



**Twin Falls School District #411**  
201 Main Ave. W  
Twin Falls, ID 83301

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# **School Improvement Plans**

## **2016-17**

### **Secondary Schools**

**Twin Falls High School  
Canyon Ridge High School  
Magic Valley High School  
Vera C. O'Leary Middle School  
Robert Stuart Middle School  
Twin Falls Bridge Academy**



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# **School Improvement Plans**

## **2016-17**

# **Twin Falls High School**

## Goal 1: Students, Parents, and Staff view Advisory as a significant part of the curriculum at TFHS

### Measurable Objective 1:

100% of All Students will increase student growth by viewing Advisory as an important part of the TFHS curriculum in Career & Technical by 01/11/2017 as measured by achieving 80% positive responses from students, parents, and staff on the year-end survey.

### Strategy 1:

Improving Advisory - Set clear expectations of the purpose of advisory and how it benefits the student.

Research Cited: High Schools That Work

<http://www.sreb.org/high-schools-work>

### Activities:

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Met as a staff to revisit the purpose of Advisory at our faculty retreat. Provided weekly training for all staff. Made available curriculum resources through google docs.	Other - Advisory Training	08/22/2016	05/24/2017	\$0	Other	All Staff

Activity - Advisory Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level facilitators will meet monthly with their advisory team and offer feedback, training, mentoring and best practices to promote an effective advisory.	Professional Learning	08/18/2016	05/23/2017	\$3600	Other	Patti Tucker, Jessica Mathes, Matt Coleman, Travis Tarchione

# Students, Parents, and Staff view Advisory as a significant part of the curriculum at TFHS

Twin Falls High School

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide advisory training for all new teachers	Professional Learning	08/18/2016	05/23/2017	\$0	No Funding Required	Counselors

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory teachers email parents periodically regarding what is happening in school	Community Engagement	08/25/2016	05/23/2017	\$0	No Funding Required	Advisory teachers

## Goal 1: Improve Communication with All Stakeholders

### Measurable Objective 1:

100% of All Students will demonstrate a behavior where themselves as well as their parents will respond favorably to communication from TFHS staff in Career & Technical by 03/15/2017 as measured by achieving 80% positive responses from students, parents, and staff on the year-end survey.

### Strategy 1:

Effective Communication - Twin Falls High School staff will take various steps to reach out to stakeholders to improve communication.

Research Cited: Center for High Performing Schools

<http://highperformingschools.seel.org/>

### Activities:

Activity - TFHS Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hosted a dinner for all students, parents, and staff members. Also included a parent orientation so the parents could meet with each teacher, including their Advisory teacher.	Other - Meet/Greet	08/22/2016	08/22/2016	\$700	District Funding	All Staff

Activity - Attendance contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TFHS attendance personnel will make two home contacts daily regarding absences.	Community Engagement	08/18/2016	05/25/2017	\$50000	General Fund	attendance secretaries and administration

**Improve Communication with All Stakeholders**  
Twin Falls High School

Activity - Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TFHS will host 2 parent conferences for academic progress updates.	Community Engagement	10/18/2016	03/15/2017	\$60000	General Fund	Twin Falls High Staff

Activity - Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counseling center will send out periodic newsletter to parents regarding pertinent school information.	Community Engagement	09/30/2016	04/28/2017	\$0	No Funding Required	Counseling staff

Activity - College Fair Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TFHS will host a College Fair Night for all Magic Valley students.	Community Engagement	10/19/2016	10/19/2016	\$2000	Other	Counseling staff

Activity - All-Call	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive a call from TFHS to inform them of significant events through the automated calling system	Policy and Process	08/19/2016	05/26/2017	\$0	No Funding Required	TFHS administration

Activity - Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Student-Led Conferences, parents will be asked to complete a survey to provide feedback to teachers and administration regarding their effectiveness in several areas.	Community Engagement	10/18/2016	10/19/2016	\$0	No Funding Required	TFHS administration

## Goal 1: 10th Grade Hispanic Students at TFHS will be proficient on the 2017 Math ISAT

### Measurable Objective 1:

60% of Hispanic or Latino students will increase student growth by being proficient on the 2017 Math ISAT in Mathematics by 06/01/2017 as measured by performance on the 2017 Math ISAT.

### Strategy 1:

Improving Math ISAT - With intentional intervention, Twin Falls High School will increase Hispanic math ISAT proficiency to 60%.  
Research Cited: High Schools That Work

### Activities:

Activity - Math Help During Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sarah Jund, a math teacher at TFHS, is providing support to students during their Advisory.	Academic Support Program	08/18/2016	06/01/2017	\$0	Other	All Staff.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each 10th grade Hispanic student will be progress monitored through Milepost for math; teachers review each quarter the data.	Technology	09/12/2016	04/05/2017	\$0	No Funding Required	Math teachers

Activity - Overtime	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# 10th Grade Hispanic Students at TFHS will be proficient on the 2017 Math ISAT

Twin Falls High School

Seven teachers will provide extra-help throughout each week.	Academic Support Program	09/12/2016	04/05/2017	\$6300	State Funds	Overtime teachers
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Activity - Parent Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At conferences the administration will meet with the parents of students who are not proficient and get their support to stay for after-school extra-help.	Parent Involvement	10/18/2016	03/15/2017	\$0	No Funding Required	TFHS administration

## Goal 1: Improve the TFHS Intervention System

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency of a standard grade of C or better in each class in Career & Technical by 06/01/2017 as measured by weekly grade reports of students with Ds and Fs.

### Strategy 1:

Overtime and SMART - With the help of the staff, TFHS will provide several opportunities to students for extra-help  
Research Cited: High School That Work

### Activities:

Activity - Teacher Referral	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide the names of struggling students to administrators, as well as make contact at home. Seven teachers will be conducting extra-help sessions after school.	Academic Support Program	08/18/2016	06/01/2017	\$6000	District Funding	All staff and administrators

Activity - SMART Tuesdays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Tuesday, students who are not proficient in any class will attend extra-help session for 30 minutes.	Academic Support Program	08/23/2016	05/23/2017	\$0	No Funding Required	Advisory teachers

Activity - Parent Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Improve the TFHS Intervention System

Twin Falls High School

At each grading period, administrators will do review grade distributions, identify At-Risk students and meet with parents to develop a plan to provide intervention.	Parent Involvement	09/16/2016	05/13/2017	\$0	No Funding Required	TFHS administrators
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## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District

**School:** Twin Falls High School

**Reviewer:**

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:**

Twin Falls High School accomplished 2 of its 3 building goals: increased SAT scores more than 2.3% and ISAT scores more than 12%.

TFHS makes excellent use of the Leadership Premiums available by providing 9 teachers for extra-help, 4 grade level facilitators, leaders for the Building Leadership Team, and a Milepost leader.

The staff is committed to fostering student achievement as evidenced by its #4 state ranking for SATs among large schools and a 94% graduation rate (#6 among large schools).

TFHS is committed to using differing methods of communication to get information out to its stakeholders.

**b) Areas for growth:**

TFHS is continuing to create intervention strategies to increase student participation by getting parents more involved.

TFHS continues to improve on communicating with parents through its advisory, attendance procedures, email distribution and all-call system.

TFHS is addressing the learning gaps of its special populations; this year is Hispanic math.

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

When progress monitoring, what are the most effective probes for math?

Advisory curriculum.....is it relevant to the the student needs?

**d) Required next steps:**

Ensure new teachers are knowledgeable and trained with the advisory format.

Prepare surveys and implement to gather data to measure growth of our communication goal

## **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 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**

### **Canyon Ridge High School**

We will improve our ISAT mathematics and English scores above the state average, testing 95% of our freshman and sophomores.  
Canyon Ridge High School

## Goal 1: We will improve our ISAT mathematics and English scores above the state average, testing 95% of our freshman and sophomores.

### Measurable Objective 1:

100% of Ninth and Tenth grade students will demonstrate a proficiency at a percent above the state average in math (9th = 30%; 10th = 55%; 10th = 63%) in English Language Arts by 05/19/2017 as measured by the state results of ISAT.

### Strategy 1:

Quality Instruction - We believe the effective delivery of instruction begins with proper planning and preparation and achieves bell-to-bell, focused engagement with the integration of rigorous literacy and specific feedback. We believe in intentional alignment of curriculum, instruction, and assessments tied directly to rigorous standards. We believe students are most motivated to learn when they sense the caring rapport of teachers and are challenged through relevant, rigorous, real-world tasks requiring 21st century skills.

Research Cited: We believe effective teachers bear a powerful influence on the learning of students.

### Activities:

Activity - Write Tool Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All our teachers except the math department has begun The Write Tools training at the beginning of this school year. We will complete The Write Tools training in two years.	Academic Support Program	08/11/2014	05/26/2017	\$30000	District Funding	LT Erickson Kasey Teske Kim Allen

Activity - College Ready Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100 low readers were targeted to be in the College-Ready Leadership Class to boost their literacy skills with the Empower 3000 program.	Academic Support Program	08/18/2016	05/26/2017	\$16000	District Funding	LT Erickson Kasey Teske Summer Jones/Jeff Ludlow

**We will improve our ISAT mathematics and English scores above the state average, testing 95% of our freshman and sophomores.**

Canyon Ridge High School

Activity - Freshman Transition Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All freshman will have the opportunity to booster the reading Lexile level and their writing skills with the Empower 3000 program in the Freshman Transition Class.	Academic Support Program	08/18/2016	05/26/2017	\$16000	District Funding	LT Erickson Kim Allen FT Teachers

## Continuous Improvement Plan – Feedback Form

District: Twin Falls School District

School: Canyon Ridge H.S.

Reviewer: Dan Vogt  
Roger Keller

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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- 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 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:

- Grew 8% in on sophomore math ISAT.
- Go-On motivation and culture is growing.
- Tutoring is being utilized.
- Grew 19% on Freshman ELA ISAT and 7% on sophomore ELA ISAT.

b) Areas of growth:

- Math department needs to continue with conversations to improve.
- Progress monitoring needs to occur (Khan Academy, Interim Assessments)

c) Questions/something we still wonder:

- Math problem and progress monitoring of math
- The possibility of double dosing in math

d) Required next steps:

### 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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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 type="checkbox"/> Not Applicable
Curriculum, Assessment and Instructional Planning 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
Classroom Instruction Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIC01-IIC12			
<input 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 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

## Goal 1: We will improve our Graduation Rate to 90% with the federal cohort measurement. 2013-14: 87.9%, 2014-15: 87.5%, 2015-16: ?

### Measurable Objective 1:

90% of Twelfth grade students will demonstrate a behavior of completing all graduation requirements... in Practical Living by 05/27/2016 as measured by the federal cohort graduation rate.

### Strategy 1:

Academic Monitoring and Intervention - The strategy will work as we monitor the success or struggle of students and make decisions to intervene in timely ways to prevent academic failure or dropping out. The total number of F's will be monitored each week and timely interventions will be applied as needed. Attendance and discipline reports will also be reviewed weekly.

Research Cited: It is well known that timely and effective interventions are effective in producing higher academic results.

### Activities:

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will run after-school tutoring for struggling students four days a week. A bus will be provided for students who need rides home three days a week. Teachers will rotate coverage for departments when needed.	Academic Support Program	01/21/2013	05/19/2017	\$0	Other	Department Heads

Activity - Intensive Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have multiple F's (3 or more) may be assigned to Intensive Remediation three days a week during advisory period.	Academic Support Program	08/18/2016	05/19/2017	\$0	No Funding Required	Erin Kelly

**We will improve our Graduation Rate to 90% with the federal cohort measurement. 2013-14: 87.9%, 2014-15: 87.5%, 2015-16: ?**

Canyon Ridge High School

Activity - Academic Enrichment/PLATO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind on credits will be assigned to a Academic Enrichment Class. It is a study hall. If students are passing their classes they can use the class period to work on PLATO to recover credit.	Academic Support Program	08/18/2016	05/19/2017	\$0	No Funding Required	Erin Kelly

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are at risk and credit deficient have the option of taking summer school to recover credits.	Academic Support Program	06/01/2017	07/01/2017	\$30000	State Funds	Kasey Teske, Summer School Principal

Activity - Annually Updated Go-On Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During first quarter students were tasked with completing a comprehensive Go-On plan to be presented at student-led conferences. Some students will finish during second quarter. This plan will be updated each year first quarter.	Career Preparation/Orientation	08/18/2016	12/16/2016	\$0	No Funding Required	Kasey Teske wrote the supporting documents and put them on Google Classroom for delivery.

We will improve our average SAT scores to 512 in evidence-based reading and writing and 492 in Math, testing 75% of our juniors as desired by the Board of Trustees.

Canyon Ridge High School

## Goal 1: We will improve our average SAT scores to 512 in evidence-based reading and writing and 492 in Math, testing 75% of our juniors as desired by the Board of Trustees.

### Measurable Objective 1:

75% of Eleventh grade students will demonstrate a behavior of taking the SAT and hit the college and career readiness mark of 500: (63%) in evidenced-based reading and writing (36%) in Mathematics by 04/30/2014 as measured by the results of SAT day..

### Strategy 1:

Quality Instruction - We believe the effective delivery of instruction begins with proper planning and preparation and achieves bell-to-bell, focused engagement with the integration of rigorous literacy and specific feedback. We believe in intentional alignment of curriculum, instruction, and assessments tied directly to rigorous standards. We believe students are most motivated to learn when they sense the caring rapport of teachers and are challenged through relevant, rigorous, real-world tasks requiring 21st century skills.

Research Cited: We believe effective teachers bear a powerful influence on the learning of students.

### Activities:

Activity - SAT Prep - Khan Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The College Board now offers SAT prep through Khan Academy. Students can log in and earn points as they practice with the SAT test prep course.	Other, Academic Support Program	10/29/2014	05/26/2017	\$0	Other	Bill Hicks Junior Advisory Team

Activity - PSAT Test as Sophomores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have almost all of our sophomores take the PSAT test to determine their level of achievement.	Career Preparation/Orientation	08/18/2016	11/01/2016	\$1000	State Funds	Barb Denny, College and Career Advisory

**We will improve our average SAT scores to 512 in evidence-based reading and writing and 492 in Math, testing 75% of our juniors as desired by the Board of Trustees.**

Canyon Ridge High School

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## Goal 1: We will improve our "Go On" Rate to 60% to meet the state goal of the legislature. 2013-14: 51%, 2014-15: 43%, 2015-16 ?

### Measurable Objective 1:

60% of Twelfth grade students will demonstrate a behavior of going on to college... in Career & Technical by 09/01/2016 as measured by state-collected data..

### Strategy 1:

College-Going Culture - This strategy will work to make the education of high school more relevant for our students. Students who planning to go to college behave more productively than students who don't. We have a GEAR UP team, a College & Career Adviser, a Transition Coordinator, an Advanced Opportunity Coordinator, and a Trio Adviser to implement this strategy. We will use this Go-On Team fully for its intended purposes to inspire disadvantaged students prepare well in high school. and to attend and succeed in college. We want every student to earn some type of post-secondary credential.

Research Cited: It is a well know fact that students who are preparing for college take their high school career more seriously.

### Activities:

Activity - GPA Recognition/Leadership Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focus is placed on students maintaining a high GPA. Each quarter students make a clear and compelling GPA goal and then for a weekly grade check they graph their GPA to mark progress. 3.0-GPA LEAD students are recognized each quarter. Student Council and Student Reps must maintain a 3.0 GPA. Hour lunches are awarded to students with a 3.0 GPA.	Other - Leadership Focus	09/04/2012	05/20/2016	\$0	No Funding Required	Kasey Teske and Lesa Long

Activity - Advanced Opportunities Emphasis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**We will improve our "Go On" Rate to 60% to meet the state goal of the legislature. 2013-14: 51%, 2014-15: 43%, 2015-16 ?**

Canyon Ridge High School

Dual Credit/AP: CRHS currently has the second highest percentage of students taking dual credit classes in Region IV. CRHS offers a variety of on-campus dual credit classes and encourages every student to take at least one dual credit class in high school. Some students graduate with 20-30 dual credits. Last year a new position was created to coordinate all the state programs that provide funding for advanced opportunities.	Career Preparation/Orientation, Other - College Preparation	09/04/2012	05/19/2017	\$0	State Funds	Advanced Opportunities Coordinators, Counselors and GEAR UP Coordinators
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Activity - GEAR UP Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CRHS received a GEAR UP Grant designed to get more students to go to college. This grant provides money for a number of activities designed to meet this goal. Activities include college visits, FAFSA nights, and college/career fair. In addition, this past year \$30,000 was awarded in scholarships for students to use on dual credits.	Career Preparation/Orientation, Other - College Preparation	09/01/2009	05/31/2018	\$50000	Other	GEAR UP Coordinators, Counselors, College & Career Adviser, and CSI Transition Coordinator

Activity - Annually Updated Go-On Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First quarter students were tasked with completing a comprehensive Go-On plan and presented it during student-led conferences. Some students will finish second quarter. It will be updated annually from now on.	Career Preparation/Orientation	08/18/2016	12/16/2016	\$0	No Funding Required	Kasey Teske wrote the curriculum.



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# **School Improvement Plans**

## **2016-17**

### **Magic Valley High School**

## Goal 1: Students at Magic Valley High School will improve their reading lexile.

### Measurable Objective 1:

70% of All Students will increase student growth 1 lexile band in 18 weeks in Reading by 01/31/2017 as measured by Achieve 3000 lexile scores.

### Strategy 1:

Progress monitoring through Achieve 3000 - Students will take the level-set test upon initial enrollment during the current school year. Participate at least twice a week in Achieve 3000.

Students will take the level- set test a second time at the end of the semester and again at the end of the school year.

Research Cited: Achieve 3000 is a research based program.

### Activities:

Activity - Achieve 3000	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read an article and complete all required aligned activities at least twice a week. Each student will complete a level set test 3 times a year to measure their progress. If a student's lexile scores falls in the bottom 10% they will be referred to our RTI Team for further interventions.	Technology, Academic Support Program, Professional Learning, Class Size Reduction	08/17/2016	05/26/2017	\$2000	Title I Part D	All classroom teachers and support personnel.

## Goal 1: Parent/guardian involvement at Magic Valley High School will increase.

**Measurable Objective 1:**  
collaborate to improve parental involvement in their students' education by 05/26/2017 as measured by attendance at after school family activities.

**Strategy 1:**  
Attendance Sheets - Attendance at each event will be documented using sign-in sheets.  
Research Cited: National Center for Education Statistics Parent and Family Involvement in Education Survey

### Activities:

Activity - Family activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"><li>- Parents will be invited to attend Title I parent nights, student-parent teacher conferences, event and performance nights, open house, and extended classroom activities.</li><li>- End of block in culinary arts class where parents are invited to eat with their student.</li><li>- End of block graduation where parents/guardians are invited to celebrate with their student.</li></ul>	Parent Involvement	08/17/2016	05/26/2017	\$500	Title I Part D	Classroom and support personnel

## Goal 1: To achieve a higher level and specific/frequent use of technology in all classrooms

### Measurable Objective 1:

90% of All Students will demonstrate a behavior in which they will be exposed to technology daily in all subject areas. Instruction will be differentiated to maximize student learning. in Career & Technical by 05/26/2017 as measured by walk-through observations and formal evaluations..

### Strategy 1:

Improve Technology Infrastructure - Technology needs are assessed, and based on the results additional devices and/or programs will be purchased that are within our budget constraints. As new technology and/or programs are added, training to maximize student outcomes will be sought.

Research Cited: At-risk student populations benefit from differentiated learning through the use of technology.

### Activities:

Activity - Teacher training on the use of technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will explore research based programs that have a track record for improving learning outcomes.	Technology, Academic Support Program, Direct Instruction	08/17/2016	05/26/2017	\$20000	Title I Part D	All staff members will be expected to use technology as a tool to improve student outcomes.

Status	Progress Notes	Created On	Created By
In Progress	We have made a significant improvement on the available technology in the last two years, but we continue to add new technology each year as funding is available.	March 16, 2016	Mr. Roger Keller

## Goal 1: Students at Magic Valley High School will improve their writing skills.

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency or increase by one proficiency level in Writing by 05/26/2017 as measured by the Six Traits of Writing rubric (on the Write Tools writing sample).

### Strategy 1:

Writing Assessments - Initial admission essay is required of all new students and will be utilized to assess their writing level  
The formal all-school-writes will be conducted four times a year, utilizing The Write Tools strategies. All results will be recorded in Mileposts, and the data will be utilized for planning interventions and to measure growth.

Research Cited: Six Traits of Writing and Write Tools

### Activities:

Activity - All School Writes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write a five paragraph essay once each block utilizing the multi paragraph writing routine taught in English class and supported in all classrooms.	Academic Support Program	08/17/2016	05/26/2017	\$3000	District Funding	All classroom teachers and support staff

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District  
**School:** Magic Valley High School  
**Reviewer:** Dan Vogt, Bill Brulotte, Kasey Te

As a result of the review, the overall plan:

☒ Approved ☐ Needs Revision

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

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

### **a) Strengths:**

We have been able to improve our technology infrastructure in the past two years. We now have 86 chromebooks with carts available for student use. We received a 1003a grant this past year and will be able to purchase more technology this year.

We have been able to show significant growth in students reading levels through the use of Achieve 3000. All students are required to participate in Achieve 3000 activities twice a week for at least 45 minutes each session.

All students at Magic Valley High School are required to participate in an all-school-write each block. Each quarter the essay is graded by two teachers and the scores are recorded in Milepost so we can track growth. We offer summer school and PM School as ways for students to earn additional credits.

### **b) Areas for growth:**

We continue to find ways to involve parents in their child's education with mixed results. We have over 90% attendance at parent-teacher conferences, but struggle to get parents to attend other activities, such as Title I parent nights, FAFSA nights etc.

We have made some changes in our RTI structure the past two year to identify students that will benefit from interventions/plans in specific areas. We are utilizing data from Mileposts to identify students and recording interventions in Mileposts. While we are taking positive steps, this will be an ongoing process as we look for ways for our RTI teams to identify and implement plans for struggling students.

One teacher and our instructional coach will be attending a parent involvement training in Boise to learn about strategies that may help in this area.

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

We started school 15 minutes earlier this year in order to do morning math in all classes. We made this decision to address areas of weakness based on last years ISAT scores. We are hopeful this will make a difference, but until students take this years ISAT we will not know.

How will taking SAT for a growth model affect at-risk students. In the past our students have taken the Compass Test through CSI as their college placement test. The Compass is going away as of November 30, 2016. We don't know if CSI will offer another placement test or if students will be required to take the SAT.

### **d) Required next steps:**

We will set up visitations/trainings on how best to use technology within the classroom. As discussed earlier, we have improved our technology infrastructure, so we are now searching for the best use of that technology to positively impact student learning.

Use data to evaluate the effectiveness of programs/interventions.

## **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.
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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
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<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**

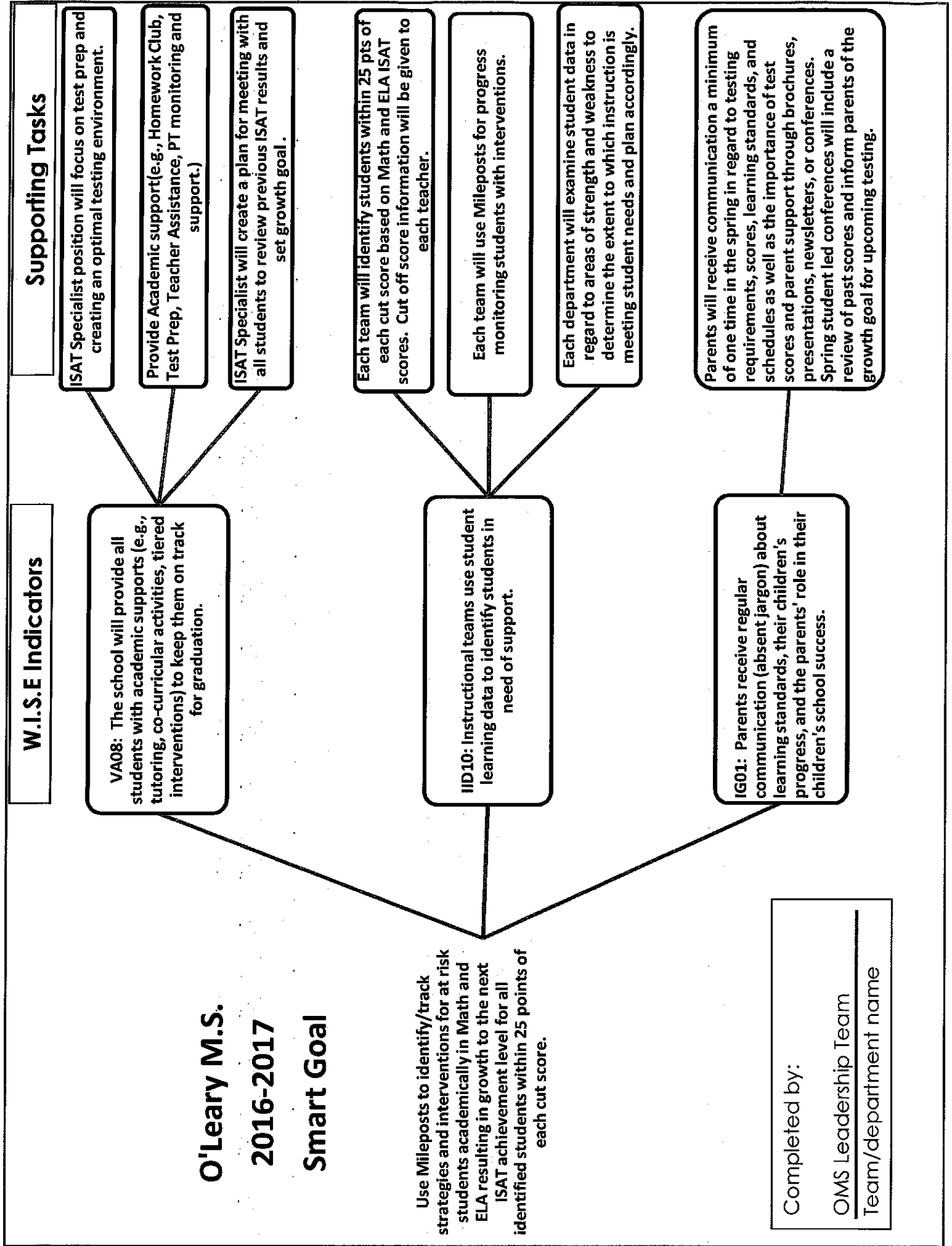
### **Vera C. O'Leary Middle School**

**O'Leary M.S.**

**2016-2017**

**Smart Goal**

Use Mileposts to identify/track strategies and interventions for at risk students academically in Math and ELA resulting in growth to the next ISAT achievement level for all identified students within 25 points of each cut score.

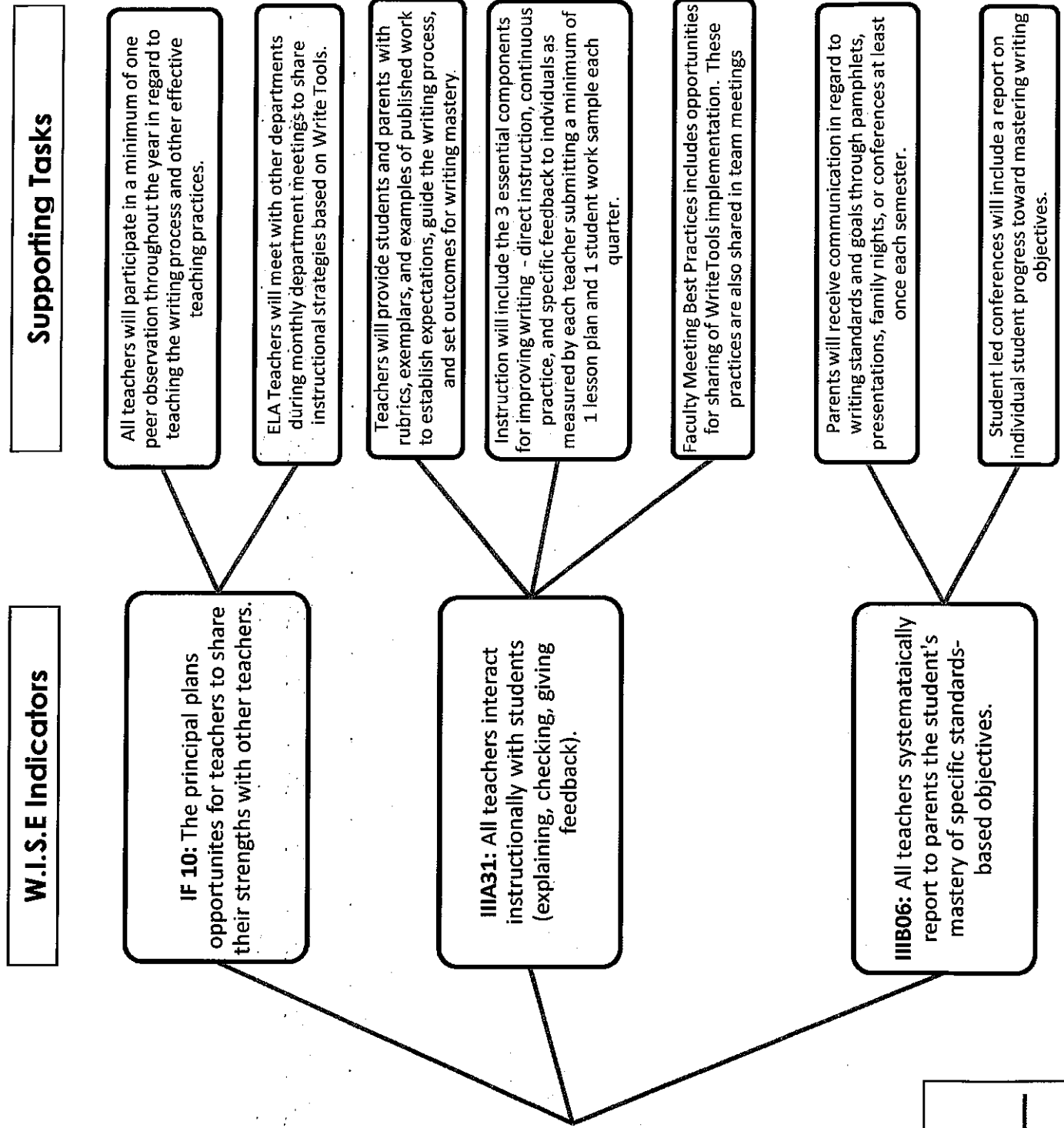


**O'Leary M.S.**

**2016-2017**

**Smart Goal**

All teachers, with the exception of the math dept., will use Write Tools to teach the writing process and will assign a minimum of one writing assignment per quarter.



Completed by:

OMS Leadership Team

Team/department name

## Continuous Improvement Plan – Feedback Form

District: Twin Falls School District

School: OUMS

Reviewer: JB

As a result of the review, the overall plan:

☐ Approved ☐ Needs Revision

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### Continuous Improvement Plan Narrative Feedback:

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

a) Strengths: good work

Narrow indicators to 5. CIRCLED

Aligned w/ Smart Goals

• SPECIFIC Smart Goals Aligned w/ DISTRICTS VISION & VALUES.

b) Areas for growth:

c) Questions/something we still wonder:

IEOT → How will you monitor classrooms - Michel?

d) Required next steps:

SELECT 5 indicators aligned w/ SMART GOALS to focus on.

### Continuous Improvement Plan Scoring Rubric Summary:

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

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Exceptional	Acceptable	Needs Revision
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## Continuous Improvement Plan – Feedback Form

District: Twin Falls School District

School: OMS

Reviewer: McBride

As a result of the review, the overall plan:

☐ Approved ☐ Needs Revision

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### Continuous Improvement Plan Narrative Feedback:

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

a) Strengths:

write tool ~~tasks~~<sup>5</sup> are aligned to goal.

b) Areas for growth:

Mile post goal is unclear. Tasks are more vague

Needs to be measurable.

c) Questions/something we still wonder:

Maybe go down to 5 indicators.

d) Required next steps:

### Continuous Improvement Plan Scoring Rubric Summary:

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# **School Improvement Plans**

## **2016-17**

### **Robert Stuart Middle School**

**Goal #1** RSMS will increase the percent of students scoring proficiency or higher on the 2017 ELA ISAT by 30%, from 37% to 67%.

**Goal #2** RSMS will increase the percent of students scoring proficiency or higher on the 2017 math ISAT by 30%, from 24% to 54%.

Objective (C)	Task	Frequency	Assigned	Due Date	Completed
ID09	<b>The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)</b>				
ID09	2	The BLT will develop a means to communicate BLT minutes to the entire staff. <i>comments:</i>	Shannon Greene	12/16/2016	
ID09	3	The BLT will receive professional development for learning effective meeting procedures. <i>comments:</i>	Amy McBride	12/16/2016	
IIA02	<b>Units of instruction include standards-based objectives and criteria for mastery. (89)</b>				
IIA02	11	Focus groups will utilize the Write Tools rubric for multi-paragraph writings. The grade-level teams will choose examples of student work that exemplify the different proficiency levels as range finders for the extended writing assignments.  <i>comments: Use ICS examples when possible. Align all rubrics to the ICS and SBAC rubrics.</i>	Nate Anderson	4/29/2016	
IIA02	12	All core (ELA, social studies, science) teachers will require an extended writing assignment for the semester. <i>comments: After receiving the training for multi-paragraph writing from Write Tools, these teacher will decide on a common prompt with their collaborative partner.</i>	Amy McBride	5/26/2017	
IIA02	13	Teachers will meet in instructional teams to compare writing results of the extended writing assignments and make adjustments to instruction as needed. <i>comments:</i>	Amy McBride	6/2/2017	
IID08	<b>Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)</b>				
IID08	2	Instructional teams will analyze spring ISAT data to determine the strengths and weaknesses of the core curriculum and its implementation in ELA and math. The team will meet in the summer when final data is available. The will analyze the data in multiple ways, including comparing year to year data, cohort groups, teachers, and subgroups. They will identify the strengths and weaknesses and create a plan to address the areas of weaknesses. <i>comments: Initial plans with the Building Leadership Team were made to address the areas of weakness based on the ISAT data. Further planning is needed. A curriculum audit is planned for this fall. Departments will meet to more deeply analyze the data to plan for better readiness in the spring. In addition, department teams will be looking at the Star Reading, Moby Max Math, and school-wide writing prompt benchmarking data to evaluate our rate of improvement.</i>	three times a year Amy McBride	3/31/2017	
IID08	3	Tier II and III Intervention teachers will review student learning data using progress monitoring tools each quarter, interim assessments and ISAT growth data yearly to assess individual student growth, determine placement, and to assess their intervention's effectiveness. <i>comments: Specifically, they will review Star Reading scores, Moby Max Math scores and school-wide writing scores.</i>	Ace Marcellus	5/26/2017	
IIIA25	<b>All teachers encourage students to paraphrase, summarize, and relate. (134)</b>				
IIIA25	3	All core content teachers (except math) will have students write a well-developed informational multi-paragraph paper based on common text(s) and prompt, once per semester. The multi-paragraph paper will be assessed and a part of the student's final grade. <i>comments:</i>	Ace Marcellus	5/26/2017	
IIIB06	<b>All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)</b>				
IIIB06	2	The grading leadership team will meet monthly to discuss the implementation of the current grading policy. They will discuss concerns, questions and inconsistencies that have come up within their grade-level team meetings. They will communicate to staff about on-going changes and updates to the grading policy and procedures. <i>comments:</i>	Amy McBride	5/26/2017	
IIIB06	3	At least once a quarter, each core content teacher will utilize a rubric for a writing assignment/project that is based on the content area's standards. Each student's progress toward proficiency of those standards will be communicate with parents at fall and spring parent conferences. This will be documented and reported to the principal after conferences.	Amy McBride	11/24/2017	

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District  
**School:** Robert Stuart Middle School  
**Reviewer:** Campbell, Erickson, Brown

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- 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 BLT is creating the goals and the implementation plan. PD for the BLT is on how to run meetings more effectively. This can increase the effectiveness of the BLT and all other school meetings. Goals are focused and aligned.

**b) Areas for growth:**

Focus on paragraph writing in all content areas - incorporate the attributes of the 8 sentence paragraph. Include more detail on #10 of IIA02.

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

IID08 - what specific data will they be reviewing? What assessments can be added? What progress monitoring tools are needed?

**d) Required next steps:**

Add a task for IIIB06 Include completed task?

## 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**

### **Twin Falls Bridge Academy**



# Bridge Academy

616 Eastland Drive  
Twin Falls ID 83301  
Phone: 208-737-5282  
FAX: 208-737-5284

## 2016-17 WISE Tool Indicators/Building Goals/SMART Goals/Schedule

**IIA01** Instructional Teams will develop standards-aligned units of instruction for each subject and grade level.

Instructional coach will work closely with the Bridge Academy team as they continue to implement common unit assessments and interdisciplinary units incorporating Why Try and the Outreach Program. These assessments will be submitted to the principal and secondary director.

Provide training for new staff in Why Try & Seven Habits of Highly Effective Teens in order to be more familiar with program and to align concepts with CUA and outreach.

**IIIA19** All teachers will review with questioning.

- 3 All staff will intentionally engage every student weekly through a variety of instructional strategies, pair-share, ticket out the door, rapid fire, small group discussion, etc.
- 4 Questioning techniques will be focused on higher order thinking skills and shared with one another on a monthly rotating basis.

**IID11** Instructional Teams will review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

Data consisting of refocuses, write-ups, grades, parental involvement, attendance, outreach, and pre-post assessments will be monitored and reported at the BAT meetings to document student progress in the Levels System

Additional interventions will be discussed and milepost plans submitted during BAT meetings, when the prescribed schoolwide interventions are not successful.

Create and implement pre/post tests that will be documented in milepost for Language, Math, and Reading by end of 2016-17 school year.

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

All teachers will implement a pre and post test assessment at least once per quarter for the 2016-17 school year.

Reteaching and enrichment activities are weekly practices at Bridge Academy determined by pre assessments. We have redesigned recovery.

tutoring, and enrichment opportunities in order to be maximize learning and maintain student accountability.

IF10            The principal will plan opportunities for teachers to share their strengths with other teachers.

All teachers will share strategies of effective teaching/learning practices throughout the 2016-17 school year during staff or teaming times.

Provide training for new staff by the veteran teachers such as Why Try, 7 Habits of Highly Effective Teens, P/T student-led conferences, Power School, Grading Practices, and Classroom Management.

### **SMART Goals**

1. 30% of our students will increase their ISAT ELA & math score one level from 2016-2017. (98% of our students are BB in ELA and math ISAT)



- a. Implement Write Tools paragraph writing assessment quarterly via all (staff content specific language).
- b. Implement ISAT practice tests questions aligned with ISAT and interim assessments.

Monday – Hensley

Tuesday - Ritchey

Wednesday – Lockwood

Thursday – Johnson

Friday - Burnum

2. Decrease office referrals from 1<sup>st</sup> quarter to 4<sup>th</sup> quarter by 20% by enforcing and clarifying rules and expectations. In addition, we will provide Behavior Rubric reports weekly, in conjunction with progress reports.



- a. All staff will correct students who do not follow classroom rules and procedures.
- b. All teachers will reinforce classroom rules and procedures by modeling them including interactions with students, peers, and parents.

3. Parental Involvement: A minimum of 80% of our parents will participate in two activities per semester including outreaches, quarterly incentives, and other approved activities by May 2017, AND is documented by each advisory teacher and reviewed by principal.





# Bridge Academy

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- a) Revisit expectations with parents during open house, newsletter, and letters home.
  - b) Kathy will revisit with staff the parental involvement spreadsheet during team meeting 1<sup>st</sup> quarter and as needed.
4. All staff will assist in developing and implementing a growth model criteria to submit to the State Board of Education in order to best evaluate the effectiveness of alternative middle schools.
- a. Implement a pre and post paragraph writing piece that is scored using a 4 scale rubric scored by two staff.
  - b. Provide a reading and math pre and post assessment.
  - c. Include attendance criteria i.e. 90% attendance rate
  - d. Include parental involvement i.e. attend a minimum of 4 school sponsored activities throughout the year.

## JB's Individual & Professional Goals

1. Provide weekly feedback to teachers while using McRel Walk-thru template.
2. Provide weekly feedback to all certified staff regarding lesson plans that are submitted weekly.
3. Recognize students' strengths and accomplishments throughout the school year and share those with staff and parents.

## Review:

- a) Strengths: Great focus on the interim assessments. SMART goals cover student achievement and behavior, parental involvement and the growth model. Good variety of goals.  
\*Focus on parental involvement to assist with student achievement.
- b) Growth: Add baseline data for SMART goals.  
\*Could indicate current achievement level.  
\*Include math in goal for ISAT growth.  
\*Tie tasks back to data of pre/post assessments.  
\*More detail.

\*Add pre/post data

\*State activities that are based on pre/post data.

\*Add math to SMART goal.

c) Questions: What resources are you using for the practice test questions?

Can you align the WISE indicators with the SMART goals.

\*Is 80% parental involvement current or are you trying to improve to 80%. How are you working toward improvement?

d) Required next steps: Connect indicators to goals.