

2023-2024 Continual Improvement Plan - Connection High

Year-End Mission, Vision, and Goal Reflection:

What is your school's **vision statement**?

Attend, Earn, Learn

What is your school's **mission statement**?

Granite Connection High School(GCHS) prepares students for post-secondary life by offering a customized path to a high school diploma which will help prepare for further education, training, career, and adulthood.

How do you **communicate your vision and mission** statements to stakeholders?

Posted on the website, posted in hallways, shared with students at orientation meetings.

Review and Reflection of Stakeholder Input:

What are some themes that surfaced in the stakeholder survey sent by Catapult regarding school strengths?

- Welcoming school environment
- Supports in place to help students
- Individualized plans to help each student

What are some themes that surfaced in the stakeholder survey responses regarding school **areas of improvement**?

- Desire for additional ways for students to earn credits.

Reflection on School Achievement Data:

What **strengths** stood out while reviewing student levels of academic achievement?

- Number of credits recovered increased this school year
- Number of credit graduates increased by 26 this school year.

What are areas of school "**critical academic need**?"

- Core credits, 9th and 10th grade school year
- Typically students arrive at Granite Connection deficient in 9th and 10th grade core areas. Each student that enrolls at Granite Connection has a one-on-one meeting with their counselor during the orientation. During that meeting, an individualized plan is put into place for students to earn these credits.

Setting School Goals:

Academic Goal

Academic Goal: Connection HS will increase the graduation rate of the school by 3% for the 2023-24 school year.	Leading indicators/data that will be used to track this goal. Graduation rate percentage	Intervals at which the leading indicators will be reviewed. In other words, what is the frequency of monitoring? Each school year
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1a.	Connection HS will increase the graduation rate of the school by 3% for the 2023-24 school year.	Graduation rate is reviewed each school year.	Each school year
Deconstruct the goal above to illustrate how it is a SMART goal :		<p>Specific: How many Connection students finish with a high school diploma</p> <p>Measurable: The state will calculate this percentage for us.</p> <p>Achievable: We increased by 13% last year. As we continue to increase, 3% seems like a reasonable goal.</p> <p>Realistic: We have increased for the previous year so it would seem likely that we could do it again.</p> <p>Timebound: 1 year</p>	
Which of the four domains does this goal come from (Turnaround Leadership, Talent Development, Instructional Transformation, Culture Shift)?		List domain here Turnaround Leadership and Instructional Transformation	
What is the contributing practice identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?		Focus of Teacher Collaboration around Teaching and Learning (Admin & Support Staff)	
What is the problem statement identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?		By teachers focusing more on their content and the teaching of their content, more students will be successful in those classes and earn the credits needed for graduation.	
What is the root cause identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?		Students come to Granite Connection HS deficient in credits. Students can enroll in 5 classes at a time to earn these credits.	
What are the biggest obstacles or challenges that could impede progress towards reaching this goal?		Students attending classes that will help them to be caught up on credits.	
Ultimately, who are the chief persons responsible in ensuring this goal is a focus and that it will be monitored?		David Beck	

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Social Skills and Dispositions Goal:

Goal:	Leading indicator:	Review intervals:
2a. Student Attendance: During the 2023-2024 school year, we will decrease the number of students who are dropped (for five absences) during a mini-term by 15%.	Average daily attendance	Quarterly and mid-term school attendance data

Talent Development Goal:

Academic Goal:	Leading indicators/data that will be used to track this goal.	Intervals at which the leading indicators will be reviewed. In other words, what is the frequency of monitoring?
3a. Our school will improve teacher retention during the 2023-2024 school year by 50% compared to the turnover rate during the 2022-2023 school year.	Percentage of teachers that are retained at the end of the year will be increased by 50%.	Annually at the end of the school year.
Deconstruct the goal above to illustrate how it is a SMART goal :	Specific: This will be retaining one more teacher next year than we did this year. Measurable: Measured by % Achievable: Yes Realistic: I think it is very reasonable to expect one more teacher to stay in place. Timebound: One year	
Which of the four domains does this goal come from (Turnaround Leadership, Talent Development, Instructional Transformation, Culture Shift)?	Talent Development	
What is the contributing practice identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?	Teachers sometimes feeling overwhelmed by the job	
What is the problem statement identified in the Comprehensive Needs Assessment (CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?	Define expectations for teachers, clearly and realistically considering how to effectively leverage teacher time and effort. Develop a daily and weekly schedule that reflects this priority of effective use of teacher time. When asking more of a teacher, consider removing another responsibility.	
What is the root cause identified in the Comprehensive Needs Assessment	Focus of Teacher Collaboration around Teaching and Learning (Admin & Support Staff)	

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(CNA)/Root Cause Analysis (RCA) that has resulted in the deficit that will be addressed by this goal?	
What are the biggest obstacles or challenges that could impede progress towards reaching this goal?	Training and supporting teachers in a unique alternative setting; the work can be emotionally exhaustive with student need, high drop rates, and the fact that teachers get a new set of students every five weeks (making it harder to build relationships)
Ultimately, who are the chief persons responsible in ensuring this goal is a focus and that it will be monitored?	David Beck

Strategies and Action Steps:

Academic Strategies

Academic Learning Strategy #1	Provide teachers, administrators, and counselors with professional development opportunities such as conference travel and attendance
Source:	Darling-Hammond, L., Hyer, M. E., & Gardner, M. (2017, May). Effective Teacher Professional Development. Retrieved 2020, from https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professiona_I_Development_BRIEF.pdf
Design:	Research design was Level 1 (experimental)
Similarities:	This evidence-based practice of PD for our staff will leverage building teacher capacities for teachers to differentiate instruction for students. Following principles of this study, professional learning will be teacher-led, based on their needs, and followed up with accountability by administrators using data to track progress. While this study is applicable in terms of grade-level and SES of student population, its methodology did not include (nor was specific to) alternate school settings such as ours.
Academic Learning Strategy #2	Purchase technology to support students in classrooms
Academic Learning Strategy #3	Assist GED students in paying for practice GED tests and actual tests.

Social Skills & Dispositions Strategies

SSD Strategy #1	Help new students become better oriented to our school and focus
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SSD Strategy #2	Provide opportunities for students to be in public places
SSD Strategy #3	After school and lunchtime programming for students to allow additional opportunities for connection to the school and learning of additional skills/earn additional credits
SSD Strategy #4	Utilize a student leadership team to welcome new students with activities, lunches. Also, continue practice of holding lunch and learn to allow students the opportunity to learn more about careers and meet and interact with professionals.

Talent Development Strategies

Talent Development Strategy #1	Action plan for management of school personnel, including recruitment and retention of educators: If our school developed a stronger teacher induction and mentoring program, then new and experienced teachers will stay at our school longer, improve their instructional practices, and increase student achievement.
Source:	Fisher, Douglas, Frey, Nancy, Hattie, John. (2016). Visible Learning for Literacy: Implementing the practices that work best to accelerate student learning. Corwin/a Sage Company. Thousand Oaks, CA.
Design:	Correlational
Similarities:	Similarities between this study and our student population rest with urban school district, high school grade spans, and operating within a large school district, as well as being a school nestled under district support and focus on building teacher capacity.