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

Wiley J. Dobbs, Ph.D.
Superintendent of Schools
School Improvement Plans

2016-17

Twin Falls High School

Wiley J. Dobbs, Ph.D.
Superintendent of Schools
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:

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

<table>
<thead>
<tr>
<th>Activity - Advisory Team Meetings</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level facilitators will meet monthly with their advisory team and offer feedback, training, mentoring and best practices to promote an effective advisory.</td>
<td>Professional Learning</td>
<td>08/18/2016</td>
<td>05/23/2017</td>
<td>$3600</td>
<td>Other</td>
<td>Patti Tucker, Jessica Mathes, Matt Coleman, Travis Tarchione</td>
</tr>
</tbody>
</table>
### Students, Parents, and Staff view Advisory as a significant part of the curriculum at TFHS

**Twin Falls High School**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Teacher Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide advisory training for all new teachers</td>
<td></td>
<td>Professional Learning</td>
<td>08/18/2016</td>
<td>05/23/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Counselors</td>
</tr>
</tbody>
</table>

| Activity - Parent Communication | | Community Engagement | 08/25/2016 | 05/23/2017 | $0 | No Funding Required | Advisory teachers |
| Advisory teachers email parents periodically regarding what is happening in school | | | | | | | |

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**Twin Falls High School**

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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.sedl.org/

**Activities:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Other - Meet/Greet</td>
<td>08/22/2016</td>
<td>08/22/2016</td>
<td>$700</td>
<td>District Funding</td>
<td>All Staff</td>
</tr>
<tr>
<td>TFHS attendance personnel will make two home contacts daily regarding absences.</td>
<td>Community Engagement</td>
<td>08/18/2016</td>
<td>05/25/2017</td>
<td>$50000</td>
<td>General Fund</td>
<td>attendance secretaries and administration</td>
</tr>
</tbody>
</table>
## Improve Communication with All Stakeholders
### Twin Falls High School

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

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

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

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

<table>
<thead>
<tr>
<th>Activity - Parent Survey</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Community Engagement</td>
<td>10/18/2016</td>
<td>10/19/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>TFHS administration</td>
</tr>
</tbody>
</table>
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:

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<tr>
<th>Activity</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Help During Advisory</td>
<td>Sarah Jund, a math teacher at TFHS, is providing support to students during their Advisory.</td>
<td>Academic Support Program</td>
<td>08/18/2016</td>
<td>06/01/2017</td>
<td>$0</td>
<td>Other</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>Each 10th grade Hispanic student will be progress monitored through Milepost for math; teachers review each quarter the data.</td>
<td>Technology</td>
<td>09/12/2016</td>
<td>04/05/2017</td>
<td>$0</td>
<td>No Funding Required</td>
</tr>
</tbody>
</table>
10th Grade Hispanic Students at TFHS will be proficient on the 2017 Math ISAT
Twin Falls High School

<table>
<thead>
<tr>
<th>Seven teachers will provide extra-help throughout each week.</th>
<th>Academic Support Program</th>
<th>09/12/2016</th>
<th>04/05/2017</th>
<th>$6300</th>
<th>State Funds</th>
<th>Overtime teachers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activity - Parent Contact</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Parent Involvement</td>
<td>10/18/2016</td>
<td>03/15/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>TFHS administration</td>
</tr>
</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Activity - Teacher Referral</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Academic Support Program</td>
<td>08/18/2016</td>
<td>06/01/2017</td>
<td>$6000</td>
<td>District Funding</td>
<td>All staff and administrators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - SMART Tuesdays</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Tuesday, students who are not proficient in any class will attend extra-help session for 30 minutes.</td>
<td>Academic Support Program</td>
<td>08/23/2016</td>
<td>05/23/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Advisory teachers</td>
</tr>
<tr>
<td>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.</td>
<td>Parent Involvement</td>
<td>09/16/2016</td>
<td>05/13/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>TFHS administrators</td>
</tr>
</tbody>
</table>
Continuous Improvement Plan – Feedback Form

District: Twin Falls School District
School: Twin Falls High School

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

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Needs Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>There is little or no evidence that planned indicators and tasks have been continuously monitored.</td>
</tr>
</tbody>
</table>

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**School Leadership and Decision Making**

Indicators: ID01-ID13; IED1-IE13; IF01-IF10

- Exceptional
- Acceptable
- Needs Revision
- Not Applicable

**Curriculum, Assessment; and Instructional Planning**

Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15

- Exceptional
- Acceptable
- Needs Revision
- Not Applicable

**Classroom Instruction**

Indicators: IIA01-IIA10; IIB01-IIB06; IIC01-IIC12

- Exceptional
- Acceptable
- Needs Revision
- Not Applicable

**Family and Community Engagement**

Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02; IG01-IG02

- Exceptional
- Acceptable
- Needs Revision
- Not Applicable

**Secondary School Indicators**

Indicators: VA01-VA24

- Exceptional
- Acceptable
- Needs Revision
- Not Applicable
School Improvement Plans

2016-17

Canyon Ridge High School

Wiley J. Dobbs, Ph.D.
Superintendent of Schools
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 = 32%) and (9th = 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:

<table>
<thead>
<tr>
<th>Activity - Write Tool Training</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Academic Support Program</td>
<td>08/11/2014</td>
<td>05/26/2017</td>
<td>$30000</td>
<td>District Funding</td>
<td>LT Erickson Kasey Teske Kim Allen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - College Ready Reading Intervention</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 low readers were targeted to be in the College-Ready Leadership Class to boost their literacy skills with the Empower 3000 program.</td>
<td>Academic Support Program</td>
<td>08/18/2016</td>
<td>05/25/2017</td>
<td>$16000</td>
<td>District Funding</td>
<td>LT Erickson Kasey Teske Summer Jones/ Jeff Ludlow</td>
</tr>
</tbody>
</table>
We will improve our ISAT mathematics and English scores above the state average, testing 95% of our freshman and sophomores.

Canyon Ridge High School

<table>
<thead>
<tr>
<th>Activity - Freshman Transition Reading Intervention</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Academic Support Program</td>
<td>08/18/2016</td>
<td>05/26/2017</td>
<td>$16000</td>
<td>District Funding</td>
<td>LT Erickson Kim Allen FT Teachers</td>
</tr>
</tbody>
</table>
Continuous Improvement Plan – Feedback Form

District: Twin Falls School District
School: Canyon Ridge H.S.
Reviewer: Dan Vogel, Roger Keller

As a result of the review, the overall plan:
☑ Approved  □ Needs Revision

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**Guiding questions for current year planning:**
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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:
   → Grew 8% in 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

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School Leadership and Decision Making Indicators: ID01-ID13; IF01-IF13; IF01-IF10
- Exceptional  Acceptable  Needs Revision  Not Applicable

Curriculum, Assessment and Instructional Planning Indicators: IIIA01-III A10; IIIB01-IIIB05; IIICO1-IIICO3; IIID02-IIID15
- Exceptional  Acceptable  Needs Revision  Not Applicable

Classroom Instruction Indicators: IIIA01-III A05; IIIB01-IIIB06; IIICO1-IIICO12
- Exceptional  Acceptable  Needs Revision  Not Applicable

Family and Community Engagement Indicators: IVC01-IVC02; IVD07-IVD08; IVE05; IVD01-IVD02, IGD01-IGD02
- Exceptional  Acceptable  Needs Revision  Not Applicable

Secondary School Indicators Indicators: VA01-VA24
- Exceptional  Acceptable  Needs Revision  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.

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

### Activities:

<table>
<thead>
<tr>
<th>Activity - After School Tutoring</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Academic Support Program</td>
<td>01/21/2013</td>
<td>05/19/2017</td>
<td>$0</td>
<td>Other</td>
<td>Department Heads</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity - Academic Enrichment/PLATO</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Academic Support Program</td>
<td>08/18/2016</td>
<td>05/19/2017</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Erin Kelly</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity - Annually Updated Go-On Plan</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Career Preparation/Orientation</td>
<td>08/18/2016</td>
<td>12/16/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Kasey Teske wrote the supporting documents and put them on Google Classroom for delivery.</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Activity - SAT Prep - Khan Academy</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Other, Academic Support Program</td>
<td>10/29/2014</td>
<td>05/26/2017</td>
<td>$0</td>
<td>Other</td>
<td>Bill Hicks Junior Advisory Team</td>
</tr>
</tbody>
</table>

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

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:

<table>
<thead>
<tr>
<th>Activity - GPA Recognition/Leadership Program</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Other - Leadership Focus</td>
<td>09/04/2012</td>
<td>05/20/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Kasey Teske and Lesa Long</td>
</tr>
</tbody>
</table>
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 Coordinator, Counselors and GEAR UP Coordinators |

<table>
<thead>
<tr>
<th>Activity - GEAR UP Activities</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Career Preparation/Orientation, Other - College Preparation</td>
<td>09/01/2009</td>
<td>05/31/2018</td>
<td>$50000</td>
<td>Other</td>
<td>GEAR UP Coordinators, Counselors, College &amp; Career Adviser, and CSI Transition Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Anually Updated Go-On Plan</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Career Preparation/Orientation</td>
<td>08/18/2016</td>
<td>12/16/2016</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Kasey Teske wrote the curriculum.</td>
</tr>
</tbody>
</table>
School Improvement Plans

2016-17

Magic Valley High School

Wiley J. Dobbs, Ph.D.
Superintendent of Schools
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:

<table>
<thead>
<tr>
<th>Activity - Achieve 3000</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Technology, Academic Support Program, Professional Learning, Class Size Reduction</td>
<td>08/17/2016</td>
<td>05/26/2017</td>
<td>$2000</td>
<td>Title I Part D</td>
<td>All classroom teachers and support personnel.</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Activity - Family activities</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Parents will be invited to attend Title I parent nights, student-parent teacher conferences, event and performance nights, open house, and extended classroom activities.</td>
<td>Parent Involvement</td>
<td>05/17/2016</td>
<td>05/26/2017</td>
<td>$500</td>
<td>Title I Part D</td>
<td>Classroom and support personnel</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Activity: Teacher training on the use of technology</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will explore research based programs that have a track record for improving learning outcomes.</td>
<td>Technology, Academic Support Program, Direct Instruction</td>
<td>06/17/2016</td>
<td>05/26/2017</td>
<td>$20000</td>
<td>Title I Part D</td>
<td>All staff members will be expected to use technology as a tool to improve student outcomes.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Activity - All School Writes</th>
<th>Activity Type</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Academic Support Program</td>
<td>08/17/2016</td>
<td>05/26/2017</td>
<td>$3000</td>
<td>District Funding</td>
<td>All classroom teachers and support staff</td>
</tr>
</tbody>
</table>
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

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:

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

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Needs Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>There is little or no evidence that planned indicators and tasks have been continuously monitored.</td>
</tr>
</tbody>
</table>

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**School Leadership and Decision Making**
Indicators: IID01–IID13; IQ01–IQ13; IQ01–IQ10

- □ Exceptional  □ Acceptable  □ Needs Revision  □ Not Applicable

**Curriculum, Assessment and Instructional Planning**
Indicators: IIAC01–IIAC03; IIIB01–IIIB05; IIIC01–IIIC03; IID02–IID15

- □ Exceptional  □ Acceptable  □ Needs Revision  □ Not Applicable

**Classroom Instruction**
Indicators: IIAC01–IIAC40; IIIB01–IIIB06; IIIC01–IIIC12

- □ Exceptional  □ Acceptable  □ Needs Revision  □ Not Applicable

**Family and Community Engagement**
Indicators: IVD01–IVD02; IVD07–IVD09; IVE06; IVD01–IVD02, IGV01–IGV02

- □ Exceptional  □ Acceptable  □ Needs Revision  □ Not Applicable

**Secondary School Indicators**
Indicators: VAD01–VAD24

- □ Exceptional  □ Acceptable  □ Needs Revision  □ Not Applicable
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.

W.I.S.E Indicators

VA08: The school will provide all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.

IID10: Instructional teams use student learning data to identify students in need of support.

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

Supporting Tasks

ISAT Specialist position will focus on test prep and creating an optimal testing environment.

Provide Academic support (e.g., Homework Club, Test Prep, Teacher Assistance, PT monitoring and support.)

ISAT Specialist will create a plan for meeting with all students to review previous ISAT results and set growth goal.

Each team will identify students within 25 pts of each cut score based on Math and ELA ISAT scores. Cut off score information will be given to each teacher.

Each team will use Mileposts for progress monitoring students with interventions.

Each department will examine student data in regard to areas of strength and weakness to determine the extent to which instruction is meeting student needs and plan accordingly.

Parents will receive communication a minimum of one time in the spring in regard to testing requirements, scores, learning standards, and schedules as well as the importance of test scores and parent support through brochures, presentations, newsletters, or conferences. Spring student led conferences will include a review of past scores and inform parents of the growth goal for upcoming testing.

Completed by:
OMS Leadership Team
Team/department name
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.

W.I.S.E Indicators

IF 10: The principal plans opportunities for teachers to share their strengths with other teachers.

IIIA31: All teachers interact instructionally with students (explaining, checking, giving feedback).

IIIIB06: All teachers systematically report to parents the student's mastery of specific standards-based objectives.

Supporting Tasks

All teachers will participate in a minimum of one peer observation throughout the year in regard to teaching the writing process and other effective teaching practices.

ELA Teachers will meet with other departments during monthly department meetings to share instructional strategies based on Write Tools.

Teachers will provide students and parents with rubrics, exemplars, and examples of published work to establish expectations, guide the writing process, and set outcomes for writing mastery.

Instruction will include the 3 essential components for improving writing - direct instruction, continuous practice, and specific feedback to individuals as measured by each teacher submitting a minimum of 1 lesson plan and 1 student work sample each quarter.

Faculty Meeting Best Practices includes opportunities for sharing of WriteTools implementation. These practices are also shared in team meetings.

Parents will receive communication in regard to writing standards and goals through pamphlets, presentations, family nights, or conferences at least once each semester.

Student led conferences will include a report on individual student progress toward mastering writing objectives.

Completed by:
OMS Leadership Team  
Team/department name
Continuous Improvement Plan – Feedback Form

District: Twin Falls School District
School: OLS
Reviewer: JB

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:

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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:

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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: Good work

Narrow indicators to 5.

Aligned with SMART goals.

Specific SMART goals aligned with district's vision and focus.

b) Areas for growth:

c) Questions/something we still wonder:

1. EQO - How will you monitor classroom – teacher?

d) Required next steps:

Select 5 indicators aligned with 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
- 5 indicators have been planned for: ☑ Yes ☐ No

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- ☑ Exceptional ☑ Acceptable ☐ Needs Revision ☐ Not Applicable

**Curriculum, Assessment and Instructional Planning**
Indicators: IIA01-IIA03; IIIB01-IIIB05; IIC01-IIC03; IID02-IID15
- ☑ Exceptional ☑ Acceptable ☐ Needs Revision ☐ Not Applicable

**Classroom Instruction**
Indicators: IIIA01-III A04; IIIB01-III B06; IIC01-IIC12
- ☑ Exceptional ☑ Acceptable ☐ Needs Revision ☐ Not Applicable

**Family and Community Engagement**
Indicators: IVCD01-IVCD02; IVD07-IVD08; IVED06; IVD01-IVD02; IGD01-IGD02
- ☑ Exceptional ☑ Acceptable ☐ Needs Revision ☐ Not Applicable

**Secondary School Indicators**
Indicators: VA01-VA24
- ☑ Exceptional ☑ Acceptable ☐ Needs Revision ☐ Not Applicable
Continuous Improvement Plan – Feedback Form

District: Twin Falls School District
School: OMS
Reviewer: Ms.

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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Continuous Improvement Plan Narrative Feedback:

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:
a) Strengths: Weak tool stacks are aligned to goals.

b) Areas for growth:
   Milepost goal is unclear. Tests 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:**

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

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Indicators: IIIA01-III04C; III01-III06; IIC01-IIC12
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**Family and Community Engagement**
Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVF01-IVF02, IGE01-IGE02
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**Secondary School Indicators**
Indicators: VA01-VA24
- □ Exceptional □ Acceptable □ Needs Revision □ Not Applicable
School Improvement Plans

2016-17

Robert Stuart
Middle School
RSMS Wise Tool 2016-2017

RSMS will increase the percent of students scoring proficiency or higher on the 2017 ELA ISAT by 30%, from 37% to 67%.
RSMS will increase the percent of students scoring proficiency or higher on the 2017 math ISAT by 30%, from 24% to 34%.

<table>
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<tr>
<th>Objective</th>
<th>Task</th>
<th>Frequency</th>
<th>Assigned</th>
<th>Due Date</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDD9</td>
<td>The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)</td>
<td></td>
<td>Shannon Greene</td>
<td>11/16/2016</td>
<td></td>
</tr>
<tr>
<td>IDD9</td>
<td>The BLT will develop a means to communicate BLT minutes to the entire staff. comments:</td>
<td></td>
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<tr>
<td>IDD9</td>
<td>The BLT will receive professional development for learning effective meeting procedures. comments:</td>
<td></td>
<td>Amy McBride</td>
<td>12/16/2016</td>
<td></td>
</tr>
<tr>
<td>IIA02</td>
<td>Units of instruction include standards-based objectives and criteria for mastery. (89)</td>
<td></td>
<td>Nate Anderson</td>
<td>4/29/2016</td>
<td></td>
</tr>
<tr>
<td>IIA02</td>
<td>Focus groups will utilize the Write Tools rubrics for multi-paragraph writing. The grade-level teams will choose examples of student work that exemplify the different proficiency levels as range finders for the extended writing assignments. comments: Use ICS examples when possible. Align all rubrics to the ICS and SBAC rubrics.</td>
<td></td>
<td></td>
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<td>IIA02</td>
<td>All core (ELA, social studies, science) teachers will require an extended writing assignment for the semester. comments: After receiving the training for multi-paragraph writing from Write Tools, these teachers will decide on a common prompt with their collaborative partners. Teachers will meet in instructional teams to compare writing results of the extended writing assignments and make adjustments to instruction as needed.</td>
<td></td>
<td>Amy McBride</td>
<td>5/26/2017</td>
<td></td>
</tr>
<tr>
<td>IID08</td>
<td>Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>IID08</td>
<td>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 spring when final data is available. They 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 work to identify the core content. 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 instruction in the spring. In addition, department teams will be looking at Star Reading, N Roby Math, and school-wide w s are core standards to develop data to evaluate our rate of improvement. 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 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 Tier II and III teachers’ efficacy.</td>
<td></td>
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<tr>
<td>IIIA25</td>
<td>All teachers encourage students to paraphrase, summarize, and relate. (124)</td>
<td></td>
<td>Ace Marcelius</td>
<td>5/26/2017</td>
<td></td>
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<td>IIIA25</td>
<td>All core content teachers (except math) will have students write a well-developed informational multi-paragraph paper based on common task(s) and prompt, once per semester. The multi-paragraph paper will be assessed and part of the student’s final grade. comments:</td>
<td></td>
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<td>IIIB06</td>
<td>All teachers systematically report to parents the student’s mastery of specific standards-based objectives. (155)</td>
<td></td>
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<td>IIIB06</td>
<td>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 revised rubric and summarize comments. comments:</td>
<td></td>
<td>Amy McBride</td>
<td>5/26/2017</td>
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<td>IIIB06</td>
<td>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 communicated with parents at fall and spring parent conferences. This will be documented and reported to the school at the end of the year. comments:</td>
<td></td>
<td>Amy McBride</td>
<td>11/24/2017</td>
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Continuous Improvement Plan – Feedback Form

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

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:
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 II.A02.

c) Questions/something we still wonder:
II.D08 - 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 III.B06 include completed task?
**Continuous Improvement Plan Scoring Rubric Summary:**

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School Improvement Plans

2016-17

Twin Falls Bridge Academy

Wiley J. Dobbs, Ph.D.
Superintendent of Schools
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 month 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 Level Syste.

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 1st quarter to 4th 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.
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 1st 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.

**JF'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.