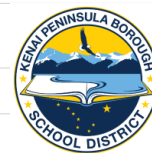


Kenai Peninsula Borough School District



SMART Goal for Strategy #1

Connections

Area of Focus #1:	Rigor: All students will achieve high levels of academic growth.			
Strategy #1:	Student growth and success will be determined through multiple measures of learning.			
Step 1: Write a SMART Goal in the space provided below for this strategy <i>Example:</i> <i>Connections will continue to improve graduation rates by increasing the focus on high school students who are behind in credits and who have been enrolled with Connections more than 2 semesters. In the last four years the overall graduation rate has improved steadily, but slowly, from 63.92% (13-14) to 66.67% in 16-17. Connections will achieve a graduation rate of 75% for the 20-21 school year.</i>				
Step 2: Give detail to the SMART Goal by completing the actions bank below				
Action Steps: <i>What will be done? Include: professional development, ongoing communication with stakeholders, progress monitoring, and mid-year adjustments.</i>	Owner: <i>Who is responsible for leading or coordinating this action step?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like? What will be the evidence the action step occurred, the data indicating progress, or the indicator of success?</i>	Results: <i>Share results, observations, comments, etc.</i>
Perform data analysis to find out graduation rates based on amount of time students are enrolled with Connections. The length of time is a strong determinant of success with interventions.	Rich Bartolowits	December 20, 2017	A detailed breakdown of graduation rates based on length of time enrolled with Connections.	Data has been gathered showing graduation results over a period four years. Analysis of this data has proven difficult as there are many variables to consider. A few generalized observations are evident: 1) Students who enroll in "bounce" between schools have a much lower graduation success rate, 2) students who are enrolled with Connections for all four years of high school tend to have a high graduation success rate, 3) students who transfer to Connections at the beginning of a school term tend to have better graduation success rates than students who transfer mid-term. Deeper analysis continues.
Connections Curriculum Meeting - Identify alternative Language Arts curriculum materials that may allow acceleration of credit acquisition while maintaining mastery of rigorous standards.	Connections High School Advisors, Special Education Teacher	November 16, 2017	List of available Language Arts options for use by all high school advisors.	High school advisors discussed the primary resources they use for language arts classes. This led to the addition of a few alternative curriculum packages. As part of this effort a pilot was initiated to evaluate the Edgenuity online learning curriculum. Subsequently, the MyPath curriculum has been added to the Edgenuity pilot as a possible alternative for students with IEPs. This discussion will be revisited when the new language arts curriculum is adopted and rolled out by the district. It is too early to tell if these alternative curriculum options will lead to higher graduation success rates.
All behind-in-credit high school students will have a plan to graduation and an intervention plan.	Connections High School Advisors, Special Education Teacher	December 2, 2017	Interventions entered in PowerSchool.	This process is ongoing. The intervention system does not fit very well with the realities of homeschooling. Every student in Connections has an individualized learning plan (ILP). Each student has learning materials chosen to be the best for that student. Each student, at least theoretically, has individualized or small group instruction. However, Connections can not directly control the fidelity of curriculum implementation, or quantity/quality of instruction.
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps				
MID-YEAR DISCUSSION: [January 17, 2018]				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	
Rigor Goal: All students will achieve high levels of academic rigor. Key Discussion Questions: - In what ways do our instructional strategies create rigor in the classroom? - How well does our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms?	Homeschooling, and Connections, do not fit the mold these questions are designed for. Connections can not control instructional strategies to create, or ensure, rigor. In homeschooling, student growth and success is primarily determined by the students parent/guardian. What Connections can do is continue to identify curricular products that will help families ensure rigor in their students' learning. At the high school level, some families use KPBSD Distance Learning options which ensures a certain level of rigor. Connections has much less control over families who choose "parent taught" curricular options.		Developing	
Action Steps: <i>What will be done?</i>	Owner: <i>Who will do it?</i>	Timeline: <i>When will this be accomplished?</i>	Evidence of the Action: <i>What does success look like?</i>	Results: <i>Share attempts and wins</i>
Analyze high school enrollments to determine percentage of students enrolled in classes with built in accountability; an example would be students enrolled in online classes.	Rich Bartolowits, Julie Nichols	March 23, 2018	A clear understanding of the percent of students taking classes with recognizable accountability.	This is an ongoing goal. Again, with the wide variety of classes, and curriculum choices our students have, there are a lot of moving pieces in this puzzle.

Evaluation of current mathematics curricular offerings.	Connections High School Advisors, Special Education Teacher	April 13, 2018	List of available Mathematics options for use by all high school advisors.	This did not happen as a meeting. High school advisors did share resources and some additional math curriculum sources were identified. It was also decided that waiting for the curriculum cycle for math (SY 2019) would make sense.
Continued entry of interventions for students behind in credits.	Connections High School Advisors	February 28, 2018	All BOC credits with recorded interventions.	
EOY DISCUSSION: [May 25, 2018]				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	
<p>Rigor Goal: All students will achieve high levels of academic rigor.</p> <p>Key Discussion Questions:</p> <ul style="list-style-type: none"> - In what ways do our instructional strategies create rigor in the classroom? - How well does do our metrics measure student performance? - Is student growth and success determined through multiple measures of learning? - What steps might we take to increase the rigor of our classrooms? 	<p>As a program, we identified a few new curriculum resources that seem to be effective with students. At least they seem to be more effective with students. Not having direct control of instruction still limits our ability to direct change.</p> <p>Interestingly, our graduation rate looks better this year. We had roughly 85% of our seniors graduate (58 of 68). Unfortunately, this can not be attributed to any changes in curriculum. Rather, we had an unusually small senior class this year. Typically, we end the year with well over 100 seniors and the senior class is almost always our largest. However, this year our senior class hovered around the 65 to 70 mark. In previous years it always seemed we had a fairly large number of seniors transfer to us at the semester break, or during 2nd semester. This year, we didn't seem to have that many students come in like that. Typically, those seniors transferring in at the semester or during second semester come to us well behind in credits and end up being a group that does not graduate on time.</p> <p>Perhaps the best way for Connections to sustainably increase graduation rates is to find better ways to encourage students to stay in their brick-and-mortar schools where they have direct support. To do this will require cooperation and flexibility at the student's local school. Traditional homeschool students, or students who choose to homeschool to take advantage of allotment monies for college tuition, tend to graduate on time.</p>		Advancing	