

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

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. The graduation rate after one year of focus increased to 69.23% in 17-18. Connections will achieve a graduation rate of 75% for the 20-21 school year.

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>
High School Advisor Summit on Behind-Credit students. Develop triage system of sorts to identify and address students who are behind in credits. Development of "interventions" for students falling into different categories.	Rich Bartolowits - Mark Wackler	October 18, 2018	Interventions entered in COMA and PowerSchool if appropriate.	Highlights of this discussion: a) Students coming to us behind, or far behind on credits require more support b) Offering BOC students same program as non-BOC students was not effective c) Strongly encouraging BOC students to come to office and work 1 day/week could be a support d) Limiting # of classes BOC students take at one time could be a help e) More frequent contacts with BOC students are necessary f) What to do with BOC students who do not make progress or attend scheduled meetings is an unanswered question
Create "intervention agreement" for student and parent to sign as a way to increase parent engagement.		October 18, 2018	Parent Form Developed	
Biweekly updates on students identified at the Advisor Summit. (Done in person, or via Skype for Business)	Rich Bartolowits	Ongoing through April	Record of dialogue on updates.	These dialogs will begin in December.
High School Advisor Summit on Behind-Credit students. Review and identify new students behind in credits.	Rich Bartolowits - Mark Wackler	January 17, 2019	Interventions entered in COMA and PowerSchool if appropriate.	
High School Advisors Reflective Meeting - A reflection of strategies that worked, or didn't work. Evaluation of gains made by behind-in-credit students.	Rich Bartolowits	Sometime in first two weeks of May.	A reflection of strategies that worked, or didn't work.	

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

MID-YEAR DISCUSSION: [January 17, 2019]

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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<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>Behind in credit students continues to be a difficult issue for Connections. Many mid-year high school transfers come to Connections from traditional schools because they are behind in credits. Unfortunately, many of the interventions we attempt are difficult to implement since we do not have frequent face-to-face contact with our students. We also don't have many ways of "making" our students do things. We are continuing conversations and looking for solutions.</p> <p>One outcome of our fall efforts was the creation of a protocol for behind-in-credit students that we have tentatively named "Connections Academic Success Initiative." One of the problems of the initiative, which at this point consists of a contract of sorts, is that there is no power to the contract. However, we have tried other changes as a result of our conversations. One strategy we try to follow is to simplify student schedules. Rather than sending them out with 6 classes, we set them up with 4 classes, including at least one that is not "academic." The idea is to finish fewer classes in a shorter period of time. We really haven't had a chance to review whether or not this has been successful. Our initial reflections do not show this as being effective with many students.</p> <p>Our typical procedure with this behind-in-credit, mid-term transfers is to meet with them, their parent, a high school advisor and the principal. Our first line of conversation is to explore the possibility of keeping them at their neighborhood school. Unfortunately, at this point they often feel they are "done with" the school, and sometimes indicate they feel the school has given up on them. We then try our best to set up a program that can lead them to success.</p>	<p>Developing</p>
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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>

EOY DISCUSSION: [May 9, 2019]

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>Unfortunately, we didn't have any dramatic cases of students coming to us far behind on credits and making great gains toward graduation. We had students come through at the last minute finish off some classes, thus earning their diploma. We still feel largely helpless when students far behind on credit come to us. We can set up a plan that would to graduation. Students and parents can agree with the plan. When the student and parents leave the office, we have little leverage on their actions.</p> <p>One change we made is to set up times for students to come in and work in the office, receive support, tutoring, etc... Several students/parents agree to do this. Few actually show up at the designated time. This is where our plan falls apart. When the student/parent don't follow through, we are very limited in our ability to influence their actions.</p> <p>One change we have made that seems to be making a difference is a move from digital curriculum to a paper-based (workbook) curriculum. Anecdotally, the physical product is more approachable for some of our at-risk students and parents. The ability to complete one workbook at a time seems to be a manageable task. When one workbook is completed, the student or parent returns it to the office to get the next workbook. This serves two purposes. One, the student is able to make tangible progress in small steps. Two, returning the workbook leads to increase contact between the student/parent and advisor.</p> <p>One of our goals for next year is to identify data that would help us better understand our at-risk population, and develop tools that would allow us to collect the data. Some data is available in PowerSchool, but often that data is less than useful in the homeschool environment. Identifying, collecting, and analyzing actionable data is the next big step Connections needs to take.</p>	<p>Developing</p>