P 208.733.6900 F 208.733.6987 www.tfsd.k12.id.us

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

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## School Improvement Plans

2016-17

Twin Falls High School

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

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vify - Teacher Training Activity,正好	our facult rriculum
ctivity - Teacher Training Activity, Tyl	Met as a staff to revisit the purpose the purpose of Advisory at our faculty refreat. Provided weekly training for all staff. Made available curriculum Training

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

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

Twin Falls High School

100000 Car		
Staff Responsible	Counselors	
Source Of Eunding	No Funding	Required
Resource: Assigned	\$0	
End Date	05/23/2017	
Begin Date	08/18/2016	
Activity Type	Professional	Learning
Activity - Teacher Training:	Provide advisory training for all new teachers	

<u> </u>		
Staff   Staff   Responsible	Advisory	teachers
Source Of Funding	No Funding	Required
Resource Assigned	\$0	
End Date	05/23/2017	
Begin Date	08/25/2016	
Activity Type	Community	Engagement
Activity Parent Communication. 1	Advisory teachers email parents periodically regarding what is happening	In school

## 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/

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

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

## Improve Communication with All Stakeholders

Twin Falls High School

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Staff Responsible	Twin Falls	High Staff
Source Of Funding	General Fund Twin Falls	
Resource Assigned	\$60000	
End Dafe	03/15/2017	
Begin Date	10/18/2016	
Activity Type	Community	Engagement
Activity a Conferences 7	TFHS will host 2 parent conferences for academic progress updates.	

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

	ڃ
taff Responsible	TFHS administration
Jurce Of S Inding	No Funding T Required
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Reso	\$0
End Date	05/26/2017
gegin Date	08/19/2016
Activity Type	Policy and C
ActivityAll-Gall	Parents will receive a call from TFHS to inform them of significant events through the automated calling system

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Staff Respon	TFHS admini
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Paren	nt-Led eedbar ness in
stivity =	At Student-Led Conferences, parents will be asked to complete a provide feedback to teachers and administration regarding their effectiveness in several areas.
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## Page 1

## 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

41.50		
Staff Responsible	All Staff.	
Source Of Funding	Other	
Resource Ssigned	0	
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End Date	06/01/2017	
Begin Date	08/18/2016	
Activity Type	Academic Support	Program
Activity - Math Help Buring Advisory	Sarah Jund, a math teacher at TFHS, is providing support to students during their Advisory.	

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

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ztivity - Overtime

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

Overtime teachers
State Funds
\$6300
04/05/2017
09/12/2016
Academic Support Program
Seven teachers will provide extra-help throughout each week.

aff sponsible	TFHS adminstration
irce Of Standing Re	No Funding TF Required adr
ource Soi igned Fu	No Re
Res	17 \$0
End Date	03/15/2017
Begin Date	10/18/2016
Activity Type	Parent Involvement
Activity - Parent Contact	At conferences the administration will meet with the parents of students who are not proficient and get their support to stay for after-school extrahelp.

## 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

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	Teachers will provide the names of struggling students to admin as well as make contact at home. Seven teachers will be condutel sessions after school.
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\$	Each Tuesday, students who are not proficient in any class wi extra-help session for 30 minutes.
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## 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	Parent Involvement	09/16/2016	05/13/2017	\$0	No Funding Required	TFHS administrators
provide intervention					-	

## Continuous Improvement Plan – Feedback Form

District:	Twin Falls School District	As a result of the review, the overall plan:
School:	Twin Falls High School	☑ Approved ☐ Needs Revision
Reviewer:	ı	

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:**

<ul><li>Minimum of 2 SMART Go</li><li>5 indicators have been plant</li></ul>	<del>-</del>	ent achievement has	been cor	mpleted: 🔳 Yes 🗆 🗆 N	ic	
Exceptional  Clever evidence is presented to show the current level of implementation. For each indicassessed as fully implemented there is clear evidence that it has become an established practice.	Some evidence show the curre implementation assessed as full there is some	Acceptable  Some evidence is presented to show the current level of		Needs Revision  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		
the district and is sustainable of time.  Created tasks represent a cond	ver the district.	the district.  Created tasks represent some		tasks are not evident or	<u>.</u>	
focus for improvement and cle demonstrate the capacity for achieving full implementation target dates based on available resources. Strategies are clear likely to increase the quality of instruction, using research-bas methods and strategies.	arly focus for impro Demonstration by implementation stated but may and based on avail Strategies are ed increase the qu	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		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 had continuously worked toward completion of tasks, adding ne tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have been established practices in the distant are sustainable over time.	continuously w completion of indicators. Clea presented that indicators have ome established pre	The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.		There is little or no evidence that planned indicators and tasks have been continuously monitored.		
School Leadership and Decision Indicators: ID01 – ID13; IE01-IE					7. 1.3 1.3	
	Acceptable	☐ Needs Revisio	n	☐ Not Applicable	<u></u>	
Curriculum, Assessment and In Indicators: IIA01-IIA03; IIB01-II						
	Acceptable			☐ Not Applicable	_	
Classroom Instruction Indicators: IIIA01-IIIA40; IIIB01	IIIB06; IIIC01-IIIC12					
	Acceptable	☐ Needs Revision	l CW Politickersky Malic	☐ Not Applicable	-	
Family and Community Engage Indicators: IVC01-IVC02; IVD07		VD02:IG01-IG02	And Andrew			
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Secondary School Indicators Indicators: VA01-VA24	9		A-1-28)		6/48/5/1/A	
☐ Exceptional   ■	Acceptable	☐ Needs Revision		☐ Not Applicable		

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## School Improvement Plans

2016-17

## 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 = 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.

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

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

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

Canyon Ridge High School

Staff Responsible	LT Erickson Kim Allen FT Teachers
Source Of Funding	District Funding
Resource Assigned	\$16000
End Date	05/26/2017
Begin Date	08/18/2016
Activity Type	Academic Support Program
Activity - Freshman Transition Reading Intervention	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.

## Continuous Improvement Plan - Feedback Form

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 guestions 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:  → 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:

Minimum of 2 SMART Goals focusing on student achievement has been completed: Re Yes	Continuous Improven	nent F	Plan Scoring R	ubric Summa	ry:	,
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.    Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for alchieving 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.    The district leadership team has continuously worked toward completed nicitators have become established practices in the district.    The district leadership team has continuously worked toward completed nicitators have become established practices in the district.    The district leadership team has continuously worked toward completed nicitators have become established practices in the district.    The district leadership team has continuously worked toward completed nicitators have become established practices in the district.    The district leadership team has continuously worked toward completed nicitators have become established practices in the district leadership team has continuously worked toward completed nicitators have become established practices in the district leadership and the district leadership team has continuously worked toward completed nicitators have become established practices in the district leadership and the district leadership team has continuously worked toward completed nicitators have become established practices in the district leadership and the district leadership team has continuously worke	☐ Minimum of 2 SMART G	oals foc	cusing on student	achievement has	been cor	npleted: 🗹 Yes 🛭 No
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# 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.

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tivity - After School Tutoring	epartments will run after-school tutoring for struggling students four week. A bus will be provided for students who need rides home thrays a week. Teachers will rotate coverage for departments when ne
Activity - After School Tutoring	Departments will run after-school tutoring for struggling students four day a week. A bus will be provided for students who need rides home three days a week. Teachers will rotate coverage for departments when need
Activity - After School Tutoring	Departments will run after-school tutoring for struggling students four a week. A bus will be provided for students who need rides home thr days a week. Teachers will rotate coverage for departments when ne

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

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

- 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

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

	6 5 0
Staff Responsible	Kasey Teske wrote the supporting documents and put them on Google Classroom for delivery.
Source Of Staff Funding Resp	No Funding Required
Resource Assigned	
End Date	08/18/2016 12/16/2016 \$0
tivity Type Begin Date	08/18/2016
Activity Type	ation/O on
Activity - Annually Updated Go-On Plan	During first quarter students were tasked with completing a comprehensive Career Go-On plan to be presented at student-led conferences. Some students Prepara will finish during second quarter. This plan will be updated each year first rientatic quarter.

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.

8.171 1992	
Staff Responsible	Bill Hicks Junior Advisory Team
Source Of Funding	Other
Resource Assigned	\$0
End Date	05/26/2017
ype Begin Date	10/29/2014
Activity Type	Other, Academic Support Program
ctivity - SAT Prep - Khan Academy	The College Board now offers SAT prep through Khan Academy. Students Other, can log in and earn points as they practice with the SAT test prep course. Support

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

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 "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:

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. more productively than students who don't. We have a GEAR UP team, a College & Career Adviser, a Transition Coordinator, an Advanced Opportunity Coordinator, 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 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:

Staff Responsible	Kasey Teske and Lesa Long
urce Of Sinding	No Funding Ka Required ar Lc
Resource   Source Of Sta   Assigned   Funding   Re	R R
Res	\$0
End Date	05/20/2016
Activity Type Begin Date End Date	09/04/2012
Activity Type	Other - Leadership Focus
Activity - GPA Recognition/Leadership Program	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.

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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

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Dual Credit/AP: CRHS currently has the second highest percentage of	Career	09/04/2012	05/19/2017	\$0	State Funds	Advanced
students taking dual credit classes in Region IV. CRHS offers a variety of	Preparation/O					Opportunities
on-campus dual credit classes and encourages every student to take at	rientation,					Coordinator.
least one dual credit class in high school. Some students graduate with	Other -					Counselors
20-30 dual credits. Last year a new position was created to coordinate all	College					and GEAR
the state programs that provide funding for advanced opportunities,	Preparation					J dn
						Coordinators

Staff Responsible	GEAR UP Coordinators, Counselors, College & Career Adviser, and CSI Transition Coordinator
Source Of Funding	Other
Resource Assigned	\$50000
End Date	05/31/2018 \$50000
ty Type Begin Date	09/01/2009
Activity Type	tion/O in, ition
Activity -: GEAR UP Activities	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 Prepara meet this goal. Activities include college visits, FAFSA nights, and rentatic college/career fair. In addition, this past year \$30,000 was awarded in College scholarships for students to use on dual credits.

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

P 208.733.6900 F 208.733.6987 www.tfsd.k12.id.us

## School Improvement Plans

2016-17

## Magic Valley High School

Students at Magic Valley High School will improve their reading lexile. 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.

Staff Responsible	All classroom teachers and support personnel.
Source Of Funding	Title I Part D All classroom teachers and support personnel.
Resource Assigned	\$2000
End Date	05/26/2017
Activity Type   Begin Date   End Date	activities at Technology, 08/17/2016 3 times a Academic Support In the Support Iterventions, Program, Professional Learning, Class Size Reduction
Activity Type	Technology, Academic Support Program, Professional Learning, Class Size
Activity - Achieve 3000	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 support 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. Program, bottom 10% they will be referred to our RTI Team for further interventions. Program, Professional Class Size Class Size

Parent/guardian involvement at Magic Valley High School will increase. Magic Valley High School

## 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

Activity - Family activities	Activity Type	ty Type Begin Date End Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul> <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 suppor personnel	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.

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

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## 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

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## Continuous Improvement Plan - Feedback Form

District:

Twin Falls School District

School:

Magic Valley High School

Reviewer:

Dan Vogt, Bill Brulotte, Kasey Te

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As a result of the review, the overall plan	1
🗓 Approved 🔲 Needs Revision	
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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:**

Indicators: VA01-VA24

☐ Acceptable

☐ Exceptional

☐ Minimum of 2 SMART Goal	s focusing on student	achievement has	been cor	mpleted: 🗆 Yes 🗀 No
☐ 5 indicators have been plan	ned for: ☐ Yes ☐	] No		
Exceptional		ptable		Needs Revision
Clever evidence is presented to show the current level of implementation. For each indicat assessed as fully implemented there is clear evidence that it has become an established practice if the district and is sustainable over time.	Some evidence is show the current implementation. assessed as fully it there is some evidence an estab	s presented to level of For each indicator implemented dence that tit has	to show impleme assessed there is	no evidence is presented the current level of entation. For each indicator d as fully implemented little or no evidence that it ome an established practice
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 a concise focus for improvement and clearly focus for improvement achieves focus		ement.  f capacity for full by target dates is ot be realistic le resources. ostly clear and may lity of instruction,	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 becor established practices in the distriand are sustainable over time.	indicators. Clear of presented that con indicators have been bestablished practions.	ked toward sks for the planned evidence is ompleted ecome	planned	little or no evidence that indicators and tasks have ntinuously monitored.
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	Acceptable	☐ Needs Revision	n	☐ Not Applicable
Curriculum, Assessment and Inst Indicators: IIA01-IIA03; IIB01-IIB0	· Grand Company of the Company of t	015	69 (6) (6) (6) (6) (7) (6)	
	Acceptable	☐ Needs Revision	n ************************************	☐ Not Applicable
Classroom Instruction Indicators: IIIA01-IIIA40; IIIB01-III	BOG: IIICO1-IIIC12	i de la compania de La compania de la co	e Si W. 75 Balansa	
indicates to any indicated automates authorities for his transfer consists and discount in the first	cceptable	☐ Needs Revision	<u>Milia + National and Alberta</u> I	☐ Not Applicable
Family and Community Engagem Indicators: IVC01-IVC02; IVD07-IV	ent	and the second second second		
	cceptable	☐ Needs Revision	)	☐ Not Applicable
Secondary School Indicators			烈烈地 电	

☐ Needs Revision

☐ Not Applicable

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

P 208.733.6900 F 208.733.6987 www.tfsd.k12.id.us

## School Improvement Plans

2016-17

## Vera C. O'Leary Middle School

## SAT Specialist position will focus on test prep and Provide Academic support(e.g., Homework Club, Test Prep, Teacher Assistance, PT monitoring and ISAT Specialist will create a plan for meeting with scores. Cut off score information will be given to all students to review previous ISAT results and Each department will examine student data in Each team will identify students within 25 pts of review of past scores and inform parents of the Parents will receive communication a minimum regard to areas of strength and weakness to determine the extent to which instruction is meeting student needs and plan accordingly. each cut score based on Math and ELA ISAT requirements, scores, learning standards, and scores and parent support through brochures, creating an optimal testing environment. presentations, newsletters, or conferences. Spring student led conferences will include a of one time in the spring in regard to testing Each team will use Mileposts for progress monitoring students with interventions. schedules as well as the importance of test **Supporting Tasks** growth goal for upcoming testing. set growth goal each teacher. support.) IID 10: Instructional teams use student progress, and the parents' role in their students with academic supports (e.g., tutoring, co-curricular activities, tiered learning data to identify students in communication (absent jargon) about interventions) to keep them on track learning standards, their children's VA08: The school will provide all W.I.S.E Indicators IG01: Parents receive regular need of support. for graduation. children's school success. strategies and interventions for at risk identified students within 25 points of students academically in Math and ELA resulting in growth to the next Team/department name Use Mileposts to identify/track ISAT achievement level for all OMS Leadership Team O'Leary M.S. **Smart Goal** 2016-2017 each cut score. Completed by:

Finite 1Track at-rick chidante at lanet monthly in taum maating

## Supporting Tasks

W.I.S.E Indicators

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 indviduals 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.

opportunites for teachers to share their strengths with other teachers.

O'Leary M.S.

2016-2017

Smart Goal

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

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

IIIB06: All teachers systemataically report to parents the student's mastery of specific standardsbased objectives.

#### Continuous Improvement Plan - Feedback Form

District:	Twin Falls School District	As a result of the review, the overall plan:
School:	OLMS.	☐ Approved ☐ Needs Revision
Reviewer	: 10	

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: good work

Narrow Industris to 5. Check

August w/ Smear Goins

· SPECTIC SMEAT GOODS Accepted by DISTRETS VISION & TELLS.

b) Areas for growth:

c) Questions/something we still wonder:

1507 -> How will you aronitor CLASSTOCKS - Meter?

d) Required next steps:

SELECT 5 MULLIONER Engued wy SHEET GODIN TO trusus 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 Exceptional Acceptable **Needs Revision** Little or no evidence is presented Clever evidence is presented to Some evidence is presented to show the current level of to show the current level of show the current level of implementation. For each indicator implementation. For each indicator implementation. For each indicator assessed as fully implemented assessed as fully implemented assessed as fully implemented there is little or no evidence that it there is clear evidence that it has there is some evidence that tit has become an established practice in has become an established practice become an established practice in the district. the district and is sustainable over in the district. time. Created tasks represent a concise Created tasks represent some Created tasks are not evident or focus for improvement and clearly not realistic which demonstrates a focus for improvement. demonstrate the capacity for Demonstration of capacity for full perceived inability to successfully achieving full implementation by implement. Strategies have not implementation by target dates is target dates based on available stated but may not be realistic been provided, or it is not clear resources. Strategies are clear and based on available resources. how strategies will increase the likely to increase the quality of Strategies are mostly clear and may quality of instruction, using instruction, using research-based increase the quality of instruction, research-based methods and methods and strategies. using research-based methods and strategies. strategies. The district leadership team has The district leadership team has There is little or no evidence that continuously worked toward continuously worked toward planned indicators and tasks have completion of tasks, adding new completion of tasks for the planned been continuously monitored. tasks and new indicators indicators. Clear evidence is throughout the year. Clear presented that completed evidence is presented that indicators have become completed indicators have become established practice in the district. established practices in the district and are sustainable over time. School Leadership and Decision Making Indicators: ID01 - ID13; IE01-IE13; IF01-IF10 ☐ Exceptional ☑ Acceptable ☐ Needs Revision ☐ Not Applicable Curriculum, Assessment and Instructional Planning Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15 Exceptional **Needs Revision** ☐ Not Applicable Classroom instruction Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12 ☐ Not Applicable ☐ Exceptional Acceptable ☐ Needs Revision Family and Community Engagement Indicators: IVC01-IVC02; IVD07-IVD08; IVE06; IVD01-IVD02, IG01-IG02 ☐ Exceptional ☐ Needs Revision ☐ Not Applicable Secondary School Indicators

☐ Needs Revision

☐ Not Applicable

Indicators: VA01-VA24

☐ Exceptional

(Acceptable

#### Continuous Improvement Plan – Feedback Form

District: Twin Falls School District	As a result of the review, the overall plan:			
school: OMS	☐ Approved ☐ Needs Revision			
Reviewer: McBride				

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?
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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:	1001	Juskes P	are	aligned	Li	sol
Write	4001		••	0- 0		

b) Areas for growth:
Mile post goal is undear. Hesks 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: ☐ No ☐ Minimum of 2 SMART Goals focusing on student achievement has been completed: ☐ Yes ☐ 5 indicators have been planned for: ☐ Yes □ No **Needs Revision** Exceptional Acceptable Little or no evidence is presented Clever evidence is presented to Some evidence is presented to to show the current level of show the current level of show the current level of implementation. For each indicator implementation. For each indicator implementation. For each indicator assessed as fully implemented assessed as fully implemented assessed as fully implemented there is little or no evidence that it there is clear evidence that it has there is some evidence that tit has has become an established practice become an established practice in become an established practice in the district and is sustainable over the district. in the district. time. Created tasks represent a concise Created tasks are not evident or Created tasks represent some not realistic which demonstrates a focus for improvement and clearly focus for improvement. demonstrate the capacity for Demonstration of capacity for full perceived inability to successfully implement. Strategies have not achieving full implementation by implementation by target dates is target dates based on available stated but may not be realistic been provided, or it is not clear resources. Strategies are clear and how strategies will increase the based on available resources. likely to increase the quality of Strategies are mostly clear and may quality of instruction, using increase the quality of instruction, research-based methods and instruction, using research-based methods and strategies. using research-based methods and strategies. strategies. There is little or no evidence that The district leadership team has The district leadership team has continuously worked toward continuously worked toward planned indicators and tasks have been continuously monitored. completion of tasks, adding new completion of tasks for the planned tasks and new indicators indicators. Clear evidence is throughout the year. Clear presented that completed evidence is presented that indicators have become completed indicators have become established practice in the district. established practices in the district and are sustainable over time. School Leadership and Decision Making Indicators: ID01 - ID13; IE01-IE13; IF01-IF10 ☐ Exceptional ☐ Not Applicable ☐ Acceptable □ Needs Revision Curriculum, Assessment and Instructional Planning Indicators: IIA01-IIA03; IIB01-IIB05; IIC01-IIC03; IID02-IID15 ☐ Exceptional ☐ Acceptable ☐ Needs Revision ☐ Not Applicable Classroom Instruction Indicators: IIIA01-IIIA40; IIIB01-IIIB06; IIIC01-IIIC12 ☐ Exceptional ☐ Acceptable ☐ Not Applicable ☐ Needs Revision 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

☐ Needs Revision

☐ Not Applicable

☐ Exceptional

☐ Acceptable

Twin Falls School District #411 201 Main Ave. W Twin Falls, ID 83301 P 208.733.6900 F 208.733.6987 www.tfsd.k12.id.us

# School Improvement Plans

2016-17

### Robert Stuart Middle School

RSMS will increase the percent of students scoring

Goal #1 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%,

	2 proficiency or higher on the 2017 math ISAT by 30%, from 24% to 54%.				
Objective (e)	Task	Frequency	Assigned	Due Date	Completed
D09	The Leadership Team shares in decisions of real		<u></u>	<u> </u>	
	substance pertaining to curriculum, instruction, and				
	professional development. (44)				
D09 2	The BLt will develop a means to communicate BLT minutes		Shannon	12/16/2016	y
DU9 2	to the entire staff.	1	Greene	12/16/2016	· : .:
2000	comments:		, Gicciic		
009 3	The BLT will receive professional development for learning	200	Amy McBride	12/16/2016	of the second second
	effective meeting procedures.		,		
	comments:				
IA02	Units of instruction include standards-based objectives				
	and criteria for mastery. (89)		Laries 1	440040046	
IA02	Focus groups will utilize the Write Tools rubric for multi- paragraph writings. The grade-level teams will choose	12.11	Nate Anderson	4/29/2016	i kanala da kanala da
11	examples of student work that exemplify the different		Miderson		
	proficiency levels as range finders for the extended writing	:	!	·	production and the first
	assignments				ŧ .
	comments: Use ICS examples when possible. Align all rubri	s to the ICS a	ind SBAC rubrics	5.	
IA02 12	All core (ELA, social studies, science) teachers will require a extended writing assignment for the semester.	n	Amy McBride	5/26/2017	
	comments: After receiving the training for multi-paragraph	writing from W	rite Tools, these	e teacher will de	ecide on a common prompt
+ 1	with their collaborative partner.				
IA02	Teachers will meet in instructional teams to compare writing	1 :	Amy McBride	6/2/2017	
13	results of the extended writing assignments and make adjustments to instruction as needed.		11		
	comments:				·
D08	Instructional Teams use student learning data to assess				
	strengths and weaknesses of the curriculum and				
	Instructional strategies. (106)				
D08 2	Instructional teams will analyze spring ISAT data to	three times	Amy McBride	3/31/2017	
1.	determine the strengths and weaknesses of the core	а уеаг		4	
	curriculum and its implementation in ELA and math. The	*		· ·	
	team will meet in the summer when final data is available.			6	· I
	The will analyze the data in multiple ways, including comparing year to year data, cohort groups, teachers, and	1.1			
	subgroups. They will identify the strengths and weaknesses			1.	
			address the are	e of Weakness	hased on the ISAT data
The second of the second of	comments: Initial plans with the Building Leadership Team				
	comments: Initial plans with the Building Leadership Team Further planning is needed. A curriculum audit is planned fo				
	comments: Initial plans with the Building Leadership Team Further planning is needed. A curriculum audit is planned for for better readiness in the spring. In addition, department to	r this fall. Dep	artments will me	eet to more dee	eply analyze the data to pla
	Further planning is needed. A curriculum audit is planned for for better readiness in the spring. In addition, department to writing promot benchmarking data to evaluate our rate of in	r this fall. Dep eams will be lo	artments will mo oking at the Sta	eet to more dee ar Reading, Mob	eply analyze the data to pla
D08 3	Further planning is needed. A curriculum audit is planned for better readiness in the spring. In addition, department to writing aromot benchmarking data to evaluate our rate of it. Tier II and III Intervention teachers will review student.	r this fall. Dep eams will be lo	artments will me	eet to more dee ar Reading, Mob	eply analyze the data to pla
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D08 3	Further planning is needed. A curriculum audit is planned for for better readiness in the spring. In addition, department writing aromat benchmarking data to evaluate our rate of in Tier II and III Intervention teachers will review student fearning data using progress monitoring tools each quarter, interim assessments and ISAT growth data yearly to assess individual student growth, determine placement, and to	r this fall. Dep eams will be lo nprovement.	artments will mooking at the Sta Ace Marcellus	eet to more dee r Reading, Mob 5/26/2017	eply analyze the data to pla y Max Math, and school-wi
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#### Continuous Improvement Plan - Feedback Form

District:

**Twin Falls School District** 

School:

Robert Stuart Middle School

Reviewer:

Campbell, Erickson, Brown

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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:

ֹם ׁ	) Strengths	•
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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:**

<ul><li>Minimum of 2 SMART 0</li><li>5 indicators have been</li></ul>	-	•	achievement has	been co	mpleted: 🗆 Yes 🗆	No
Exceptional	40.8 1.8	Acce	otable	<del>U</del>	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.		Acceptable  Some evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is some evidence that tit has become an established practice in the district.		Little or no evidence is presented to show the current level of implementation. For each indicator assessed as fully implemented there is little or no evidence that it has become an established practice in the district.		
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.		Created tasks represent some focus for improvement.  Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources.  Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.		Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.		•
The district leadership team has continuously worked toward completion of tasks, adding new tasks and new indicators throughout the year. Clear evidence is presented that completed indicators have become established practices in the district and are sustainable over time.		The district leadership team has continuously worked toward completion of tasks for the planned indicators. Clear evidence is presented that completed indicators have become established practice in the district.		There is little or no evidence that planned indicators and tasks have been continuously monitored.		
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Classroom Instruction Indicators: IIIA01-IIIA40; IIIBC	)1-IIIB06;	IIIC01-IIIC12				
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Family and Community Engage Indicators: IVC01-IVC02; IVD0		; IVE06; IVD01-IVD	02, IG01-IG02			
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Secondary School Indicators Indicators: VA01-VA24						
☐ Exceptional X Accep		table	☐ Needs Revision		□ Not Applicable	

Twin Falls School District #411 201 Main Ave. W Twin Falls. ID 83301 P 208.733.6900 F 208.733.6987 www.tfsd.k12.id.us

# 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.

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

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**

616 Eastland Drive Twin Falls ID 83301

Phone: 208-737-5282 FAX: 208-737-5284

- 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.
- 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 gaols.