



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

## **2017-18**



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# **Secondary School Improvement Plans**

## **2017-18**

**Twin Falls Bridge Academy**  
**Jim Brown**  
**Principal**

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District #411

**School:** Bridge Academy

**Reviewers:** Middle school Team/ Sec. Director

As a result of the review, the overall plan:

☒ X Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **Buildings are responsible for the quality of Continuous Improvement Plans.** This form is to 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? Cite Evidence.

Answer here [Yes – Smart Goals](#)

- What processes has the school implemented that has demonstrated growth? Cite Evidence.

Answer here [Pre-post test scores; ELA % prof. growth](#)

- What has the school accomplished through the improvement process? (Celebrate successes through monitoring). Cite Evidence.

Answer here [Increased parental involvement, improved classroom management plan, additional interventions](#)

- Has the school communicated data & outcome results with the school board? Date of Board Report

Answer here [Yes](#)

### Guiding questions for current year planning:

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data? [Yes](#)
- Is there evidence that the team has implemented the plan from previous year? Cite Evidence [Goals are similar and continue to be a focus at BA.](#)
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)? [Yes](#)

- Are timelines staggered and sequential throughout the course of the school year? Cite Evidence

Review data and results quarterly

- 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? Yes, some indicators are fully implemented, yet, not with the results or effectiveness we would like, thus, still a focus at BA.

#### Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

<input type="checkbox"/> Exceptional	x <input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
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#### Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

<input type="checkbox"/> Exceptional	x <input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
--------------------------------------	---------------------------------------	---

#### Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

<input type="checkbox"/> Exceptional	x <input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
--------------------------------------	---------------------------------------	---

### Continuous Improvement Plan Narrative Feedback:

(Answer on next page)

- Strengths: Vision
- Areas for growth: Progress monitoring and adjustments
- Questions/something we still wonder: TFVSH alternative funding; funding for after school tutoring program; summer school referrals for students at risk—which lends to alternative school numbers during the school year.
- Required Next Steps:

a) Strengths: Consistent vision, aligned with WISE Tool indicators

b) Areas for growth: Implementing accommodations and adjustments based on data and results.

c) Questions/something we still wonder:

d) Required next steps:  
Continue to monitor and adjust based on data and results.

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

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

<input type="checkbox"/> <b>Exceptional</b>	x <input type="checkbox"/> <b>Acceptable</b>	<input type="checkbox"/> <b>Needs Revision</b>
Clever evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is clear evidence that it has become an established practice in the building and is sustainable over time.	Some evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is some evidence that it has become an established practice in the building.	Little or no evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is little or no evidence that it has become an established practice in the building.
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 <b>building leadership team</b> has continuously worked toward completion of tasks, adding new subject area tasks throughout the year. Clear evidence is presented that completed tasks have become established practices in the building and are sustainable over time.	The <b>building leadership team</b> has continuously worked toward completion of subject area tasks. Clear evidence is presented that completed tasks have become established practice in the building.	There is little or no evidence that planned subject area tasks have been continuously monitored.



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

School Name Bridge Academy School Year 2017-18

**Purpose**

- ✱ To guide instructional teaming discussions as you think through and monitor school improvement planning and program effectiveness
- ✱ To support buildings with resource allocation based on analysis of data.

**Instructions:**

- ✱ Please use this framework as a guide for reviewing data after each Universal Screening cycle – Fall, Winter, Spring. **Please date entries!**
- ✱ If you have documents that address these same areas, please mark box and attach to end of this document.
- ✱ Review Universal Screener Data (record findings below)
  - Review Milepost & Star Math for percentage of students performing at each tier in every grade to determine CORE curriculum/instruction effectiveness
- ✱ Review Other Assessment Data (ISAT2, EOC, DLA, etc.)

Are school teams (BLT, Content and Grade-level, etc.) in place and meeting regularly?  
Do all certified and “instructional” classified staff meet HQT requirements?

Yes ☒ No ☐  
Yes ☒ No ☐

**SMART GOALS**

Academic SMART Goal for **previous** school year 2016\_\_\_\_ - 2017\_\_\_\_

1. 30% of our students will raise ISAT ELA score one level from 2016-2017.
  - a. Implementing Write Tools paragraph writing assessment quarterly from all staff using 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 from all staff. In addition, we will provide Behavior Rubric 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 positively teaching them.
3. Parental Involvement: A minimum of 80% of our parents will participate in two activities per semester including outreaches, guest speaker presentations, late start, tutoring or recovery help, open house, BLT meetings, quarterly



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

incentives, family night activities, field trips, and parent advisory board, classroom participation, fundraisers, and/or other approved activities by May 2017 tracked by each advisory teacher and reviewed by principal.

- a) Revisit expectations with parents during open house, newsletter, and letter home.
- b) Kathy will revisit with staff the parental involvement spreadsheet.

4. All staff will assist in developing and implementing a growth model criteria to submit to the State Department 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. Students will maintain a 90% attendance rate in order to achieve credit.
- d. Parents are required to participate in 4 school sponsored activities throughout the year.

Academic SMART Goal for **current** school year 2017\_\_\_\_ - 2018\_\_\_\_

5. 70% of our students will show 1.5 years of growth in both ELA & Math scores from 2016-2017.

- a. Implementing Write Tools paragraph writing assessment quarterly from all staff using content specific language.
- b. Implement two interim block assessments during 1<sup>st</sup> and 2<sup>nd</sup> quarter.

c. Implement ISAT practice tests questions aligned with ISAT and interim assessments.

Monday – Lockwood

Tuesday – Wellard

Wednesday – Parks

Thursday – Hensley

Friday - Burnum

d. Implement a pre and post paragraph writing piece that is scored using a 4 scale rubric scored by two staff.

e. Provide a reading and math pre and post assessment.

f. Provide training to all staff utilizing a 4 point rubric scoring guide to assess writing.

6. Decrease office referrals from 1<sup>st</sup> quarter to 4<sup>th</sup> quarter by 20% by enforcing and clarifying rules and expectations from all staff. In addition, we will provide Behavior Rubric 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 positively teaching them.

7. Parental Involvement: A minimum of 75% of our parents will participate in two activities per semester including outreaches, guest speaker presentations, late start, tutoring or recovery help, open house, BLT meetings, quarterly incentives, family night activities, field trips, and parent advisory board, classroom participation, fundraisers, and/or other approved activities by May 2018 tracked by each advisory teacher and reviewed by principal.

- c) Revisit expectations with parents during open house, newsletter, and letter home.

Kathy will revisit with staff the parental involvement spreadsheet.

WISE Tool Indicators

2017-18

- IE07 The principal monitors curriculum and classroom instruction regularly.
- IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
- IID10 Instructional teams use student learning data to identify students in need of instructional support or enhancement.
- IVD07 All-school events include parent-child interactive activities.
- IVD08 Office and support staff are trained to make the school a “welcoming place” for parents.

## Tier 1 Curriculum/Instruction Effectiveness

READING	
Assessments	<ul style="list-style-type: none"><li>What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?</li></ul>





**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

<p>Fall, Winter, Spring</p>	<p><a href="#">Reading Lexile (Read 180)</a></p> <ul style="list-style-type: none"> <li>Has everyone involved in the administration of assessment been properly trained? <a href="#">yes</a></li> <li>Are our assessments properly identifying student needs? <a href="#">yes</a></li> </ul> <p>Fall: Are 80% or more scoring benchmark or above? Yes <a href="#">NO</a></p> <p>Winter: Are 80% or more scoring benchmark or above? Yes <a href="#">NO</a></p> <p>Spring: Are 80% or more scoring benchmark or above? Yes <a href="#">NO</a></p>
<p><b>Curriculum</b> Fall, Winter, Spring</p>	<ul style="list-style-type: none"> <li><b>What curriculum is being used? (per grade level)</b> <a href="#">Read 180</a> <a href="#">Advisory – Why Try; 7 Habits of Highly Effective Teens; Bear Essentials</a></li> <li>According to the data, what adjustments need to be made to the core curriculum to support learning? <a href="#">Stronger alignment with ISAT standards and format</a></li> </ul>
<p><b>Instruction</b> Fall, Winter, Spring</p>	<ul style="list-style-type: none"> <li>How is instruction monitored? (per grade level)</li> <li>According to the data, what adjustments need to be made to instruction to support learning?</li> </ul>



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

	<ul style="list-style-type: none"><li>• Instructional Coach observes teachers</li><li>• Lesson plans submitted weekly with feedback from principal</li><li>• Admin conducting walk-thru's (teacher vitae) along with formal observations and evaluations</li><li>• Peer observations with feedback</li></ul>												
<b>Data</b>	<ul style="list-style-type: none"><li>• According to the data, which grades/departments might need additional support?</li><li>• According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring?</li></ul> <p>Increased % growth ISAT ELA in 7<sup>th</sup> grade = 8%; 8<sup>th</sup> grade=2%</p> <p>Reading Lexile Pre Test</p> <table><tr><td>Lockwood</td><td>630.5</td><td>7<sup>th</sup> Grade</td></tr><tr><td>Parks</td><td>802.4</td><td>7<sup>th</sup> Grade</td></tr><tr><td>Burnum</td><td>894.3</td><td>8<sup>th</sup> Grade</td></tr><tr><td>Hensley</td><td>915.9</td><td>8<sup>th</sup> Grade</td></tr></table>	Lockwood	630.5	7 <sup>th</sup> Grade	Parks	802.4	7 <sup>th</sup> Grade	Burnum	894.3	8 <sup>th</sup> Grade	Hensley	915.9	8 <sup>th</sup> Grade
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Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

<b>MATH</b>	
<b>Assessments</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?</li> <li>Has everyone involved in the administration of assessment been properly trained?</li> <li>Are our assessments properly identifying student needs?</li> </ul> <p>           Fall: Are 80% or more scoring benchmark or above? Yes <b>NO</b>            Winter: Are 80% or more scoring benchmark or above? Yes <b>NO</b>            Spring: Are 80% or more scoring benchmark or above? Yes <b>NO</b> </p> <ul style="list-style-type: none"> <li>All grade levels are working on ISAT question problems to teach students higher order thinking and familiarity with testing problems.</li> <li>M-Lockwood T-Wellard W-Parks Th-Hensley Fri – Burnum</li> <li>Interim ISAT assessments (at least 3 per year)</li> </ul>
<b>Curriculum</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>What curriculum is being used? (per grade level)</li> <li>According to the data, what adjustments need to be made to the core curriculum to support learning?</li> </ul> <ul style="list-style-type: none"> <li>I-Ready Math</li> <li>Math 180</li> <li>Fast Math</li> </ul>



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

<b>Instruction</b> Fall, Winter, Spring	<ul style="list-style-type: none"><li>• How is instruction monitored? (per grade level)</li><li>• According to the data, what adjustments need to be made to instruction to support learning?</li><li>• Instructional Coach observes teachers</li><li>• Lesson plans submitted weekly with feedback from principal</li><li>• Admin conducting walk-thru's (teacher vitae) along with formal observations and evaluations</li></ul>
<b>Data</b>	<ul style="list-style-type: none"><li>• According to the data, which grades/departments might need additional support?</li><li>• According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion)</li></ul> <p>Results from ISAT last year indicated neutral growth in 7<sup>th</sup> grade with a drop in performance in 8<sup>th</sup> grade. The focus is implementing the I-Ready Math Curriculum, along with Math 180 while providing ISAT practice questions daily.</p>



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

WRITING													
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"><li>What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?</li><li>Has everyone involved in the administration of assessment been properly trained?</li><li>Are our assessments properly identifying student need?</li></ul> <table><tr><td>Fall:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr><tr><td>Winter:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr><tr><td>Spring:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr></table> <ul style="list-style-type: none"><li>Baseline, midline, and endline writing pieces are implemented and documented in milepost to measure growth and improvement.</li><li>Content writing pieces in every class quarterly.</li><li>Interim ISAT Assessments (at least 3 per year)</li><li>Daily ISAT Practice questions.</li><li>M-Lockwood T-Wellard W-Parks Th-Hensley Fri – Burnum</li></ul>	Fall:	Are 80% or more scoring benchmark or above?	Yes	NO	Winter:	Are 80% or more scoring benchmark or above?	Yes	NO	Spring:	Are 80% or more scoring benchmark or above?	Yes	NO
Fall:	Are 80% or more scoring benchmark or above?	Yes	NO										
Winter:	Are 80% or more scoring benchmark or above?	Yes	NO										
Spring:	Are 80% or more scoring benchmark or above?	Yes	NO										



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

	<table><tr><th></th><th>I-Ready Math</th><th>Math 180</th><th>Pre-Test Scores</th></tr><tr><td>Lockwood 7</td><td>435.9</td><td>303.8</td><td></td></tr><tr><td>Parks 7</td><td>460.8</td><td>416.7</td><td></td></tr><tr><td>Burnum 8</td><td>469.4</td><td>571.5</td><td></td></tr><tr><td>Hensley 8</td><td>469.5</td><td>703.6</td><td></td></tr></table>		I-Ready Math	Math 180	Pre-Test Scores	Lockwood 7	435.9	303.8		Parks 7	460.8	416.7		Burnum 8	469.4	571.5		Hensley 8	469.5	703.6	
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<div>Curriculum</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none"><li>What resources are being used to integrate writing? (per grade level)</li><li>According to the data, what adjustments need to be made to these resources to support learning?</li> <li>Write Tools in all grade levels</li></ul>																				
	<ul style="list-style-type: none"><li>How is instruction monitored? (per grade level)</li><li>According to the data, what adjustments need to be made to instruction to support learning?</li> <li>Instructional Coach observes teachers</li><li>Lesson plans submitted weekly with feedback from principal</li><li>Admin conducting walk-thru’s (teacher vitae) along with formal observations and evaluations</li></ul>																				



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

<b>Data</b>	<ul style="list-style-type: none"><li>• According to the data, which grades/departments might need additional support?</li><li>• According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion)</li></ul> <ul style="list-style-type: none"><li>• Current 8<sup>th</sup> graders showed an 8% increase in ELA ISAT scores from last year.</li><li>• Marked improvement on our pre-post writing scores by utilizing the rubric scoring guide.</li></ul> <p>Write Tool Pre-Test</p> <table><tr><td>Lockwood 7</td><td>1.4</td></tr><tr><td>Parks 7</td><td>2.2</td></tr><tr><td>Burnum 8</td><td>2.8</td></tr><tr><td>Hensley 8</td><td>2.7</td></tr></table>	Lockwood 7	1.4	Parks 7	2.2	Burnum 8	2.8	Hensley 8	2.7
Lockwood 7	1.4								
Parks 7	2.2								
Burnum 8	2.8								
Hensley 8	2.7								

What does instruction and the classroom setting look like in grade levels and classrooms in which there are a high percent of students who are scoring at Benchmark or above? (Fall, Winter, Spring) What differentiation is occurring for students who are above benchmark?

- High level of engagement



## Response to Intervention or Multi-Tier System of Support Building-level Framework

- Student-led activities
- Extension opportunities in the classroom and before and after school (Homework Club; After school tutoring)
- Respectful questions and discussions
- Active learners

What differentiated instruction could be implemented in grade level/classrooms where there is a high percent of struggling students? (Fall, Winter, Spring)

- Multiple versions of assessments and additional accommodations are common at BA.

### School Data

#### Instruction/Intervention Effectiveness





**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

		Fall				Winter				Spring			
		R-CBM/ IRI	MAZE	STAR Math	Writing	R-CBM/ IRI	MAZE	STAR Math	Writing	R-CBM/ IRI	MAZE	STAR Math	Writing
Students in Poverty	>50%ile												
	25-49%ile												
	24-11%ile												
	<10%ile												
Homeless Students	>50%ile												
	25-49%ile												
	24-11%ile												
	<10%ile												
Special Education Students	>50%ile												
	25-49%ile												
	24-11%ile												
	<10%ile												
English Language Learners	50%ile												
	25-49%ile												
	24-11%ile												
	<10%ile												
Migrant Students	50%ile												
	25-49%ile												
	24-11%ile												
	<10%ile												
All Students	50%ile												
	25-49%ile												
	24-11%ile												
	<10%ile												

**Are current supports having a positive effect on student growth?**

Yes \_\_\_\_

Continue what you are doing!

No \_\_\_\_

Analyze the possible reasons. Develop & implement solutions bases on those hypotheses.

Hypothesis:

Solution:

**Tier 2 & 3 - Intervention Effectiveness** (Are students making gains and/or moving out of interventions?)



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

### Instructional Support & Progress Monitoring

1. To what degree did students who need additional support receive that support? (Fall, Winter, Spring)



## Response to Intervention or Multi-Tier System of Support Building-level Framework

- Extra help, homework club, after school tutoring, study hall
- Separate testing environment as needed
- Para professional in every classroom
- BAT team weekly

2. Do we need to adjust the intervention system regarding systems conditions for successful

- Not at this time

Intervention, e.g., (student placement, schedule, amount of time, evidence based materials, well trained interventionists, students placed by using data, etc.? (Fall, Winter, Spring)

3. To what degree did staff use/analyze progress monitoring and informal diagnostics to examine student learning? (students receiving intervention) What system is in place? (Fall, Winter, Spring)

- Weekly BAT meetings to discuss the high risk students based on our levels system
- Utilize milepost interventions and behavior plans to best meet student needs
- Analyze data quarterly regarding grades, behavior, refocuses, parental involvement, attendance, outreach

Do all Tier 2 & Tier 3 students have appropriate goals set which reflect *Reasonable* or *Ambitious* growth rates? Yes ☒ No ☐

Is there a system in place to regularly review student Progress Monitoring data? Yes ☒ No ☐

Are Tiered Interventions having a positive effect on student outcomes? (Fall, Winter, Spring)

Yes ☒

Continue what you are doing!

No ☐

Analyze the possible reasons. Develop & implement solutions based on those hypotheses.

Next Steps:



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

**Advanced Learners - Enrichment Effectiveness (Are students making appropriate gains?)**

**Kindergarten grade**

% of students receiving Enrichment Support	Fall	Winter	Spring

**1-3<sup>rd</sup> grade**

% of students receiving Enrichment Support	Fall	Winter	Spring

**4-6<sup>th</sup> grade**

% of students receiving Enrichment Support	Fall	Winter	Spring

**7-8<sup>th</sup> grade**

% of students receiving Enrichment Support	Fall	Winter	Spring

**Are Enrichment Supports having a positive effect on student growth?**

Yes ☒ \_\_\_\_\_

Continue what you are doing!

No ☐ \_\_\_\_\_

Analyze the possible reasons. Develop & implement solutions based on those hypotheses.

Next Steps:

**Professional Development**

	Needs	Plan
	Tier 1* – PBL; PBIS; Write Tools	
<b>Fall</b> - Current school year		



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

	Tier 2 –	
	Tier 3 –	
	Other+ -	
<b>Winter</b> – Adjustments to our plan:		
<b>Spring</b> - Summer & next year needs:	Needs	Plan
	Tier 1* –	
	Tier 2 –	
	Tier 3 –	
	Other+ -	

\*All staff are included in Tier 1 best practices PD

+Other includes: ELL, Advanced, Tier 4, etc.

### **Family & Community Involvement**

Are parents involved in this review process? Yes ☒ No ☐

- Parent Involvement Committee has approved our school Parent Involvement Plan/Policy, Calendar of activities, & Budget for Parent Involvement funds? Yes ☒ No ☐ Date \_\_\_\_\_
- Is there a system in place for parents to provide feedback? Yes ☒ No ☐



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

How was the review process communicated with the parents? How was that feedback disseminated to the staff? What outcomes did the school implement from parent feedback?

Examples of surveys collected or planned:

What kinds of trainings/workshops are planned that are designed to help families establish home environments to support children entering or continuing in our schools?

Needs: I-Care Tracking Forms Parent Nights Project Based Learning	Plan:
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**Celebrations & Next Steps**

Areas of strength: Overall structure of program; Relationships, and accountability (Advisory)

Areas of need: Professional Development

Projected Academic SMART Goal for next school year 20\_\_\_\_-20\_\_\_\_



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

**School Leadership Team**

Team Member	Role
Dr. Jim R. Brown	Principal
Gwenda Lockwood	Teacher
Russ Burnum	Teacher
Kathy Hensley	Teacher
Morgan Parks	Teacher
Lisa Wellard	On-line Coordinator
Lucy Wills	Counselor
	Parent
	Parent

Review Dates

Fall \_\_\_\_\_

Winter \_\_\_\_\_

Spring \_\_\_\_\_



**Twin Falls School District #411**  
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Twin Falls, ID 83301

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# **Secondary School Improvement Plans**

## **2017-18**

**Vera C. O'Leary**  
**Ace Marcellus**  
**Principal**



## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District #411  
**School:** Vera C. O’Leary Middle School  
**Reviewers:** Amy McBride, Ryan Elsworth, Jim Brown,  
LT Erickson

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. **Buildings are responsible for the quality of Continuous Improvement Plans.** This form is to 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? Cite Evidence.

Yes.

- What processes has the school implemented that has demonstrated growth? Cite Evidence.

#### **ISAT scores**

- What has the school accomplished through the improvement process? (Celebrate successes through monitoring). Cite Evidence.

**Set our goals and an implementation plan for each.**

- Has the school communicated data & outcome results with the school board? Date of Board Report

**Yes, the previous administration presented to the board in the spring.**

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

- Do the 2 SMART Goals meet all “S.M.A.R.T.” components? Are they measurable within the **current school year**? Do they include baseline data?

No, need to indicate time and specify test. No, data needs to be added for current students. Does meet board goal of meeting state average on state test scores.

- Is there evidence that the team has implemented the plan from previous year? Cite Evidence

Yes, student growth on the ISAT indicated a plan was in place.

- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?

Need to add to more specificity to action items.

- Are timelines staggered and sequential throughout the course of the school year? Cite Evidence

Add timelines to goals within the action items.

- 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?

#### **Reading Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input type="checkbox"/> Exceptional	X Acceptable	<input type="checkbox"/> Needs Revision
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#### **Math Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input type="checkbox"/> Exceptional	X Acceptable	<input type="checkbox"/> Needs Revision
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#### **Writing Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input type="checkbox"/> Exceptional	X Acceptable	<input type="checkbox"/> Needs Revision
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#### **Continuous Improvement Plan Narrative Feedback:** **(Answer on next page)**

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

a) Strengths:

Good acknowledgment to define interventions and norms. Good explanation of the three tiers of instructions for math, reading and writing. Good use of data throughout the plan. Good collaboration reviewing the progress of the interventions strategies being implemented.

b) Areas for growth:

c) Questions/something we still wonder:

How will action items be completed? How to measure the effectiveness of establishing norms?

d) Required next steps:

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

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

<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
Clever evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is clear evidence that it has become an established practice in the building and is sustainable over time.	Some evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is some evidence that it has become an established practice in the building.	Little or no evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is little or no evidence that it has become an established practice in the building.
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 <b>building leadership team</b> has continuously worked toward completion of tasks, adding new subject area tasks throughout the year. Clear evidence is presented that completed tasks have become established practices in the building and are sustainable over time.	The <b>building leadership team</b> has continuously worked toward completion of subject area tasks. Clear evidence is presented that completed tasks have become established practice in the building.	There is little or no evidence that planned subject area tasks have been continuously monitored.



School Name O'Leary Middle School School Year 2017-18

**Purpose**

- ★ To guide instructional teaming discussions as you think through and monitor school improvement planning and program effectiveness
- ★ To support buildings with resource allocation based on analysis of data.

**Instructions:**

- ★ Please use this framework as a guide for reviewing data after each Universal Screening cycle – Fall, Winter, Spring. **Please date entries!**
- ★ If you have documents that address these same areas, please mark box and attach to end of this document.
- ★ Review Universal Screener Data (record findings below)
  - Review Milepost & Star Math for percentage of students performing at each tier in every grade to determine CORE curriculum/instruction effectiveness
- ★ Review Other Assessment Data (ISAT2, EOC, DLA, etc.)

Are school teams (BLT, Content and Grade-level, etc.) in place and meeting regularly? Yes ☒ No ☐  
Do all certified and “instructional” classified staff meet HQT requirements? Yes ☒ No ☐

**SMART GOALS**

Academic SMART Goal for **previous** school year 20\_16\_\_\_ - 20\_17\_\_\_

- 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.

Academic SMART Goal for **current** school year 20\_17\_\_\_ - 20\_18\_\_\_

- Increase growth on ISAT scores by 25 to 30 points in at least 70% of our population. To prepare for this, we plan to use interim tests, incorporate math into all classrooms and help our PrimeTime students create a goal for the ISAT test.
- Create an overall 10% reduction in behavior incidents from last year by using PBIS rewards and positive reinforcement. To measure the accountability, we ask that all teachers assign at least 10 cubs cash to students bi-weekly and reinforce good behavior.



## Tier 1 Curriculum/Instruction Effectiveness

READING	
<b>Assessments</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>What assessment measure(s) are being used to show effectiveness in Tier I:             <ul style="list-style-type: none"> <li>AR reading tests</li> <li>Pre-Post Testing by unit</li> </ul> </li> <li>(Universal Screeners, Curricular, Pre-post, EOCA)?</li> <li>Has everyone involved in the administration of assessment been properly trained?</li> <li>Are our assessments properly identifying student needs?</li> </ul> <p>Fall: Are 80% or more scoring benchmark or above? Yes NO</p> <p>Winter: Are 80% or more scoring benchmark or above? Yes NO</p> <p>Spring: Are 80% or more scoring benchmark or above? Yes NO</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>AR reading every quarter</li> <li>Tutoring and Homework club</li> <li>credit Recovery beginning 2nd quarter</li> </ul> <p>Fall AR Results (students meeting goals)-</p> <ul style="list-style-type: none"> <li>6th Grade: <math>89/249 = 36\%</math></li> <li>7th Grade: <math>99/238 = 41.6\%</math></li> <li>8th Grade: <math>116/247 = 47\%</math></li> </ul>
<b>Curriculum</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>What curriculum is being used? (per grade level)</li> <li>According to the data, what adjustments need to be made to the core curriculum to support learning?</li> </ul> <p>6th grade:</p> <ul style="list-style-type: none"> <li>Wonders Reading</li> <li>Cub Essentials-6th grade</li> </ul> <p>7th Grade:</p> <ul style="list-style-type: none"> <li>Integrated Curriculum with LA</li> </ul> <p>8th Grade:</p> <ul style="list-style-type: none"> <li>Integrated Curriculum with LA</li> </ul>



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

<b>Instruction</b> Fall, Winter, Spring	<ul style="list-style-type: none"><li>• How is instruction monitored? (per grade level)</li><li>• According to the data, what adjustments need to be made to instruction to support learning?</li></ul> <p><b>All Grades:</b></p> <ul style="list-style-type: none"><li>• Instructional coach observes teachers</li><li>• Lesson plans submitted each week</li><li>• Instructional rounds 1x per quarter for all staff</li><li>• Admin conducting walk throughs and evaluation observations</li><li>• ISAT Interim Assessments</li></ul>



## Response to Intervention or Multi-Tier System of Support Building-level Framework

<div>Data</div>	<div><ul style="list-style-type: none"><li>According to the data, which grades/departments might need additional support?</li><li>According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring?</li> <li>All grade levels improved by over 10% in proficiency from last year’s ISAT scores in ELA, so we will continue school wide support in increasing the rigor and expectations of our students.</li></ul></div>												
<div>MATH</div>													
<div><div>Assessments</div><div>Fall, Winter, Spring</div></div>	<div><ul style="list-style-type: none"><li>What assessment measure(s) are being used to show effectiveness in Tier I:<ul style="list-style-type: none"><li>i-Ready Math Screener - all students assessed</li></ul></li><li>(Universal Screeners, Curricular, Pre-post, EOCA)?</li><li>Has everyone involved in the administration of assessment been properly trained?</li><li>Are our assessments properly identifying student needs?</li></ul></div> <div><table><tr><td>Fall:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td><del>NO</del></td></tr><tr><td>Winter:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr><tr><td>Spring:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr></table></div> <div><ul style="list-style-type: none"><li>All grade levels are working on example ISAT problems to teach students higher order thinking</li><li>Interim ISAT Assessments (at least 3 per year)</li><li>Credit Recovery starting second quarter</li></ul></div> <div><div>Fall i-Ready</div><div><ul style="list-style-type: none"><li>8th grade average: 6.4</li><li>7th grade average: 5.8</li><li>6th grade average: 5.4</li></ul></div></div>	Fall:	Are 80% or more scoring benchmark or above?	Yes	<del>NO</del>	Winter:	Are 80% or more scoring benchmark or above?	Yes	NO	Spring:	Are 80% or more scoring benchmark or above?	Yes	NO
Fall:	Are 80% or more scoring benchmark or above?	Yes	<del>NO</del>										
Winter:	Are 80% or more scoring benchmark or above?	Yes	NO										
Spring:	Are 80% or more scoring benchmark or above?	Yes	NO										





Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

<b>Curriculum</b> Fall, Winter, Spring	<ul style="list-style-type: none"><li>• <b>What curriculum is being used? (per grade level)</b></li><li>• According to the data, what adjustments need to be made to the core curriculum to support learning?</li> <li>• <b>i-Ready math at all grade levels</b></li></ul>
<b>Instruction</b> Fall, Winter, Spring	<ul style="list-style-type: none"><li>• How is instruction monitored? (per grade level)</li><li>• According to the data, what adjustments need to be made to instruction to support learning?</li> <li>• <b>Instructional coach observes teachers</b></li><li>• <b>Lesson plans submitted each week</b></li><li>• <b>Instructional rounds 1x per quarter for all staff</b></li><li>• <b>Admin conducting walk throughs and evaluation observations</b></li><li>• <b>ISAT Interim Assessments</b></li><li>• <b>i-Ready Diagnostic</b></li></ul>



Data	<p>According to the data, which grades/departments might need additional support?</p> <p>According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion)</p> <ul style="list-style-type: none"><li>● Incoming 6th graders scored at only 30% proficient and we lost 1% in our 7th to 8th graders so we are showing ISAT scores to all students and parents to set goals in the fall during conferences</li><li>● We will begin to offer ISAT prep classes weekly in preparation</li><li>● 6th to 7th grade improved 20% in proficiency so we will continue our supports at the 7th grade level</li></ul>												
WRITING													
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"><li>● What assessment measure(s) are being used to show effectiveness in Tier I:<ul style="list-style-type: none"><li>○ Write Tool Paragraph - all students assessed</li></ul></li><li>(Universal Screeners, Curricular, Pre-post, EOCA)?</li><li>● Has everyone involved in the administration of assessment been properly trained?</li><li>● Are our assessments properly identifying student need?</li></ul> <table><tr><td>Fall:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr><tr><td>Winter:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr><tr><td>Spring:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr></table>	Fall:	Are 80% or more scoring benchmark or above?	Yes	NO	Winter:	Are 80% or more scoring benchmark or above?	Yes	NO	Spring:	Are 80% or more scoring benchmark or above?	Yes	NO
Fall:	Are 80% or more scoring benchmark or above?	Yes	NO										
Winter:	Are 80% or more scoring benchmark or above?	Yes	NO										
Spring:	Are 80% or more scoring benchmark or above?	Yes	NO										



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

	<ul style="list-style-type: none"> <li>• Baseline and midline and endline writing pieces in PT to measure growth and improvement, scores recorded in Mileposts</li> <li>• One writing piece in each class every quarter - all subjects</li> <li>• Multi-paragraph essays in all core subjects</li> <li>• Assess in grade level teams to determine proficiency</li> <li>• Interim ISAT Assessments (at least 3 per year)</li> <li>• Credit Recovery beginning 2nd quarter</li> </ul> <p>Write Tools Paragraphs (1-4 scale):</p> <ul style="list-style-type: none"> <li>• 8th grade average: 2.1</li> <li>• 7th grade average: 1.9</li> <li>• 6th grade average: 2.1</li> </ul>
<b>Curriculum</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>• What resources are being used to integrate writing? (per grade level)</li> <li>• According to the data, what adjustments need to be made to these resources to support learning?</li> </ul> <ul style="list-style-type: none"> <li>• Write Tools in all grade levels             <ul style="list-style-type: none"> <li>○ Argument/opinion</li> <li>○ Informative/explanatory</li> </ul> </li> </ul>
<b>Instruction</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>• How is instruction monitored? (per grade level)</li> <li>• According to the data, what adjustments need to be made to instruction to support learning?</li> </ul>



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

	<ul style="list-style-type: none"><li>• Instructional coach observes teachers</li><li>• Lesson plans submitted each week</li><li>• Instructional rounds 1x per quarter for all staff</li><li>• Admin conducting walk throughs and evaluation observations</li><li>• One writing piece in each class every quarter - all subjects</li><li>• Multi-paragraph essays in all core subjects</li><li>• Assess in grade level teams to determine proficiency</li><li>• Interim ISAT Assessments (at least 3 per year)</li></ul>
Data	<p>According to the data, which grades/departments might need additional support?</p> <p>According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion)</p> <ul style="list-style-type: none"><li>• All grade levels improved by over 10% in proficiency from last year's ISAT scores in ELA, so we will continue school wide support in increasing the rigor and expectations of our students.</li><li>• 6th grade will work on aligning new curriculum (Wonders) to the state standards.</li></ul>



## Response to Intervention or Multi-Tier System of Support Building-level Framework

**What does instruction and the classroom setting look like in grade levels and classrooms in which there are a high percent of students who are scoring at Benchmark or above? (Fall, Winter, Spring) What differentiation is occurring for students who are above benchmark?**

- High level of engagement
- Student-led activities
- Advanced opportunities in the classroom and before school (IDLA)
- Respectful questions and discussions
- Active learners

**What differentiated instruction could be implemented in grade level/classrooms where there is a high percent of struggling students? (Fall, Winter, Spring)**

- Many of our teachers have created 3 levels of assignments for those who need differentiation. The student chooses to work on the level that works best for him or her and the responsibility of the grade is not only communicated, but also put onto the student instead of the teacher.
- Most teachers have created multiple versions of their assessments for those students who need additional accommodations, i.e. SPED students)

### **Instructional Support & Progress Monitoring**

1. To what degree did students who need additional support receive that support? (Fall, Winter, Spring)

- Homework club, Credit Recovery, ISAT prep on Tuesdays and Thursdays
- Separate testing environment as needed
- Paraeducators assigned to students
- PrimeTime Advisors monitoring grades and progress
- Check-in/Check-out with adult mentors

2. Do we need to adjust the intervention system regarding systems conditions for successful Intervention, e.g., (student placement, schedule, amount of time, evidence based materials, well trained interventionists, students placed by using data, etc.? (Fall, Winter, Spring)



## Response to Intervention or Multi-Tier System of Support Building-level Framework

- Not at this time

3. To what degree did staff use/analyze progress monitoring and informal diagnostics to examine student learning? (students receiving intervention) What system is in place? (Fall, Winter, Spring)

- Weekly team meetings to discuss students of concern
- Referred to PRIM book and previous Mileposts entries to identify how to best help students be successful
- Analyzed grades during midterms and quarter with PT students to identify where students need extra help
- Weekly monitor behavior incidents and create “teach-to” to address need - taught in PT at the beginning of each week.
- Analyzed grades at quarter and assigned credit recovery for students with failing grades.

Do all Tier 2 & Tier 3 students have appropriate goals set which reflect *Reasonable* or *Ambitious* growth rates? Yes ☐ No ☒

Is there a system in place to regularly review student Progress Monitoring data? Yes ☒ No ☐

Are Tiered Interventions having a positive effect on student outcomes? (Fall, Winter, Spring)

Yes ☒ Continue what you are doing!

No ☐ Analyze the possible reasons. Develop & implement solutions based on those hypotheses.

Next Steps:

### Advanced Learners - Enrichment Effectiveness (Are students making appropriate gains?)

#### Kindergarten grade

% of students receiving Enrichment Support	Fall	Winter	Spring

#### 1-3<sup>rd</sup> grade

% of students receiving Enrichment Support	Fall	Winter	Spring

#### 4-6<sup>th</sup> grade

% of students receiving Enrichment Support	Fall	Winter	Spring

#### 7-8<sup>th</sup> grade

% of students receiving Enrichment Support	Fall	Winter	Spring
	IDLA classes-6 students		



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

**Are Enrichment Supports having a positive effect on student growth?**

Yes   X  

Continue what you are doing!

No       

Analyze the possible reasons. Develop & implement solutions based on those hypotheses.

Next Steps:

**Professional Development**

	Needs	Plan
<b>Fall</b> - Current school year	1. Tier 1* – PBIS Tier 1 supports 2. i-Ready Math Training 3. New Teacher Training 4. 2nd Year Teacher Training 5. ISAT Interim Assessment Training 6. Milepost (in house) 7. FCS Professional Development	1. Attend 4 days in Filer with PBIS team to help implement and re-teach behavior expectations for students and staff 2. District sponsored training on use of i-Ready and differentiation 3. District sponsored training for new teachers (on going) 4. District sponsored training for 2nd year teachers (on going) 5. ELA and Math department leads attended district sponsored training and then trained ELA/Math Teachers on using them. 6. Milepost Lead met with all teachers during their prep time to discuss use of Milepost and answer questions. 7. FCS teacher attended a professional development opportunity
	Tier 2 –	
	Tier 3 –	
	Other+ -	
<b>Winter</b> – Adjustments to our plan:		
<b>Spring</b> - Summer & next year needs:	Needs	Plan
	Tier 1* –	



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

	Tier 2 –	
	Tier 3 –	
	Other+ -	

\*All staff are included in Tier 1 best practices PD

+Other includes: ELL, Advanced, Tier 4, etc.

### **Family & Community Involvement**

Are parents involved in this review process? Yes ☒ No ☐

- Parent Involvement Committee has approved our school Parent Involvement Plan/Policy, Calendar of activities, & Budget for Parent Involvement funds? Yes ☐ No ☐ Date \_\_\_\_\_
- Is there a system in place for parents to provide feedback Yes ☐ No ☐

**How was the review process communicated with the parents? How was that feedback disseminated to the staff? What outcomes did the school implement from parent feedback?**

Examples of surveys collected or planned:

- Beginning of the year check-in
- School culture survey

What kinds of trainings/workshops are planned that are designed to help families establish home environments to support children entering or continuing in our schools?

Needs:	Plan:
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## Response to Intervention or Multi-Tier System of Support Building-level Framework

### Celebrations & Next Steps

Areas of strength:

- Consistent implementation of PBIS school wide
  - PBIS Rewards System
  - Weekly Teach-To based on data
- Around \$12,000 brought in by the Walk-a-thon Fundraiser (will be used for technology purchases)
- Use of Remind app at all grade levels and subjects

Areas of need:

Projected Academic SMART Goal for next school year 2018-2019

### School Leadership Team

Team Member	Role
Sara Praegitzer and Ace Marcellus	Principal
Rebecca Ellis	Teacher
Mary Jo Gartner	Teacher
Annette McFarlin	Teacher
Lindy Christensen	Teacher
Joe Jayo	Teacher
Chad Fistolera	Teacher
Tim Dahle	Teacher
Tasha Schroeder or Tonya Ford	Parent

Review Dates

Fall \_\_9/27/17\_\_

Winter\_\_1/24/18\_\_

Spring\_\_4/25/18\_\_

**O'Leary M.S.**  
**2017-2018**  
**Smart Goal**

Increase growth on ISAT scores by 25 to 30 points in at least 70% of our population. To prepare for this, we plan to use interim tests, incorporate math into all classrooms and help our Primetime students create a goal for the ISAT test.

Completed by:

OMS Leadership Team

**W.I.S.E Indicators**

**Supporting Tasks**

**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.

ISAT Specialist position will focus on test prep and creating an optimal testing environment (Test prep days will be grouped in basic, proficient and advanced groups).

Provide Academic support(e.g., Homework Club, Test Prep, Teacher Assistance, PT monitoring and support.) (Attendance logs, student log entries, parent contact logs)

PT teachers will create a plan for meeting with all students to review previous ISAT results and set growth goal (Goal report). Practice tests are now available to use.

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

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 (Student lists for each team).

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

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 (Dept meeting minutes and curriculum assessment).

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

Parents will receive communication a minimum of one time every week on upcoming tests and projects from Remind 101 in order to have a role in helping the student study. Fall and spring student led conferences will include a review of past scores and inform parents of the growth goal for upcoming testing (Brochures, flyers, presentation notes, conference agenda/materials). Students will also be informed of the ISAT prep classes.



**Twin Falls School District #411**  
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Twin Falls, ID 83301

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# **Secondary School Improvement Plans**

## **2017-18**

**Robert Stuart**  
**Amy McBride**  
**Principal**

## Continuous Improvement Plan – Feedback Form

District: Twin Falls School District #411

School:  
RSMS

Reviewers:  
Erickson,  
Marcellus,  
Ellsworth

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. **Buildings are responsible for the quality of Continuous Improvement Plans.** This form is to 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? Cite Evidence.
  - Did not meet SMART goals. Made some growth In ELA. Pockets of growth in math.
- What processes has the school implemented that has demonstrated growth? Cite Evidence
  - School-wide writing initiative
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring).
  - Increased ELA scale scores by 30+ points
- Has the school communicated data & outcome results with the school board? Date of Board Report
  - Yes, in the spring

### Guiding questions for current year planning:

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?
  - Yes and yes.
- Is there evidence that the team has implemented the plan from previous year? Cite Evidence
  - Yes, growth in ELA
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
  - Yes

- Are timelines staggered and sequential throughout the course of the school year?
  - Could use more specific timelines.
- 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?
  - Yes, through Bear Essentials class and growth in ELA

#### **Reading Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

Exceptional	Acceptable	Needs Revision
-------------	------------	----------------

Acceptable

#### **Math Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

Exceptional	Acceptable	Needs Revision
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Acceptable

#### **Writing Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

Exceptional	Acceptable	Needs Revision
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Acceptable

#### **Continuous Improvement Plan Narrative Feedback:** **(Answer on next page)**

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

Strengths:

- Detailed plan for each of the tiers of instruction
- Specific goals
- Reasonable goals
- Good strategies for academic improvement

Areas for growth:

- More specific timelines
- More strategies for math intervention

Questions/something we still wonder:

- Maximize the math 180 licenses
- Address the other math concerns?
- ISAT test skills? Interim assessments

Required next steps:

- Update plan
- Review in Winter
- Add ISAT interim assessments

## Continuous Improvement Plan Scoring Rubric Summary:

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

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



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

School Name Robert Stuart Middle School School Year 2017-18

**Purpose**

- ★ To guide instructional teaming discussions as you think through and monitor school improvement planning and program effectiveness
- ★ To support buildings with resource allocation based on analysis of data.

**Instructions:**

- ★ Please use this framework as a guide for reviewing data after each Universal Screening cycle – Fall, Winter, Spring. **Fall (8/21-9/25)**
- ★ If you have documents that address these same areas, please mark box and attach to end of this document.
- ★ Review Universal Screener Data (record findings below)
  - Review Milepost & Star Math for percentage of students performing at each tier in every grade to determine CORE curriculum/instruction effectiveness
- ★ Review Other Assessment Data (ISAT2, EOC, DLA, etc.)

Are school teams (BLT, Content and Grade-level, etc.) in place and meeting regularly?

Yes ☒ No ☐

Do all certified and “instructional” classified staff meet HQT requirements?

Yes ☒ No ☐

**SMART GOALS**

Academic SMART Goal for previous school year 2016- 2017

- 1: RSMS will increase the percent of students scoring proficiency or higher on the 2017 math ISAT by 30%, from 27% to 57%.
  - 2: RSMS will increase the percent of students scoring proficiency or higher on the 2017 ELA ISAT by 30%, from 35% to 65%.
- Did not meet goals.

Academic SMART Goal for current school year 2017-2018

- 1: RSMS will increase the percent of students scoring proficiency or higher on the 2018 math ISAT by 15%, from 27% to 42%.
- 2: RSMS will increase the percent of students scoring proficiency or higher on the 2018 ELA ISAT by 17%, from 37% to 52%.





## Tier 1 Curriculum/Instruction Effectiveness

READING	
<b>Assessments</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>What assessment measure(s) are being used to show effectiveness in Tier I:               <ul style="list-style-type: none"> <li>AR reading tests</li> <li>Pre-Post Testing by unit</li> </ul> </li> <li>(Universal Screeners, Curricular, Pre-post, EOCA)?</li> <li>Has everyone involved in the administration of assessment been properly trained?</li> <li>Are our assessments properly identifying student needs?</li> </ul> <p>           Fall: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input checked="" type="checkbox"/>            Winter: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input type="checkbox"/>            Spring: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input type="checkbox"/> </p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>AR reading every quarter</li> <li>Extra Help</li> <li>Credit Recovery beginning 2nd quarter</li> </ul> <p>           Fall - 8th grade average for Star Reading 6.6            7th grade average for Star Reading 6.3            6th grade average for Star Reading 6.0         </p>
<b>Curriculum</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>What curriculum is being used? (per grade level)</li> <li>According to the data, what adjustments need to be made to the core curriculum to support learning?</li> </ul> <p>6th grade:</p> <ul style="list-style-type: none"> <li>Wonders Reading</li> <li>Bear Essentials-6th grade</li> <li>SSC</li> </ul> <p>7th Grade:</p> <ul style="list-style-type: none"> <li>Integrated Curriculum with LA</li> <li>SSC</li> </ul> <p>8th Grade:</p> <ul style="list-style-type: none"> <li>Integrated Curriculum with LA</li> <li>SSC</li> </ul>



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

<div>Instruction</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none"><li>How is instruction monitored? (per grade level)</li><li>According to the data, what adjustments need to be made to instruction to support learning?</li></ul> <div>All Grades:</div> <ul style="list-style-type: none"><li>Instructional coach observes teachers</li><li>Lesson plans submitted each week</li><li>Instructional rounds 1x per quarter for all staff</li><li>Admin conducting walk throughs and evaluation observations</li><li>ISAT Interim assessments</li></ul>
<div>Data</div>	<ul style="list-style-type: none"><li>According to the data, which grades/departments might need additional support?</li><li>According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring?</li></ul> <ul style="list-style-type: none"><li>7th and 8th grades increased the average scale score by 30+ points on the ELA ISAT last spring. 6th grade will work on aligning their new curriculum to the state standards.</li><li>Read 180 is our Tier II intervention. Achieve 300 and Corrective Reading are Tier III interventions.</li></ul>
<div>MATH</div>	
<div>Assessments</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none"><li>What assessment measure(s) are being used to show effectiveness in Tier I:<ul style="list-style-type: none"><li>i-Ready Math Screener - all students assessed</li></ul></li><li>(Universal Screeners, Curricular, Pre-post, EOCA)?</li><li>Has everyone involved in the administration of assessment been properly trained?</li><li>Are our assessments properly identifying student needs?</li></ul> <div><div>Fall:</div><div>Are 80% or more scoring benchmark or above?</div><div>Yes</div><div>NO</div></div> <div><div>Winter:</div><div>Are 80% or more scoring benchmark or above?</div><div>Yes</div><div>NO</div></div> <div><div>Spring:</div><div>Are 80% or more scoring benchmark or above?</div><div>Yes</div><div>NO</div></div> <ul style="list-style-type: none"><li>All grade levels are working on example ISAT problems to teach students higher order thinking</li><li>Interim ISAT Assessments (at least 3 per year)</li><li>Credit Recovery beginning 2nd quarter</li></ul> <div>Fal i - 8th grade average for iReady Math 5.8</div> <div>7th grade average for iReady Math 5.0</div> <div>6th grade average for iReady Math 4.8</div>
<div>Curriculum</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none"><li>What curriculum is being used? (per grade level)</li><li>According to the data, what adjustments need to be made to the core curriculum to support learning?</li></ul>



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

	<ul style="list-style-type: none"><li>• Ready math at all grade levels</li><li>• Math 180 for Tier II and III</li></ul>												
<b>Instruction</b> Fall, Winter, Spring	<ul style="list-style-type: none"><li>• How is instruction monitored? (per grade level)</li><li>• According to the data, what adjustments need to be made to instruction to support learning?</li></ul> <ul style="list-style-type: none"><li>• Instructional coach observes teachers</li><li>• Lesson plans submitted each week</li><li>• Instructional rounds 1x per quarter for all staff</li><li>• Admin conducting walk throughs and evaluation observations</li><li>• ISAT Interim assessments</li></ul>												
<b>Data</b>	<p>According to the data, which grades/departments might need additional support?</p> <p>According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion)</p> <ul style="list-style-type: none"><li>• There was not a significant growth overall in any grade in math. Some moderate pockets of growth were documented. The focus is implementing the Ready Math curriculum while ensuring alignment to the state standards.</li><li>• Math 180 and IReady will be used for Tier II and III interventions.</li></ul>												
<b>WRITING</b>													
<b>Assessments</b> Fall, Winter, Spring	<ul style="list-style-type: none"><li>• What assessment measure(s) are being used to show effectiveness in Tier I:<ul style="list-style-type: none"><li>◦ Write Tool Paragraph - all students assessed</li></ul></li><li>(Universal Screeners, Curricular, Pre-post, EOCA)?</li><li>• Has everyone involved in the administration of assessment been properly trained?</li><li>• Are our assessments properly identifying student need?</li></ul> <table><tr><td>Fall:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr><tr><td>Winter:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr><tr><td>Spring:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr></table> <p>8th grade average Writing Prompt score 1.8 7th grade average Writing Prompt score 1.6 6th grade average Writing Prompt score 1.7</p> <ul style="list-style-type: none"><li>• One writing piece in each class every quarter - all subjects</li><li>• Multi-paragraph essays in all core subjects</li><li>• Assess in grade level teams to determine proficiency</li><li>• Interim ISAT Assessments (at least 3 per year)</li><li>• Credit Recovery beginning 2nd quarter</li></ul>	Fall:	Are 80% or more scoring benchmark or above?	Yes	NO	Winter:	Are 80% or more scoring benchmark or above?	Yes	NO	Spring:	Are 80% or more scoring benchmark or above?	Yes	NO
Fall:	Are 80% or more scoring benchmark or above?	Yes	NO										
Winter:	Are 80% or more scoring benchmark or above?	Yes	NO										
Spring:	Are 80% or more scoring benchmark or above?	Yes	NO										



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

<b>Curriculum</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>What resources are being used to integrate writing? (per grade level)</li> <li>According to the data, what adjustments need to be made to these resources to support learning?</li> <li>Write Tools in all grade levels <ul style="list-style-type: none"> <li>Argument/opinion</li> <li>Informative/explanatory</li> </ul> </li> </ul>
<b>Instruction</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>How is instruction monitored? (per grade level)</li> <li>According to the data, what adjustments need to be made to instruction to support learning?</li> <li>Instructional coach observes teachers</li> <li>Lesson plans submitted each week</li> <li>Instructional rounds 1x per quarter for all staff</li> <li>Admin conducting walk throughs and evaluation observations</li> <li>One writing piece in each class every quarter - all subjects</li> <li>Multi-paragraph essays in all core subjects</li> <li>Assess in grade level teams to determine proficiency</li> <li>Interim ISAT Assessments (at least 3 per year)</li> </ul>
<b>Data</b>	<p>According to the data, which grades/departments might need additional support?</p> <p>According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion)</p> <ul style="list-style-type: none"> <li>7th and 8th grades increased the average scale score by 30+ points on the ELA ISAT last spring. 6th grade will work on aligning new curriculum (Wonders) to the state standards.</li> </ul>

What does instruction and the classroom setting look like in grade levels and classrooms in which there are a high percent of students who are scoring at Benchmark or above? (Fall, Winter, Spring) What differentiation is occurring for students who are above benchmark?

- High level of engagement
- Student-led activities
- Advanced opportunities in the classroom and before school (IDLA)
- Respectful questions and discussions
- Active learners

What differentiated instruction could be implemented in grade level/classrooms where there is a high percent of struggling students? (Fall, Winter, Spring)

- Many of our teachers have created multiple versions of their assessments for those students who need additional accommodations, i.e. EL or SPED students)



### Instructional Support & Progress Monitoring

1. To what degree did students who need additional support receive that support? (Fall, Winter, Spring)

- Early morning Extra Help
- Credit Recovery during the school day
- Separate testing environment as needed
- Accommodated assessments based on language levels
- SSC monitoring of grades and progress
- Check-in/check-out with adult mentors

2. Do we need to adjust the intervention system regarding systems conditions for successful Intervention, e.g., (student placement, schedule, amount of time, evidence based materials, well trained interventionists, students placed by using data, etc.? (Fall, Winter, Spring)

- Not at this time

3. To what degree did staff use/analyze progress monitoring and informal diagnostics to examine student learning? (students receiving intervention) What system is in place? (Fall, Winter, Spring)

- Weekly team meetings to discuss students of concern
- Referred to previous Mileposts entries to identify how to best help students be successful
- Analyzed grades during midterms and quarter with SSC students to identify where students need extra help
- Analyzed grades at quarter and assigned credit recovery/extra help for Tier II and III students

Do all Tier 2 & Tier 3 students have appropriate goals set which reflect *Reasonable* or *Ambitious* growth rates? Yes ☒ No ☐  
Is there a system in place to regularly review student Progress Monitoring data? Yes ☒ No ☐

Are Tiered Interventions having a positive effect on student outcomes? (Fall, Winter, Spring)

Yes ☒ Continue what you are doing!

No ☐ Analyze the possible reasons. Develop & implement solutions based on those hypotheses.

Next Steps:

**Advanced Learners - Enrichment Effectiveness (Are students making appropriate gains?)**

Kindergarten grade

% of students receiving Enrichment Support	Fall	Winter	Spring

1-3<sup>rd</sup> grade



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

% of students receiving Enrichment Support	Fall	Winter	Spring
<b>4-6<sup>th</sup> grade</b>			
% of students receiving Enrichment Support	Fall	Winter	Spring
	14%		
<b>7-8<sup>th</sup> grade</b>			
% of students receiving Enrichment Support	Fall	Winter	Spring
	17%		

Are Enrichment Supports having a positive effect on student growth?

Yes   X   Continue what you are doing!

No        Analyze the possible reasons. Develop & implement solutions based on those hypotheses.

Next Steps:

**Professional Development**

	Needs	Plan
Fall - Current school year	Tier 1* – PBIS Tier 1 supports, The Leader in Me 7 Habits training, Wonders and Ready Math training	Instructional Coach attended 4 days in Filer with PBIS team to help implement and re-teach behavior expectations for students and staff  Whole staff received 2 days of Leader in Me training  Reading teachers received Wonders training for curriculum  Math teachers received 2 days of Ready Math training
	Tier 2 – Math 180 training	Intervention teachers received 1 day of Math 180 training and 1 day of coaching
	Tier 3 – Math 180 training	Intervention teachers received 1 day of Math 180 training and 1 day of coaching
	Other+ -	
	Winter – Adjustments to our plan: Launching Leadership, 1 day training	



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

Spring - Summer & next year needs:	Needs	Plan
	Tier 1* – Creating Culture training	Feb. 20 TLIM Creating CULTure training is planned
	Tier 2 –	
	Tier 3 –	
	Other+ -	

\*All staff are included in Tier 1 best practices PD

+Other includes: ELL, Advanced, Tier 4, etc.

## Family & Community Involvement

Are parents involved in this review process? Yes ☒ No ☐

- Parent Involvement Committee has approved our school Parent Involvement Plan/Policy, Calendar of activities, & Budget for Parent Involvement funds? Yes ☒ No ☐ Date \_\_\_\_\_
- Is there a system in place for parents to provide feedback? Yes ☒ No ☐

How was the review process communicated with the parents? How was that feedback disseminated to the staff? What outcomes did the school implement from parent feedback? TBD

Examples of surveys collected or planned:

- Beginning of the year check-in
- EECE survey
- Leader in Me surveys for staff, students and parents

What kinds of trainings/workshops are planned that are designed to help families establish home environments to support children entering or continuing in our schools?

Needs:	Plan: 3 community/families nights planned
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Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

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### Celebrations & Next Steps

Areas of strength:

1st Quarter F's down significantly

Discipline down 65%

Areas of need:

Continue to monitor progress through ready math and ISAT interim assessments

Projected Academic SMART Goal for next school year 2018 -2019

### School Leadership Team

Team Member	Role
Amy McBride	Principal
Justin White	Associate Principal
AJ Tackett	Site Coordinator
Araceli Huicochea	Site Coordinator
Stephanie Clark	Teacher
Traci Freeman	Teacher
Val VanLeeuwen	Teacher
Kiersten Williams	Teacher
	Parent
	Parent

Review Dates

Fall \_\_9/27/17\_\_

Winter\_\_1/24/18\_\_

Spring\_\_4/25/18\_\_





## Response to Intervention or Multi-Tier System of Support Building-level Framework

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

- Focus groups will utilize the Write Tools rubric for multi-paragraph writings. The grade-level teams will choose examples of student work that exemplify the different proficiency levels as range finders for the extended writing assignments.
- Teachers will meet in instructional teams to compare writing results of the extended writing assignments and make adjustments to instruction as needed.

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

- Instructional teams will analyze spring ISAT data to determine the strengths and weaknesses of the core curriculum and its implementation in ELA and math. 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 create a plan to address the areas of weaknesses.
- Tier II and III Intervention teachers will review student learning data using progress monitoring tools each quarter, interim assessments and ISAT growth data yearly to assess individual student growth, determine placement, and to assess their intervention's effectiveness.

### IIIA25 All teachers encourage students to paraphrase, summarize, and relate. (134)

- All core content teachers (except math) will have students write a well-developed informational multi-paragraph paper based on common text(s) and prompt, once per semester. The multi-paragraph paper will be assessed and a part of the student's final grade.

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

- 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 principal after conferences.



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# **Secondary School Improvement Plans**

## **2017-18**

**South Hills  
Ryan Ellsworth  
Principal**

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District #411  
**School:** South Hills Middle School  
**Reviewers:** Amy McBride, Jim Brown, LT Erickson

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. **Buildings are responsible for the quality of Continuous Improvement Plans.** This form is to 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? Cite Evidence.

NA

- What processes has the school implemented that has demonstrated growth? Cite Evidence.

NA

- What has the school accomplished through the improvement process? (Celebrate successes through monitoring). Cite Evidence.

NA

- Has the school communicated data & outcome results with the school board? Date of Board Report

NA

### 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?

No – need to indicate time and specify test. Yes – data is based on current students. Does not meet board goal of meeting state average on state test scores. Add a section indicating overall goal to reach state average on ISAT testing.

- Is there evidence that the team has implemented the plan from previous year? Cite Evidence

NA

- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?

Need to add to more specificity to action items.

- Are timelines staggered and sequential throughout the course of the school year? Cite Evidence

Add timelines to goals within the action items.

- 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?

#### **Reading Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input type="checkbox"/> Exceptional	X Acceptable	<input type="checkbox"/> Needs Revision
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#### **Math Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input type="checkbox"/> Exceptional	X Acceptable	<input type="checkbox"/> Needs Revision
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#### **Writing Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input type="checkbox"/> Exceptional	X Acceptable	<input type="checkbox"/> Needs Revision
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#### **Continuous Improvement Plan Narrative Feedback:** **(Answer on next page)**

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

a) Strengths:

Good acknowledgment to define interventions and norms. Good explanation of the three tiers of instructions for math, reading and writing. Good use of data throughout the plan. Good collaboration reviewing the progress of the interventions strategies being implemented.

b) Areas for growth:

Be more specific in goal 1 identifying advanced and proficiency for both ELA and Math ISAT testing.

c) Questions/something we still wonder:

How will action items be completed? How to measure the effectiveness of establishing norms?

d) Required next steps:

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

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

<input type="checkbox"/> <b>Exceptional</b>	<input checked="" type="checkbox"/> <b>Acceptable</b>	<input type="checkbox"/> <b>Needs Revision</b>
Clever evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is clear evidence that it has become an established practice in the building and is sustainable over time.	Some evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is some evidence that it has become an established practice in the building.	Little or no evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is little or no evidence that it has become an established practice in the building.
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 <b>building leadership team</b> has continuously worked toward completion of tasks, adding new subject area tasks throughout the year. Clear evidence is presented that completed tasks have become established practices in the building and are sustainable over time.	The <b>building leadership team</b> has continuously worked toward completion of subject area tasks. Clear evidence is presented that completed tasks have become established practice in the building.	There is little or no evidence that planned subject area tasks have been continuously monitored.



**School Name: South Hills Middle School**

**School Year: 2017-18**

**Purpose**

- ✱ To guide instructional teaming discussions as you think through and monitor school improvement planning and program effectiveness
- ✱ To support buildings with resource allocation based on analysis of data.

**Instructions:**

- ✱ Please use this framework as a guide for reviewing data after each Universal Screening cycle – Fall, Winter, Spring. **Please date entries!**
- ✱ If you have documents that address these same areas, please mark box and attach to end of this document.
- ✱ Review Universal Screener Data (record findings below)
  - Review Milepost & Star Math for percentage of students performing at each tier in every grade to determine CORE curriculum/instruction effectiveness
- ✱ Review Other Assessment Data (ISAT2, EOC, DLA, etc.)

Are school teams (BLT, Content and Grade-level, etc.) in place and meeting regularly? Yes ☒ No ☐  
Do all certified and “instructional” classified staff meet HQT requirements? Yes ☐ No ☒

**SMART GOALS**

Academic SMART Goal for current school year - 2017-18

**The South Hills Middle School will work toward bringing school wide advanced and proficiency rates to meet state averages by increasing the English language arts school wide advanced and proficient rate from 36% to 38% and Math school wide advanced and proficient rate from 22.6% to 24.6%.**

○ **Actions:**

- **Bell work focused on ISAT claims and targets (full implementation by November 1<sup>st</sup>)**



- Assessment redesign to reflect ISAT question stems (full implementation by 2<sup>nd</sup> Semester)
- Project Based Learning to reach higher levels of DoK - moving away from multiple choice. (full implementation date by 2<sup>nd</sup> Semester)
- Writing and research in every classroom - even “off” testing years include standards from Science and History. (full implementation by November 1<sup>st</sup>)
- Cross-Curricular projects and Testing (full implementation 2<sup>nd</sup> semester).

**Develop and refine interventions at SHMS by the end of the 1<sup>st</sup> semester. Effectiveness of the interventions will be measured by the number of failing grades from the 1<sup>st</sup> quarter to the last quarter.**

○ **Actions:**

- Establish after school help classes.
  - Two after school classes will be established using leadership stipends. Classes will occur after school from 4:00 – 4:25 (full implementation 2<sup>nd</sup> quarter)
- Establish a credit recovery classes.
  - Two before school classes will be established using leadership stipends. Classes will be three days a week from 8:00 – 8:30. (full implementation 2<sup>nd</sup> quarter)
- Set school wide grading practices norms.
  - BLT is meeting to create these norms and the first presentation to staff will be at the November 1<sup>st</sup> staff meeting (full implementation 2<sup>nd</sup> semester)
- Establish behavioral interventions.
  - (full implementation 2<sup>nd</sup> semester)
- Establish an effective MTSS program.
  - Implementation of common meeting times with MTSS leader beginning October 1<sup>st</sup>.
  - Implementation of grading screener through advisory classes. (Full implementation October 1<sup>st</sup>.)
  - MTSS referral process in place. (full implementation November 1<sup>st</sup>)





## Tier 1 Curriculum/Instruction Effectiveness

READING	
<b>Assessments</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?</li> </ul> <p><b>Universal Screeners:</b> <b>STAR READING</b></p> <ul style="list-style-type: none"> <li>Has everyone involved in the administration of assessment been properly trained?</li> <li>Are our assessments properly identifying student needs?</li> </ul> <p>Fall: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>Winter: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input type="checkbox"/></p> <p>Spring: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input type="checkbox"/></p> <p><i>Fall – 8<sup>th</sup> averaged 6.4 grade reading level on the fall Star reading test</i>  <i>7<sup>th</sup> Averaged 5.4 grade reading level on the fall Star reading test</i>  <i>6<sup>th</sup> averaged 5.1 grade reading level on the fall Star reading test</i></p>
<b>Curriculum</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>What curriculum is being used? (per grade level)</li> </ul> <p><b>6<sup>th</sup> grade:</b></p> <ul style="list-style-type: none"> <li><i>Wonders Reading</i></li> </ul> <p><b>7<sup>th</sup> grade:</b></p> <ul style="list-style-type: none"> <li><i>Language arts integrated curriculum</i></li> </ul> <p><b>8<sup>th</sup> grade:</b></p> <ul style="list-style-type: none"> <li><i>Language arts integrated curriculum</i></li> </ul> <ul style="list-style-type: none"> <li>According to the data, what adjustments need to be made to the core curriculum to support learning?</li> </ul> <ul style="list-style-type: none"> <li><i>Bell work focused on ISAT claims and targets</i></li> <li><i>Assessment redesign to reflect ISAT question stems</i></li> <li><i>Project Based Learning to reach higher levels of DoK (moving away from multiple choice)</i></li> </ul>
<b>Instruction</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>How is instruction monitored? (per grade level)</li> </ul> <ul style="list-style-type: none"> <li><i>Lesson plans submitted weekly</i></li> <li><i>Administration walkthroughs and formal evaluations</i></li> <li><i>Instructional rounds monthly</i></li> <li><i>Instructional coach PD and observations</i></li> <li><i>Department leaders</i></li> </ul> <ul style="list-style-type: none"> <li>According to the data, what adjustments need to be made to instruction to support learning?</li> </ul> <ul style="list-style-type: none"> <li><i>Writing and research in every classroom (even “off” testing years include standards from Science and History)</i></li> <li><i>Cross-Curricular projects and Testing</i></li> </ul>



Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework

<b>Data</b>	<ul style="list-style-type: none"> <li>According to the data, which grades/departments might need additional support?             <ul style="list-style-type: none"> <li><b><i>The language arts department needs additional supports at all grade levels.</i></b></li> </ul> </li> <li>According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring?             <ul style="list-style-type: none"> <li><b>Because a majority of students are not proficient in reading, Tier I supports will be addressed through the use of cross curricular instruction and activities in non-core classes using bell work and integration of the language arts curriculum.</b></li> <li><b>Tier II supports will be given to students who score just below proficient or those on the bubble. They will placed on a milepost plan to monitor their progress.</b></li> <li><b>Tier III support will be given to students who score well below grade level. Those students will be evaluated, given additional pull out supports and monitored using mileposts.</b></li> </ul> </li> </ul>
<b>MATH</b>	
<b>Assessments</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li><b>What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?</b></li> <li>Has everyone involved in the administration of assessment been properly trained?             <ul style="list-style-type: none"> <li><b><i>Yes. Training was provided at the beginning of the school year to all math teachers who are implementing the iReady curriculum.</i></b></li> </ul> </li> <li>Are our assessments properly identifying student needs?</li> </ul> <p>             Fall: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input checked="" type="checkbox"/>              Winter: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input type="checkbox"/>              Spring: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input type="checkbox"/> </p> <p> <b><i>Fall – 8<sup>th</sup> grade averaged level 5.5 on the iReady Math screener</i></b>  <b><i>7<sup>th</sup> grade averaged level 5.1 on the iReady Math screener</i></b>  <b><i>6<sup>th</sup> grade averaged level 4.3 on the iReady Math screener</i></b> </p>
<b>Curriculum</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li><b>What curriculum is being used? (per grade level)</b>  <b><i>The Twin Falls School District adopted iReady Math this year for grades 6, 7 and 8.</i></b></li> <li>According to the data, what adjustments need to be made to the core curriculum to support learning?             <ul style="list-style-type: none"> <li><b><i>Bell work focused on ISAT claims and targets</i></b></li> <li><b><i>Assessment redesign to reflect ISAT question stems</i></b></li> <li><b><i>Project Based Learning to reach higher levels of DoK (moving away from multiple choice)</i></b></li> </ul> </li> </ul>
<b>Instruction</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>How is instruction monitored? (per grade level)             <ul style="list-style-type: none"> <li><b><i>Lesson plans submitted weekly</i></b></li> </ul> </li> </ul>



Response to Intervention or  
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	<ul style="list-style-type: none"> <li>• <i>Administration walkthroughs and formal evaluations</i></li> <li>• <i>Instructional rounds monthly</i></li> <li>• <i>Instructional coach PD and observations</i></li> <li>• <i>Department leaders</i></li> </ul> <ul style="list-style-type: none"> <li>• According to the data, what adjustments need to be made to instruction to support learning?</li> <li>• <i>Writing and research in every classroom (even "off" testing years include standards from Science and History)</i></li> <li>• <i>Cross-Curricular projects and Testing</i></li> </ul>
Data	<ul style="list-style-type: none"> <li>• According to the data, which grades/departments might need additional support? <ul style="list-style-type: none"> <li>• <i>Math needs additional supports at all grade levels.</i></li> </ul> </li> <li>• According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion) <ul style="list-style-type: none"> <li>• <b>Because a majority of students are not proficient in reading and math, Tier I supports will be addressed through the use of cross curricular instruction and activities in non-core classes using bell work and integration of math.</b></li> <li>• <b>Tier II supports will be given to students who score just below proficient or those on the bubble. They will placed on a milepost plan to monitor their progress.</b></li> <li>• <b>Tier III support will be given to students who score well below grade level. Those students will be evaluated, given additional pull out supports and monitored using mileposts.</b></li> </ul> </li> </ul>
<b>WRITING</b>	
<b>Assessments</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>• <b>What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?</b>  <b>Universal Screener:</b>  <i>The Write Tools Prompt</i></li> <li>• Has everyone involved in the administration of assessment been properly trained?  <i>All teachers have received or are in the process of receiving training in The Write Tool curriculum. Shannon Greene reviewed the rubric for grading the Write Tools Prompt and then assisted teachers when grading the prompt.</i></li> <li>• Are our assessments properly identifying student need?</li> </ul> <p>Fall: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>Winter: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input type="checkbox"/></p> <p>Spring: Are 80% or more scoring benchmark or above? Yes <input type="checkbox"/> NO <input type="checkbox"/></p>
<b>Curriculum</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>• <b>What resources are being used to integrate writing? (per grade level)</b> <ul style="list-style-type: none"> <li>• <b>Write tools</b></li> </ul> </li> <li>• According to the data, what adjustments need to be made to these resources to support learning? <ul style="list-style-type: none"> <li>• <b>Close monitoring of the program to insure that it is being used consistently and as designed.</b></li> </ul> </li> </ul>



Response to Intervention or  
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<b>Instruction</b> Fall, Winter, Spring	<ul style="list-style-type: none"> <li>How is instruction monitored? (per grade level)             <ul style="list-style-type: none"> <li><i>Lesson plans submitted weekly</i></li> <li><i>Administration walkthroughs and formal evaluations</i></li> <li><i>Instructional rounds monthly</i></li> <li><i>Instructional coach PD and observations</i></li> <li><i>Department leaders</i></li> </ul> </li> <li>According to the data, what adjustments need to be made to instruction to support learning?             <ul style="list-style-type: none"> <li><i>Assessment redesign to reflect ISAT question stems</i></li> <li><i>Project Based Learning to reach higher levels of DoK (moving away from multiple choice)</i></li> </ul> </li> </ul>
<b>Data</b>	<ul style="list-style-type: none"> <li>According to the data, which grades/departments might need additional support?             <ul style="list-style-type: none"> <li><i>All grades and departments need additional support incorporating more writing and moving toward more cross-curricular integration of writing.</i></li> </ul> </li> <li>According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion)             <ul style="list-style-type: none"> <li>Because a majority of students are not proficient in writing, according to the writing prompt, Tier I supports will be addressed through the use of cross curricular instruction and activities in non-core classes using bell work and integration of language arts standards.</li> <li>Tier II supports will be given to students who score just below proficient or those on the bubble. They will be placed on a milepost plan to monitor their progress.</li> <li>Tier III support will be given to students who score well below grade level. Those students will be evaluated, given additional pull out supports and monitored using mileposts.</li> </ul> </li> </ul>

What does instruction and the classroom setting look like in grade levels and classrooms in which there are a high percent of students who are scoring at Benchmark or above? (Fall, Winter, Spring) What differentiation is occurring for students who are above benchmark?

TBD

What differentiated instruction could be implemented in grade level/classrooms where there is a high percent of struggling students? (Fall, Winter, Spring)



TBD

## School Data

### Instruction/Intervention Effectiveness

		Fall				Winter				Spring			
		Star Reading	iReady Math	Writing	ISAT Reading/math	R-CBM/IRI	MAZE	STAR Math	Writing	R-CBM/IRI	MAZE	STAR Math	Writing
Poverty	Average												
Homeless	Average	4.3	462.2	1.8	2429/2492								
Sped	Average	4.6	457.4	1.5	2473/2428								
ELL	Average	3.4	434.3	1.2	2395/2357								
Migrant	Average	5	463.7	1.6	2474/2452								
All Students	Average	5.6	472.4	1.7	2491/2476								

Are current supports having a positive effect on student growth?

- *Re-evaluation of the current supports will occur at the end of 1<sup>st</sup> semester with the intent to make adjustments as needed.*

Yes \_\_\_\_\_

Continue what you are doing!

No \_\_\_\_\_

Analyze the possible reasons. Develop & implement solutions bases on those hypotheses.

Hypothesis:

Solution:

**Tier 2 & 3 - Intervention Effectiveness** (Are students making gains and/or moving out of interventions?)

Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

  

Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

____ Grade – Tier 2				____ Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

____ Grade – Tier 2				____ Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

____ Grade – Tier 2				____ Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

____ Grade – Tier 2				____ Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

____ Grade – Tier 2				____ Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE				MAZE			
m-comp				m-comp			

### **Instructional Support & Progress Monitoring**

1. To what degree did students who need additional support receive that support? (Fall, Winter, Spring)
  - *In class accommodations and interventions*
  - *Before and after school extra help*
  - *Credit recover starting 2<sup>nd</sup> quarter*
  - *Pull out classes for reading and math in addition to their regular reading and/or math classes*
  
2. Do we need to adjust the intervention system regarding systems conditions for successful



Response to Intervention or  
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Intervention, e.g., (student placement, schedule, amount of time, evidence based materials, well trained interventionists, students placed by using data, etc.? (Fall, winter, spring)

- ***Re-evaluation of the current supports will occur at the end of 1<sup>st</sup> semester with the intent to make adjustments as needed.***

3. To what degree did staff use/analyze progress monitoring and informal diagnostics to examine student learning? (Students receiving intervention) What system is in place? (Fall, winter, spring)

- ***Screening results evaluated the first couple of week of school.***
- ***Weekly team meetings following the MTSS process and the use of milepost plans which include progress monitoring data.***
- ***Monitoring of grades weekly using the MTSS grades screener.***

Do all Tier 2 & Tier 3 students have appropriate goals set which reflect *Reasonable* or *Ambitious* growth rates? Yes ☐ No ☐  
Is there a system in place to regularly review student Progress Monitoring data? Yes ☐ No ☐

Are Tiered Interventions having a positive effect on student outcomes? (Fall, Winter, Spring)

Yes \_\_\_\_\_ Continue what you are doing!

No \_\_\_\_\_ Analyze the possible reasons. Develop & implement solutions bases on those hypotheses.

- ***Re-evaluation of the current supports will occur at the end of 1<sup>st</sup> semester to analyze if interventions are helping the success of students.***

Next Steps:

**Advanced Learners - Enrichment Effectiveness** (Are students making appropriate gains?)

**Kindergarten grade**

% of students receiving Enrichment Support	Fall	Winter	Spring

**1-3<sup>st</sup> grade**

% of students receiving Enrichment Support	Fall	Winter	Spring

**4-6<sup>st</sup> grade**

% of students receiving Enrichment Support	Fall	Winter	Spring

**7-8<sup>th</sup> grade**

	Fall	Winter	Spring
--	------	--------	--------



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

% of students receiving Enrichment Support			

**Are Enrichment Supports having a positive effect on student growth?**

Yes \_\_\_\_\_

Continue what you are doing!

No \_\_\_\_\_

Analyze the possible reasons. Develop & implement solutions based on those hypotheses.

Next Steps:

**Professional Development**

Fall - Current school year	Needs	Plan
	Tier 1* –	
	Tier 2 –	
	Tier 3 –	
	Other+ -	
<b>Winter</b> – Adjustments to our plan:		
Spring - Summer & next year needs:	Needs	Plan
	Tier 1* –	
	Tier 2 –	





**Response to Intervention or  
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	Tier 3 –	
	Other+ -	

\*All staff are included in Tier 1 best practices PD

+Other includes: ELL, Advanced, Tier 4, etc.

### **Family & Community Involvement**

Are parents involved in this review process? Yes ☐ No ☐

- Parent Involvement Committee has approved our school Parent Involvement Plan/Policy, Calendar of activities, & Budget for Parent Involvement funds? Yes ☐ No ☐ Date \_\_\_\_\_
- Is there a system in place for parents to provide feedback Yes ☐ No ☐

**How was the review process communicated with the parents? How was that feedback disseminated to the staff? What outcomes did the school implement from parent feedback?**

Examples of surveys collected or planned:

What kinds of trainings/workshops are planned that are designed to help families establish home environments to support children entering or continuing in our schools?

Needs:	Plan:
--------	-------

### **Celebrations & Next Steps**

Areas of strength:



**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**

Areas of need:

Projected Academic SMART Goal for next school year 20\_\_\_\_ -20\_\_\_\_

**School Leadership Team**

Team Member	Role
Ryan Ellsworth	Principal
Scott Clark	Language Arts
Anna Turpin	Math
Desiree Montoya	Science
Joe Bartley	Social Studies
Jessica Miller	Title
Shannon Greene	Instructional Coach
Jerry Guthrie	Principal
Emilia DeLeon	Parent
	Parent

Review Dates



Fall: 10/03/17

Winter: 01/16/17

Spring: 5/15/17

**Response to Intervention or  
Multi-Tier System of Support  
Building-level Framework**



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# **Secondary School Improvement Plans**

## **2017-18**

**Canyon Ridge HS  
Kasey Teske  
Principal**

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District #411

**School:** Canyon Ridge High School

**Reviewers:**

Dan Vogt, Roger Keller

As a result of the review, the overall plan:

☒ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **Buildings are responsible for the quality of Continuous Improvement Plans.** This form is to 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? Cite Evidence.

Answer here

- What processes has the school implemented that has demonstrated growth? Cite Evidence.

Answer here

- What has the school accomplished through the improvement process? (Celebrate successes through monitoring). Cite Evidence.

Answer here

- Has the school communicated data & outcome results with the school board? Date of Board Report

Answer here

### **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 evidence that the team has implemented the plan from previous year? Cite Evidence
- 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? Cite Evidence

- 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?

#### **Reading Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input checked="" type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
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#### **Math Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input type="checkbox"/> Exceptional	<input checked="" type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
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#### **Writing Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input checked="" type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
---	-------------------------------------	---

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

**(Answer on next page)**

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

a) Strengths:

The plan should be commended for his comprehensiveness for all students.

Improvements were shown in dual credit enrollment, graduation rate and go on rate.

b) Areas for growth:

Improvements still need to be realized in Freshman math and Sophomore ELA scores as measured by the ISAT.

SAT scores need to improve.

c) Questions/something we still wonder:

d) Required next steps:

It was recommended to continue to monitor the data and mentor students, who are failing multiple classes.

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

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

<b>X Exceptional</b>	<b><input type="checkbox"/> Acceptable</b>	<b><input type="checkbox"/> Needs Revision</b>
Clever evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is clear evidence that it has become an established practice in the building and is sustainable over time.	Some evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is some evidence that it has become an established practice in the building.	Little or no evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is little or no evidence that it has become an established practice in the building.
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 <b>building leadership team</b> has continuously worked toward completion of tasks, adding new subject area tasks throughout the year. Clear evidence is presented that completed tasks have become established practices in the building and are sustainable over time.	The <b>building leadership team</b> has continuously worked toward completion of subject area tasks. Clear evidence is presented that completed tasks have become established practice in the building.	There is little or no evidence that planned subject area tasks have been continuously monitored.



# **College and Career Ready Academics**

Canyon Ridge High School

Twin Falls School District

Dr. Kasey Layn Teske, Principal  
300 N College Rd W  
Twin Falls, ID 83301-3180

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# Overview

**Plan Name**

College and Career Ready Academics

**Plan Description**

CRHS is working hard to make sure all students are prepared for college and career with rigorous and relevant instruction.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will improve our ISAT mathematics and English scores above the state average, testing 95% of our freshman and sophomores.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$62000
2	We will improve our the number of proficient students above the state average in evidence-based reading and writing (61%) and in Math (36%), testing all juniors.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1000

## 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 = 31%; 10th = 33%) and (9th = 56%; 10th = 60%) in English Language Arts by 05/24/2018 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.

Activity - Write Tool Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All our teachers except the math department have completed Write Tools training. All teachers, except math teachers, are commissioned to teach a lesson with Write Tools at least once a quarter.	Academic Support Program	08/17/2017	05/24/2018	\$30000	District Funding	All teacher, except math teachers are responsible. LT Erickson Kasey Teske Kim Allen

Activity - College Ready Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100 low readers were targeted to be in the College-Ready Leadership Class to boost their literacy skills with the Empower 3000 program. They are responsible for reading 35 articles a quarter.	Academic Support Program	08/17/2017	05/24/2018	\$16000	District Funding	LT Erickson Kasey Teske Michelle Glass

Activity - Freshman Transition Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All freshman will have the opportunity to boost their reading Lexile level and their writing skills with the Empower 3000 program in the Freshman Transition Class. They are responsible for reading 35 articles a quarter.	Academic Support Program	08/17/2017	05/24/2018	\$16000	District Funding	Kasey Teske Kim Allen FT Teachers

Activity - ISAT Aligned Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ELA and math teachers will intentional align instruction to the ISAT test. Three rounds of block assessments will be administered throughout the year to collect data on the progress of doing this.	Academic Support Program	08/17/2017	05/24/2018	\$0	No Funding Required	ELA and Math Teachers.
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Activity - Students Centered Instruction with 4 C's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the 4 C's to design instruction, teachers are commissioned to make their instruction more relevant and rigorous, more real-world and engaging.	Academic Support Program	08/24/2017	05/24/2018	\$0	No Funding Required	All teachers are responsible. Kim Allen is leading the charge.

## Goal 2: We will improve our the number of proficient students above the state average in evidence-based reading and writing (61%) and in Math (36%), testing all juniors.

### Measurable Objective 1:

100% of Eleventh grade students will demonstrate a behavior of taking the SAT score above the state average in evidenced-based reading and writing (61%) and in math (36%) in Mathematics by 05/24/2018 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.

Activity - SAT Prep - Khan Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The College Board now offers SAT prep through Khan Academy. Students can log in and earn points as they practice with the SAT test prep course.	Academic Support Program, Other	08/17/2017	05/24/2018	\$0	Other	Bill Hicks Junior Advisory Team

Activity - PSAT Test as Sophomores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have almost all of our sophomores take the PSAT test to determine their level of achievement.	Career Preparation/Orientation	08/17/2017	05/24/2018	\$1000	State Funds	Barb Denny, College and Career Advisory

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PSAT Test as Sophomores	We will have almost all of our sophomores take the PSAT test to determine their level of achievement.	Career Preparation/Orientation	08/17/2017	05/24/2018	\$1000	Barb Denny, College and Career Advisory
<b>Total</b>					\$1000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SAT Prep - Khan Academy	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.	Academic Support Program, Other	08/17/2017	05/24/2018	\$0	Bill Hicks Junior Advisory Team
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ISAT Aligned Instruction	ELA and math teachers will intentional align instruction to the ISAT test. Three rounds of block assessments will be administered throughout the year to collect data on the progress of doing this.	Academic Support Program	08/17/2017	05/24/2018	\$0	ELA and Math Teachers.
Students Centered Instruction with 4 C's	Using the 4 C's to design instruction, teachers are commissioned to make their instruction more relevant and rigorous, more real-world and engaging.	Academic Support Program	08/24/2017	05/24/2018	\$0	All teachers are responsible. Kim Allen is leading the charge.
<b>Total</b>					\$0	

### District Funding

**College and Career Ready Academics**

Canyon Ridge High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Write Tool Training	All our teachers except the math department have completed Write Tools training. All teachers, except math teachers, are commissioned to teach a lesson with Write Tools at least once a quarter.	Academic Support Program	08/17/2017	05/24/2018	\$30000	All teacher, except math teachers are responsible. LT Erickson Kasey Teske Kim Allen
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. They are responsible for reading 35 articles a quarter.	Academic Support Program	08/17/2017	05/24/2018	\$16000	LT Erickson Kasey Teske Michelle Glass
Freshman Transition Reading Intervention	All freshman will have the opportunity to boost their reading Lexile level and their writing skills with the Empower 3000 program in the Freshman Transition Class. They are responsible for reading 35 articles a quarter.	Academic Support Program	08/17/2017	05/24/2018	\$16000	Kasey Teske Kim Allen FT Teachers
<b>Total</b>					<b>\$62000</b>	



# **GEAR UP to Go On Culture**

Canyon Ridge High School

Twin Falls School District

Dr. Kasey Layn Teske, Principal  
300 N College Rd W  
Twin Falls, ID 83301-3180

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# Overview

**Plan Name**

GEAR UP to Go On Culture

**Plan Description**

CRHS is working to ensure that every student is gearing up to go on after high school.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	We will improve our Graduation Rate to 95% with the federal cohort measurement by the class of 2021: 2013-14: 87.9%, 2014-15: 87.5%, 2015-16: 88.3%	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$30000
2	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 ?	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$50000

## Goal 1: We will improve our Graduation Rate to 95% with the federal cohort measurement by the class of 2021: 2013-14: 87.9%, 2014-15: 87.5%, 2015-16: 88.3%

### Measurable Objective 1:

95% of Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a behavior of passing all classes and earning a high GPA in Practical Living by 05/22/2018 as measured by grading system of teachers.

### 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.

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will run after-school tutoring for struggling students four days a week. A bus will be provided for students who need rides home three days a week. Teachers will rotate coverage for departments when needed. The central tutoring hub will be the library.	Academic Support Program	08/17/2017	05/24/2018	\$0	Other	Department Heads/Hired Tutors with leadership premiums.

Activity - Intensive Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have multiple F's (3 or more) may be assigned to Intensive Remediation three days a week during advisory period.	Academic Support Program	08/17/2017	05/24/2018	\$0	No Funding Required	Erin Kelley/Cassidy Weatherford

Activity - Academic Enrichment/PLATO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind on credits will be assigned to a Academic Enrichment Class. It is a study hall. If students are passing their classes they can use the class period to work on PLATO to recover credit.	Academic Support Program	08/17/2017	05/24/2018	\$0	No Funding Required	Erin Kelly/Cassidy Weatherford

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are at risk and credit deficient have the option of taking summer school to recover credits.	Academic Support Program	05/24/2018	07/31/2018	\$30000	State Funds	Kasey Teske, Summer School Principal

**GEAR UP to Go On Culture**

Canyon Ridge High School

Activity - Annually Updated Go-On Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year Freshman, Sophomores, and Juniors and Seniors will update their comprehensive Go-On plan.	Career Preparation/Orientation	08/17/2017	05/24/2018	\$0	No Funding Required	Kasey Teske wrote the supporting documents and put them in a Leadership Handbook.

Activity - Accountability Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two times per quarter students who have no D's or F's and 3 or fewer absences will get a half day off while students who don't will have a half day to get caught up with their school work before moving on.	Academic Support Program	08/17/2017	05/24/2018	\$0	No Funding Required	All teachers are responsible. John Goss is the coordinator.

## Goal 2: 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 09/01/2018 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.

Activity - GPA Recognition/Leadership Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**GEAR UP to Go On Culture**

Canyon Ridge High School

Focus is placed on students maintaining a high GPA. Each quarter students make a clear and compelling GPA goal and then for a weekly grade check they graph their GPA to mark progress. 3.0-GPA LEAD students are recognized each quarter. Student Council and Student Reps must maintain a 3.0 GPA. Hour lunches are awarded to students with a 3.0 GPA.	Other - Leadership Focus	09/04/2012	05/20/2016	\$0	No Funding Required	Kasey Teske and Lesa Long
Activity - Advanced Opportunities Emphasis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Other - College Preparation, Career Preparation/Orientation	09/04/2012	05/19/2017	\$0	State Funds	Advanced Opportunities Coordinator, Counselors and GEAR UP Coordinators
Activity - GEAR UP Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CRHS received a GEAR UP Grant designed to get more students to go to college. This grant provides money for a number of activities designed to meet this goal. Activities include college visits, FAFSA nights, and college/career fair. In addition, this past year \$30,000 was awarded in scholarships for students to use on dual credits.	Other - College Preparation, Career Preparation/Orientation	09/01/2009	05/31/2018	\$50000	Other	GEAR UP Coordinators, Counselors, College & Career Adviser, and CSI Transition Coordinator
Activity - Annually Updated Go-On Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First quarter students were tasked with completing a comprehensive Go-On plan and presented it during student-led conferences. Some students will finish second quarter. It will be updated annually from now on.	Career Preparation/Orientation	08/18/2016	12/16/2016	\$0	No Funding Required	Kasey Teske wrote the curriculum.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Annually Updated Go-On Plan	First quarter students were tasked with completing a comprehensive Go-On plan and presented it during student-led conferences. Some students will finish second quarter. It will be updated annually from now on.	Career Preparation/Orientation	08/18/2016	12/16/2016	\$0	Kasey Teske wrote the curriculum.
Academic Enrichment/PLATO	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	08/17/2017	05/24/2018	\$0	Erin Kelly/Cassidy Weatherford
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.	Other - Leadership Focus	09/04/2012	05/20/2016	\$0	Kasey Teske and Lesa Long
Annually Updated Go-On Plan	Each year Freshman, Sophomores, and Juniors and Seniors will update their comprehensive Go-On plan.	Career Preparation/Orientation	08/17/2017	05/24/2018	\$0	Kasey Teske wrote the supporting documents and put them in a Leadership Handbook.
Accountability Days	Two times per quarter students who have no D's or F's and 3 or fewer absences will get a half day off while students who don't will have a half day to get caught up with their school work before moving on.	Academic Support Program	08/17/2017	05/24/2018	\$0	All teachers are responsible. John Goss is the coordinator.
Intensive Remediation	Students who have multiple F's (3 or more) may be assigned to Intensive Remediation three days a week during advisory period.	Academic Support Program	08/17/2017	05/24/2018	\$0	Erin Kelley/Cassidy Weatherford
<b>Total</b>					<b>\$0</b>	

### Other



**GEAR UP to Go On Culture**

Canyon Ridge High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Tutoring	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. The central tutoring hub will be the library.	Academic Support Program	08/17/2017	05/24/2018	\$0	Department Heads/Hired Tutors with leadership premiums.
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 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.	Other - College Preparation, Career Preparation/Orientation	09/01/2009	05/31/2018	\$50000	GEAR UP Coordinators, Counselors, College & Career Adviser, and CSI Transition Coordinator
<b>Total</b>					<b>\$50000</b>	

**State Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advanced Opportunities Emphasis	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.	Other - College Preparation, Career Preparation/Orientation	09/04/2012	05/19/2017	\$0	Advanced Opportunities Coordinator, Counselors and GEAR UP Coordinators
Summer School	Students who are at risk and credit deficient have the option of taking summer school to recover credits.	Academic Support Program	05/24/2018	07/31/2018	\$30000	Kasey Teske, Summer School Principal
<b>Total</b>					<b>\$30000</b>	



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# **Secondary School Improvement Plans**

## **2017-18**

**Magic Valley HS**  
**Roger Keller**  
**Principal**

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District

**School:**

**Reviewer:**

As a result of the review, the overall plan:

☐ Approved ☐ Needs Revision

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

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

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

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

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

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

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

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

a) Strengths:

b) Areas for growth:

c) Questions/something we still wonder:

d) Required next steps:

## Continuous Improvement Plan Scoring Rubric Summary:

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

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

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

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

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

### Measurable Objective 1:

collaborate to improve parental involvement in their students' education by 05/24/2018 as measured by attendance at after school family activities.

### Strategy 1:

Attendance Sheets - Attendance at each event will be documented using sign-in sheets.

Research Cited: National Center for Education Statistics Parent and Family Involvement in Education Survey

### Activities:

Activity - Family activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"><li>- Parents will be invited to attend Title I parent nights, student-parent teacher conferences, event and performance nights, open house, and extended classroom activities.</li><li>- End of block in culinary arts class where parents are invited to eat with their student.</li><li>- End of block graduation where parents/guardians are invited to celebrate with their student.</li></ul>	Parent Involvement	08/17/2017	05/24/2018	\$500	Title I Part D	Classroom and support personnel

## 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 01/31/2018 as measured by Achieve 3000 lexile scores.

### Strategy 1:

Progress monitoring through Achieve 3000 - Students will take the level-set test upon initial enrollment during the current school year.

Participate at least twice a week in Achieve 3000.

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

Research Cited: Achieve 3000 is a research based program.

### Activities:

Activity - Achieve 3000	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read an article and complete all required aligned activities at least twice a week. Each student will complete a level set test 3 times a year to measure their progress. If a student's lexile scores falls in the bottom 10% they will be referred to our RTI Team for further interventions.	Class Size Reduction, Technology, Professional Learning, Academic Support Program	08/17/2017	05/24/2018	\$2000	Title I Part D	All classroom teachers 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 05/24/2018 as measured by walk-through observations and formal evaluations..

### Strategy 1:

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

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

### Activities:

Activity - Teacher training on the use of technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will explore research based programs that have a track record for improving learning outcomes.	Direct Instruction, Academic Support Program, Technology	08/17/2017	05/24/2018	\$20000	Title I Part D	All staff members will be expected to use technology as a tool to improve student outcomes.

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



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

Measurable Objective 1:

70% of All Students will demonstrate a proficiency or increase by one proficiency level in Writing by 05/24/2018 as measured by the Six Traits of Writing rubric (on the Write Tools writing sample) .

Strategy 1:

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

Research Cited: Six Traits of Writing and Write Tools

Activities:

Activity - All School Writes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will write a five paragraph essay once each block utilizing the multi paragraph writing routine taught in English class and supported in all classrooms.	Academic Support Program	08/17/2017	05/24/2018	\$3000	District Funding	All classroom teachers and support staff



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# **Secondary School Improvement Plans**

## **2017-18**

**Twin Falls HS**  
**Dan Vogt**  
**Principal**

## Continuous Improvement Plan – Feedback Form

**District:** Twin Falls School District #411

**School:** Twin Falls High School

**Reviewers:** Dr. Kasey Teske; Roger Keller

As a result of the review, the overall plan:

☒ X Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **Buildings are responsible for the quality of Continuous Improvement Plans.** This form is to 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? Cite Evidence.

*A Spring survey was sent to our stakeholders to measure their perception of Advisory and if we improved our communication with them. The results were very positive.*

- What processes has the school implemented that has demonstrated growth? Cite Evidence.

*Twin Falls High School implemented a reward system to promote student effort. We had a 31% reduction in failing grades last year when compared to the 2015-16 school year.*

- What has the school accomplished through the improvement process? (Celebrate successes through monitoring). Cite Evidence.

*Twin Falls High School's ISAT scores rank well above the state average in both math and ELA. Our SAT scores ranks us #9 among the largest 42 high schools in the state.*

- Has the school communicated data & outcome results with the school board? Date of Board Report

*April 26, 2017*

### 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 evidence that the team has implemented the plan from previous year? Cite Evidence
- 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? Cite Evidence
- 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?

**Reading Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
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**Math Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
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**Writing Curriculum/Assessment/Instruction**

**Tier 1 Effectiveness (rate against rubric)**

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
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**Continuous Improvement Plan Narrative Feedback:**  
**(Answer on next page)**

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

a) Strengths:

Twin Falls High School's goals target our At-Risk students. Weekly positive contacts home will help build a better relationship with special populations.

TFHS will improve its ISAT scores by implementing more intentional practice.

TFHS makes excellent use of the Leadership Premiums available by providing 6 teachers for extra-help, 4 grade level facilitators, facilitators for the Building Leadership Team, a testing committee and a Milepost leader.

The staff is committed to fostering student achievement as evidenced by its #9 state ranking for SATs among the 42 large schools.

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

b) Areas for growth:

Twin Falls met 2 of 3 building goals for the 2016-17 school year: improve the perception of Advisory and improved our communication with our stakeholders.

TFHS is continuing to create intervention strategies to increase student effort by building a stronger relationship with them and parents.

c) Questions/something we still wonder:

How to tap into student effort?

d) Required next steps:

Track data.....teachers report each week who they made a positive contact.

Develop and implement an effective ISAT practice environment

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

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

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
Clever evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is clear evidence that it has become an established practice in the building and is sustainable over time.	Some evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is some evidence that it has become an established practice in the building.	Little or no evidence is presented to show the current level of implementation. <b>Each subject area</b> assessed as fully implemented there is little or no evidence that it has become an established practice in the building.
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 <b>building leadership team</b> has continuously worked toward completion of tasks, adding new subject area tasks throughout the year. Clear evidence is presented that completed tasks have become established practices in the building and are sustainable over time.	The <b>building leadership team</b> has continuously worked toward completion of subject area tasks. Clear evidence is presented that completed tasks have become established practice in the building.	There is little or no evidence that planned subject area tasks have been continuously monitored.

# **School Improvement Plan 2017-2018**

Twin Falls High School

Twin Falls School District

Dan Vogt, Principal  
1615 Filer Ave East  
Twin Falls, ID 83301-4299

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# Overview

**Plan Name**

School Improvement Plan 2017-2018

**Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Develop and maintain a positive relationship with At-Risk students	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Establish a purposeful ISAT practice system	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	60% of the 2019 graduating class will be CCR	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Develop and maintain a positive relationship with At-Risk students

### Measurable Objective 1:

collaborate to reach our At-Risk students by 05/18/2018 as measured by 100% of our staff making at least two positive contacts each week, one with the student and one with the parent.

### Strategy 1:

Positive Contacts - Each week our staff is required to make at least two positive contacts. The staff member will then email their administrator informing them when they have made the contact. The administration will then calculate the number of contacts made for the 2017-2018 school year.

Research Cited: <https://www.edutopia.org/blog/power-positive-phone-call-home-elena-aguilar>

Activity - Building Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were instructed on the BLT meeting over the summer. During the meeting it was established that for a building goal we would make two positive contacts each week for every staff member. The expectation was set during this meeting and the process of how to report the contact was explained.	Community Engagement, Parent Involvement	08/17/2017	05/18/2018	\$0	No Funding Required	All staff.

## Goal 2: Establish a purposeful ISAT practice system

### Measurable Objective 1:

collaborate to have 100% of our 9th and 10th grade students participate in the interim ISAT block assessments once each quarter by 03/09/2018 as measured by the number of participants reported through the Idaho Airst portal.

### Strategy 1:

ISAT Practice - We will use three specific days in which we will block out a period of time to implement the interim assessments.

Research Cited: <https://www.usnews.com/education/blogs/professors-guide/2010/02/03/13-tips-for-prepping-for-your-next-test>

Activity - ISAT Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the interim ISAT tests on days we set aside for practice.	Other - Completion of Interim Assessments	09/18/2017	02/23/2018	\$0	No Funding Required	All staff.

## Goal 3: 60% of the 2019 graduating class will be CCR

### Measurable Objective 1:

demonstrate a proficiency of 60% CCR by 05/17/2019 as measured by the 2018, 2019 SAT.

### Strategy 1:

SAT College and Career Readiness - SAT practice questions will be implemented during Advisory classes. SAT content will also be covered and mastered by our students in the daily curriculum.

Research Cited: <https://www.knewton.com/resources/blog/test-prep/top-10-ways-to-prepare-for-the-sat/>

Activity - SAT practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kahn Academy will be used in advisory once each week to help prepare students for the SAT. Daily instruction in the content area as well.	Academic Support Program, Direct Instruction	08/17/2017	04/06/2018	\$0	No Funding Required	Junior Advisory teachers for Kahn Academy as well as All Staff in daily instruction

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SAT practice	Kahn Academy will be used in advisory once each week to help prepare students for the SAT. Daily instruction in the content area as well.	Academic Support Program, Direct Instruction	08/17/2017	04/06/2018	\$0	Junior Advisory teachers for Kahn Academy as well as All Staff in daily instruction
ISAT Practice	Students will take the interim ISAT tests on days we set aside for practice.	Other - Completion of Interim Assessments	09/18/2017	02/23/2018	\$0	All staff.
Building Retreat	Teachers were instructed on the BLT meeting over the summer. During the meeting it was established that for a building goal we would make two positive contacts each week for every staff member. The expectation was set during this meeting and the process of how to report the contact was explained.	Community Engagement, Parent Involvement	08/17/2017	05/18/2018	\$0	All staff.
<b>Total</b>					<b>\$0</b>	