



Twin Falls School District #411  
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# **School Improvement Plans**

## **2016-17**

### **Elementary Schools**

**Bickel Elementary  
IB Perrine Elementary  
Morningside Elementary  
Pillar Falls Elementary  
Sawtooth Elementary**

**Harrison Elementary  
Lincoln Elementary  
Oregon Trail Elementary  
Rock Creek Elementary**



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# **School Improvement Plans**

## **2016-17**

### **Bickel Elementary**



# Bickel Elementary School Building Goals 2016-2017



1. **ELA ISAT 2.0** proficiency scores in grades 3-5 will meet the following spring targets:

	Spring 2016	Spring 2017 Goal	Spring 2017 Proficiency
Third Grade	62%	65%	
Fourth Grade	45%	65%	
Fifth Grade	55%	60%	

2. **Math ISAT 2.0** proficiency scores in grades 3-5 will meet the following spring targets:

	Spring 2016	Spring 2017 Goal	Spring 2017 Proficiency
Third Grade	54%	56%	
Fourth Grade	33%	60%	
Fifth Grade	35%	40%	

3. **IRI** proficiency scores in grades K-3 will meet the following spring targets:

Grade Level	Bickel Spring 2016 Proficiency Score	Fall Baseline Score based on Fall 2016 proficiency	Fall Baseline Score based on Spring 2016 proficiency	State Spring 2016 Targets	Bickel Spring 2017 Targets	Bickel Spring 2017 Proficiency Scores
Kinder garten	85% (LSF)	32% (LNF)	3% (LSF)	60% (LSF)	85% (LSF)	
First Grade	46%	43% (LSF)	7%	70%	70%	
Second Grade	60%	42%	2%	80%	80%	
Third Grade	78%	48%	12%	85%	85%	

# Comprehensive Plan Report

Filter: Spotlight Indicators Only.

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

11/4/2016

Bickel Elementary School NCES - 160324000548

Twin Falls School District

## Ways to Improve School Effectiveness (WISE) - School Indicators (RI)

Key Indicators are shown in RED.

### School Leadership and Decision Making

#### Establishing a team structure with specific duties and time for instructional planning

**Indicator** ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)(REQ YR1)

**Status** Tasks completed: 0 of 8 (0%)

**Assessment** Level of Development:

Initial: Limited Development 02/16/2011

Index:

2

(Priority Score x Opportunity Score)

Priority Score:

2

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

1

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Grade level team carefully examine data during data day and weekly team meetings.

#### Plan

Assigned to:

Kelli Schroeder

How it will look when fully met:

The WISE team meets to analyze data and identify instructional strengths and areas that need school-wide improvement. At the grade level, data will be analyzed to identify strengths and weaknesses. Data will be disaggregated further on a student level to plan instruction to meet individual needs.

Target Date:

06/09/2017

Tasks:

1. Within the first month of school, the WISE team will determine and collect necessary school-wide data to identify strengths and weaknesses and to formulate a school-wide focus.

Assigned to:

Lori Baker

Added date:

12/07/2011

Target Completion Date:

09/02/2016

Comments:

ISAT  
IRI  
MAZE  
Core Phonics  
Fluency  
M-COMP  
M-CAP

2. The WISE team will present its findings and school-wide focus to the staff at data day or staff meeting.

Assigned to:

Lori Baker

Added date:

12/07/2011

Target Completion Date:

Target Completion Date: 09/06/2016

Comments:

3. Grade levels will create goals and objectives based on the school-wide focus and grade level trends.

Assigned to: Lori Baker

Added date: 12/07/2011

Target Completion Date: 09/16/2016

Comments:

4. Consultants will be utilized in conjunction with the instructional coach to help with professional development training aligned with building goals.

Assigned to: Cara Joslin

Added date: 10/20/2015

Target Completion Date: 10/31/2016

Comments:

5. Individual student needs reviewed during team meetings. Data will be reviewed to identify trends throughout the school year and adjustments will be made as needed.

Assigned to: Lori Baker

Added date: 12/07/2011

Target Completion Date: 06/09/2017

Comments:

6. The WISE team will review data and make recommendations throughout the school year for professional development (based on data).

Assigned to: Cara Joslin

Added date: 10/05/2015

Target Completion Date: 06/09/2017

Comments:

7. Instructional coach will provide professional development during team meetings and staff meetings based on WISE team recommendations.

Assigned to: Cara Joslin

Added date: 10/05/2015

Target Completion Date: 06/09/2017

Comments:

8. The principal will help facilitate professional development recommendations from the WISE team. This may include consultants, trainings, and/or materials for staff members.

Assigned to: Kelli Schroeder

Added date: 10/05/2015

Target Completion Date: 06/09/2017

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 8 (0%)

### **School Leadership and Decision Making**

**Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction**

**Indicator IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)**

**Status** Tasks completed: 0 of 4 (0%)

**Assessment** Level of Development: Initial: Limited Development 02/07/2011  
Index: 9 (Priority Score x Opportunity Score)  
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  
Describe current level of development: Data is analyzed and goals are set. These goals are reviewed sporadically.  
**Plan** Assigned to: Cara Joslin  
How it will look when fully met: The principal will collaborate with the staff to set small measurable goals to be met monthly, quarterly, and annually based on school needs. These goals will be reviewed throughout the year with the entire school. The principal will promote motivation and strong school climate in a positive way through weekly "Bickel Blurbs" announcements, posters in the lounges, and goal reminders referenced during team and staff meetings.  
Target Date: 06/09/2017  
Tasks:

1. The staff and principal, at staff or team meetings in the first month of the school year, will set goals.

Assigned to: Kelli Schroeder

Added date: 02/07/2012

Target Completion Date: 09/30/2016

Comments:

2. The principal will review progress in meeting goals with appropriate staff/students during staff, team, and individual meetings, at least quarterly.

Assigned to: Kelli Schroeder

Added date: 02/07/2012

Target Completion Date: 06/09/2017

Comments:

3. Goals will be posted on a bulletin board for staff, students, and parents to see.

Assigned to: Kelli Schroeder

Added date: 02/07/2012

Target Completion Date: 06/09/2017

Comments:

4. The principal will post goals on weekly "Bickel Blurbs" emails that are disseminated to the staff.

Assigned to: Kelli Schroeder

Added date: 10/04/2015

Target Completion Date: 06/09/2017

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 4 (0%)

#### **Curriculum, Assessment, and Instructional Planning**

#### **Assessing student learning frequently with standards-based assessments**

**Indicator** IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student

**Indicator**      **learning data.(104)****Status**              Tasks completed: 0 of 4 (0%)

**Assessment**    Level of Development:              Initial: Limited Development 02/16/2011

Index:                                      9                      (Priority Score x Opportunity Score)

Priority Score:                              3                      (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:                              3                      (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:              Grade level teams analyze all the data and set learning goals. Data day is used for this, as well as, team meetings. We look at other areas besides just mastering state content standards.

**Plan**              Assigned to:                      Kelli Schroeder

How it will look when fully met:              The WISE team meets within the first two weeks of the school year to analyze data and identify instructional strengths and areas that need school-wide improvement. We develop goals based on data which is analyzed at the beginning of the year with the WISE team and then the staff during data day. The data and goals are reviewed throughout the year at team meetings as verified by the minutes of these meetings. The goals are posted throughout the school. In addition, the WISE team designs a systemized plan of communicating the goals to all staff members.

Target Date:                      06/09/2017

**Tasks:****1. Gather data for the WISE team.**

Assigned to:                      Kelli Schroeder

Added date:                      03/02/2011

Target Completion Date:              09/02/2016

Comments:

**2. The WISE team meets at the beginning of the school year to analyze data and identify instructional strengths and areas that need school-wide improvement.**

Assigned to:                      Cara Joslin

Added date:                      12/07/2011

Target Completion Date:              09/02/2016

Comments:

**3. The WISE team will communicate the school-wide instructional focus to the staff.**

Assigned to:                      Cara Joslin

Added date:                      12/07/2011

Target Completion Date:              09/06/2016

Comments:

**4. The yearly goals will be in weekly staff emails and reviewed in meetings (team and staff) throughout the year.**

Assigned to:                      Kelli Schroeder

Added date:                      12/07/2011

Target Completion Date:              06/09/2017

Comments:

**Implement**

Percent Task Complete:

Tasks completed: 0 of 4 (0%)

**Indicator**

**IID07 - The Leadership Team monitors school-level student learning data.(105)**

**Status**

Tasks completed: 0 of 5 (0%)

**Assessment**

Level of Development:

Initial: No development or Implementation 02/16/2011

Index:

6 (Priority Score x Opportunity Score)

Priority Score:

3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Grade level teams analyze all the data and set learning goals. Data day is used for this, as well as, team meetings. We look at other areas besides just mastering state content standards.

**Plan**

Assigned to:

Rogene Meyer

How it will look when fully met:

After grade level teams and instructional support staff analyze data of their students, the leadership team will review data looking for building-wide trends. The leadership team will follow up by reporting back to the grade level teams and instructional support staff with a building-wide plan to refine school strengths and to focus on our school weaknesses.

Target Date:

06/09/2017

Tasks:

1. The leadership team will facilitate a building wide discussion on goal setting based on data.

Assigned to:

Kelli Schroeder

Added date:

02/26/2014

Target Completion Date:

09/06/2016

Comments:

2. The leadership team will meet at the end of January/first of February to review winter benchmark testing.

Assigned to:

Cara Joslin

Added date:

10/05/2015

Target Completion Date:

02/24/2017

Comments:

3. The Leadership Team will help make decisions on interventions when/if needed throughout the school year. Any needed materials will be purchased.

Assigned to:

Shannon Kelly

Added date:

10/20/2015

Target Completion Date:

03/10/2017

Comments:

4. The leadership team will meet monthly to analyze data and determine progress toward building goals.

Assigned to:

Kelli Schroeder

Added date:

02/26/2014

Target Completion Date:

06/09/2017



Comments:

5. The leadership team will meet in June to draw conclusions from the end-of-year testing.

Assigned to: Cara Joslin

Added date: 10/05/2015

Target Completion Date: 06/09/2017

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 5 (0%)

### **Classroom Instruction**

#### **Expecting and monitoring sound instruction in a variety of modes**

**Indicator** **IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives. (114)**

**Status** Tasks completed: 0 of 4 (0%)

**Assessment** Level of Development: Initial: Limited Development 02/16/2011  
Index: 9 (Priority Score x Opportunity Score)  
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  
Describe current level of development: All teachers look at data and ensure alignment with the standards. Teachers continually monitor student learning.

**Plan** Assigned to: Cara Joslin  
How it will look when fully met: Each instructional team has a system of monitoring their student's progress toward mastery of Idaho Core Standards as indicated on Spring IRI and ISAT.  
Target Date: 06/09/2017  
Tasks:

1. All staff will refer to the Common Core math standards when planning instruction.

Assigned to: Cara Joslin

Added date: 02/28/2012

Target Completion Date: 09/13/2016

Comments:

2. Staff members will follow the district's pacing calendar or guidance when implementing the Common Core State Standards for math and reading.

Assigned to: Cara Joslin

Added date: 02/28/2012

Target Completion Date: 09/13/2016

Comments:

3. Teachers will develop a method for collecting "evidence" to show progress toward standards.

Assigned to: Cara Joslin

Added date: 02/28/2012

Target Completion Date: 10/14/2016

Comments:

4. Each instructional team will develop a system to record and monitor mastery of specific learning objectives.

Assigned to: Cara Joslin

Added date: 02/28/2012

Target Completion Date: 10/14/2016

Comments:

**Implement**      Percent Task Complete:      Tasks completed: 0 of 4 (0%)

# Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District

**School:** Bickel Elementary

As a result of the review, the overall plan:

☒ Approved    ☐ Needs Revision

**Reviewer:** Melissa Ardito

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

## **Reflective questions regarding previous year's plan:**

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met? Met 2 out 3 grade levels for ELA ISAT scores, and met 2 out of 3 grade levels for Math ISAT scores. Concern with IRI in a few grade levels, particularly 1<sup>st</sup> grade.
- What processes has the school implemented that has demonstrated growth? Reflection has been implemented to ensure areas that did not see growth, have a plan in place to assist with growth.
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring) There is a stronger compliance and persistence from staff.
- Has the school communicated data & outcome results with the school board? The school district provides the school board with data from all schools. Principals also share school re4ports every Spring at a monthly school board meeting in the Spring.

## **Guiding questions for current year planning:**

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data? Yes
- Is there a connection between indicators selected and the SMART Goals? Yes, indicators correlate to smart goals.
- Are there **five** active WISE school Indicators with a minimum of two tasks? Yes
- Is there evidence that the team has implemented the plan from previous year? Yes
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)? Yes
- Are timelines staggered and sequential throughout the course of the school year? Yes
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school? New items have been put in place, so routine is still being established.

## **Continuous Improvement Plan Narrative Feedback:**

- **Strengths:** There is compliance, persistence, and modeling by both staff and Principal. ISAT growth as well was a success.
- **Areas for growth:** I asked Mrs. Schroeder questions about these items, that are essential for school improvement growth/school turn around:
  1. **Interventions/tier 2:** They have started walk to intervention this year. In the past, teachers monitored students and decided who went to interventions, what the interventions were. This year there is a non-negotiable that this is done as a team making decisions together instead of just the teacher. The Instructional Coach is assisting with gathering data more regularly to look at student needs, student growth, and areas of concern. There is also a data board coaches' office so it is visible and available for all to see. There are evidence based intervention programs in place, and ELL students have access to both ESL and Title 1 interventions.
  2. **The schedule:** I asked Mrs. Schroeder if the schedule is based on instructional needs, or by looking at blocks and recess needs. This is still a work in progress and the school team is continually revising and reflecting on this.
  3. **Teaming:** I asked Mrs. Schroeder what this looks like, how often they meet, what is being discussed, who is there, etc...: She said they are meeting more regularly and intentionally.
  4. **IRI, particularly 1<sup>st</sup> grade:** I asked Mrs. Schroeder what is different this year compared to past years. This year, they have a different person assisting with progress monitoring, and teachers are more involved. There is more practice of skills to also assist with this area.
- **Questions/something we still wonder:**
- **Required Next Steps:** Continually monitoring student data and implementing interventions that are flexible.

### **Continuous Improvement Plan Scoring Rubric Summary:**

☐ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☒ Yes ☐ No  
☐ 5 indicators have been planned for: ☐ X Yes ☐ No

<b>Exceptional</b>	<b>Acceptable</b>	<b>Needs Revision</b>
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.

The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.
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<b>School Leadership and Decision Making</b> Indicators: ID01 – ID13; IE01-IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01-IG02			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input checked="" type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input checked="" type="checkbox"/> Not Applicable



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# **School Improvement Plans**

## **2016-17**

### **Harrison Elementary**

SMART Goals  
2016-2017

1. The number of First Grade students who have met the Spring IRI Proficient Benchmark will increase from Fall 2016 to Spring 2017, from 13% currently at Spring benchmark in Fall 2016, to 75% at benchmark in Spring 2017. The number of Second Grade students who have met the Spring IRI Proficient Benchmark will increase from Fall 2016 to Spring 2017, from 13% currently at Spring benchmark in Fall 2016, to 80% at benchmark in Spring 2017.

2. The number of Fourth Grade students who have met the Spring M-COMP Proficient Benchmark will increase from Fall 2016 to Spring 2017, from 0% currently at Spring benchmark in Fall 2016, to 75% at benchmark in Spring 2017.

3. The number of students proficient on the Spring ISAT/SBAC will increase by at least 5%.

a. 3rd Grade ELA will increase from 49% proficient Spring 2016 to at least 54% proficient Spring 2017.

b. 3rd Grade Math will increase from 54% proficient Spring 2016 to at least 59% proficient Spring 2017.

c. 4th Grade ELA will increase from 55% proficient Spring 2016 to at least 60% proficient Spring 2017.

d. 4th Grade Math will increase from 49% proficient Spring 2016 to at least 54% proficient Spring 2017.

e. 5th Grade ELA will increase from 60% proficient Spring 2016 to at least 65% proficient Spring 2017.

f. 5th Grade Math will increase from 44% proficient Spring 2016 to at least 49% proficient Spring 2017.

S- Specific

M- Measurable

A- Achievable

R- Realistic/Relevant

T- Timely

**School Indicators for WISE Tool  
2016-2017**

- **IID02- The school tests each student at least 3 times each year to determine progress toward standards-based objectives. \* New schedule**
- **IID13- All teachers are guided by an evidence-based core curriculum. \* Wonders continued learning**
- **IIIA07- All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. \*mtss**
- **IIIA35- Students are engaged and on task.**
- **IVD02- The “ongoing conversation” between school personnel and parents is candid, supportive, and flows in both directions.- \* family engagement**



## Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

Status Tasks completed: 5 of 8 (62%)

Assess Level of Development: Initial: Limited Development 09/27/2010

Objective Met - 10/19/2012

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

This task is already being completed in grades k-3 with the IRI. The MAZE test is given two times a year to the 4th and 5th graders. Our current Plato test pack does not match the common core standards. ISAT testing has been discontinued, so we will need to find an assessment that aligns with the common core to measure student learning. Students in 1st-5th are also STAR tested 3-4 times a year.

Plan Assigned to: MaryAnn Sweet

How it will look when fully met: Each student will be tested at least 3 times a year with the IRI. They will also be pre and post-tested in PLATO in both language arts and math. Students in grades 3rd-5th will also take the SBAC in the spring. All students in grades 1st-5th are STAR tested 4 times a year.

Target Date: 05/30/2014

Tasks:

1. Students in grades K-3rd will be tested on the IRI state test three times a year. The IRI is correlated with state achievement standards. Principals, teachers, and parents receive detailed reports on individual students showing the student's progress towards standards-based objectives.

Assigned to: MaryAnn Sweet

Added date: 12/13/2010

Target Completion Date: 05/30/2014

Frequency: three times a year

October 12, 2016

Ways to Improve School Effectiveness (WISE) - School Indicators  
(RI)

Harrison Elementary School NCES - 160324000549

Indicator Checklist Report

Key Indicators are shown in RED.

Twin Falls School District

A report that displays all information for assessments, plans, and tasks for selected indicators.

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Comments:

Task Completed: 5/27/2011 12:00:00 AM

2. Students in 3rd-5th will take the SBAC, which is an annual standardized achievement test, in the spring.

Assigned to: MaryAnn Sweet

Added date: 12/13/2010

Target Completion Date: 05/30/2014

Frequency: once a year

Comments:

Task Completed: 5/27/2011 12:00:00 AM

3. Students in grades 2nd through 5th will be given a pre- and post-test in PLATO in math.

They will also pre-and post-test in language arts. This is to better prepare the students to successfully take the SBAC in the spring. We will purchase the new Edmentum/PLATO test packs which are closely aligned to the common core curriculum. Students' scores are available immediately as they complete the test, and detailed reports are returned within 24 hours after the last student finishes the test. Principals, teachers, and parents will receive detailed reports on individual students showing progress towards standards-based objectives in the spring.

Assigned to: MaryAnn Sweet

Added date: 12/13/2010

Target Completion Date: 05/30/2014

Frequency: twice a year

Comments:

Task Completed: 5/27/2011 12:00:00 AM

4. Students in 1st -5th will take the STAR test 3-4 times a year to measure growth in comprehension and vocabulary. Students' scores are available immediately as they complete the test, and detailed reports are returned within 24 hours after the last student finishes the test. Principals, teachers, and parents receive reports on individual students progress.

Assigned to: MaryAnn Sweet

Added date: 10/22/2013

Target Completion Date: 05/30/2014

Frequency: four times a year

Comments:

Task Completed: 5/22/2015 12:00:00 AM

5. Students in grades 4th and 5th will take the MAZE test 3 times a year. This will measure reading comprehension.

Assigned to: MaryAnn Sweet

Added date: 10/22/2013

Target Completion Date: 05/30/2014

Frequency: three times a year

Comments:

Task Completed: 5/22/2015 12:00:00 AM

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6. The school will create a schedule for testing three times during the year. New assessments to include this year include: ISAT/SBAC interim assessments, M-COMP for grades 1st-5th, Number Identification for Kindergarten, MAZE for grades 2nd-5th, and Number Quantity Discrimination for First grade.

Assigned to: Melissa Ardito

Added date: 09/13/2015

Target Completion Date: 05/27/2016

Frequency: three times a year

Comments:

7. The school will update the schedule for testing that occurs three times during the year. New assessments to include this year include: MCAP for 2nd and 4th grade classrooms that are piloting a new math program, and SIPPS for ELA diagnostic. The updating of the calendar will occur at grade level teaming meetings during the first two months of school and at the back to school staff retreats.

Assigned to: Melissa Ardito

Added date: 10/12/2016

Target Completion Date: 05/19/2017

Frequency: once a year

Comments:

8. With 7 new classroom teachers, the yearly assessment schedule will be reviewing and explained during grade level teaming meetings. This includes who administers the test, how to

assess, areas to prepare for IRI and ISAT assessments, how to analyze and interpret data, and next steps after receiving the assessment data.

Assigned to: Mary Terrell

Added date: 10/12/2016

Target Completion Date: 05/19/2017

Frequency: monthly

Comments:

Implement Percent Task Complete: 62%

Objective Met: 10/19/2012

Experience: 10/19/2012 Increased student achievement in fluency.

Increased student engagement and successes.

Sustain: 10/19/2012 We will continue to assess students and

complete progress monitoring strategies and tools. Having

both formative and summative assessments provide

opportunities to ensure that our students are making

progress in meeting standards-based objectives.

Evidence: 10/19/2012 Students were tested 3 times during the year

using the IRI and or Plato. Testing schedule and testing

results. Data analysis information and graphs.

Indicator IID13 - All teachers are guided by an evidence-based core curriculum.(649)

Status Tasks completed: 0 of 4 (0%)

Assess Level of Development: Initial: Limited Development 01/13/2014

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 -highest, 2 - medium, 1 - lowest)

Page: 3 of 8

WISE tool Comprehensive Report 10-12-16.pdf

Displaying WISE tool Comprehensive Report 10-12-16.pdf. Page 1 of 8

# Continuous Improvement Plan – Feedback Form

District: Twin Falls School District

School: Harrison Elementary

Reviewer: Teresa Jones

As a result of the review, the overall plan:

☒ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

## Reflective questions regarding previous year's plan:

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met? Harrison was the only school in the Twin Falls School District that demonstrated proficiency above the state average in all grades in both ELA and Math on the 15-16 ISAT. Smart goals were met in all but 1 area in math.
- What processes has the school implemented that has demonstrated growth? Monthly collaboration with all instructional staff, focus on school climate and culture (specifically Leader In Me), intentional focus on gap analysis, utilization of resources such as capacity builder, \$\$ for school improvement to provide staff training, focus on providing support for new staff members to get them up to speed.
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring) Notable success in student achievement, PD for staff, growth in student social/emotional areas.
- Has the school communicated data & outcome results with the school board? The district provides the board with data from all schools. Principals report out to the board each spring regarding outcomes.

## Guiding questions for current year planning:

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data? Yes
- Is there a connection between indicators selected and the SMART Goals? Yes, indicators correlate to smart goals.
- Are there **five** active WISE school Indicators with a minimum of two tasks? Yes
- Is there evidence that the team has implemented the plan from previous year? Yes
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)? Yes
- Are timelines staggered and sequential throughout the course of the school year? Yes
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

## Continuous Improvement Plan Narrative Feedback:



- Strengths:
- Areas for growth:
- Questions/something we still wonder: ☐ Required Next Steps:

A) Strengths:

- Harrison has put a big focus on the social/emotional health of their students and their student achievement results demonstrate that this is making a difference.
- Harrison has worked diligently on teaming, and they collaborate and complete peer observations as they work together to improve instruction and student achievement.

B) Areas for growth:

- Continue to provide support and training for the many new staff members so that they can help support the great things already happening at Harrison.

C) Questions/something we still wonder:

- None at this time, the plan is clearly laid out.

D) Required next steps:

- Implement the plan and keep track of tasks as they need to be completed.  
Great job on the plan/

## Continuous Improvement Plan Scoring Rubric Summary:

- ☐ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☒ Yes ☐ No
- ☐ 5 indicators have been planned for: ☒ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

School Leadership and Decision Making Indicators: ID01-ID13; IE01-IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input checked="" type="checkbox"/> Not Applicable
Curriculum, Assessment and Instructional Planning Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input checked="" type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Classroom Instruction Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input checked="" type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Family and Community Engagement Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02; IG01-IG02			
<input checked="" type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Secondary School Indicators Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input checked="" type="checkbox"/> Not Applicable

# Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District

**School:** Harrison Elementary

**Reviewer:** Mickey Combs

As a result of the review, the overall plan:

☒ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

## **Reflective questions regarding previous year's plan:**

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
  - Shown very impressive growth in assessment scores
- What processes has the school implemented that has demonstrated growth
  - Collaboration
  - Climate
  - culture
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
  - Social and emotional growth
  - WIDA scores improved in upper grades
- Has the school communicated data & outcome results with the school board?
  - The district creates data notebooks for the board and the principals report to the board in the spring regarding the schools progress.

## **Guiding questions for current year planning:**

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data? Yes
- Is there a connection between indicators selected and the SMART Goals? Yes
- Are there **five** active WISE school Indicators with a minimum of two tasks? Yes
- Is there evidence that the team has implemented the plan from previous year? Yes
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)? Yes
- Are timelines staggered and sequential throughout the course of the school year? Yes
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

- **Continuous Improvement Plan Narrative Feedback:**

- Strengths:
- Areas for growth:
- Questions/something we still wonder: ☐ Required Next Steps:

**a) Strengths:**

- Professional Development – have been consistently providing PD for staff
- Grants – many grants are utilized at Harrison
- Social and Emotional Growth – many fantastic programs are in place for student needs
- Very detailed indicators and tasks

**b) Areas for growth:**

- Continue social and emotional growth with programs and very caring staff
- Continue that strength in your staff that enables them to go above and beyond for their students

**c) Questions/something we still wonder:**

- “Leader in Me” program at your school is wonderful. Enjoying watching your progress!

**d) Required next steps:**

- Keep the wonderful work, Melissa and staff!
  - Continue to work on the tasks outlined and continue to empower students with your great programs already in place.
-



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# **School Improvement Plans**

## **2016-17**

### **IB Perrine Elementary**

## I. B. Perrine Elementary Mission, Goals, and Spotlight Indicators

This report displays the Mission and Goals of the school as well as the Spotlight Indicators selected by the Leadership Team to focus the work of school improvement.

**Mission Statement for I. B. Perrine Elementary:** As a Perrine Panther, it is my mission to engage, empower and inspire myself and others to live, learn and lead.

### I. B. Perrine Elementary has established the following goals in alignment with the school's mission statement:

#### K-2 Reading

I.B. Perrine will close the proficiency gap by 75% in kindergarten (from 41% proficient to 85% proficient), by 55% in grade 1 (from 49% proficient to 77% proficient) and by 44% in grade 2 (from 49% proficient to 77% proficient), as measured by comparing the percent proficient on the Fall 2016 Idaho Reading Indicator (IRI) assessment and the percent proficient on the Spring 2017 IRI assessment.

#### Grades 3 – 5 Math

I.B. Perrine will increase the number of students scoring proficient by 5% in grade three (from 47% to 52%), grade four (from 43% to 48%) and grade five (from 47% to 52%), as measured by comparing the Spring 2016 ISAT-Math assessment scores to the Spring 2017 ISAT-Math assessment scores.

**To achieve these goals, I. B. Perrine Elementary has chosen to focus on implementing these Spotlight Indicators:**

IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)
IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)
IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
IID09	Instructional Teams use student learning data to plan instruction. (107)
IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (167)



# Improvement Plan Report

A detailed activity report of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation information, omitting the details of the tasks.

## I. B. Perrine Elementary

Key Indicators are shown in RED.

### Ways to Improve School Effectiveness (WISE) - School Indicators (RI)

#### School Leadership and Decision Making

##### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development: Describe current level of development:	Initial: Limited Development 10/30/2016 Currently classroom observation data is used as a mechanism for providing individuals feedback and evaluation and informal data collection on the progress of staff/program development.
<b>Plan</b>	Assigned to: How it will look when fully met:	Tammy Rodabaugh Data is collected via weekly walk-through observations conducted by the principal and assistant principal. Raw observation data is recorded using the McRel Walk-through app. Data is aggregated and assessed based on target criteria. We will know that we have met this objective when discussion of aggregate data is a focused agenda item at at least 6 leadership team meetings per year.
	Target Date:	05/30/2018
<b>Implement</b>	Percent Tasks Completed:	0 of 2 (0%)
<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)</b>	
<b>Status</b>	Tasks completed: 0 of 3 (0%)	
<b>Assessment</b>	Level of Development: Describe current level of development:	Initial: Limited Development 10/30/2016 Review of summary reports is inconsistent in both review and use in planning.
<b>Plan</b>	Assigned to: How it will look when fully met:	Mary Terrell The Leadership Team uses the information found in the summary report to focus professional development efforts.
	Target Date:	05/31/2018
<b>Implement</b>	Percent Tasks Completed:	0 of 3 (0%)

## Curriculum, Assessment, and Instructional Planning

### Engaging teachers in assessing and monitoring student mastery

<b>Indicator</b>	<b>IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)(REQ YR2)</b>	
<b>Status</b>	Tasks completed: 1 of 3 (33%)	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 11/03/2010
	Describe current level of development:	Curriculum assessments are used by many grade levels in several subject areas as post tests. There is some alignment with standards, but mostly with curriculum. Some curricular areas are more developed than others. Some grade levels rely mostly on post-tests to know if students have met the standards. We are currently struggling in the area of pre-testing. We do use PLATO, curriculum tests, AIMSWEB, core-phonics tests in order to assess student learning.
<b>Plan</b>	Assigned to:	Mary Terrell
	How it will look when fully met:	Teachers will effectively use pre and post tests on a regular basis to inform instruction, meet student needs, and differentiate.
	Target Date:	10/31/2017
<b>Implement</b>	Percent Tasks Completed:	1 of 3 (33%)

## Curriculum, Assessment, and Instructional Planning

### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>IID09 - Instructional Teams use student learning data to plan instruction.(107)(REQ YR2)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 10/30/2016
	Describe current level of development:	Use of student data for planning instruction is evident at the individual teacher level and to some extent at the grade-level team level. Instructional team planning is being expanded to include collaborative planning with support service teachers.
<b>Plan</b>	Assigned to:	Jennifer Stokesberry
	How it will look when fully met:	Instructional teams will include classroom teacher and support teachers such as Title 1, ELL, and Special Education. Teams will establish common progress monitors, intervention support plans and criteria for determining success.
	Target Date:	12/29/2017
<b>Implement</b>	Percent Tasks Completed:	0 of 2 (0%)

## Classroom Instruction

### Expecting and monitoring sound classroom management

**Indicator** **IIIC12 - All teachers engage all students (e.g., encourage silent students to participate). (167)**

**Status** Tasks completed: 0 of 2 (0%)

**Assessment** Level of Development: Initial: Limited Development 10/30/2016

Describe current level of development:

Engaging students with chronic behavior issues is inconsistent.

**Plan** Assigned to:

Mary Terrell

How it will look when fully met:

All students are independently cognitively engaged at least twice as often as the teacher is directly providing instruction. For example, for every 5 minutes that the teacher gives direct instruction the student is working independently for 10 minutes, for every minute that the student waits for assistance, he/she is able to work independently, without interruption, for 2 minutes.

Target Date:

05/30/2018

**Implement** Percent Tasks Completed:

0 of 2 (0%)

October 30, 2016

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District  
**School:** Perrine Elementary School  
**Reviewer:** Nancy Murphy

As a result of the review, the overall plan:

☒ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

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### **Reflective questions regarding previous year's plan:**

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

### **Guiding questions for current year planning:**

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented the plan from previous year?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

### **Continuous Improvement Plan Narrative Feedback:**

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

**a) Strengths:**

- \* Perrine's plan includes an interesting look at the achievement gap closure over the past 3 years. The percentages listed show the percentage of students who did not meet their achievement goal.
- \* The schedule for reporting data is specific and should keep the administration on track to cover all of the domains listed.
- \* The ISAT time line will help teachers ensure their students are familiar with the ISAT format and allows time for practice testing.

**b) Areas for growth:**

- \* Perrine's plan did not include at least 2 tasks for each indicator. We discussed ideas for expanding the tasks that were listed.

**c) Questions/something we still wonder:**

- \* What is the school's plan to help improve the math scores in 5th grade?

**d) Required next steps:**

- \* Revise/expand the tasks for each indicator listed.

## Continuous Improvement Plan Scoring Rubric Summary:

■ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☒ Yes ☐ No

■ 5 indicators have been planned for: ☐ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
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The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

<b>School Leadership and Decision Making</b> Indicators: ID01-ID13; IE01-IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01-IG02			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District

**School:** I.B. Perrine

**Reviewer:** Tyler Matlock

As a result of the review, the overall plan:

☐ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

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- What has the school accomplished through the improvement process? (Celebrate successes through monitoring).
- Has the school communicated data & outcome results with the school board?

### **Guiding questions for current year planning:**

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented the plan from previous year?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

### **Continuous Improvement Plan Narrative Feedback:**

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

**a) Strengths:**

The % Gap Closure data is a strong piece of data that really helps determine levels of success in regard to student achievement.

Task alignment to the Danielson Model in Objective IF01

ISAT Preparation Time Line

**b) Areas for growth:**

Plans for Professional Development

Intervention plans

Parent Involvement

**c) Questions/something we still wonder:**

What is being done for struggling learners?

How are parents being engaged?

**d) Required next steps:**

Identify what's being done for struggling learners

Identify ways to engage parents



## Continuous Improvement Plan Scoring Rubric Summary:

☒ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☐ Yes ☐ No

☒ 5 indicators have been planned for: ☒ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
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The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

<b>School Leadership and Decision Making</b> Indicators: ID01-ID13; IE01-IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01-IG02			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable



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# **School Improvement Plans**

## **2016-17**

## **Lincoln Elementary**

### SMART GOAL #1

Students in 3 through 5 will increase their proficiency to meet or exceed the state proficiency in ISAT and will increase their reading proficiency for K-3 in the IRI by 5 percentage points – Goals are as follows:

ELA – Spring 2016		Spring 2017 (Goal)
3 <sup>rd</sup> –	36%	49%
4 <sup>th</sup> –	38%	50%
5 <sup>th</sup> –	52%	54%

Math – Spring 2016		Spring 2017 (Goal)
3 <sup>rd</sup> –	34%	52%
4 <sup>th</sup> –	26%	47%
5 <sup>th</sup> –	23%	40%

IRI - Spring 2016		Spring 2017 (Goal)
K -	98%	90%
1st -	73%	78%
2nd -	72%	77%
3rd -	74%	79%

### SMART GOAL #2

Students in K through 5 will receive instruction in the 7 Habits of Highly Effective People. Office behavioral referrals for the 2016-17 school year will decrease from the 2015-16 reported violations by 50%.

11/1/2016

Lincoln Elementary School NCES - 160324000550

Twin Falls School District

**Ways to Improve School Effectiveness (WISE) - School Indicators (RI)**

**School Leadership and Decision Making**

**Establishing a team structure with specific duties and time for instructional planning**

**Indicator ID02 - All teams have written statements of purpose and by-laws for their operation.(37)**

**Status** Tasks completed: 0 of 2 (0%)  
**Assessment** Level of Development: Initial: Limited Development 03/02/2011  
Index: 6 (Priority Score x Opportunity Score)  
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)  
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and

Describe current level of development:

Every grade level wrote a mission statement last year. We need to do this every year, and also have the other teams such as Building Leadership Team, WISE Team, SPED Eval. Beth Olmstead

**Plan** Assigned to:

How it will look when fully met:

Presently these teams are in place at the school: BLT, the WISE Team, grade level teams and special education evaluation team. These teams will have a meeting 11/18/2016

Target Date:

Tasks:

3. At the first meeting of the year, every team will write a purpose for their group. Mission

Statement-

Assigned to:

BETH OLMSTEAD

Added date:

6/12/2013

Target Completion Date:

11/2/2016

Frequency:

once a year

Comments:

The purpose or mission statement will be written out and published in the teacher handbook. This will be updated at least once per year to keep on top of changing needs.

4. Once the purpose or mission statement and goals for each team is written, these will be published on the website and in the teacher handbook.

Assigned to:

BETH OLMSTEAD

Added date:

6/13/2013

Target Completion Date:

11/2/2016

Frequency:

once a year

Comments:

**Implement**

Percent Task Complete:

Tasks completed: 0 of 2 (0%)

**Indicator**

**ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)(REQ YR1)**

**Status**

Tasks completed: 7 of 11 (64%)

**Assessment**

Level of Development:

Initial: Limited Development 03/02/2011

Objective Met - 10/10/2016

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Our school currently gathers classroom observational data through the McRel Walkthrough Observation tool. Principal and Instructional Coach review this data and makes decisions on professional development needs. Every student receives quarterly screening in fluency, MAZE (comprehension) and math fact fluency. This data is reviewed by grade level teams and is the catalyst for developing intervention groups.

#### Plan

Assigned to:

Beth Olmstead

How it will look when fully met:

The instructional coach and capacity builder will collect observation data using the 4 A's data process during teaming meetings and in observations. This data will be used to refine literacy instruction within the classroom using a drill down model. We will be looking at curriculum and instruction and making sure that we have a laser focus on student needs and improvement.

Target Date:

5/26/2017

Tasks:

8. IC and CB will attend teaming meetings to gain information on curriculum and instruction in reading.

Assigned to: Tammy Young  
 Added date: 10/11/2016  
 Target Completion Date: 9/23/2016  
 Comments:

9. IC and CB will review benchmark data and diagnostic assessments to determine areas of need for students in reading.

Assigned to: Jami Humphrey  
 Added date: 10/11/2016  
 Target Completion Date: 10/28/2016  
 Comments:

10. A select group of teacher leaders will be sent to receive professional development in Data

Assigned to: Beth Olmstead  
 Added date: 10/11/2016  
 Target Completion Date: 11/17/2016  
 Comments:

11. From the analyzed data, intervention groups will be formed to focus on student need - these groups are fluid and will change as the needs arise.

Assigned to: Cindy Braun  
 Added date: 10/11/2016  
 Target Completion Date: 1/18/2017  
 Comments:

<b>Implement</b>	Percent Task Complete:	10/10/2016
Objective Met:		10/10/2016
Experience:		took some training and expectations to get this as a solid process
		10/10/2016
Sustain:		Continue to ask for and expect that the templates be completed
Evidence:		10/10/2016 Quarterly templates received from all teachers

**Indicator IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)**

<b>Status</b>	Tasks completed: 0 of 4 (0%)	
<b>Assessment</b>	Level of Development:	Initial: Limited Development 03/16/2011
	Index:	2
	Priority Score:	2
	Opportunity Score:	1
	Describe current level of development:	This is available and has occurred in the past, however we are now limited in the amount of administrative leave allowed and therefore have not implemented this to the degree we feel we should.

<b>Plan</b>	Assigned to:	Jami Humphrey
	How it will look when fully met:	Time will be scheduled on a quarterly basis used by each grade level team to do instructional rounds. These rounds will include observing one to two grade levels during the observing teams block. After observing, the team will meet with the instructional coach to debrief. Evidence will be a copy of the schedule and the feedback given to the observed team.

Target Date:	6/3/2016
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**Tasks:**

1. Schedule for observations of instructional rounds.

Assigned to:	Jami Humphrey
Added date:	2/9/2012
Target Completion Date:	10/14/2016
Frequency:	four times a year
Comments:	This is a reoccurring task. Once per

2. Instructional coach will determine focus of the instructional rounds.

Assigned to:	Jami Humphrey
Added date:	2/9/2012
Target Completion Date:	10/14/2016
Frequency:	four times a year
Comments:	

3. Instructional Coach will take notes of what was observed and share with the teachers who

Assigned to:	Jami Humphrey
Added date:	2/6/2014

Target Completion Date: 6/5/2017  
Frequency: four times a year  
Comments:

4. Observations will be focused on reading instruction. Professional development in reading will

Assigned to: Jami Humphrey

Added date: 10/11/2016

Target Completion Date: 11/30/2016

Comments: CORE PD is already scheduled for the

**Implement** Percent Task Complete:

Tasks completed: 0 of 4 (0%)

**Engaging teachers in assessing and monitoring student mastery**

**Indicator** **IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)(REQ YR2)**

**Status** Tasks completed: 3 of 5 (60%)

**Assessment** Level of Development:

Initial: Limited Development 02/28/2011

Index: 9 (Priority Score x Opportunity Score)  
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

All teachers give pre and post tests for units of instruction in reading and math. These are based on Idaho Core Standards. Currently, the Maze, AimsWeb fluency, MCap, Math Fact Fluency and teacher-created standards assessments using SchoolNet are used.

**Plan** Assigned to: Jami Humphrey

How it will look when fully met: All grade levels will use the SBRC to report progress towards

Target Date: 5/26/2017

Tasks:

4. Teachers will pilot the SBRC

Assigned to: all teachers

Added date: 10/10/2016

Target Completion Date: 5/26/2017

Comments: Teachers will attend grade level meetings and collect evidence to report out to parents on the SBRC

5. Teachers will have student keep collected data, goals, and tracked progress in data notebooks as required by TLIM for Lighthouse status

Assigned to: Melina Ficek

Added date: 10/10/2016

Target Completion Date: 9/4/2017

Frequency: weekly

Comments:

**Implement** Percent Task Complete:

Tasks completed: 3 of 5 (60%)

**Indicator** **IIIC12 - All teachers engage all students (e.g., encourage silent students to participate).(167)**

**Status** Tasks completed: 0 of 3 (0%)

**Assessment** Level of Development:

Initial: Limited Development 06/09/2011

Index: 9

Priority Score: 3

Opportunity Score: 3

Describe current level of development:

While teachers have been trained in student engagement strategies, this is an area where continual attention needs to be given. Teachers will continue to receive in-services by the principal or instructional coach on strategies and monitoring through McRel walkthrough evaluations will occur. Feedback and suggestions for improvement will be given to teachers who need improvement in this area.

**Plan**

Assigned to:

Melina Ficek

How it will look when fully met:

The Leader in Me will be implemented schoolwide. The school population, including students, staff, parents, and community members will have received training in the 7 Habits of Highly Effective People. Events will support the 7 Habits - Environment, Culture, Academics and Leadership will all be established.

Target Date:

5/26/2017

Tasks:

1. Provide training for the staff in the 7 Habits

Assigned to: Melina Ficek

Added date: 10/10/2016

Target Completion Date: 2/17/2017

Comments: All staff who has not attended the 7 Habits training that was given this summer will be offered the training both on-line and face to face. We would like all staff members to have been trained.

2. Teach all students the 7 Habits so that the entire staff can reinforce the language and use of leadership skills

Assigned to: Beth Olmstead

Added date: 10/10/2016

Target Completion Date: 5/26/2017

Comments: By the end of the year, all teachers will have implemented the lessons and reinforced the 7 Habits. Students will show an understanding and use of the habits.

3. Provide training in the 7 habits to the parents and interested community members.

Assigned to: Shawna Murri

Added date: 10/10/2016

Target Completion Date: 5/27/2016

Comments: Determine a time where all the teachers who are trained facilitators can be available to provide training for families - advertise the training, get babysitting lined up, and ask for donations of food to encourage families to attend.

**Implement**

Percent Task Complete:

Tasks completed: 0 of 3 (0%)



## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District

**School:** Lincoln Elementary

**Reviewer:** S. Cowger

As a result of the review, the overall plan:

☒ Approved

☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

### **Reflective questions regarding previous year's plan:**

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

### **Guiding questions for current year planning:**

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented the plan from previous year?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

### **Continuous Improvement Plan Narrative Feedback:**

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

**a) Strengths:**

Thorough emphasis on teachers & improvement of instruction which will impact student achievement and growth. Nice focus on Leader in Me and working toward improving behavior which will ultimately impact student growth and achievement as well.

**b) Areas for growth:**

The tasks seem to lack detail directly targeted to the indicator. i.e. ID10 - lots of focus on the instruction piece, but limited discussions surrounding data review

**c) Questions/something we still wonder:**

Are a few of the tasks for ID10 completely connected to looking at the data - i.e. #10 - what will they do with the professional development on literacy data? i.e. #8 how will attending meetings to gain information about curriculum and instruction lead to the indicator

**d) Required next steps:**

I am thinking maybe less tasks that are more detailed. Then you can concentrate on fewer things, but do them very well

## Continuous Improvement Plan Scoring Rubric Summary:

- ☒ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☒ Yes ☐ No
- ☒ 5 indicators have been planned for: ☐ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

<b>School Leadership and Decision Making</b> Indicators: ID01 – ID13, IE01-IE13, IF01-IF10			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01- IIA03, IIB01-IIB05, IIC01-IIC03, IID02-IID15			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-III A40, IIIB01- IIIB06, IIIC01- IIIC12			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02, IVD07-IVD08, IVE06, IVD01-IVD02, IG01-IG02			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable



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# **School Improvement Plans**

## **2016-17**

### **Morningside Elementary**

Current baseline data indicates that Morningside School is performing at 56% proficiency on the ELA ISAT. Our school will go to at or above the state average which is: 3<sup>rd</sup> grade 49%, 4<sup>th</sup> grade 50%, and 5<sup>th</sup> grade 54% on the ELA ISAT by the end of the 2016-17 school year. Growth will be measured by comparing scores on the Spring ELA ISAT 2016 to Spring ELA ISAT 2017 administered to all students 3<sup>rd</sup> through 5<sup>th</sup> grade.

Current baseline data indicates that Morningside School is performing at 51% proficiency on the Math ISAT. Our school will go to at or above the state average which is: 3<sup>rd</sup> grade 52%, 4<sup>th</sup> grade 47%, and 5<sup>th</sup> grade 40% on the Math ISAT by the end of the 2016-17 school year. Growth will be measured by comparing scores on the Spring ISAT 2016 to Spring ISAT 2017 administered to all students 3<sup>rd</sup> through 5<sup>th</sup> grade.

Current baseline data indicates that Morningside kindergarten through third graders are performing at 55.4% fluency in reading. Our kindergarten through third graders will go from 55.4% to 77.4% or higher fluency in reading by the end of the 2016-17 school year.

**Indicators:**

ID10 The Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.

IID04 The school will maintain a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.

IIIA09 All Teachers will clearly state the lesson's topic, theme, and objectives

IIIC06 All teachers will maintain well-organized student learning materials in the classroom.

IID08 Instructional Teams will use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

# Comprehensive Plan Report

Activity in the last 3 months

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/11/2016

Morningside Elementary School NCES - 160324000551

Twin Falls School District

## Ways to Improve School Effectiveness (WISE) - School Indicators (RI)

Key Indicators are shown in RED.

### School Leadership and Decision Making

#### Establishing a team structure with specific duties and time for instructional planning

**Indicator** ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)(REQ YR1)

**Status** Tasks completed: 8 of 10 (80%)

**Assessment** Level of Development: Initial: Limited Development 11/17/2010  
**Objective Met** - 01/26/2011 10/13/2013

Index: 9 (Priority Score x Opportunity Score)  
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Currently for each assessment the administrators and grade level teams(including Instructional Coach) look at the data and make decisions regarding specific students and groups of students, relative to the assessment results. Staff and grade-level performance objectives are created according to individual and group assessment results. Although we review the student data regularly, the WISE team needs to further evaluate the data from walk through observations to determine more specific needs for improvement and professional development.

**Plan** Assigned to: Michelle Brewer  
How it will look when fully met: Assessment data, from state IRI and ISAT assessments, differentiated instruction by subgroups, as well as classroom observation data, will be made available to the WISE Team by the building administrators. Information from these assessments and observation data from MilePost Data and longitudinal data will be analyzed by the WISE Leadership Team and school improvement/professional development needs will be generated at the end of the school year (May).

Target Date: 05/26/2017

Tasks:

1. Our instructional coach will provide professional development in instructional strategies to improve sub-population achievement.

Assigned to: Mary Terrell

Added date: 02/26/2014

Target Completion Date: 06/05/2015

Comments: Our Instruction Coach did two lessons during staff meetings relating directly to low income and poverty students. All staff was in attendance. Mrs. Terrell is providing staff development during staff meetings during 2013-14 school year on Ruby Payne's Model for children in poverty "A framework for Understanding Poverty".

Task Completed: 04/02/2014

2. The WISE team will review MAZE testing grades 4-5, IRI testing K-3, and all other standardized tests for academic yearly growth. The team will analyze subgroup gap analyses to determine areas of need.

Assigned to: Mary Terrell

Added date: 01/26/2011

Target Completion Date: 06/02/2015

Comments: The Title I team monitors and includes within intervention groups all students in specified sub-groups. Our instructional coach does a GAP analysis on a yearly basis to track at-risk students. She reports out at Data day and the staff retreats.

Task Completed: 09/15/2014

3. Continually monitor and improve current practices: classroom procedures, rules posted, standards posted, student engagement, and provide feedback to staff. Bi-monthly walk-thoughts will be done and reported during yearly evaluations.

Assigned to: Steve Hoy

Added date: 02/06/2014

Target Completion Date: 06/03/2015

Comments: Observations are made bi-monthly data is collected and recorded and shared with staff.

We use CHAMPS and Harry Wong for all new staff and review for continuous staff development.

Data is discussed and reviewed during the end of the year staff retreat.

Task Completed: 06/05/2014

4. ELL teacher will continue to update staff associated with ELL students and IELA scores to continue growth of students learning a new language.

Assigned to: Kathy Dobbs

Added date: 10/07/2014

Target Completion Date: 03/20/2015

Comments: At the beginning of the 2014-15 school year, Kathy Dobbs introduced each ELL student with data on previous year's IELA scores. She also emailed the staff the PowerPoint Introducing each student. Khrista Buschhorn did a WIDA presentation including an interactive activity to explain different vocabulary types (functional/daily living vs academic) during a March 2015 faculty meeting.

Task Completed: 05/26/2015

5. Administration, grade level teams, and the instructional coach will analyze performance data in reading and math as shown by scores on weekly CBMs (K-3), monthly math fact fluency (computation) probes and MAZE practice probes (4-5). Team will identify struggling students and assist the classroom teacher in the design of appropriate targeted interventions in large and small groups within the general education setting.

Assigned to: Nancy Murphy  
Added date: 01/06/2015  
Target Completion Date: 03/20/2015  
Comments: The instructional coach was able to complete this task by meeting with grade level teams monthly to analyze data and develop interventions for targeted students in each grade. Instructional coach met with individual teachers weekly to assist in intervention administration and data tracking. Targeted students, overall, achieved significant growth as a result of specific interventions being tried and consistently monitored (adjusted, if needed) by the classroom teacher. Targeted students were also entered into Mileposts by the teacher and each intervention was aligned with a corresponding progress monitor.  
Task Completed: 05/26/2015

6. ELL teacher will share IELA scores from the 2014-15 school year with staff on the fall Data Day (Sept 14, 2015).

Assigned to: Kathy Dobbs  
Added date: 05/26/2015  
Target Completion Date: 09/14/2015  
Comments: Mrs Brewer and Mrs Dobbs will meet prior to Fall data day and plan how to report scores and progress of ELL students in our building.  
Mrs. Dobbs presented the IELA scores of each ELL student in the school and did activities to re-enforce learning.  
Task Completed: 09/14/2015

7. The Instructional Coach will assist in reporting Progress Monitoring, AimsWeb Probes, Afterschool Tutoring, WIDA testing for our ELL population, and Interim Assessments to prepare for the ISAT/SBAC tests.

Assigned to: Angela Ehrmantraut  
Added date: 09/29/2015  
Target Completion Date: 05/27/2016  
Comments:  
Task Completed: 06/10/2016

8. Principal will check in with grade level teams monthly to track and discuss data. Data collection tools will include Aimsweb probes Kindergarten to 5th grade and test questions generated through the ID Portal posted on the pearl drive.

Assigned to: Steve Hoy  
Added date: 10/12/2015  
Target Completion Date: 05/27/2016  
Comments:  
Task Completed: 06/10/2016

9. The Instructional Coach will assist in reporting Progress Monitoring, AimsWeb Probes, Afterschool Tutoring, and Interim Assessments to prepare for the ISAT tests. WIDA testing for our ELL population will be reported by the ELL teacher.

Assigned to: Jami Humphries  
Added date: 10/03/2016  
Target Completion Date: 05/26/2017



Frequency: three times a year

Comments: IRI is reported/tracked three times a year. WIDA and ISAT are reported yearly in the Spring.

10. Morningside will follow the AimsWeb Probe schedule as defined by Twin Falls School District for all students scoring a 1 or 2 on the IRI in the Fall 2016.

Assigned to: Erlka Walters

Added date: 10/03/2016

Target Completion Date: 04/07/2017

Comments:

**Implement** Percent Task Complete:

Objective Met: 1/26/2011 10/13/2013

Experience: 1/26/2011

The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.

Sustain: 1/26/2011

The school's Leadership Team will continue to regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.

Evidence: 1/26/2011

The school's Leadership Team has met to look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.

## **Curriculum, Assessment, and Instructional Planning**

### **Assessing student learning frequently with standards-based assessments**

**Indicator IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)**

**Status** Tasks completed: 0 of 2 (0%)

**Assessment** Level of Development: Initial: Limited Development 02/17/2014

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We currently assess student data, although our demographics and student population has changed due to rezoning for new elementary schools. We will use MilePosts to track students, if students continue to have a weakness the RTI team will evaluate on a case by case basis.

**Plan** Assigned to: Jami Humphrey

How it will look when fully met: Instructional Teams will track students through AimsWeb testing, IRI, ISAT, MAZE, MCOMP, TTM, PLATO, WIDA, Imagine Learning, Istation and MobbyMax. Students will achieve grade level expectations on benchmark assessments.

Target Date: 03/27/2017

Tasks:

1. Teachers (ELL, Title, Grade Level and SPED) will communicate about students within the building and provide necessary support. Documentation will be added to MilePosts through progress monitoring and MilePosts plans.

Assigned to: Steve Rahe

Added date: 10/03/2016

Target Completion Date: 05/26/2017

Comments:

2. Building Principal and Instructional Coach will meet with grade level teams to track students that need academic interventions. Grade level teachers will create a plan if necessary to track student achievement.

Assigned to: Jami Humphries

Added date: 10/03/2016

Target Completion Date: 11/18/2016

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 2 (0%)

**Indicator** **IID10 - Instructional Teams use student learning data to identify students in need of Instructional support or enhancement.(108)**

**Status** Tasks completed: 0 of 2 (0%)

**Assessment** Level of Development: Initial: Limited Development 02/17/2014

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

**Plan** Describe current level of development: The school currently uses PLATO, TTM, Imagine Learning and AimsWeb probes to monitor data.

Assigned to: Jami Humphrey

How it will look when fully met: The school will add Istation, and MobyMax to assist in instructional support or enhancement in all core subjects.

Target Date: 11/11/2016

Tasks:

1. Instructional Coach will train grade level teams during team meetings. She will model and show Istation to each teacher and test students to determine a baseline.

Assigned to: Jami Humphries

Added date: 10/03/2016

Target Completion Date: 11/11/2016

Comments:

2. Instructional Coach will train grade level teams during team meetings. She will model and show MobyMax to each teacher and test students to determine a baseline.

Assigned to: Jami Humphries

Added date: 10/03/2016

Target Completion Date: 11/11/2016

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 2 (0%)

## Classroom Instruction

### Expecting and monitoring sound instruction in a variety of modes

**Indicator** **IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives.(118)**

**Status** Tasks completed: 0 of 2 (0%)

**Assessment** Level of Development: Initial: Limited Development 02/17/2014  
Index: 6 (Priority Score x Opportunity Score)  
Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)  
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Teacher are working to switch to the Common Core assessment standards. Teachers will post daily the topic, theme, and objectives daily in student friendly language and within the lesson plans.

**Plan** Assigned to: Steve Hoy  
How it will look when fully met: Teachers will post objectives within the classroom, review with students, and assess based on SIOP (Structured Instructional Operational Protocol) method will be used at our school. SIOP has content and language performance objectives that demonstrates what we are going to do and how we are going to do it. Objectives are recorded for math, reading, and written language daily.

Target Date: 12/16/2016

#### Tasks:

1. Teachers write their objectives and standards in their weekly lesson plans either electronically or hand written. The objectives are also displayed in each classroom where the students can review them.

Assigned to: Jami Humphrey

Added date: 10/10/2016

Target Completion Date: 12/16/2016

#### Comments:

2. All lessons begin with the students chorally reading the content and language objectives for each lesson.

Assigned to: Jana Sato

Added date: 10/10/2016

Target Completion Date: 12/16/2016

#### Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 2 (0%)

## Classroom Instruction

### Expecting and monitoring sound classroom management

**Indicator** **IIIC06 - All teachers maintain well-organized student learning materials in the classroom.(161)**

**Status** Tasks completed: 0 of 2 (0%)

**Assessment** Level of Development: Initial: Limited Development 02/17/2014  
Index: 6 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)  
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Current level of development each teacher is transitioning to electronic documents with Wonders, Investigations, Eurika, Bridges, Istation, and Moby Max.

**Plan**

Assigned to: Jami Humphrey

How it will look when fully met: Teachers will be able to access Wonders materials and Math materials online and use Google Docs for team meetings.

Target Date: 01/20/2017

**Tasks:**

1. The school district purchased Istation site licenses through the State Literacy Plan. Morningside purchased MobyMax through building funds and Imagine Learning site licenses through Title One funds.

Assigned to: Michelle Brewer

Added date: 10/10/2016

Target Completion Date: 01/20/2017

**Comments:**

2. Every child in the building (K-5) will be tested on Istation to establish a baseline. The Istation is targeting reading and writing for those students who are not at benchmark. Istation will design activities to reinforce student growth in reading and written language. MobyMax is designed to target low performing students in the areas of math and science. It will also provide enrichment for students who are performing at or above grade level. This data will be recorded in Milepost, and administrators and teachers will monitor student growth.

Assigned to: Jami Humphrey

Added date: 10/10/2016

Target Completion Date: 01/20/2017

**Comments:**

**Implement**

Percent Task Complete: Tasks completed: 0 of 2 (0%)

# Morningside Elementary School Idaho

School Information

[How do I use this?](#)

On this page, you will edit information about your school, principal, and process manager.



Help

## School Information Registered - 10/08/2010

\*School Name: Morningside Elementary School  
 \*Address: 701 Morningside Drive  
 \*City: Twin Falls State: ID \*Zip: 83301  
 \*Phone: 208-733-6507 Fax: 208-733-5407 Website: x

## School Principal

\*Title: Dr. \* Mr. Ms. Mrs. \*First name: Steve \*Last name: Hoy  
 \*Phone: 208-733-6507 Fax: 208-733-5407  
 \*Email: hoyst@tfsd.org

The Process Manager assists the Principal in preparing materials for Leadership Team meetings and entering the Team's work in the system.

Title: Dr. \* Mr. Ms. Mrs. First name: Steve Last name: Hoy  
 Position: Principal  
 Phone: 208-733-6507  
 Email: hoyst@tfsd.org

[Cancel Process Manager](#)

School Type: Elementary

District Liaison:

## Instructions:

Enter your mission statement in the Mission Statement box. Edit and update your Mission Statement as needed.

Use the "Add a Goal" button to add new goals.

Enter your Mission Statement:

Our mission is to provide a quality education necessary for students to be successful in life.

Current baseline data indicates that Morningside School is performing at 56% proficiency on the ELA ISAT. Our school will go to at or above the state average which is: 3rd grade 49%, 4th grade 50%, and 5th grade 54% on the ELA ISAT by the end of the 2016-17 school year. Growth will be measured by comparing scores on the Spring ELA-ISAT 2016 to Spring ELA ISAT 2017 administered to all students 3rd through 5th grade.

[Edit](#) [Delete](#)

Current baseline data indicates that Morningside School is performing at 51% proficiency on the Math ISAT. Our school will go to at or above the state average which is: 3rd grade 52%, 4th grade 47%, and 5th grade 40% on the Math ISAT by the end of the 2016-17 school year. Growth will be measured by comparing scores on the Spring ISAT 2016 to Spring ISAT 2017 administered to all students 3rd through 5th grade.

[Edit](#) [Delete](#)

Current baseline data indicates that Morningside Kindergarten through third graders are performing at 55.4% fluency in reading. Our kindergarten through third graders will go from 55.4% to 77.4% or higher fluency in reading by the end of the 2016-17 school year.

[Edit](#) [Delete](#)
[Add a Goal](#)
[Save](#)


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## Continuous Improvement Plan – Feedback Form

District: Twin Falls School District

School: Morningside

Reviewer: S. Cowger

As a result of the review, the overall plan:

☒ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

### **Reflective questions regarding previous year's plan:**

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

### **Guiding questions for current year planning:**

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented the plan from previous year?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

### **Continuous Improvement Plan Narrative Feedback:**

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

**a) Strengths:**

Extremely detailed on data collection and reviewing the data. All meetings completely geared toward the data and reaching student success and growth

**b) Areas for growth:**

With the demographic changes - how will you maintain the culture you would like to see? Are you also building in time for teachers to learn from other teachers?

What are you doing for parent involvement? All of your areas center around data - perhaps another indicator to focus on as well

**c) Questions/something we still wonder:**

What things are in place for teachers to gain knowledge from each other? As you look at the data, are you discussing strategies and sharing that within your building

**d) Required next steps:**

The next step I feel would be to make sure you are meeting the needs of the new clientele. You are looking at the data from every angle, but what adjustments are you making for teachers and parents?

## Continuous Improvement Plan Scoring Rubric Summary:

■ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☒ Yes ☐ No

■ 5 indicators have been planned for: ☐ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

<b>School Leadership and Decision Making</b> Indicators: ID01 – ID13; IE01-IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02; IG01-IG02			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable



## Continuous Improvement Plan - 1<sup>st</sup> Submission - Feedback Form

District: Twin Falls School District  
School: Morningside Elementary  
Reviewer: Beth Olmstead

As a result of the review, the overall plan:

☒ Approved

☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal SDE/LEA review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process. The State Department of Education will review a sampling of Continuous Improvement Plans and provide a narrative response that includes positives, areas of growth, and question(s), as well as rubric summary of the planning components. State review teams will use the following to guide them in the review process: (Answers to the following questions must be present in the plan if applicable.) **Due November 1, 2014:**

### **Reflective questions regarding previous year's plan:**

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

### **Guiding questions for current year planning:**

- Do the SMART Goals meet all "S.M.A.R.T" components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented the plan from previous year?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

### **Continuous Improvement Plan Narrative Feedback:**

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

**Strengths:**

The SMART Goals are focused on data.

**Areas for Growth:**

SMART Goals: two measurements are indicated: "at or above state average"..... "Growth will be measured by comparing scores on ELA Spring ISAT 2016 to Spring ISAT 2017...." Chose one or the other. If the later then how much growth is expected?

**Questions/something we still wonder:**

Indicator IID04 - Is thsi using Mileposts or some other data base?

**Required next steps:**

Clear up questions on SMART Goals.

### Continuous Improvement Plan Scoring Rubric Summary:

- ☐ Minimum of 1 SMART Goal focusing on student achievement has been completed: ☒ Yes ☐ No
- ☐ 5 indicators have been planned for: ☒ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clear evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

<b>School Leadership and Decision Making</b> Indicators: ID01-ID13, IE01, IF13, IF01-IF10			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03, IIB01-IIB05, IIC01-IIC03, IID02-IID15			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40, IIIB01-IIIB06, IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02, IVD07-IVD08, IVE06, IVD01-IVD02, IIG01-IIG02			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable



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# **School Improvement Plans**

## **2016-17**

### **Oregon Trail Elementary**

## Oregon Trail Smart Goals 2016-2017

1. Oregon Trail will increase spring ISAT/ELA and MATH scores to be above the State of Idaho average, for each grade level using spring 2017 ISAT results. 2016 scores for ELA were: 3rd - 47%, 4th - 45% and 5th - 49%. 2016 scores for Math were: 3rd - 54%, 4th - 42% and 5th - 25%
2. Oregon Trail will continue to show 20 % growth from fall to spring in the areas of math and reading as measured by the following: CBM, MCOMP, QDF, MAZE, LSF, LNF.
3. Oregon Trail will build partnerships with parents and community to help Oregon Trail students become successful both academically and socially by implementing the Leader In Me program by summer of 2017.

# Indicator Checklist Report

A report that displays all information for assessments, plans, and tasks for selected indicators.

November 02, 2016

**Oregon Trail Elementary** NCES - na

Twin Falls School District

**Ways to Improve School Effectiveness (WISE) - School Indicators (RI)**

Key Indicators are shown in RED.

## School Leadership and Decision Making

**Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction**

**Indicator IE12 - The principal personally engages parents and the community in the improvement process.(63)**

**Status** Tasks completed: 0 of 3 (0%)

**Assess**

Level of Development:	Initial: Limited Development 01/17/2013
Index:	3 (Priority Score x Opportunity Score)
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The principal is working to continually involve parents in the improvement process by building relationships of trust so that parents and community members feel welcomed in this process. This has begun through relationships with PTA members and other parent volunteers. Evidence of development and implementation of this indicator include parent involvement in the process of adopting a school wide behavior management plan. There remains a need to have a regular parent and community member in attendance at WISE team meetings. Principal will continue soliciting parent and community involvement.

**Plan** Assigned to: Tyler Matlock

How it will look when fully met: The school will provide homework and study tips for parents to build a stronger communication bond between school and home. Minutes will be taken at each meeting, copies of newsletters and study tips will be stored in the Principal's office as well as the parent resource library.

Target Date: 05/22/2017

Tasks:

2. The principal will communicate with families and update them on activities at the school and also be given a time to voice concerns, share ideas and work together to become a true partnership. The principal and staff will also begin inviting business/community partners to these meetings as well

Assigned to: Tyler Matlock

Added date: 06/13/2013

Target Completion Date: 05/22/2017

Frequency: four times a year

Comments:

3. The administrative team will send a monthly newsletter to Oregon Trail families. This newsletter will provide upcoming information and also provide a format for discussing ideas/concerns/thoughts by parents

Assigned to: Tyler Matlock

Added date: 06/13/2013

Target Completion Date: 05/22/2017

Comments: A monthly newsletter is sent to all parents with information on upcoming events, items to be addressed within the school setting and a monthly calendar. This is ongoing. Steps are being taken to make newsletters accessible online through the school website and social media.

4. The principal will personally send voice messages in Spanish and work to bridge the language gap within the Oregon Trail community.

Assigned to: Tyler Matlock

Added date: 06/13/2013

Target Completion Date: 05/22/2017

Frequency: four times a year

Comments: Begin looking for possible Spanish classes to be offered at Oregon Trail that will not only help the administrative team learn Spanish, but help the staff as well 9/1/16 - Call outs are in English and Spanish. Social media posts are in English and Spanish. A PTA volunteer assists in social media translation and attends PTA meetings with intent to translate for Spanish speaking parents.

**Implement** Percent Task Complete: 0%

### **School Leadership and Decision Making**

#### **Aligning classroom observations with evaluation criteria and professional development**

**Indicator** IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)

**Status** Tasks completed: 0 of 2 (0%)

**Assess** Level of Development: Initial: Limited Development 01/13/2011

Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Principal along with instructional coach are in the progress of helping team members schedule peer observations. A google document will be utilized to help teachers share their availability to be observed and for teachers to coordinate with the instructional coach for class coverage. New teachers have already been through this process on a smaller scale. One new teacher was given a substitute to observe her exact position which was only available out of district to observe. This is not being utilized to its full potential. New and struggling teachers are allowed the opportunity to go observe their peers for short amounts of time, but it is not done on a scale where all teachers could observe others to help improve their teaching practices. The month of May will be dedicated to peer observations to view the areas of improvement for each individual teacher as determined by their needs.

**Plan**

Assigned to:

Whitney Ward

How it will look when fully met:

The school will set up a schedule with peers to observe and analyze effective teaching strategies. Staff meetings are currently used to allow teachers to share examples of lessons they have done and strategies that they have implemented that follow best practice guidelines. This format allows another opportunity for staff members to learn from one another and to share their areas of expertise.

Target Date:

05/31/2016

Tasks:

1. Develop and establish a mentor/partner for teachers within the building to begin observations

Assigned to:

Whitney Ward

Added date:

02/02/2011

Target Completion Date:

06/13/2017

Comments:

Peer observations will be facilitated by administration and instructional coach. New teachers will continue to be mentored through the Mentor Program administered by the district. This goal was met in previous years but it will be continued as a part of continuous improvement at Oregon Trail.

3. The administrative team will provide time for peer observations throughout the year. They will also provide a checklist to gather observable data. This data will then be discussed within grade levels teams.

Assigned to:

Whitney Ward

Added date:

06/13/2013

Target Completion Date:

05/22/2017

Frequency:

twice a year

Comments:

The administration will provide 2 opportunities for peer observations this year. One in the fall and one in the spring. The emphasis for the observations will focus on Common core Strategies that enable all learners to develop academic success in the classroom.

**Implement** Percent Task Complete:

0%



**School Community  
Communication**

**Indicator** **IG01 - Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.(76)**

**Status** Tasks completed: 5 of 6 (83%)

**Assess** Level of Development: Initial: Limited Development 10/07/2014  
 Index: 6 (Priority Score x Opportunity Score)  
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Parents are currently receiving Title One newsletters each week with homework tips. They also receive a monthly newsletter from the principal. All of these are in English and Spanish. Most teachers send home newsletters, but this is not 100%. The staff will continue to work on explaining the learning standards and targets to parents so that they are better equipped to help their child at home A parent information meeting regarding Standards based report cards was held in conjunction with our 1st quarter reading night. Around 80 parents attended. During the family night one classroom at the grade level was dedicated to answering questions and providing additional information to parents. Parental input was solicited during this night in the form of surveys.

**Plan** Assigned to: Michelle Larson

How it will look when fully met: All teachers will be using the standards based report card and assessments to indicate student's learning. All parents will be familiar and comfortable with the new format and will have a working knowledge of standards based learning and what that means for their child.

Target Date: 05/22/2017

Tasks:

1. 1 - Principal and SBRC committee will present initial information to the Oregon Trail staff.

Assigned to: Tyler Matlock

Added date: 09/27/2015

Target Completion Date: 10/21/2015

Comments: Presentation was made by SBRC committee members to staff.

Task Completed: 5/9/2016 12:00:00 AM

2. 2nd, 3rd and 5th grade teachers will pilot the standards based report card in various stages in the 2015/16 school year. They will provide information to the staff in regard to the development and progress of this task.

Assigned to: Michelle Larson

Added date: 09/27/2015

Target Completion Date: 05/31/2016

Comments:

Task Completed: 5/16/2016 12:00:00 AM

3. Teachers will begin to create standards based assessments throughout the year

Assigned to: Tyler Matlock

Added date: 09/27/2015

Target Completion Date: 05/31/2016

Comments: Teachers utilized standards based assessments within the reading curriculum and worked with grade level teams to create math assessments.

Task Completed: 5/20/2016 12:00:00 AM

4. As the Oregon Trail staff works through the first 3 tasks, they will also begin the task of educating parents in regard to the new report card. They will do this through newsletters, face to face meetings and continual on-going education throughout the year.

Assigned to: Christy Swafford

Added date: 09/27/2015

Target Completion Date: 06/19/2017

Comments: A school wide parent meeting was held in conjunction with a family night. Around 80 parents attended. Every parent received a tri-fold flyer regarding SBRC in the mail and has opportunities to pick them up throughout the year including parent teacher conference. This flyer is available on social media and the school website.

Task Completed: 10/11/2016 12:00:00 AM

5. 1st, 2nd, 3rd, 4th, and 5th grades will pilot Standards Based Report Cards for the whole of the 2016-17 school year.

Assigned to: Tyler Matlock

Added date: 09/01/2016

Target Completion Date: 05/22/2017

Comments: All grades, except for Kindergarten are piloting Standards Based Report Cards this year.

6. School wide informational meeting about Standards Based Report Cards will be held prior to the 1st quarter parent-teacher conferences.

Assigned to: Tyler Matlock

Added date: 10/28/2016

Target Completion Date: 10/11/2016

Comments: A school wide parent meeting was held in conjunction with a family night. Around 80 parents attended. Every parent received a tri-fold flyer regarding SBRC in the mail and has opportunities to pick them up throughout the year including parent teacher conference. This flyer is available on social media and the school website.

Task Completed: 10/11/2016 12:00:00 AM

**Implement** Percent Task Complete: 83%

**Curriculum, Assessment, and Instructional Planning**

## Engaging teachers in aligning instruction with standards and benchmarks

**Indicator** **IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)**

**Status** Tasks completed: 0 of 2 (0%)

**Assess**

Level of Development:	Initial: Limited Development 08/12/2015	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

All teachers, with exception of Kindergarten, at Oregon Trail are piloting standards based report cards. As a result of the report being standards based, all units of instructions are aligned accordingly. Grade level teams have created rubrics that identify the standards of student achievement. Teachers struggled with the technical implementation of this process but were able to successfully get through the 1st quarter report card period.

**Plan**

Assigned to: Whitney Ward

How it will look when fully met: All teachers will be using the standards based objectives and assessments that have been developed to demonstrate mastery on each standard.

Target Date: 05/31/2017

Tasks:

1. All teachers at Oregon Trail will develop a strong working knowledge of the standards for their particular grade level.

Assigned to: Whitney Ward

Added date: 09/27/2015

Target Completion Date: 06/19/2017

Comments: This is a continuing process.

2. Teachers will create common assessments in math and ELA to help define mastery of each standard. This will be done during Professional Development days throughout the year in the district.

Assigned to: Whitney Ward

Added date: 09/27/2015

Target Completion Date: 07/24/2017

Comments:

**Implement** Percent Task Complete: 0%

### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

**Indicator** **IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)**

**Status** Tasks completed: 0 of 2 (0%)

**Assess** Level of Development:

Initial: Limited Development 09/23/2015

Index:

9

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Teachers are utilizing assessments that are provided in the Wonders Reading Curriculum more than 3 times a year. These assessments are aligned toward standards-based objectives. For math, 5th grade and 3rd grade teachers are utilizing assessments that are aligned to the standards through their pilot math programs Eureka and Bridges. Teachers who aren't piloting have got together to create assessments that are aligned to the standards and follow the district wide math pacing calendar.

**Plan**

Assigned to:

Michelle Larson

How it will look when fully met:

Each grade level will have standards based assessment that measure student proficiency. The assessments will be aligned to the standards and will be used as supportive evidence for staff to provide to parents

Target Date:

05/30/2017

Tasks:

1. Teachers will begin to write assessments that will measure student proficiency for each standard

Assigned to:

Kim Ruiz

Added date:

09/27/2015

Target Completion Date:

06/19/2017

Comments:

Teachers are working on this task as they work with their district-wide grade-level teams during PD days.

2. The WISE team will work with the grade levels to determine the assessments that will be used at least 3 times a year to determine proficiency

Assigned to:

Tyler Matlock

Added date:

09/27/2015

Target Completion Date:

06/19/2017

Comments:

**Implement** Percent Task Complete:

0%

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District

**School:** Oregon Trail

**Reviewer:** Nancy Murphy

As a result of the review, the overall plan:

☒ Approved      ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

### **Reflective questions regarding previous year's plan:**

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring).
- Has the school communicated data & outcome results with the school board?

### **Guiding questions for current year planning:**

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented the plan from previous year?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

### **Continuous Improvement Plan Narrative Feedback:**

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

**a) Strengths:**

- \* The plan provides multiple levels of support for teachers. (grade level teams, expanded teams, RtI)
- \* All students below grade level benchmarks are progress monitored each week. This takes time, but provides valuable information about student progress.

**b) Areas for growth:**

- \* It might be helpful to include specific % goals in your SMART goal. The growth goals are listed, but it might be beneficial to write the actual % goal, so teachers can easily monitor class progress towards goal.

**c) Questions/something we still wonder:**

- \* Have you considered math intervention groups to help improve math scores?
- \* What are your plans for building partnerships with parents? It is listed as one of your SMART goals, but I didn't see it addressed in your plan. (It may be addressed in your indicators, I just didn't have a copy of them.)

**d) Required next steps:**

- \* Continue to work as a collaborative team to improve instruction to meet the needs of struggling students.

## Continuous Improvement Plan Scoring Rubric Summary:

- ☐ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☐ Yes ☐ No
- ☐ 5 indicators have been planned for: ☐ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented, there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

<b>School Leadership and Decision Making</b> Indicators: ID01 – ID13; IE01-IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01-IG02			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District

**School:** Oregon Trail Elementary

**Reviewer:** Tammy Rodabaugh

As a result of the review, the overall plan:

☐ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

### **Reflective questions regarding previous year's plan:**

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

### **Guiding questions for current year planning:**

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented the plan from previous year?
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- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

### **Continuous Improvement Plan Narrative Feedback:**

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:



**a) Strengths:**

Goals 1 and 2 are specific, measurable, attainable (perhaps), results based and timely.

**b) Areas for growth:**

Goals and objectives need to be entered in the WISE Tool.  
Strategic plan not yet developed.

**c) Questions/something we still wonder:**

What will you do differently in 2016-17 than you did in 2015-16 to achieve improved results?

**d) Required next steps:**

Determine that objectives and tasks that will guide improvement efforts.  
Develop a strategic plan using the WISE Tool.

## Continuous Improvement Plan Scoring Rubric Summary:

- ☒ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☒ Yes ☐ No
- ☐ 5 indicators have been planned for: ☐ Yes ☒ No

Exceptional	Acceptable	Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
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<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01-IG02			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable



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# **School Improvement Plans**

## **2016-17**

### **Pillar Falls Elementary**

## SMART Goal #1

Pillar Falls' students' ELA and Math ISAT assessment results will be above the state of Idaho average. Fourth and fifth grade students will increase assessment scores by 5% from the previous school year.

- 4    ELA 70% → 75% proficient  
      Math 67% → 72% proficient
- 5    ELA 67% → 72% proficient  
      Math 59% → 64% proficient

## SMART Goal #2

Pillar Falls' students' K-3 IRI assessment results will be above the state of Idaho average. Individual grade level increases are as follows:

- K    69% → 90% proficient
- 1    46% → 80% proficient
- 2    59% → 85% proficient
- 3    76% → 85% proficient

## Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

10/16/2016  
Pillar Falls Elementary School NCES - na

Twin Falls School District

Ways to Improve School Effectiveness (WISE) -  
School Indicators (RI)  
School Community

Key Indicators are shown in RED.

### Communication

Indicator	IG01 - Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.(76)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/22/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Class Dojo Website/social media Newsletters (school/classroom) Phone call home Remind app Call out system Parent information meetings Family math/reading nights PTO events and meetings Ammy Waters	
	Assigned to:		
	How it will look when fully met:	Our school website will go live on October 10, 2016. The website will be updated weekly. Social media will also be kept up-to-date by including building-wide events and include PTO events and upcoming meetings.	
	Target Date:	05/26/2017	
	Tasks:		
		1. To develop a school website per guidance and instruction from the public relations director at Twin Falls School District office. The school website will include school news, upcoming events, forms, and links to school, staff, student and parent information. Teacher blogs and grade level newsletters will be optional, but available for embedding in to the website should those individuals choose.	
	Assigned to:	Ammy Waters	
	Added date:	09/27/2016	

Target Completion 05/25/2017

Date:

Comments:

A school website per guidance and instruction from the public relations director at Twin Falls School District office will be created. The school website will include  
school news  
upcoming events  
forms  
links to school  
staff  
student  
parent information  
\*\*Teacher blogs and grade level newsletters will be optional, but available for embedding in to the website should those individuals choose.

2. Notify parents that the website is live and how to navigate.

Teachers will put the website information on the website and communicate with the website manager when items need to be updated.

Website will be updated once a week.

Assigned to: Ammy Waters

Added date: 09/27/2016

Target Completion 05/25/2017

Date:

Comments:

Notify parents that the website is live and how to navigate.  
Teachers will get the list of included items to the webmaster once a week.  
Teachers will put the website information on the website and communicate with the website manager when items need to be updated.  
Website will be updated once a week.  
Tasks completed: 0 of 2 (0%)

Implement

Percent Task  
Complete:

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator

IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)

Status

Tasks completed: 0 of 2 (0%)

Assessment

Level of

Development:

Initial: Limited Development 09/22/2016

Index:

9

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

# Plan

Describe current level of development:

Through implementation of the expanded pilot of our standards-based report card, teachers are becoming familiar with how to develop assessments and collect evidence aligned with the standards to improve overall progression of learning. Teachers are working in district and grade-level teams to deepen understanding.

Assigned to:

Ange Henning

How it will look when fully met:

Every other week teams will meet with administration team to discuss progress and concerns regarding assessments and gathering evidence for our standards-based report cards.

Target Date:

05/26/2017

Tasks:

1. The principal will include progress and concerns regarding assessments during team meetings twice a month. Instructional coach will attend at least one meeting a month to address concerns regarding instructional implementation.

Assigned to:

Ange Henning

Added date:

09/27/2016

Target Completion Date:

05/25/2017

Comments:

Team meetings are held twice a month.

Ideas and questions are shared with each grade level regarding SBRC.

Instructional coach will follow up with teachers in the classroom on instructional strategies related to SBRC.

2. Instructional coach will work with individual teachers to guide data and artifact collection and make sure concerns brought up in team meetings are addressed.

Assigned to:

Ange Henning

Added date:

09/27/2016

Target Completion Date:

05/25/2017

Comments:

Instructional coach is available to answer teacher questions and offer strategies for artifact collections for SBRC.

Coach will visit individual teachers on the off weeks of team meetings to follow up on concerns and offer strategies and guidance to bring to the table the following week.

Tasks completed: 0 of 2 (0%)

## Implement

Percent Task Complete:

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator

IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)

Status

Tasks completed: 0 of 2 (0%)

Assessment

Level of

Development:

Initial: Limited Development 09/22/2016

Index: 6 (Priority Score x Opportunity Score)  
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Plan

Describe current level of development: Adoption of the standards-based report card requires teachers to use Idaho Core Standards to assess progress toward proficiency of targeted learning goals.

Assigned to: Nancy Murphy

How it will look when fully met: Our school will meet once a month with administration for grade-level data meetings where intensive and strategic students are tracked for growth and progress in targeted learning goals.

Target Date: 05/26/2017

Tasks:

1. Once a month teams will meet with administration and coach to brainstorm with teachers strategies for data collection and create and maintain a working document (tool) to ensure targeted students (strategic and intensive) are making progress.

Assigned to: Nancy Murphy

Added date: 09/27/2016

Target Completion Date: 05/25/2017

Date:

Comments: Track individual progress of intensive and strategic students. Identify students whose performance levels are dropping. Brainstorm strategies for increasing achievement.

2. Principal, vice principal and coach will meet with and provide support to individual teachers who have concerns about progress of targeted students within their classrooms. A plan of improving student growth using specific progress monitoring and instructional strategies will be developed and monitored by teacher and coach.

Assigned to: Nancy Murphy

Added date: 09/27/2016

Target Completion Date: 05/25/2017

Date:

Comments: Teachers may have individual concerns regarding specific students within their classrooms. Individual teachers may have concerns regarding specific student progress.

Individual student progress will be tracked by the classroom teacher with implementation support strategies tracked by the instructional coach.

Tasks completed: 0 of 2 (0%)

Implement

Percent Task Complete:

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes



Indicator	IIIA35 - Students are engaged and on task.(144)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/22/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Many teachers in the building have a basic knowledge of how to implement technology within each subject area. Our school-wide goal is to create a blended learning environment within each classroom.	
Plan	Assigned to:	Ange Henning	
	How it will look when fully met:	Instructional Coach and Administration will walk through classrooms to observe progress in integrating technology during structured learning times.	
	Target Date:	05/26/2017	
	Tasks:	1. Teachers will be provided device access during the school day on which students can practice instructional concepts, project-based learning, and subject-specific assessments.	
	Assigned to:	LeeAnn Morgan	
	Added date:	09/27/2016	
	Target Completion Date:	05/25/2017	
	Comments:	Teachers will be provided classroom access to technology devices (ipad, chromebooks, desktops). Teachers will be provided professional development opportunities within the school or at the district level to increase technology use in the classrooms. Students will be provided opportunities throughout the school day to implement guided practice concepts independently in the classroom.	
	2. Teachers and administrators will work together to track use of technology and problem-solve concerns if access to technology is limited. Communication with the technology department at the school or district level will also be accessed to resolve issues with daily use.		
	Assigned to:	LeeAnn Morgan	
	Added date:	09/27/2016	
	Target Completion Date:	05/25/2017	
	Comments:	Teachers need a system of accountability for technology use. Teachers need strategies for implementation of technology and project-based practices in the classroom.	

Teachers need to feel comfortable expressing road-blocks or concerns regarding daily technology use.  
Tasks completed: 0 of 2 (0%)

Implement	Percent Task Complete:	
School Community Connection		
Indicator	IVD08 - Office and support staff are trained to make the school a "welcoming place" for parents.(200)	
Status	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/22/2016
	Index:	9 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	As a new school we are working to build a positive rapport with families. As we develop new policies and procedures as a school, we will continually work to provide a welcoming and safe environment for students and their families.
Plan	Assigned to:	Nancy Murphy
	How it will look when fully met:	We will continue to work to build positive relationships between administration, teachers, students and families in order to facilitate a positive learning environment and parent involvement.
	Target Date:	05/26/2017
	Tasks:	
	1. School principal, vice principal and office staff will greet every visitor with a smile and verbal greeting. Office staff will approach parents and visitors in a positive and welcoming manner.	
	Assigned to:	Nancy Murphy
	Added date:	09/27/2016
	Target Completion Date:	05/25/2017
	Comments:	As a new school, we are striving to develop a welcoming and friendly atmosphere and establishing a good rapport with parents in an effort to build a positive and supportive school climate.
	2. Teachers will support office staff in working to build a positive school climate by establishing a positive rapport with parents and visitors. Teachers will support decisions and procedures consistently as designed by the administration and office staff.	
	Assigned to:	Nancy Murphy
	Added date:	09/27/2016
	Target Completion Date:	05/25/2017

Comments:

Administrators and office staff will explain to school staff procedures and reasons behind them so the teachers can support the office staff in establishing a positive school atmosphere and establish consistency in following through with designed procedures.

Tasks completed: 0 of 2 (0%)

Implement

Percent Task  
Complete:



## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District  
**School:** Piller Falls Elementary School  
**Reviewer:** Tammy Rodabaugh

As a result of the review, the overall plan:

☒ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

### **Reflective questions regarding previous year's plan:**

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring).
- Has the school communicated data & outcome results with the school board?

### **Guiding questions for current year planning:**

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE school Indicators with a minimum of two tasks?
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- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

### **Continuous Improvement Plan Narrative Feedback:**

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

**a) Strengths:**

Goals are specific, measurable, attainable (perhaps), results based and timely. Goals align the with TFSD strategic plan.

**b) Areas for growth:**

Directly tie each objective to the achievement goals, in particular look at the wording for Indicators IG01 and IVD08.

**c) Questions/something we still wonder:**

How many parents serve on your WISE team? How will you know if parents perceive your school as warm and friendly?

**d) Required next steps:**

Follow the plan.

## Continuous Improvement Plan Scoring Rubric Summary:

■ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☐ Yes ☐ No

■ 5 indicators have been planned for: ☐ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
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<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
Secondary School Indicators Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable

## Continuous Improvement Plan – Feedback Form

District: Twin Falls School District

School: Pillar Falls

Reviewer: Tyler Matlock

As a result of the review, the overall plan:

☐ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

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- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

### Guiding questions for current year planning:

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?
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- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

### Continuous Improvement Plan Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:



**a) Strengths:**

Starting from scratch is very difficult. While this plan was built from nothing, it provides a great foundation for longitudinal growth planning.

Opportunities for students at benchmark or above

**b) Areas for growth:**

Daily Intervention is mentioned a few times but I'm not seeing specifics on what that looks like.

Advanced learner data isn't available.

Professional development needs and plans aren't available.

**c) Questions/something we still wonder:**

What does "daily intervention" look like? Who does the daily intervention?

**d) Required next steps:**

Identify specifics regarding "daily intervention."

Compile advanced learner data.

Identify professional development needs and plans.

## Continuous Improvement Plan Scoring Rubric Summary:

- ☒ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☐ Yes ☐ No  
☒ 5 indicators have been planned for: ☒ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

<b>School Leadership and Decision Making</b> Indicators: ID01-ID13; IE01-IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02; IG01-IG02			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable



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# **School Improvement Plans**

## **2016-17**

### **Rock Creek Elementary**

## **Rock Creek SMART Goals 2016-17**

**Rock Creek Elementary Students will show 5% growth on the spring ISAT/ELA and MATH State testing. This will then be used as a baseline for future years.**

1. Teachers will meet as a grade level with the principal and instructional coach on a bi-monthly basis to analyze and discuss current student performance data, identify students who are not performing at grade level to make necessary intervention adjustments and discuss additional strategies for assisting all students as determined by on-going progress monitoring through the R Drive and Milepost.
2. Teachers in 3, 4, and 5th grade will give students multiple opportunities to develop test taking strategies through on-going interim assessments. A timeline will be developed for staff to follow and introduce various pieces of the interim assessments. The principal, vice principal and instructional coach will monitor the progress and discuss during teaming
3. The staff will utilize the first Wednesday of every month as a professional development training meeting. All staff members will participate in presenting strategies that work for students and provide instruction on how to implement them. The principal, vice principal and instructional coach will lead the professional development meetings as well as provide a calendar for staff members to sign up for presentations.
4. Academic and behavior teams and all teachers will meet on a consistent basis to help identify student interventions that will increase student achievement and behavior. They will look at monthly data collected and monitored through the R Drive and Milepost to determine next steps. State assessments will also be used to identify students who need additional monitoring.
5. The resource teachers will meet with the administration on a monthly basis to analyze student data and determine next steps for student success. They will review on-going progress monitoring currently done through Milepost and the R Drive.

**Rock Creek Elementary will achieve 82% proficient on the spring IRI test. The fall IRI test showed the following: Kindergarten - 69%, first grade - 71%, second grade 51% and third grade 71%.**

1. Teachers will meet as a grade level with the principal and instructional coach bi-monthly to analyze and discuss current student performance data, identify students who are not performing at grade level to make the necessary intervention adjustments and discuss additional strategies for assisting all students as determined by on-going progress monitoring through the R Drive and Milepost.
2. Teachers will meet with the principal to work through the "Data into Action" model and utilize this system to determine best practices and research strategies/interventions that will lead to increased student achievement. Data Notebooks will be kept by all teachers
3. Academic and behavior teams and all teachers will continue to meet on a consistent basis to help identify student interventions that will increase student achievement and behavior. They will look at monthly data collected and monitored through the R Drive and Milepost to determine next steps. State assessments will also be used to identify students who need additional monitoring.
5. The resource teachers will meet with the administration on a quarterly basis to analyze student data and determine next steps for student success. They will review on-going progress monitoring currently done through Milepost and the R Drive.

**Rock Creek Elementary will build partnerships with parents and community to help Rock Creek students become successful both academically and socially**

1. The staff will continue to work with the newly established PTA board and parents to provide opportunities for parents to be involved in various activities at the school. These will include, but are not limited to, spirit days, math night, reading night, SBRC Presentations, carnival, breakfast opportunities and book fairs.
2. The staff will provide activities at math and reading night which will be interactive for parents/students

Comprehensive Plan Report – ROCK CREEK  
ELEMENTARY

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.  
10/12/2016

Rock Creek Elementary School NCES - na

Twin Falls School District

Ways to Improve School Effectiveness (WISE) -  
School Indicators (RI)

Key Indicators are shown in RED.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)		
Status	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 09/16/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Plan	Describe current level of development:	As a new school we are working to create a culture of learning and trust among the staff. There are no opportunities in place at this time due to opening in August	
	Assigned to:	Shari Cowger	
	How it will look when fully met:	All teachers will be given the opportunity to visit other classrooms to see best practices in action. They can do short segments of time as well as longer extended period each semester. The principal will work to organize substitutes for these extended periods of time. The principal will also provide positive feedback forms for teachers to utilize as they observe best practices. There will also be time provided in monthly PD meetings for teachers to share their strategies with others.	
	Target Date:	05/25/2017	
	Tasks:	1. 1. Principal will develop a calendar that teachers may utilize to set up times to observe other teachers	
	Assigned to:	Shari Cowger	
	Added date:	09/19/2016	
	Target Completion Date:	05/25/2017	

Comments:

2. Principal, vice-principal and instructional coach will provide a working form for all teachers to record notes and provide feedback to the teacher they are observing.

Assigned to: Shari Cowger

Added date: 09/19/2016

Target 05/25/2017

Completion Date:

Comments:

Implement

Percent Task

Tasks completed: 0 of 2 (0%)

Complete:

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator

IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)

Status

Tasks completed: 0 of 2 (0%)

Assessment

Level of

Initial: Limited Development 09/16/2016

Development:

Index:

6 (Priority Score x Opportunity Score)

Priority Score:

3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity

2

Score:

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Rock Creek is in its first year and is currently working to develop a strong understanding of their student population with their specific needs, challenges and strengths

Plan

Assigned to:

Cheri Kober

How it will look when fully met:

Each student K-3 will be tested at least 3 times a year with the IRI. K-3 students will also be tested on the MCap. 4th and 5th will be tested and monitored using the MAZE and MComp. Teachers will use all of this data to determine appropriate interventions and extensions to use for the students. These will be implemented and monitored throughout the year. The grade levels will also meet with the principal and instructional team to determine best strategies to use to enhance all students' learning. Teachers will also plan learning opportunities based on additional pre-tests given in their classrooms.

Target Date:

05/25/2018

Tasks:

1. All teachers will analyze assessments and student performances samples, and use the data to differentiate assignments and lessons.

Assigned to: Whitney Ward

Added date: 09/19/2016

Target 05/25/2017

Completion Date:

Comments:

2. Bi-monthly meetings will be held with the principal, VP and Instructional Coach to review the data, discuss strengths and weaknesses and make teaching strategy adjustments as needed.

Assigned to: Shari Cowger

Added date: 09/19/2016

Target 05/25/2017

Completion Date:

Comments:

Implement Percent Task Tasks completed: 0 of 2 (0%)

Complete:

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

Status Tasks completed: 0 of 2 (0%)

Assessment Level of Initial: Limited Development 09/16/2016

Development:

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We currently have done our fall testing at Rock Creek Elementary for the first time. We will continue to test throughout the year and monitor student progress.

Plan Assigned to: Whitney Ward

How it will look when fully met: K-3 students will be tested at least 3 times a year with the IRI. The MAZE test will be given 3 times a year to the 4th and 5th grade students. Students in 3-5th grades will take the SBAC in the spring. All teachers will closely progress monitor their students in Milepost and keep data current so that adjustments can be made throughout the year.

Target Date: 05/25/2018

Tasks:

1. All teachers will test their students on the following: K - IRI, Number ID, 1 - IRI, MAZE, Quantity Discr., 2,3 - IRI, MNAZE, MComp, 4, 5 - MAZE, MCAP, MComp

Assigned to: Whitney Ward

Added date: 09/19/2016

Target 05/25/2017

Completion Date:



Comments:

2. Milepost monitoring by all teachers will be done to ensure that the data is entered and able to be reviewed by all stakeholders.

Assigned to: Renay Skov

Added date: 09/19/2016

Target 05/25/2017

Completion Date:

Comments:

Implement

Percent Task Tasks completed: 0 of 2 (0%)

Complete:

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents

Indicator IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)

Status Tasks completed: 0 of 3 (0%)

Assessment Level of Development: Initial: Limited Development 09/16/2016

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The Rock Creek Elementary staff will pilot the new Standards Based Report Card for all students K-5. Parent meetings will be held, brochures sent home and additional information reported to parents as needed before the first P/T conferences.

Plan Assigned to: Holly Dickinson

How it will look when fully met: All teachers will collect evidence for each student in order to report mastery on the new Standards Based Report Card. Presentations will also be made in order for parents to fully understanding the collection process and the goals of a Standards Based Report Card in regard to reporting the academic standards.

Target Date: 05/25/2018

Tasks:

1. Teachers will meet as a grade level team to determine what evidence will be used in reporting to parents.

Assigned to: Shari Cowger

Added date: 09/19/2016

Target 05/25/2017

Completion Date:

Comments:

2. Teachers will attend district grade level meetings when possible to determine best practices to ensure a fair, systematic approach to Standards Based Reporting

Assigned to: Shari Cowger

Added date: 09/19/2016

Target 05/25/2017

Completion Date:

Comments:

3. Teachers and administration will present information in informal settings to parents to familiarize them with the new standards-based reporting system.

Assigned to: Shari Cowger

Added date: 09/19/2016

Target 05/25/2017

Completion Date:

Comments:

Percent Task

Complete:

Tasks completed: 0 of 3 (0%)

Implement

School Community

Education

Indicator

Status

Assessment

IVD07 - All-school events (e.g., family reading night) include parent-child interactive activities.(199)

Tasks completed: 0 of 3 (0%)

Level of Development:

Index:

Priority Score:

Opportunity Score:

Score:

Initial: No development or Implementation 09/16/2016

6 (Priority Score x Opportunity Score)

3 (3 - highest, 2 - medium, 1 - lowest)

2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Assigned to:

How it will look when fully met:

Target Date:

Tasks:

1. The WISE team will work to develop a calendar for 4 events throughout the year.

Assigned to: Shari Cowger

Added date: 09/19/2016

Rock Creek Elementary is developing their parent partnerships as we open a new school. We will organize four events throughout the year that will include student/parent activities.  
Shari Cowger  
Rock Creek Elementary will hold 4 events throughout the year that will involve parent/child activities. The principal will work closely with the WISE team and the PTA to determine the events/nights which will allow for positive interaction between school and home.  
05/25/2018

Plan

Target  
Completion Date: 05/25/2017  
Comments:

2. The principal and PTA will work closely together this first year of operation to develop a strong sense of community and provide opportunities for parents to become involved in Rock Creek Elementary.

Assigned to: Shari Cowger

Added date: 09/19/2016

Target  
Completion Date: 05/25/2017

Comments:  
3. Teachers will work with their grade level team to develop games/activities that will provide parent-child interactive activities for each event.

Assigned to: Cheri Kober

Added date: 09/19/2016

Target  
Completion Date: 05/25/2017

Comments:

Percent Task  
Complete: Tasks completed: 0 of 3 (0%)

Implement

## Continuous Improvement Plan – 1<sup>st</sup> Submission – Feedback Form

District: Twin Falls School District  
School: Rock Creek Elementary  
Reviewer: Michelle Brewer

As a result of the review, the overall plan:  
☒ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal SDE/LEA review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process. The State Department of Education will review a sampling of Continuous Improvement Plans and provide a narrative response that includes positives, areas of growth, and question(s), as well as rubric summary of the planning components. State review teams will use the following to guide them in the review process: (Answers to the following questions must be present in the plan if applicable.) **Due November 1, 2014:**

### **Reflective questions regarding previous year's plan:**

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met?
- What processes has the school implemented that has demonstrated growth?
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring)
- Has the school communicated data & outcome results with the school board?

### **Guiding questions for current year planning:**

- Do the SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?
- Is there a connection between indicators selected and the SMART Goals?
- Are there **five** active WISE school Indicators with a minimum of two tasks?
- Is there evidence that the team has implemented the plan from previous year?
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
- Are timelines staggered and sequential throughout the course of the school year?
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

### **Continuous Improvement Plan Narrative Feedback:**

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

**Strengths:**

SMART Goals and plan is tied to the TFSD WISE Goals.

Indicators are also aligned to opening a new school and relate directly to SMART Goals.

**Areas for Growth:**

Possibly add a baseline from students that entered into the school from rezoning.

Continued review of growth and progress monitoring tasks and making timely adjustments as needed.

**Questions/something we still wonder:**

How are you going to measure progress from last year?

**Required next steps:**

Continue to develop and add rules / routines required for opening a new school..

### Continuous Improvement Plan Scoring Rubric Summary:

- ☐ Minimum of 1 SMART Goal focusing on student achievement has been completed: ☒ Yes ☐ No
- ☐ 5 indicators have been planned for: ☒ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clear evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

<b>School Leadership and Decision Making</b> Indicators: ID01-ID13, IE01-IE13, IF01-IF10			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03, IIB01-IIB06, IIC01-IIC03, IID02-IID15			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40, IIIB01-IIIB06, IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02, IVD07-IVD08, IVE06, IVD01-IVD02, IG01-IG02			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable



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# **School Improvement Plans**

## **2016-17**

### **Sawtooth Elementary**

# 2016-17 Sawtooth Elementary SMART Goals

## **Goal #1:**

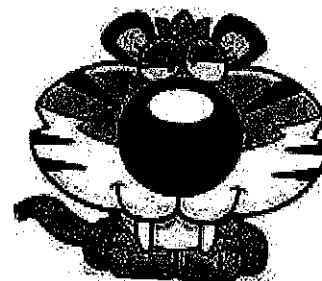
The spring 2017 goal for all K-3 grades is at least 85% of students scoring at benchmark proficiency on IRI measured skills.

- Based on fall 2016 benchmark testing, 37% of kindergarten students scored at benchmark proficiency on letter sound fluency.
- Based on fall 2016 benchmark testing, 37% of first grade students scored benchmark proficiency on reading CBM.
- Based on fall 2016 benchmark testing, 63% of second grade students scored benchmark proficiency on reading CBM.
- Based on fall 2016 benchmark testing, 68% of third grade students scored at benchmark proficiency on reading CBM.

## **Goal #2:**

The number of 3-5 students proficient on the spring 2017 ISAT will increase by at least 5%.

- Third grade ELA will increase from 66% (spring 2016) to 71% (spring 2017) proficient and math will increase from 73% (spring 2016) to 78% (spring 2017) proficient.
- Fourth grade ELA will increase from 80% (spring 2016) to 85% (spring 2017) proficient and math will increase from 75% (spring 2016) to 80% (spring 2017) proficient.
- Fifth grade ELA will increase from 63% (spring 2016) to 68% (spring 2017) proficient and math will increase from 39% (spring 2016) to 44% (spring 2017) proficient.





# Indicator Checklist Report

A report that displays all information for assessments, plans, and tasks for selected indicators.

October 12, 2016

## Sawtooth Elementary

Twin Falls School District

### Ways to Improve School Effectiveness (WISE) - School Indicators (RI)

Key Indicators are shown in RED.

#### School Leadership and Decision Making

#### Establishing a team structure with specific duties and time for instructional planning

<b>Indicator</b>	<b>ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)(REQ YR1)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assess</b>	Level of Development:	Initial: Limited Development 09/26/2010	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	This task has been started. Data will be looked at closely on a regular basis. The instructional coach will also work closely with teachers, principal, and vice principal to identify school improvement and professional development needs.	
<b>Plan</b>	Assigned to:	Ange Henning	
	How it will look when fully met:	The Assistant Principal and Principal will regularly review data from assessments and walk-throughs with teachers, the Title 1 teacher, resource teachers, and the instructional coach. The data and conversations will help to identify needs, strengths, and professional development areas that are needed.	
	Target Date:	05/19/2017	
	Tasks:	1. The principal, assistant-principal, and the instructional coach will review data from the 2016-2017 school year to determine areas needing improvement.	
	Assigned to:	Ange Henning	
	Added date:	02/25/2014	
	Target Completion Date:	06/15/2017	
	Frequency:	monthly	
	Comments:	2. The instructional coach will plan and implement professional development sessions to address areas identified by the data. The instructional coach will offer professional development trainings throughout the school year.	

Assigned to: Ange Henning  
Added date: 06/08/2015  
Target Completion Date: 05/19/2017  
Frequency: monthly  
Comments:

3. The WISE team will review data for the 2016-2017 school year to determine progress toward improvement goals. The information will be used to set goals for the following year.

Assigned to: Ange Henning  
Added date: 06/08/2015  
Target Completion Date: 05/19/2017  
Comments:

**Implement** Percent Task Complete:

### **School Leadership and Decision Making**

**Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction**

**Indicator IE02 - The principal develops the leadership capacity of others in the school.(53)**

**Status** Tasks completed: 0 of 2 (0%)

**Assess** Level of Development: Initial: Limited Development 10/10/2016  
Index: 9 (Priority Score x Opportunity Score)  
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

### **Plan**

Describe current level of development: Currently the principal is eliciting leadership from staff members.  
Assigned to: Mickey Combs  
How it will look when fully met: When objective is fully met members of the staff will be willing to use their leadership abilities to help build capacity in the school.  
Target Date: 05/19/2017

#### **Tasks:**

1. The principal and assistant principal will continue to recognize and reinforce the current staff members who are contributing to the school with their leadership abilities.

Assigned to: Mickey Combs  
Added date: 10/10/2016  
Target Completion Date: 05/19/2017  
Frequency: monthly  
Comments:

2. The principal and assistant principal will communicate additional leadership opportunities to the staff to draw upon their strengths to contribute to the school.

Assigned to: Mickey Combs  
Added date: 10/10/2016  
Target Completion Date: 05/19/2017  
Frequency: monthly  
Comments:

**Implement** Percent Task Complete: 0%

## Curriculum, Assessment, and Instructional Planning

### Assessing student learning frequently with standards-based assessments

**Indicator** IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)

**Status** Tasks completed: 0 of 2 (0%)

**Assess** Level of Development: Initial: Limited Development 06/09/2014  
Index: 6 (Priority Score x Opportunity Score)  
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

**Plan** Describe current level of development: Progress monitoring is currently being done with reading and math.  
Assigned to: Mickey Combs  
How it will look when fully met: Benchmark testing will be analyzed that is given by an individual other than a teacher or para. This will give us more standardized data to compare to progress monitoring data given monthly, weekly, or bi-weekly.

Target Date: 05/25/2017

#### Tasks:

1. Students will be benchmark tested three times a year. In addition students will be progress monitored. Intensive students will be progress monitored weekly, strategic students will be progress monitored bi-weekly, and benchmark students will be progress monitored monthly.

Assigned to: Mickey Combs  
Added date: 10/10/2016  
Target Completion Date: 05/19/2017  
Frequency: monthly  
Comments:

2. Teachers will enter progress monitor information into Milepost to generate charts used to monitor progress.

Assigned to: Mickey Combs  
Added date: 10/10/2016  
Target Completion Date: 05/19/2017  
Frequency: monthly

**Implement** Percent Task Complete: 0%

**Indicator** **IID04 - The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.(102)**

**Status** Tasks completed: 0 of 2 (0%)

**Assess** Level of Development: Initial: Limited Development 10/10/2016  
 Index: 9 (Priority Score x Opportunity Score)  
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
 Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

**Plan** Describe current level of development: Teachers currently place intervention strategies and progress monitor data in Milepost.  
 Assigned to: Mickey Combs  
 How it will look when fully met: Objective will be fully met when all teachers are comfortable with and using Milepost to post intervention strategies and chart progress monitor data.  
 Target Date: 05/19/2017  
 Tasks:

1. Teachers will create intervention plans in Milepost to document the differentiated instruction with their students.

Assigned to: Mickey Combs

Added date: 10/10/2016

Target Completion Date: 05/19/2017

Frequency: monthly

Comments:

2. Teachers will enter data points from progress monitor results.

Assigned to: Mickey Combs

Added date: 10/10/2016

Target Completion Date: 05/19/2017

Comments:

**Implement** Percent Task Complete: 0%

**Indicator** **IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)**

**Status** Tasks completed: 0 of 2 (0%)

**Assess** Level of Development: Initial: Limited Development 06/08/2015  
 Index: 9 (Priority Score x Opportunity Score)  
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Sawtooth staff will look at student data on a monthly basis. Students will be identified if they needed interventions and extra support. Groups will be fluid and change based on data. RTI team will also use data to determine when special ed referrals are necessary. Teachers will also use data to determine students who need to be challenged and be provided with extensions.

**Plan**

Assigned to:

Mickey Combs

How it will look when fully met:

Teachers will use progress monitor and instructional information to identify which students need intervention and challenged.

Target Date:

05/19/2017

Tasks:

1. Grade level teams, instructional coach, assistant principal, and principal will hold data team meeting to analyze results of progress monitor and instructional data.

Assigned to:

Mickey Combs

Added date:

10/11/2016

Target Completion Date:

05/19/2017

Frequency:

monthly

Comments:

2. The RTI team will meet weekly to assist teachers with academic and behavioral interventions and to offer guidance with the intervention procedures possibly leading to an evaluation team referral.

Assigned to:

Mickey Combs

Added date:

10/11/2016

Target Completion Date:

05/19/2017

Frequency:

monthly

Comments:

**Implement** Percent Task Complete:

0%

# Continuous Improvement Plan – Feedback Form

District: Twin Falls School District

School: Sawtooth Elementary

Reviewer: Melissa Ardito

As a result of the review, the overall plan:

☒ X Approved      ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

## Reflective questions regarding previous year's plan:

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met? Concern with 5<sup>th</sup> grade math ISAT. Principal has met with team and there are also new teachers at the grade level.
- What processes has the school implemented that has demonstrated growth? Principal has strived to increase knowledge of Tier 2 interventions, grade level collaboration, weekly RTI process, and identifying student needs and how to meet those needs.
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring) There is a stronger compliance and persistence from staff.
- Has the school communicated data & outcome results with the school board? The school district provides the school board with data from all schools. Principals also share school re4ports every Spring at a monthly school board meeting in the Spring.

## Guiding questions for current year planning:

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data? Yes
- Is there a connection between indicators selected and the SMART Goals? Yes, indicators correlate to smart goals.
- Are there **five** active WISE school Indicators with a minimum of two tasks? Yes
- Is there evidence that the team has implemented the plan from previous year? Yes
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)? Yes
- Are timelines staggered and sequential throughout the course of the school year? Yes
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school? Not routine yet, but Principal has made great progress.

## Continuous Improvement Plan Narrative Feedback:

- **Strengths:** There is compliance, persistence, and modeling by both staff and Principal. I discussed the importance for the Principal to step back and look at the big picture, where the school started and where it is now. She has been persistent and continues to model every day the expectations she is seeking for school growth. This includes tier 2 interventions, weekly RTI meetings, who goes with Title 1 teacher, intentional strategies based on student needs, and grade level collaboration teaming meetings.
- **Areas for growth:** Shifting the compliance to internalizing is the next step. This includes building leadership and capacity in the school with staff.
- **Questions/something we still wonder:**
- **Required Next Steps:** Making sure to watch student populations, even if they don't meet the minimum number to be considered a sub population. This includes monitoring and analyzing student data for the different student populations in the school, and sharing/discussing with staff so everybody is part of the team and involved in the process, all of our kids, not just 'her kids.'

### **Continuous Improvement Plan Scoring Rubric Summary:**

☐ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☒ Yes ☐  
 No ☐ 5 indicators have been planned for: ☒ Yes ☐ No

<b>Exceptional</b>	<b>Acceptable</b>	<b>Needs Revision</b>
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.	There is little or no evidence that planned indicators and tasks have been continuously monitored.

<b>School Leadership and Decision Making</b> Indicators: ID01 – ID13; IE01-IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input checked="" type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input checked="" type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input checked="" type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02; IG01-IG02			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable



# Continuous Improvement Plan – Feedback Form

District: Twin Falls School District

School: Sawtooth Elementary

As a result of the review, the overall plan:

☒ Approved ☐ Needs Revision

Reviewer: Teresa Jones

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **LEAs are responsible for the quality of Continuous Improvement Plans.** This form can be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

## Reflective questions regarding previous year's plan:

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met? Sawtooth met most of their goals, but did not meet their 5<sup>th</sup> Grade Math ISAT goal.
- What processes has the school implemented that has demonstrated growth? Sawtooth has been diligently working on their RTI process, using a team approach, progress monitoring students, creating intervention plans. They continue their work but are seeing growth.
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring) Sawtooth had proficiency scores above the state average on 3<sup>rd</sup> and 4<sup>th</sup> grade ELA and Math for the 15-16 school year. The RTI process is becoming more "the way we do business" rather than "another thing to do".
- Has the school communicated data & outcome results with the school board? The district creates data notebooks for the board and the principals report to the board in the spring regarding the schools progress.

## Guiding questions for current year planning:

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data? Yes
- Is there a connection between indicators selected and the SMART Goals? Yes
- Are there **five** active WISE school Indicators with a minimum of two tasks? Yes, Sawtooth will add more tasks to some of the goals as they work through the year.
- Is there evidence that the team has implemented the plan from previous year? Yes
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)? Yes
- Are timelines staggered and sequential throughout the course of the school year? All target dates are currently the same date.
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school? These were not looked at in this review.

## Continuous Improvement Plan Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder: ☐ Required Next Steps:

a) Strengths:

- The Sawtooth Wiseteam is demonstrating persistence in their efforts to increase interventions and a thorough RTI process at the school.
- Sawtooth is working to implement PD based on their data.

b) Areas for growth:

- Creating a culture that fosters teacher initiative to implement interventions that will benefit students
- Create a culture where staff are willing to go above and beyond (take advantage of leadership premiums) to provide interventions and extensions for students before and after school
- Give more details and clarity in tasks for the plan

c) Questions/something we still wonder:

- For IE02, task 2, I wonder how you will "encourage energy among staff, maybe be more specific in these tasks....

d) Required next steps:

- Keep the focus of the work on the indicators and tasks outlined in the plan
- Address the goals not met last year with intentional actions

## Continuous Improvement Plan Scoring Rubric Summary:

☐ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☒ Yes ☐ No  
☐ 5 indicators have been planned for: ☒ Yes ☐ No

Exceptional	Acceptable	Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is clear evidence that it has become an established practice in the district and is sustainable over time.	Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that it has become an established practice in the district.	Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.
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<b>School Leadership and Decision Making</b> Indicators: ID01-ID13; IE01-IE13; IF01-IF10			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> X Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Curriculum, Assessment and Instructional Planning</b> Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15			
<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> X Acceptable	<input type="checkbox"/> Needs Revision	<input type="checkbox"/> Not Applicable
<b>Classroom Instruction</b> Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input checked="" type="checkbox"/> X Not Applicable
<b>Family and Community Engagement</b> Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02; IG01-IG02			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input checked="" type="checkbox"/> X Not Applicable
<b>Secondary School Indicators</b> Indicators: VA01-VA24			
<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision	<input checked="" type="checkbox"/> X Not Applicable