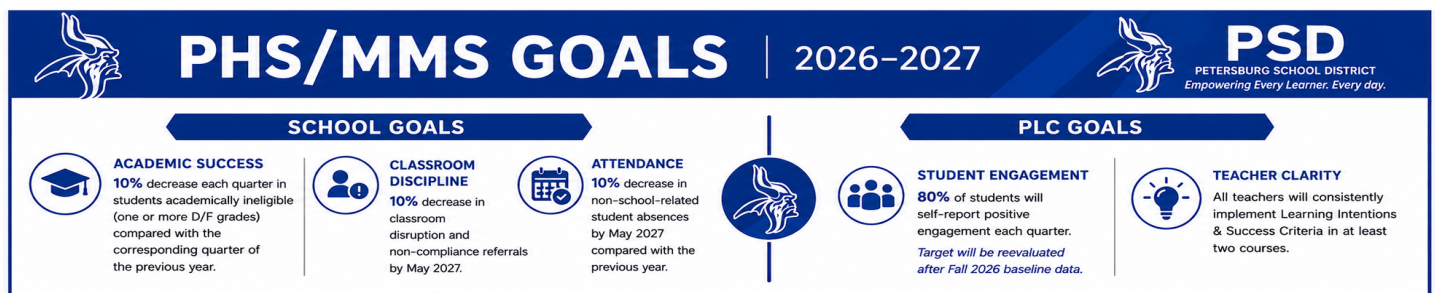
These results are a positive reflection of the continued work of our students and staff, along with the support of our families and school community.

Stedman Elementary 2026-2027 School Goals

Reading & Math Goal: By Spring 2027, the percentage of K–5 students scoring Proficient or Advanced on the AK STAR & MAP Growth ELA and Math assessment will increase by at least 10 percentage points overall, with each grade level achieving a minimum of 50% proficiency and reducing the percentage of students in the “Needs Support” category by 10 percentage points.

PLC Goal:

K–5 teachers will collaboratively engage in backwards planning and six-week data cycles to analyze student learning, adjust instruction, and implement high-effect-size instructional strategies identified through John Hattie's research in order to increase student growth in all areas (ex. behavior, SEL, gym, swim, music, library ELA, and math).





RESILIENT
I persevere through challenges and learn from setbacks.



OPEN-MINDED
I embrace new ideas and perspectives and continue to grow.



CONFIDENT
I believe in myself and take on challenges.



CONNECTED
I build positive relationships and contribute to my community.



ONE VIKING COMMUNITY.
Limitless Potential.



PETERSBURG SCHOOL DISTRICT

ENGAGEMENT CONTINUUM



PETERSBURG
School District

Stedman Elementary Learners

R

esilient

I persevere.
I work through challenges.
I use strategies to help me succeed.
I bounce back when things get tough.

O

pen-minded

I am curious.
I am thoughtful.
I am reflective.
I am a critical thinker.

C

onfident

I take ownership.
I am independent.
I step out of my comfort zone to try new things.

C

onnected

I share my ideas and listen to others.
I work together with others to achieve goals.
I build positive connections with others.

When we ROCC,
we balance life and learning.

