

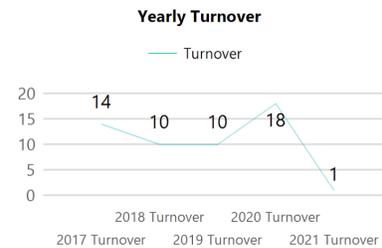
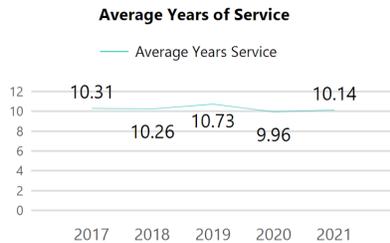
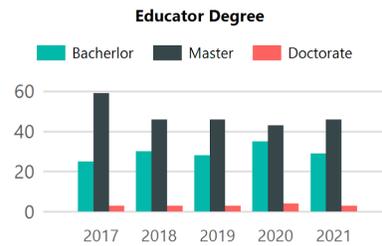
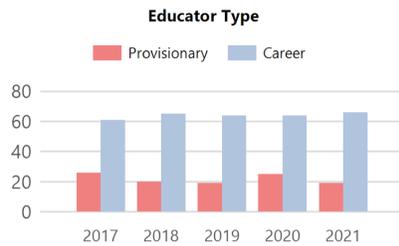
2021-2022 Continual Improvement Plan

School: CONNECTION High

Section 1: Setting the Stage:

Section 2: School Demographic Information and Performance Data:

Year	Educators	Provisional	Career	Bachelor	Master	Doctorate	Years Service	Turnover	Term Code
2016/2017	87	26	61	25	59	3	10.31	14 or 16.09%	12,15,2,4,7
2017/2018	85	20	65	30	46	3	10.26	10 or 11.76%	2,4,6,7
2018/2019	83	19	64	28	46	3	10.73	10 or 12.05%	1,2,3,5,6,7,8
2019/2020	89	25	64	35	43	4	9.96	18 or 20.22%	2,3,6,7
2020/2021	85	19	66	29	46	3	10.14	1 or 1.18%	7



Termination Codes:			
1	Leave of Absence	8	Deceased
2	Moving	9	Terminated for Cause
3	Other Employment	10	Disability/LTD
4	Health	12	Temporary Position "OYO"
5	Education	14	Retired to Avoid Termination
6	Personal	15	Resigned to Avoid Termination
7	Retirement	20	Non-Renewal

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Section 3: Alert of Turnaround, CSI, or TSI Status:

School Turnaround or CSI status as of January 2021	Yes, No, or On Alert
Is your school a Turnaround school?	No
Is your school a CSI school?	No

School TSI status as of January 2021	Designated in 'Cohort 1' year (Based on 16-17 and 17-18 summative data)? If so, must exit by Fall of 2022	Designated in 'Cohort 2' year (Based on 17-18 and 18-19 summative data)? If so, must exit by Fall of 2023
Was your school a designated TSI school for students with disabilities?	Yes	Yes
Was your school a designated TSI school for students who are English Language learners?	Yes	No
Is your school a designated TSI school for students who are economically disadvantaged?	No	Yes
Is your school a designated TSI school for students who identify as American Indian or Alaskan Native?	Yes	Yes
Is your school a designated TSI school for students who identify as African American?	No	Yes
Is your school a designated TSI school for students who identify as Caucasian?	No	No
Is your school a designated TSI school for students who identify as Pacific Islander?	No	No
Is your school a designated TSI school for students who identify as Asian?	No	No
Is your school a designated TSI school for students who identify as Hispanic?	No	No
Is your school a designated TSI school for students who identify as Multiracial?	No	No

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Section 4: Needs Assessment (required):

Levels of Achievement:

What strengths and areas for improvement stood out while reviewing student levels of achievement?

Because of the pandemic, the outcomes to the below goals were either not achieved or able to be monitored. We would like to carry forward

Credits Earned | The average credits earned per quarter for the 2018-2019 school year was 1.50 credits per student and through the first three quarters of the 2019-2020 school year students earned on average 1.59 credits per quarter. Our goal for the 2020-2021 school year is to increase the average earned per student per quarter to 1.75 credits.

Retention Rate | The average drop rate for the 2018-2019 school year was 35.3% and through the first three quarters of the 2019-2020 school year the average drop rate is 32.5%. Our goal for the 2020-2021 school year is to decrease the drop rate to below 30.0%.

Graduation Rate | The state calculated graduation rate does not include students who earn a knowledge-based diploma. For our purposes as an alternative high school we consider earning this diploma as graduating. For the 2018-2019 school year our graduation rate including both diplomas was 47%. Our goal for the 2019-2020 school year is to increase by 5% to 52% graduation rate, and for the 2020-2021 school year we want to increase by another 5% to 57%. At a 5% annual increase we will reach our goal of 67% graduation rate in the 2022-2023 school year.

Family Engagement:

Describe the levels of family engagement at the school.

Family engagement has been low at the school. Many of our students report that their homelife is a source of stress. We have implemented some outreach initiatives.

- We have a food truck at Parent/Teacher conference nights to incentivize families into attending.
- We have spread P/T conferences throughout the year. There are eight of them to provide more opportunities for engagement and feedback.
- The comp guidance clerk makes attendance phones call for students who have been missing excessive classes.
- Counselors meet with parents to discuss graduation goals.

School Culture and Climate:

What are some specific findings about the culture and climate of the school?

- Students report feeling safe and comfortable at school. Since they are at a school for struggling students they do not feel embarrassed by their academic struggles.
- Students report that most teachers are welcoming and helpful.
- Some students report having struggles with teachers who they feel do not help.

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Staffing:

What are some specific findings about the staffing of the school during the needs assessment?

- The school employed a student advocate to help struggling students and to monitor their progress.
- There is a need for a full-time social worker at the school. That is something that will be included in the budget for the upcoming school year.

Section 5: Addressing Needs of Special Student Populations (required):

Tier 1 Supports: All students have access to essential grade-level standards.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All core classes meet or exceed grade-level standards | <input checked="" type="checkbox"/> Identified essential standards for every course |
| <input checked="" type="checkbox"/> Common assessments given for essential standards | <input type="checkbox"/> Informal assessments used to guide reteaching |
| <input type="checkbox"/> Students identified for supplemental support by the standard | <input type="checkbox"/> Students track their own progress |
| <input checked="" type="checkbox"/> Positive Behavioral Interventions & Support utilized during core instruction | |
| <input checked="" type="checkbox"/> Teacher use of curriculum maps and pacing guides | <input checked="" type="checkbox"/> Universal screening part of registration process |
| <input type="checkbox"/> School has a plan to academically engage parents | <input checked="" type="checkbox"/> Teachers differentiate their instruction |
| <input type="checkbox"/> School-wide academic recognition program is in place | <input checked="" type="checkbox"/> School has established a positive culture |

Describe other features of your school's Tier 1 supports, noting how they benefit all (including at-risk) students:

- What does Tier 1 instruction look like for Students with Disabilities and for Multilingual Learners?
- Describe any other features of your school's Tier 1 supports?

We have limited capacity for students with disabilities and also Multilingual Learners. All of our Multilingual Learners must be level 2 or 3 so they can be successful in a general education classroom. Because of our small class sizes, our Tier 1 instruction is quite effective.

Tier 2 Supports: Additional time and supports for students to learn essential behavior and academic standards.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Differentiated curriculum/instruction based on needs | <input type="checkbox"/> Extended learning time for students |
| <input checked="" type="checkbox"/> Targeted student behavioral management strategies | <input type="checkbox"/> Targeted student engagement strategies |
| <input checked="" type="checkbox"/> Instructional interventions and extensions are provided in small group settings | |
| <input checked="" type="checkbox"/> Before or after school academic tutoring | <input checked="" type="checkbox"/> Summer school academic tutoring |
| <input type="checkbox"/> Utilize progress monitoring data to evaluate if students are benefitting from supplemental instruction | |
| <input checked="" type="checkbox"/> School has an early warning system for at-risk students (PLCs, Student Support Teams, etc) | |

Describe other features of your school's Tier 2 supports, highlighting how students maintain Tier 1 supports:

- Describe how teachers identify students who are in need of intervention:
- How does the school ensure that students in need of academic support maintain their access to Tier 1?
- How are behavioral supports implemented to minimize the amount of time students miss in class?

Teachers have been trained concerning MTSS and when to make a referral. When that information is communicated to the counselors, it is in turn brought to the weekly SST meeting.

We have a check in and check out system with our student advocate. Also, lunch meetings and after school supports.

Tier 3 Supports: Additional time and supports for students to learn essential behavior and academic standards.

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- | | |
|--|--|
| <input checked="" type="checkbox"/> Individualized student engagement strategies | <input checked="" type="checkbox"/> Individualized instruction/student support |
| <input checked="" type="checkbox"/> Individualized student behavioral management strategies | <input checked="" type="checkbox"/> Small group interventions/extensions |
| <input checked="" type="checkbox"/> Interventions increase in intensity (more targeted, increase in intensity or duration, or lower group ratio) | |

Describe other features of your school's Tier 3 supports:

- How are Tier 3 supports data-driven and individualized?
- How are students identified/referred from Tier 2 to Tier 3 supports?

The special education teacher communicates with teachers about what accommodations need to be made. Also, the social worker and counselors will communicate with teachers about significant behavior issues and interventions that are being made.

Section 6: Ranking Priorities and Identifying Root Causes (optional): *n/a*

Section 7: School Goals, Strategies, Action Steps, and Milestones (required):

School SMART Goal #1	(Carried forward to the 2021-2022 school year) Credits Earned: The average credits earned per quarter for the 2018-2019 school year was 1.50 credits per student and through the first three quarters of the 2019-2020 school year students earned on average 1.59 credits per quarter. Our goal for the 2021-2022 school year is to increase the average earned per student per quarter to 1.75 credits.
Tracking School SMART Goal #1	<p>Data Used to Track School Goal 1 (check all that apply):</p> <p> <input type="checkbox"/> Advanced Coursework <input checked="" type="checkbox"/> Student Proficiency <input type="checkbox"/> ACT <input type="checkbox"/> WIDA Growth </p> <p> <input checked="" type="checkbox"/> Graduation Rates <input type="checkbox"/> Other data: _____ </p> <p>How will Goal 1 be monitored (check all that apply):</p> <p> <input type="checkbox"/> Consistent data review in department or grade-level teacher PLCs <input checked="" type="checkbox"/> Consistent data review in Building Leadership Teams and/or school MTSS team <input type="checkbox"/> Consistent data review with Community Council and other parent stakeholder groups <input type="checkbox"/> Other goal monitoring: _____ </p> <p>How will the success of Goal 1 be communicated to stakeholders (check all that apply):</p> <p> <input checked="" type="checkbox"/> Shared with Community Council and other parent stakeholders <input checked="" type="checkbox"/> School website <input type="checkbox"/> Published on Community Section of school website <input type="checkbox"/> Shared at school events <input type="checkbox"/> Other ways: _____ </p>

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Strategy #1 to accomplish this goal

Attendance will be the first step in achieving this goal. Through outreach and administrative meetings upon enrollment where attendance will be emphasized and contracted.

Action Steps to implement this strategy:

<u>Actions:</u> What needs to change from the school's current practice to reach this strategy?	<u>Milestones:</u> What is an indicator of success/completion for this action item listed?	<u>Timeline:</u> when should this action be completed?	<u>Resources:</u> here specify the funding source(s)	<u>Financial Costs:</u> what is the anticipated cost (if any)?	<u>Responsible Party:</u> Who at the school is primarily over this action item?
Change with the credit recovery program	Bring in new online credit recovery program	April 2022	ESSER	\$5,000	David Beck
Employ social worker to help students and their families that struggle in school and other mental challenges	Social worker working at the school	August 2021	TSSA	\$30,000	David Beck
Employ student advocate to check student attendance	Student advocate hired	August 2021	TSSA	\$10,000	David Beck

Strategy #2 to accomplish this goal

Retention Rate | The average drop rate for the 2018-2019 school year was 35.3% and through the first three quarters of the 2019-2020 school year the average drop rate is 32.5%. Our goal for the 2021-2022 school year is to decrease the drop rate to below 30.0%

Action Steps to implement this strategy:

<u>Actions:</u> What needs to change from the school's current practice to reach this strategy?	<u>Milestones:</u> What is an indicator of success/completion for this action item listed?	<u>Timeline:</u> when should this action be completed?	<u>Resources:</u> here specify the funding source(s)	<u>Financial Costs:</u> what is the anticipated cost (if any)?	<u>Responsible Party:</u> Who at the school is primarily over this action item?
Fewer drops, improved attendance	Fewer dropped student, better retention of students	May 2022	Comp Guidance Clerk allocation	comp guidance clerk pay, Student Liaison pay from Landtrust	Counselors Principal

Strategy #3 to accomplish this goal

Graduation Rate: The state calculated graduation rate does not include students who earn a knowledge-based diploma. For our purposes as an alternative high school we consider earning this diploma as graduating. For the 2018-2019 school year our graduation rate including both diplomas was 47%. Our goal for the 2019-2020 school year is to increase by 5% to 52% graduation rate, and **for the 2020-2021 school year we want to increase by another 5% to 57%**. At a 5% annual increase we will reach our goal of 67% graduation rate in the 2022-2023 school year.

Action Steps to implement this strategy:

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<u>Actions:</u> What needs to change from the school's current practice to reach this strategy?	<u>Milestones:</u> What is an indicator of success/completion for this action item listed?	<u>Timeline:</u> when should this action be completed?	<u>Resources:</u> here specify the funding source(s)	<u>Financial Costs:</u> what is the anticipated cost (if any)?	<u>Responsible Party:</u> Who at the school is primarily over this action item?
If the first two goals are met this third goal would also likely improve or be met	Higher graduation rate	May 2022	FTE	FTE	Counselors, Admin, Teachers
Field trips to earn missing elective credit	More credits earned	May 2022	TSSA	\$2,500	Teachers
Working, accessible technology in every classroom	Full chromebook cart and working projectors in each classroom	May 2022	TSSA	\$13,918.06	Stephanie Seely
Conference Travel	Teachers/Admin participate in conference to improve school leadership	June 2022	TSSA	\$20,000	David Beck

Section 8: Funding Your School Plan (required):

Available Funding Sources		
For the School Year	Funding Source	Amount
2021-2022	LAND Trust (Granite Connection 24,932.21, Home Hospital 5,397.69)	30,329.90
	LAND Trust Carryover	38,174.85
2021-2022	TSSA (Granite Connection \$12,691.48, Home Hospital \$2,747.64)	15,439.12
	TSSA Carryover	65,865.69
2021-2022	Textnology	
2021-2022	ESSER (Granite Connection 28,076.59, Home Hospital 6,078.44)	34,155.03
2021-2022	Total	

Reminder: Schools turn in their respective budget sheets to funding sources. Textnology plans are still separate from Continual Improvement Plans.

Section 9: Actionizing and Sustaining Your School Plan (optional): n/a

Section 10: Reflection and Signatures (required):

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Celebration(s):	What do you feel were some of your school's greatest successes and accomplishments in 2020-2021? Consider using preliminary summative assessment results, and other data to celebrate.
Reflection on goal(s):	Here you write, as data becomes available, how your school reached some measure of success in reaching your 2020-2021 TSSA goal(s).
Link between expenses and school success:	Here you write what your expenditures were (consider all funding sources, but make sure to include TSSA funds) and articulate a connection between your funding received and your success (described above).
Closing learning gaps (how school will find, assess, and address student needs)	Here you write how your school plan above addresses learning loss stemming from COVID-19, specifically how your school ESSER II funding will help close student learning gaps. Specifically, how will you find, assess, and address the needs of students? How will ESSER II funds support these efforts? <ul style="list-style-type: none">● Find -● Assess -● Address -● How ESSER II funds will support -