



Griffin Bay Alternative School

SCHOOL IMPROVEMENT PLAN

2024-2025

I. **Goal:** (**SMART** - **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**imebound)

1. By June 2025, **all** GBS high school students will be on track to either transition to the next grade level or graduate on time due to meeting credit level mandates.
2. By June 2025, through continually improving personal pathway process, building relevancy into each lesson, and emphasizing consistent attendance, the "hybrid" students will improve in achievement from 68% to 85% as measured by course completion, classroom-based assignments, and monthly progress reports.
3. By June 2025, overall attendance for all student types will be at 95%.
4. By June 2025, GBS will recognize a 100% graduation rate.
5. By June 2025, GBS students will demonstrate a mature understanding of "soft skills" and their application in given situations as measured by pre and post survey and classroom-based assessment.

II **Problem of Practice:**

The review of our graduation data reveals that we are making strides toward a 100% graduation rate. By 2023 the graduation percentage was 80%. In 2024, we are projecting a 87.5% grad rate, which is equal to 7-8 students. In 2025, the prediction based on current information is that we will maintain that 87%. Of course, our objective is to create the necessary environment to reach 100%.

The difficulty with making graduation rate the one and only goal is that the n-size is so small. One student this year failing to graduate, for example, drops our percentage by 13% points. Therefore, we must consider the factors schoolwide that limit consistent 100% graduation rates. Determining these reasons will impact all our students.

As we end the 2023-24 school year, the data reveals that of all our high school students 5 out of 32 remain credit deficient. One of our goals in the 2023-24 SIP was to move all our students to an "on track and on time" status.



Our work has paid dividends. The growth in this area is nearly a 10% increase from the previous year. That said, we remain dedicated to keeping this a goal until we reach 100% so that graduation occurs in a timely manner. There is no doubt that the emphasis on personalization and choice of curriculum made a significant impact.

Other data is interesting, however. In 22-23, the “site-based students” achieved at a lower rate. Therefore, the 23-24 plan’s goal was to specifically address barriers that kept that group from achieving.

The current data, after the SIP was implemented, reveals that although this has improved, the hybrid student category has the lowest achievement percentage. There are several factors for this including but not limited to the fact that many of the hybrid students are new to GBS. In addition, there are some concerns about attendance. Percentages show that the hybrid student attends less often than the site based or remote students.

Therefore, the GBS team must ensure the path of graduation is clear, by improving attendance and creating more relevancy thereby increasing engagement. A specific focus must be placed on our hybrid students.

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

The highest priorities identified through the Comprehensive Needs Assessment (CNA) that will be addressed in the School Improvement Plan are building more relevancy into our subjects by tapping into student passions as well as addressing the need for more consistent attendance. The needs assessment highlighted disparities in achievement and attendance between the three categories of students: Hybrid, site-based, and remote. To address this priority, specific interventions and support will be provided to help these students overcome challenges, whose written student learning plan includes an expectation for in-person instructional contact time that takes place on-site, regardless of how frequent.

The CNA revealed that funding remains problematic as we work to increase our curriculum library to enhance choice for students.

III Theory of Action:



To meet the needs as addressed in the problem of practice, the GBS team made the decision to continue the process of personalizing education for each student. However, the determination was made to take steps to add the concept of RELEVANCE to the design. This can be accomplished by identifying student passions more specifically and creating each assignment around that passion. This will also mean that each instructor will consider how to develop more project based units with various assessments for students to demonstrate mastery. Additionally, the GBS team will take steps to improve attendance through a variety of intentional measures. Through this focus, students have more opportunities to be actively engaged leading to improving on track status and increasing graduation rate. This will also impact achievement.

We also recognize that in addition to academic growth, students at GBS must become more self-aware. This component of social emotional learning is directly related to soft skills. Understanding these skill sets will enhance dialogue, cognition, and collaboration preparing students for college or career.

Specifically...

If we...

1. Continue to utilize the process of personal pathways,
2. Build more relevancy into each assignment,
3. Identify the specific needs of hybrid students,
4. Increase attendance by all students,
5. Identify and resolve any other barriers to consistent engagement,
6. And instill an understanding of soft skills and self awareness for each student,

Then...

Students will become more engaged in the learning process, thereby increasing achievement, and remain on track to graduate.

IV Relevant Data:

In addition to the attached data, it is important to note the following:



1. In semester 1 of the 2023-24 school year, 95% of courses attempted by all GBS students were completed. This is nearly a 10% increase from the previous year.
2. In Semester 1 of the 2023-24 school year, more students were enrolled in math classes than any other subject.
3. The climate data gathered that also includes elementary students indicates a significant change in how students feel about the school. The environment assists in creating a "feeling of safety" which leads to more students engaging in the work.
4. See data below.

V Action Steps

To improve student attendance, increase engagement through relevancy, emphasize soft skills which will enhance students social emotional self-awareness, and ensure all students are on track for graduation, here are some action steps to consider:

Attendance

- Continue tracking attendance data by student type (hybrid, site-based, remote) and identify patterns. This will help pinpoint which groups need the most support (e.g., hybrid).
- Implement daily weekly check-ins with hybrid students to identify and address any attendance issues early on, exploring potential reasons for absences, such as health issues, family situations, or lack of engagement. Develop strategies to address these barriers in our professional learning communities.
- Regularly communicate attendance data and concerns to parents/guardians and involve them in developing improvement plans for their child.
- Include student voice in advisories. Ask specifically, "what are the barriers to attendance?"

Relevancy

- Identify student interests and passions.



- Develop assignments, projects, and activities that connect coursework to student passions.
- Organize field trips that connect to students' interests and chosen career paths.
- Implement project-based learning opportunities that allow students to apply their knowledge to real-world problems.
- Offer students some choice in their coursework or projects to increase engagement.
- Student centered decision making on how to run the classroom (increasing student voice)
- More intentional advising time on Wednesday.
- Schedule individual sessions to create dialogue between student and teacher.
- Intentional planning with Junior students at the beginning of the year to prepare for a personal pathway to graduation. The objective is to increase student voice.
- Establish more partnerships with community businesses and the economic development council. Create a connection to the community.

Social Emotional Learning: Soft Skills and employability skills

- Identify what are soft skills and what are the most important traits to incorporate. What do employers want? Research Based.
- Use Advisory to intentionally create situations where soft skills for employability traits can be put into practice.
- Make advisory an optional .25 course for students to enroll in during each semester.
- Utilize guest speakers from the community who own businesses to discuss what they are looking for in new employees.

On-Track Graduation



- Implement regular progress checks (e.g., advisory sessions) to identify students who are falling behind on credits.
- Continue developing our credit recovery program for students who need to make up missed credits.
- Create short term goals, especially for younger students, 9th and 10th grades. By the end of this month. These students see the immediate not as much as how this will impact them two to three years down the road.

VI Outcomes in both teacher practice and student performance at end of November, February, and September:

November

Teacher

- Have daily and weekly check-ins completed.
- Tracking system established by student category for attendance and achievement.
- Create a list of soft skills topics students need to consider.
- Implement project-based learning as needed for specific students.
- Creating short term goals for each underclassman.
- Complete schedule for field trips to enhance relevancy.
- .25 advisory class established.

Student

- Underclassman create short term goals.
- Students will be active participants in determining curriculum, including student voice on project-based work.
- Hybrid attendance improved by 5% points.

February

Teacher

- Meet with all Juniors so a determination for their graduation pathway has been established.
- Creating new short term goals for underclassmen in Sem. 2.
- Identify all students who are behind in credits and establish individual plans for success.

Student

- Juniors will have created their pathway to graduation.



- Students will be able to present this pathway based on their identification of courses needed.
- Students will be able to express how soft skills are important in the work world. Each will be able to demonstrate in what areas they will need to personally improve to be more employable.

September

Teacher

- Completion of all our actions.
- Increase attendance of all students reaching the 100% goal.
- Reflection on data collected to inform instruction for the new year.

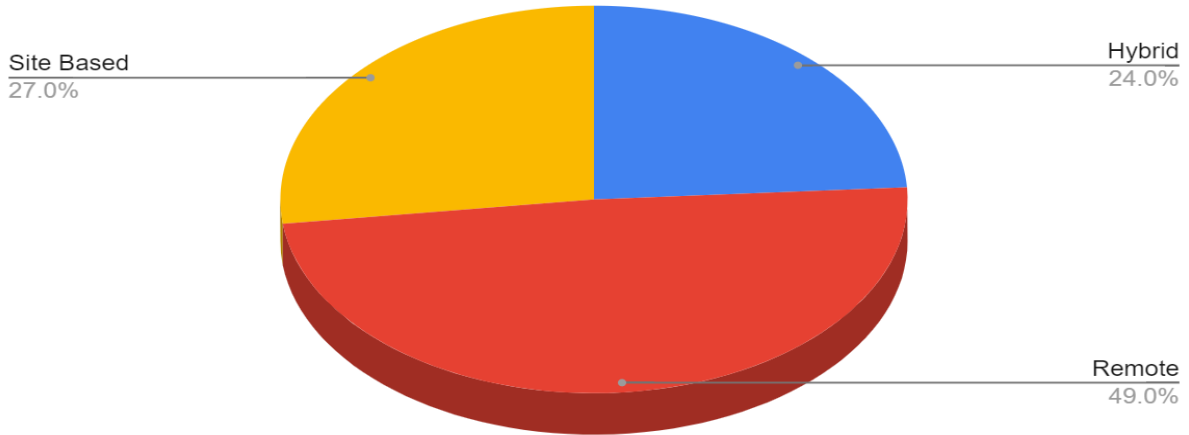
Student

- Students will be able to identify and demonstrate soft skills.
- Achieved or made significant progress toward meeting their long-term graduation goals.
- Attendance in all categories will be at 95%.

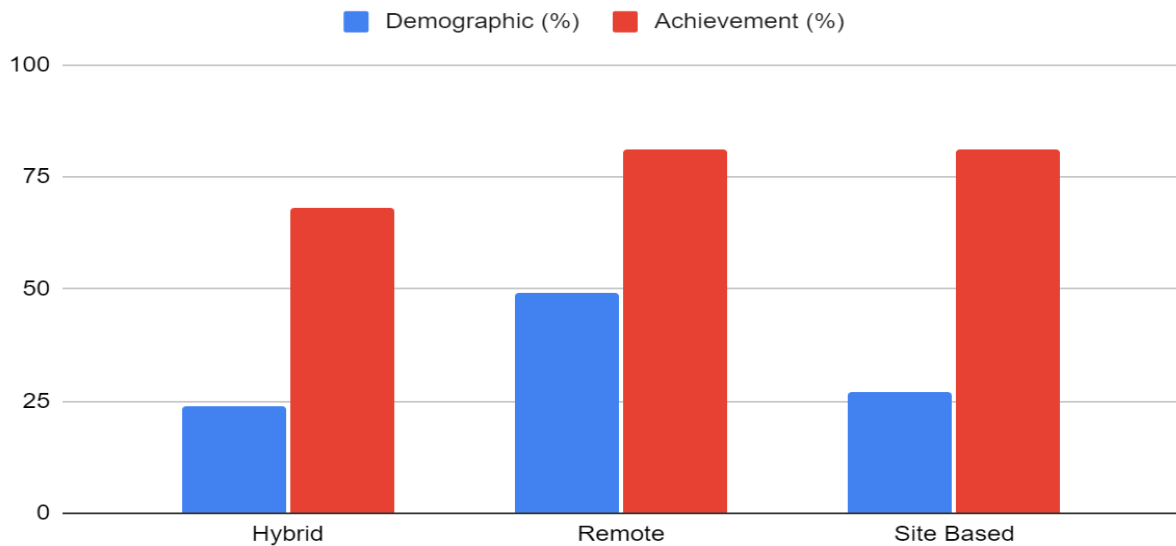
The overall Plan can be summarized in the following manner. It is the ABC's of Griffin Bay School.

- Attendance:** There is a correlation between attendance and achievement.
- Behavior:** The actions GBS is considering here are employability behaviors. What other than academic skill building is necessary for the next step in life.
- Coursework:** Consider various methods of delivery and provide student choice to the consideration of courses to increase engagement and achievement.

Student Type Categories



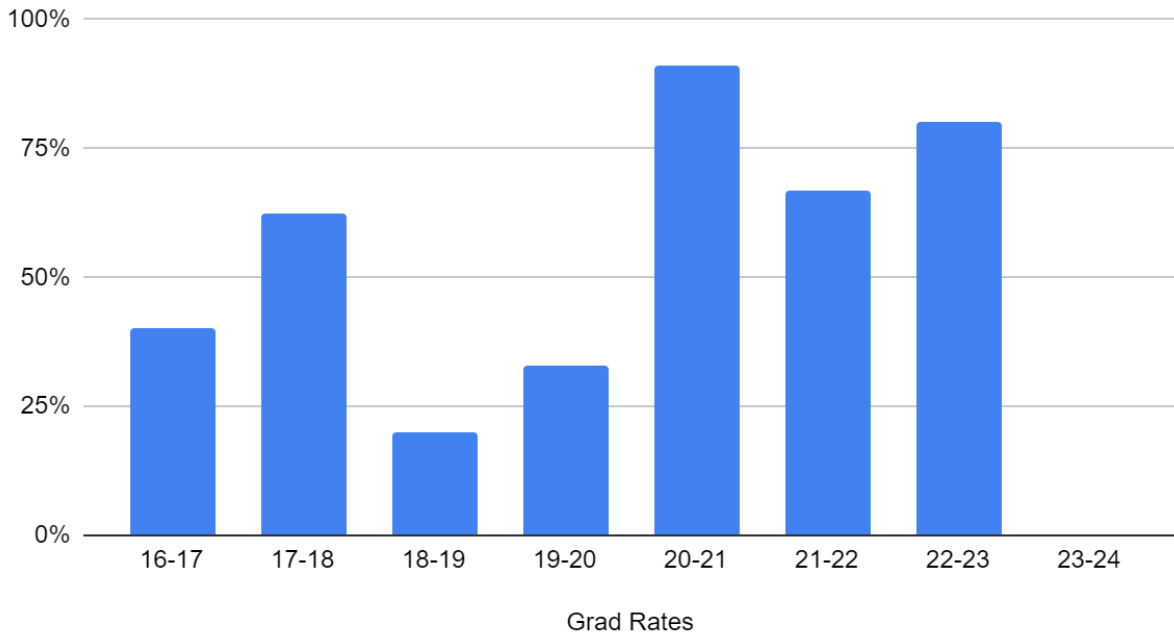
Student Type Category/Achievement Averages



Satisfactory Progress/Achievement by Student Type =

2023-24	Hybrid: 68%	Remote: 81%	SB: 81%
2022-23	86%	81%	69%

Grad rates per school year by percentage



Projected: 87.5% in 2023-24

Comparison of Credit Deficient and Total Students (2023 vs 2024)

