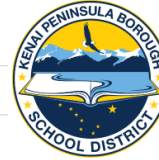


Kenai Peninsula Borough School District



SMART Goal for Strategy #1

Soldotna Prep

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

SMART Goal: By the end of the 2018-19 school year, 90 per cent of students will earn 5.5 or more credits towards a HS diploma as evidenced by Power School Graduation Progress Report.

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>
Early identification of students who are at risk	Counselor, Interventionist	Prior to school beginning	Students scheduled into remediation, academic support, and properly placed based on abilities	List of students received from Skyview Middle. Master schedule designed around needs of struggling learners.
Timely identification of struggling students	Principal, Interventionist, Counselor, I-Team	Every 4.5 weeks	F-List run and students identified.	
Provide and document interventions for struggling students	Interventionist, Teachers	Every 4.5 weeks	Intervention plans for students with Fs	9/20 update – 15+ students identified by I-Teams as struggling, Interventionist meeting with each weekly
Communication with parents on student progress	Interventionist, Teachers, Counselor	Ongoing	Communication logs	
Lunch and afterschool tutoring available for struggling students	Chervenak, B. Brown,	Weekly - Tuesday -Thursday afterschool and lunch times	Attendance rosters	Began on Sept 11

Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps

MID-YEAR DISCUSSION: [Date]

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. Key Discussion Questions: - 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>		<p>Multiple instructional strategies continued to be used at Soldonta Prep that are creating rigor for our students are shifting to proficiency based grading on assessments (with re-takes allowed), shifting to grading systems that are standards based, and the use of rubrics to help define rigor and expectations for assignments. Use of Performance Series Testing is done in Biology, Language Arts, and some Math courses and data is reviewed after the spring testing window to review growth. Some teachers are also using pre-tests and post tests to drive instructional goals and demonstrate growth. Steps to increase rigor will include looking at more data-driven instruction and using self-reflection assessments by students. Teachers experimented with Self-reflection practices and targeted-instruction/data driven decisions during the 1st and 2nd quarters of the academic year.</p>		<h2>Advancing</h2>				
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>				
Timely identification of struggling students	Principal, Interventionist, Counselor, I-Team	Every 4.5 weeks	F-List run and students identified.	Data on academic performance was at our highest levels to date. 95.8% of grades issued were at the minimum passing level or higher and 89.5% of students are on pace to earn 5.5 or more credits by the end of the year.				
Provide and document interventions for struggling students	Interventionist, Teachers	Every 4.5 weeks	Intervention plans for students with Fs	Over 50 intervention plans were created and closed out during the first semester this year.				
Communication with parents on student progress	Interventionist, Teachers, Counselor	Ongoing	Communication logs					
Lunch and afterschool tutoring available for struggling students	Chervenak, B. Brown, A. Brown	Weekly - Tuesday -Thursday afterschool and lunch times	Attendance rosters	Attendance in AST was up 20% from previous years.				
EOY DISCUSSION: [Date]								
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. Key Discussion Questions: - 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>		<p>We will be very close to achieving this goal for the 17-18 school year. We were far ahead of this goal at them end of the 1st semester with only a handful of students who were earned 2 or less credits. Final numbers for the school year will not be available until the completion of summer school but projections are putting us between 85 and 93 per cent of student will have earned the a minimum of 5.5 credits.</p>		<h2>Sustaining</h2>				

Kenai Peninsula Borough School District



SMART Goal for Strategy #2

Soldotna Prep

Area of Focus #3: Core Four: Student Reflection & Ownership				
Strategy #3: Incorporate Student Reflection and Ownership strategies into regular classroom practices.				
Step 1: Write a SMART Goal in the space provided below for this strategy				
During the 2018-19 school year all Soldotna Prep teachers will incorporate Student Ownership and Reflection strategies as evidenced by observed classroom practices, quarterly staff discussions on progress/success, and engaging in professional development in implementing these practices.				
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>
Staff will select a student reflection/ownership practice to use their classroom that they don't currently use.	Principal & all certified teachers	1st quarter	Teachers will provide examples.	Teachers will share out during end of quarter 1 inservice.
Staff will select a second student reflection/ownership practice to use their classroom that they don't currently use.	Principal & all certified teachers	2nd quarter	Principal & all certified teachers	Teachers will share out during end of quarter 2 inservice.
Staff will be able to provide evidence of regular student reflection and ownership practices that occur in classroom practice	Principal & all certified teachers	3rd Quarter	Principal & all certified teachers	Teachers will share out during end of quarter 3 inservice and be able to provide specific evidence in the evaluation process.
Step 3: At mid-year and EOY, repeat this process by reflecting upon your progress and considering next steps				
MID-YEAR DISCUSSION: 1/30/19				
Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area	
Core Four Goal: Identify a specific Core Four area of focus Options: Student Reflection & Ownership, Targeted Instruction, Data Driven Decisions, Flexible Content & Tools Key Discussion Questions: - In what ways are teachers developing expertise in this area? - In what ways are students developing expertise in this area? - What next steps should our school take to better incorporate this Core Four area of focus into our instruction?	Some teachers are using and documenting self-reflection practices. We are still working on getting all teachers to use and document self-reflection practices including 1-on-1 conferences At this point some teachers are using 1 on 1 conferencing but it is not targeted on building goals or using data to help guide what students need to work on. Some teachers aren't using any self-reflection practices, and some only partially, to close this gap we will need to provide closer supervision and to create more accountability for teachers in using and documenting self-reflection practices that are attempted in each class. Our universal pre/post reflection survey that will be given to all students should help to guide the 1 on 1 conferences and make them more targeted at improving learning outcomes.		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>
Staff will be able to provide evidence of regular student reflection and ownership practices that occur in classroom practice	Principal & all certified teachers	3rd Quarter	Principal & all certified teachers	Teachers have shared the practices and attempts during staff meetings and will continue to share out during end of quarter 3 inservice and be able to provide specific evidence in the evaluation process.

