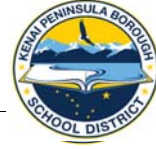


# Kenai Peninsula Borough School District



## SMART Goal for Strategy #1

### Marathon School

Area of Focus #1: Responsive: Be immersed in a high quality instructional environment.

Strategy #1: Priroitize strong, positive relationships with all students to support their social emotional needs.

#### Step 1: Write a SMART Goal in the space provided below for this strategy

Upon enrollment in Marathon School, students will complete a self-assessment survey that identifies a baseline for social emotioanl needs the student can identify. By then end their enrollment at Marathon, 90% of a students will be able to identify two SEL strategies they can use to increase their self-regulation, positive growth mindset nehaviors and/or qulaity of healthy relationships.

#### 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</i>	Owner: <i>Who is responsible for leading or</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</i>	Results: <i>Share results, observations, comments, etc.</i>
Outside orgnaizations will provide students lessons on healthy relationships, substance abuse and social emotional strategies and other SEL topics.	Counselor, Teacher, Principal	On-Going throughout the year	Post-survey for students prior to leaving Marathon School; Students utilize strategies taught in lessons	Survey Results, Student reflections, Classroo Observations
Hire Recidivism Specialist	Principal, Teacher, DJJ	Fall, 2020	Recidivism Specialist will work with students, parents, teacher, counselor and DJJ staff to ensure transitions are smooth to next placements for KPBSD students.	Anecdotal record keeping, student perception survey data

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

#### MID-YEAR DISCUSSION: January 10, 2020

Area of Focus		Record Discussion Notes Here		Select a current ranking for your school in this area
		Recidivism Liasion was hired and is building communication structures with DJJ Probation Officers and the Marathon School Teacher. The Liasion is working with school leadership to introduce the program and provide transition support for students upon their return to their home school.		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>
Build on-going communication with DJJ, Marathon Staff and Leadership	Liasion, Principal, Teacher, DJJ	Bi-Weekly	Prioritize a list of students who need the most assistance.	Identified students will receive support as they transition from Marathon, to their home school
Liasion will identify a list of high needs community probation students.	Recidivism Liasion	On-Going referrals from DJJ	Liasion will build rapport with Community Probabtion students and their families.	Students on community probabtion will successfully complete the terms of community probation that are linked with school.

#### EOY DISCUSSION: May 21, 2020

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Responsive: Be immersed in a high quality instructional environment.	Obviously, Covid 19 interrupted programming for our detained and community probation students. The Marathon teacher and Recidivism Liasion worked closely together as time passed to ensure students were connected (digitally and emotionally). In some cases, the POs relied on school staff to communicate and provide evidence of wellness. The teacher was not able to be onsite due to DJJ restrictions, but continued to provide educational services online and via telephone and zoom.	Advancing

# Kenai Peninsula Borough School District

## SMART Goal for Strategy #2

### Marathon School



Area of Focus #2: Responsive: Be immersed in a high quality instructional environment.

Strategy #2: All students will be interested in a high quality instructional environment

#### Step 1: Write a SMART Goal in the space provided below for this strategy

By May, 2020 Marathon Students enrolled for 45 days or more will take an online Course and earn .5 credits towards graduation.

#### 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</i>	Owner: <i>Who is responsible for leading or</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</i>	Results: <i>Share results, observations, comments, etc.</i>
Students will choose an online course they would like to take in Canvas.	Teacher, Principal	As student enroll at Matathon School, the teacher will review the transcript to ensure credits earned from incoming schools is accurate.	Students	Keep track of credits earned prior to Marathon School Enrollment; Update transcript when student exit Marathon School
Create a menu of online courses students can take in Canvas	Teacher/Princip	December, 2019	Menu or course list for students	Teacher will offer incoming students opportunities to take online courses
Begin a list of teachers who use Canvas	Principal	On-going (Dec. 2019, May 2020)	Principal	Menu of courses and teachers so students can continue with the Canvas course from their home-school
Canvas training for teacher	Instructional Coaches, Principal	On-going	Teacher and students use Canvas for online, blended and face to face courses.	Students will have access to more courses that are not offered at Marathon School. If a student is enrolled in a Canvas Course prior to enrolling in Marathon, the student may continue that course and earn credit on time; the teacher can provide instruction after a student has unenrolled in Marathon if the student has completed 75% of the course work at Marathon to compete the course for full credit. Using Canvas provides student more consistency with instructors, course materials and documentation of course that has been completed.
Marathon teacher will analyze transcripts to ensure all credit hours have been given from sending schools	Counselor, teacher, principal, Recidivism specialist	On-going	Student transcripts will be accurate and reflect all credits completed.	Transient students often do not receive credit for partial work. Providing evidence of what students have completed (even .25 credits) provides student an opportunity to recoup time and receive credit for work they have completed, versus starting the course over again.

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

#### MID-YEAR DISCUSSION: January 10, 2020

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
Marathon teacher continues to analyze transcripts to be sure students receive the correct credit for work finished, and enroll in most important courses while at Marathon School.	We continue to find discrepancies in transcript reviews.	Advancing

Action Steps: <i>What will be done?</i>	Owner: <i>Who will do</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>
Review transcripts	Teacher	Ongoing	Students are awarded credit or complete incomplete courses to earn credit while at Marathon.	Students leave Marathon with at least 2 credits more than what they had before detainment.

#### EOY DISCUSSION: May 21, 2020

Area of Focus	Record Discussion Notes Here	Select a current ranking for your school in this area
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Be immersed in a high quality academic environment

Due to Covid, the teacher had to prepare online and paper-based packets. Student completion of work was supervised by DJJ since the teacher had to teach remotely.

Developing

# Kenai Peninsula Borough School District

## SMART Goal for Strategy #3

### Marathon School



Area of Focus #3: Prioritize strong, positive relationships with all students to support their social emotional needs.

Strategy #3: Students will be learn in a flexible instructional model that is fluid and developmentally appropriate with all.

#### Step 1: Write a SMART Goal in the space provided below for this strategy

By May 2020, students will accurately self-assess their academic and social emotional growth according to a perception survey administered upon enrollment and exit of Marathon School.

#### 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</i>	Owner: <i>Who is responsible for leading or</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</i>	Results: <i>Share results, observations, comments, etc.</i>
Develop a pre/post survey for Marathon Students	Principal, Teacher	Oct-19	Students will take the survey upon enrollment and exit	Student results from the survey; results will be analyzed and academic and social emotional programming needed will be scheduled based on student needs.
Course pathway	Teacher	On-Going	Students have voice and choice for what courses they work on and the pace in which they work	Students will work with the teacher on daily, weekly and monthly agendas to keep track of academic and social/emotional goals. Students chose online courses they need to obtain credits towards graduation.
Administer MAPs and other diagnostic assessments (ALEKs)	Teacher	On-Going	Growth on MAPs benchmarks; accurate student self-reflection of progress towards SEL and academic goals; credits earned by the end of enrollment at Marathon.	Students reflect on assessment data and create SMART goals with the teacher.

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

#### MID-YEAR DISCUSSION: January 10, 2020

Area of Focus		Record Discussion Notes Here		Select a current ranking for your school in this area
Prioritize strong positive relationships with all students to support their social emotional needs.		The Recidivism Liasion has increased the relationships with community probation students. Since the position started, there are no students who entered back into detainment. The Liasion also supports and enhances relationships between the PO and the parents/guardians.		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>
Develop communication plan with PO, Families and schools	Liasion	ongoing	frequent communication with students, school, families and Pos	Succesful engagement in school while detained, and succesful complete of community probabation terms by the student.
Attend meetings at school, DJJ and home school	Teacher, Admin, Liasion	when needed	Attendance at PO and School meetings	Frequent family engagement at meetings and with Pos

#### EOY DISCUSSION: May 21, 2020

Area of Focus	Record Discussion Notes Here		Select a current ranking for your school in this area
Prioritize strong, positive relationships with all students to support their social emotional needs.	Liasion, PO and Marathon teacher communicate weekly via email and phone to share information about students and their progress academically and socially.		Developing