



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

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

Elementary School Improvement Plans

2017-18



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

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

Elementary School Improvement Plans

2017-18

**Bickel
Kelli Schroeder
Principal**

Continuous Improvement Plan – Feedback Form

District: Twin Falls School District #411

School: Bickel Elementary School

Reviewers: Shari Cowger and Beth Olmstead

As a result of the review, the overall plan:

☐ Approved ☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal 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.

No. The 2016-2017 school goals from Bickel School were not met as evidenced:

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

	Spring 2016	Spring 2017 Goal	Spring 2017 Proficiency
Third Grade	62%	65%	38%
Fourth Grade	45%	65%	47%
Fifth Grade	55%	60%	52%

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

	Spring 2016	Spring 2017 Goal	Spring 2017 Proficiency
Third Grade	54%	56%	41%
Fourth Grade	33%	60%	36%
Fifth Grade	35%	40%	18%

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

Grade Level	Bickel Spring 2016 Proficiency Score	Fall Baseline Score based on Fall 2016 proficiency	Fall Baseline Score based on Spring 2016 proficiency	State Spring 2016 Targets	Bickel Spring 2017 Targets	Bickel Spring 2017 Proficiency Scores
Kindergarten	85% (LSF)	32% (LNF)	3% (LSF)	60% (LSF)	85% (LSF)	84%
First Grade	46%	43% (LSF)	7%	70%	70%	47%
Second Grade	60%	42%	2%	80%	80%	50%
Third Grade	78%	48%	12%	85%	85%	60%

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

Bickel staff breaks down the data to determine which students are meeting the end of year proficiency rating during the benchmark assessments. The staff also utilizes progress monitoring, data boards, and team meetings to determine if interventions are working.

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

It was determined that focusing on interventions is not proving to be successful. The focus this year will be on the core instruction to determine if that makes a better impact in increasing student achievement.

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

Yes – April 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?

Yes

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

Yes (meeting minutes, observations, and interviews)

- 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

Yes

- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

Yes

Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

<input 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:

- SMART goals are measurable.
- Professional development is aligned with areas of growth.
- Data boards provide a visual representation of growth.

b) Areas for growth:

- All areas of reading and math need to be addressed.
- Insure professional development is targeted and meaningful.
- Find a cooperative agreement between special education and general education in regard to student achievement.

c) Questions/something we still wonder:

- Why does Bickel not qualify for a capacity builder?
- Will intensifying core instruction make a difference?
- Will math scores increase after one year of a new program implementation?

d) Required next steps:

- Implement the plan:
 - Reading – focus on core instruction time (along with interventions)
 - Math – implement new program (Bridges)
 - Writing – continue to search for a program aligned with standards
- Continue to use progress monitoring/data boards to determine success

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. Each subject area 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. Each subject area 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. Each subject area 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 building leadership team 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 building leadership team 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: Bickel Elementary School

School Year: 2017-2018

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 2016-2017:

1. Spring 2016 ELA ISAT 2.0 proficiency scores will be:
 - a. Third grade = 65%
 - b. Fourth grade = 65%
 - c. Fifth grade = 60%
2. Spring 2016 math ISAT 2.0 proficiency scores will be:
 - a. Third grade = 56%
 - b. Fourth grade = 60%
 - c. Fifth grade = 40%
3. IRI proficiency scores will be:
 - a. Kindergarten = 75%
 - b. First grade = 70%
 - c. Second grade = 80%
 - d. Third grade = 85%

Academic SMART Goal for **current** school year 2017-2018:

1. Spring 2017 ELA ISAT 2.0 proficiency scores will be:
 - a. Third grade = 50%
 - b. Fourth grade = 50%
 - c. Fifth grade = 60%



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

2. Spring 2017 math ISAT 2.0 proficiency scores will be:
 - a. Third grade = 50%
 - b. Fourth grade = 50%
 - c. Fifth grade = 40%
3. IRI proficiency scores will be:
 - a. Kindergarten = 85%
 - b. First grade = 70%
 - c. Second grade = 65%
 - d. Third grade = 85%

Tier 1 Curriculum/Instruction Effectiveness

READING											
Assessments Fall, Winter, Spring	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? Letter sound fluency (fall) and reading fluency, comprehension benchmark test (MAZE), as well as the core curriculum unit testsHas everyone involved in the administration of assessment been properly trained? YesAre our assessments properly identifying student needs? As a screening, yes and to show Tier 1 effectiveness <table><tr><td>Fall: Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr><tr><td>Winter: Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO</td></tr><tr><td>Spring: 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									
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none">What curriculum is being used? (per grade level) Reading Wonders (K-5)According to the data, what adjustments need to be made to the core curriculum to support learning? <p>The core curriculum has all the necessary components, but teachers do not seem to be utilizing it correctly to meet the needs of the students. Perhaps further training in this area is needed. There will be a more intentional emphasis placed on phonics and phonemic awareness during core instruction in all grades. Reading Wonders will be supplemented with Open Court Reading Foundational Skills for phonics and phonemic awareness whole group instruction.</p>										
Instruction Fall, Winter, Spring	<ul style="list-style-type: none">How is instruction monitored? (per grade level) Teachers use progress monitoring and data is analyzed to adjust instruction as needed. Data from lesson and unit assessments help drive instruction.According to the data, what adjustments need to be made to instruction to support learning? <p>The core instruction may be where changes needed to be made. Perhaps knowing when and how to differentiate core instruction will benefit all students.</p> <p>Professional development from the instructional coach and expert teachers will happen during staff meetings and team meetings.</p>										
Data	<ul style="list-style-type: none">According to the data, which grades/departments might need additional support?According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? <p>* All grades needs additional support. In kindergarten through third grade, only 32%, 43%, 42%, and 48% are proficient respectively. In using the end of year standard, only 3%, 7%, 2% and 12% are proficient compared to the spring standard.</p> <p>* All students who are intensive or strategic will received intervention based on student needs as determined by benchmark and diagnostic testing. Intervention programs consist of WonderWorks, SIPPS, OCR Foundational Skills Kit, Wonders intervention guide, Transition and Review Guide, Stepping Stones, Imagine Learning, IStation, etc.</p>										



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

MATH																
Assessments Fall, Winter, Spring	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? MCAP, MCOMP, unit testsHas everyone involved in the administration of assessment been properly trained? YesAre our assessments properly identifying student needs? No <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													
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none">What curriculum is being used? (per grade level) Various: Bridges MathAccording to the data, what adjustments need to be made to the core curriculum to support learning? All teachers will teach the adopted math program with fidelity this year.															
Instruction Fall, Winter, Spring	<ul style="list-style-type: none">How is instruction monitored? (per grade level) Weekly and unit assessmentsAccording to the data, what adjustments need to be made to instruction to support learning? We are searching for a universal screener and progress monitoring that is aligned to the math standards.															
Data	<ul style="list-style-type: none">According to the data, which grades/departments might need additional support?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) There are students at all levels that would benefit from additional help. Because it is a new program, the teachers are focused on learning it. They will slowly add the intervention piece in when appropriate.															
WRITING																
Assessments Fall, Winter, Spring	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? NoneHas everyone involved in the administration of assessment been properly trained?Are our assessments properly identifying student need? <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> The writing assessments that come with the reading program are used, but data is not collected, analyzed, and/or documented school wide on a regular basis.				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													
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none">What resources are being used to integrate writing? (per grade level)According to the data, what adjustments need to be made to these resources to support learning? The resources that are attached to the core reading/language program are used. The resources that were presented by Idaho Leads are used, as well.															
Instruction Fall, Winter, Spring	<ul style="list-style-type: none">How is instruction monitored? (per grade level)According to the data, what adjustments need to be made to instruction to support learning? Instruction is monitored via the classroom teacher. The classroom teacher makes adjustments as needed.															
Data	<ul style="list-style-type: none">According to the data, which grades/departments might need additional support?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) Teachers differentiate instruction as needed.															



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?

Students who are performing above grade level are typically placed together in a group during intervention time. These students receive instruction that encourages them to go deeper with their knowledge and thinking. Assignments are modified to account for their advanced learning.

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

Students who are not performing at grade level receive interventions. These students are progress monitored weekly and the data is analyzed by a team who determines if the intervention is working or needs to be changed. Changes in interventions are documented and progress continues to be monitored.

School Data

Instruction/Intervention Effectiveness

IRI																								
2017-2018																								
	Fall						Winter						Spring											
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Kinder																								
Nielsen AM	11	4	4	58%	21%	21%				#####	#####	#####				#####	#####	#####				#####	#####	#####
Nielsen PM	9	4	4	53%	24%	24%				#####	#####	#####				#####	#####	#####				#####	#####	#####
Parks AM	4	7	8	21%	37%	42%				#####	#####	#####				#####	#####	#####				#####	#####	#####
Total	24	15	16	44%	27%	29%	0	0	0	####	####	####	0	0	0	####	####	####				####	####	####
First																								
Dobbs	9	5	7	43%	24%	33%				#####	#####	#####				#####	#####	#####				#####	#####	#####
McNeil	4	8	7	21%	42%	37%				#####	#####	#####				#####	#####	#####				#####	#####	#####
Total	13	13	14	33%	33%	35%	0	0	0	####	####	####	0	0	0	####	####	####				####	####	####
Second																								
Tarchione	10	3	6	53%	16%	32%				#####	#####	#####				#####	#####	#####				#####	#####	#####
Woodall	11	5	6	50%	23%	27%				#####	#####	#####				#####	#####	#####				#####	#####	#####
Total	21	8	12	51%	20%	29%	0	0	0	####	####	####	0	0	0	####	####	####				####	####	####
Third																								
Baker	5	7	12	21%	29%	50%				#####	#####	#####				#####	#####	#####				#####	#####	#####
Walters	10	7	7	42%	29%	29%				#####	#####	#####				#####	#####	#####				#####	#####	#####
Total	15	14	19	31%	29%	40%	0	0	0	####	####	####	0	0	0	####	####	####				####	####	####



**Bickel Elementary School
Building Goals
2017-2018**

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

	Spring 2017	Spring 2018 Goal	Spring 2018 Proficiency
Third Grade	38%	50%	
Fourth Grade	47%	50%	
Fifth Grade	52%	60%	

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

	Spring 2017	Spring 2018 Goal	Spring 2018 Proficiency
Third Grade	41%	50%	
Fourth Grade	36%	50%	
Fifth Grade	18%	40%	

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

Grade Level	Bickel Spring 2017 Proficiency Score	Fall Baseline Score based on Fall 2018 proficiency	Fall Baseline Score based on Spring 2018 proficiency	State Spring 2018 Targets	Bickel Spring 2018 Targets	Bickel Spring 2018 Proficiency Scores
Kinder garten	87% (LSF)	29% (LNF)	0% (LSF)	60% (LSF)	85% (LSF)	
First Grade	47%	35% (LSF)	8%	70%	70%	
Second Grade	50%	29%	10%	80%	65%	
Third Grade	60%	40%	15%	85%	85%	



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

Are current 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.

Hypothesis:

In the past we have focused on increasing help/paraeducators in the classroom, changing interventions, adding more time for intervention, using data boards, consulting with a capacity builder, etc.

Also, over the years, the percentage of low socio-economic students has increased, as well as the percentage of ELL students. The refugee population has a different dynamic where the current refugees have little to no education prior to coming to the United States.

Solution:

Over the years, these things have made slight improvements, but not the drastic improvements needed for students to be proficient by the end of the year. We decided to focus on core instruction to see if that helps.

Instructional Support & Progress Monitoring

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

Fall: The high-need kindergartners receive an additional half-day reading intervention. All other students in grades K-5 receive interventions appropriate to their areas of weakness.

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)

Fall: The intervention schedule changed several times to attempt to accommodate all needs based on priority. Finding a balance between utilizing money for support or professional development or intervention materials is sometimes difficult to determine.

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)

Fall: diagnostic assessments in reading (CORE phonics mainly) help determine appropriate interventions.

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:



The intensity and differentiation of the core instruction need to be the focus. Professional development in this area will occur during staff and team meetings.

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

Kindergarten grade

% of students receiving Enrichment Support	Fall	Winter	Spring

1-3rd grade

% of students receiving Enrichment Support	Fall	Winter	Spring

4-6th grade

% of students receiving Enrichment Support	Fall	Winter	Spring

7-8th grade

% of students receiving Enrichment Support	Fall	Winter	Spring

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:

While we will continue to intentionally provide “enrichment” during intervention time for students who need it, we will also find a method to use to determine how well the enrichment activities are meeting the needs of those students. Some enrichment activities include: novel studies, writing activities, etc.

Professional Development

	Needs	Plan
Fall - Current school year	Tier 1* – Reading: increase phonics and phonemic awareness instruction during core reading time	Reading: Provide classrooms with materials and teacher manuals to help increase phonics and phonemic awareness instruction. PD will be provided during staff and team meetings.
	Math: Implement Bridges	Math: instructional coach will provide training during teaming and staff meetings



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

	<p>Tier 2 – Reading: find out how to target students and interventions</p> <p>Math: Implement Bridges during core instruction time</p>	<p>Reading: Instructional coach will provide training from the CORE sourcebook, as well as training on incorporating additional phonics and phonemic awareness during core instruction time.</p> <p>Math: instructional coach will provide training during teaming and staff meetings</p>
	<p>Tier 3 – Reading: classroom teachers don't have access to progress monitoring of Tier 3 students</p> <p>Math: program isn't aligned to standards</p>	<p>Reading: Instructional coach will use data boards to provide progress monitoring updates to all instructional staff</p> <p>Math: team with special education department to ensure appropriate programs are being utilized</p>
	<p>Other+ - Writing: no concrete program is being used – other than what is available in Reading Wonders</p>	<p>Writing: investigate (at some point) what the next steps are to ensure writing is being taught effectively. The instructional coach can help provide any needed professional development in this area.</p>

Winter – Adjustments to our plan:

Reading: analyze data to determine if professional development implementation is working

Math: continue implementing Bridges math program. Also, investigating benchmark assessments and progress monitoring probes that are aligned to the standards

Writing: continue to determine which pieces of Reading Wonders writing program are appropriate. Also, look into the writing portion of the ISAT interim assessments.

Spring - Summer & next year needs:	Needs	Plan
	<p>Tier 1* – Reading:</p> <p>Math:</p>	<p>Reading:</p> <p>Math:</p>
	<p>Tier 2 – Reading:</p> <p>Math:</p>	<p>Reading:</p> <p>Math:</p>
	<p>Tier 3 – Reading:</p> <p>Math:</p>	<p>Reading:</p> <p>Math:</p>
	<p>Other+ -</p>	



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

*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 **September 7, 2017**
- 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?

The parents are informed during open house, PTA meetings, family nights, and parent-teacher conferences. Information is also posted on the website and included in the handbook. Feedback is generated via a survey on both paper/pencil and electronically. The WISE team gathers the results, analyzes the data, and makes recommendations based on the given information. This past year parents indicated that they enjoy the math/reading nights and they want us to continue helping children academically. Comments were supportive.

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?

Information is sent home on a specific colored paper to distinguish "Title 1" information. Reading connection/suggestions are sent home monthly. Important information is surrounded with a border letting parents know they need to have the information interpreted. Reading and math family nights include additional information for parents to use to help their child(ren) with reading and math.

Needs:	Plan:
To provide information in various languages	Look into better translations to provide additional help at home with school
To make parents/families/community members feel more connected to Bickel	A team is meeting in July to gather ideas to implement for the following school year – perhaps offering classes (such as English, cooking, homework help, etc.) at Bickel School for the parents of our ELL children while also offering child care and activities for the children/students.
To build community at Bickel School	A team has already started the process. Bickel has started implementing "The Habits of Mind" with a four-year plan that is put in place.



Celebrations & Next Steps

Areas of strength:

Experienced teachers

Data boards and data collection

Attitudes and willingness to improve

Areas of need:

More intense focus on core instruction in reading, math, and writing

Time for learning a new math curriculum

Community building

Having general education and special education departments working together

Projected Academic SMART Goal for next school year 2018-2019

Academic SMART Goal for **next** school year 2018-2019:

1. Spring 2019 ELA ISAT 2.0 proficiency scores will be:
 - a. Third grade = %
 - b. Fourth grade = %
 - c. Fifth grade = %
2. Spring 2019 ELA ISAT 2.0 proficiency scores will be:
 - a. Third grade = %
 - b. Fourth grade = %
 - c. Fifth grade = %
3. IRI proficiency scores will be:
 - a. Kindergarten = %
 - b. First grade = %
 - c. Second grade = %
 - d. Third grade = %

School Leadership Team

Team Member	Role
Kelli Schroeder	Principal
Shannon Kelly	Title 1 Teacher
Pam Rahe	Special Education Teacher
Rogene Meyer	ELL Teacher
Cara Joslin	Instructional Coach
Katrina Nielsen	Kindergarten Teacher
Tina Tarchione	Second Grade Teacher
Rachel McAuley	Fifth Grade Teacher
Denise Beem	Paraeducator
Jennifer Schutte	Parent

Review Dates

Fall Before Data Day

Winter January/February 2018

Spring May/June 2018



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

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

Elementary School Improvement Plans

2017-18

**Harrison
Melissa Ardito
Principal**

Continuous Improvement Plan – Feedback Form

District: Twin Falls School District #411

School: Harrison Elementary

Reviewers:

Mickey

Combs and

Steve Hoy

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.

*We wish students started with us in August of their Kindergarten year, and stayed through May of their fifth grade year. That isn't reality. Students move in and out of our school weekly. We look at the positives and strive to maintain that positivity. We have implemented support plans for every student as soon as they start with us. We review student data often, and we review SMART goals throughout the school year like at grade level teaming meetings. We saw great growth with IRI scores. We have great growth with most kids, but there are concerns with students who are on IEP's. Closing the opportunity gap is a huge part of closing the academic gaps, and we strive to address that often. That has included family events, before and after school tutoring and enrichment, and addressing individual needs of students. For SMART goals:

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

- a. 3rd Grade ELA will increase from 49% proficient Spring 2016 to at least 54% proficient Spring 2017. – Final 3rd ELA was 51%. Did not meet, but was growth from previous year.
- b. 3rd Grade Math will increase from 54% proficient Spring 2016 to at least 59% proficient Spring 2017. Final 3rd Math was 53%.
- c. 4th Grade ELA will increase from 55% proficient Spring 2016 to at least 60% proficient Spring 2017. – Final 4th ELA was 46%.
- d. 4th Grade Math will increase from 49% proficient Spring 2016 to at least 54% proficient Spring 2017. – Final 4th Math was 54%. We met the goal.
- e. 5th Grade ELA will increase from 60% proficient Spring 2016 to at least 65% proficient Spring 2017. – Final 5th ELA was 58%.
- f. 5th Grade Math will increase from 44% proficient Spring 2016 to at least 49% proficient Spring 2017. – Final 5th Math was 46%. Did not meet, but was growth from previous year.

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

We look at each individual child. We see growth with few behavior incidents, increased social-emotional skills, and increased academic skills. Every student has growth and it is documented in their personal leadership notebooks. We have seen success with every student receiving interventions, both academic and social-emotional. We have seen success with utilizing every

staff member. Our block/specials teachers are also included with intervention groups and positive student check ins. We have seen success with before and after school programs, tutoring, and enrichment. Extended day works.

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

We saw great success with IRI Fall to Spring growth:

K Fall 1's: 37%

K Fall 2's: 24%

K Fall 3's: 39%

K Winter 1's: 1.6%

K Winter 2's: 11.1%

K Winter 3's: 87.3%

K Spring 1's: 1.56%

K Spring 2's: 4.69%

K Spring 3's: 93.75%

1st Fall 1's: 19%

1st Fall 2's: 27%

1st Fall 3's: 54%

1st Winter 1's: 13%

1st Winter 2's: 24%

1st Winter 3's: 63%

1st Spring 1's: 16.7%

1st Spring 2's: 21.2%

1st Spring 3's: 62.1%

2nd Fall 1's: 20%

2nd Fall 2's: 33%

2nd Fall 3's: 47%

2nd Winter 1's: 15%

2nd Winter 2's: 13%

2nd Winter 3's: 72%

2nd Spring 1's: 6.5%

2nd Spring 2's: 14.3%

2nd Spring 3's: 79.2%

3rd Fall 1's: 19%

3rd Fall 2's: 19%

3rd Fall 3's: 62%

3rd Winter 1's: 15%

3rd Winter 2's: 10%

3rd Winter 3's: 75%

3rd Spring 1's: 11.8%

3rd Spring 2's: 6.8%

3rd Spring 3's: 81.4%

- Has the school communicated data & outcome results with the school board? Date of Board Report
Yes, Spring 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? Yes
- Is there evidence that the team has implemented the plan from previous year? Yes
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)? Yes
- Are timelines staggered and sequential throughout the course of the school year? Yes
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school? Yes

Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

<input type="checkbox"/> Exceptional	<input checked="" 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:

*Every student receives interventions: students at grade level, students still growing, and students exceeding grade level standards.

*Every student is 'our student.' All staff are involved with the learning of students.

*Growth with IRI Fall to Spring, and most areas of ISAT.

*Interim assessments with ISAT

b) Areas for growth:

*Students who received special education services.

*Writing- implementing Thinking Maps during 2017-2018 school year, and greater emphasis on integration of writing across all content areas.

c) Questions/something we still wonder:

*Bridges implementation- we are hoping to see an increase with ISAT scores.

d) Required next steps:

*Continued monitoring of student data and growth.

Continuous Improvement Plan Scoring Rubric Summary:

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

<input checked="" type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
Clever evidence is presented to show the current level of implementation. Each subject area 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. Each subject area 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. Each subject area 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 building leadership team 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 building leadership team 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: Harrison Elementary

School Year: Review of 2016-2017 and New for 2017-2018

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. The number of First Grade students who have met the Spring IRI Proficient Benchmark will increase from Fall 2016 to Spring 2017, from 13% currently at Spring benchmark in Fall 2016, to 75% at benchmark in Spring 2017. The number of Second Grade students who have met the Spring IRI Proficient Benchmark will increase from Fall 2016 to Spring 2017, from 13% currently at Spring benchmark in Fall 2016, to 80% at benchmark in Spring 2017.
2. The number of Fourth Grade students who have met the Spring M-COMP Proficient Benchmark will increase from Fall 2016 to Spring 2017, from 0% currently at Spring benchmark in Fall 2016, to 75% at benchmark in Spring 2017.
3. The number of students proficient on the Spring ISAT/SBAC will increase by at least 5%.
 - a. 3rd Grade ELA will increase from 49% proficient Spring 2016 to at least 54% proficient Spring 2017.
 - b. 3rd Grade Math will increase from 54% proficient Spring 2016 to at least 59% proficient Spring 2017.
 - c. 4th Grade ELA will increase from 55% proficient Spring 2016 to at least 60% proficient Spring 2017.
 - d. 4th Grade Math will increase from 49% proficient Spring 2016 to at least 54% proficient Spring 2017.
 - e. 5th Grade ELA will increase from 60% proficient Spring 2016 to at least 65% proficient Spring 2017.
 - f. 5th Grade Math will increase from 44% proficient Spring 2016 to at least 49% proficient Spring 2017.

Academic SMART Goal for current school year 2017- 2018

1. The number of First Grade students who have met the Spring IRI Proficient Benchmark will increase from Fall 2017 to Spring 2018, from 8% currently at Spring benchmark in Fall 2017, to 75% at benchmark in Spring 2018. The number of Second Grade students who have met the Spring IRI Proficient Benchmark will increase from Fall 2017 to Spring 2018, from 12% currently at Spring benchmark in Fall 2017, to 80% at benchmark in Spring 2017.
2. The number of students proficient on the Spring ISAT/SBAC will increase by at least 5%.
 - a. 3rd Grade ELA will increase from 51% proficient Spring 2017 to at least 56% proficient Spring 2018.
 - b. 3rd Grade Math will increase from 53% proficient Spring 2017 to at least 58% proficient Spring 2018.



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

- c. 4th Grade ELA will increase from 46% proficient Spring 2017 to at least 51% proficient Spring 2018.
- d. 4th Grade Math will increase from 54% proficient Spring 2017 to at least 59% proficient Spring 2018.
- e. 5th Grade ELA will increase from 58% proficient Spring 2017 to at least 63% proficient Spring 2018.
- f. 5th Grade Math will increase from 46% proficient Spring 2017 to at least 51% proficient Spring 2018.

Tier 1 Curriculum/Instruction Effectiveness

READING for 2016-2017																						
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"> What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? Has everyone involved in the administration of assessment been properly trained? Are our assessments properly identifying student needs? 																					
	Fall: Are 80% or more scoring benchmark or above? Yes <u>NO</u>																					
	Winter: Are 80% or more scoring benchmark or above? Yes <u>NO</u>																					
	Spring: Are 80% or more scoring benchmark or above? <u>Yes</u> NO																					
	<p><u>Harrison Elementary Comprehensive Assessment Plan</u></p> <p><u>School-wide: 2017-2018</u></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 25%; text-align: center; padding: 5px;"><u>Assessment Area</u></th> <th style="width: 20%; text-align: center; padding: 5px;"><u>Time Frame</u></th> <th style="width: 20%; text-align: center; padding: 5px;"><u>Students Assessed</u></th> <th style="width: 35%; text-align: center; padding: 5px;"><u>Assessments</u></th> </tr> </thead> <tbody> <tr style="background-color: #d3d3d3;"> <td colspan="4" style="text-align: center; padding: 5px;">Screening/Initial Benchmark (School-wide)</td> </tr> <tr> <td style="text-align: center; padding: 10px;">Math</td> <td style="text-align: center; padding: 10px;">August 2017</td> <td style="text-align: center; padding: 10px;">A II</td> <td style="padding: 10px;"> K: Number ID 1: Number/Quantity Discrimination, M-COMP 2: M-Comp 3: M-Comp 4: M-Comp 5: M-Comp </td> </tr> <tr> <td style="text-align: center; padding: 10px;">ELA/Reading</td> <td style="text-align: center; padding: 10px;">August 2017</td> <td style="text-align: center; padding: 10px;">A II</td> <td style="padding: 10px;"> K: IRI Letter Names, Letter Sounds, myON, CORE Phonics/SIPPS, Istation 1: IRI Letter Sounds, myON, CBM, CORE Phonics, Istation, SIPPS 2: IRI CBM, myON, MAZE, CORE Phonics, Istation 3: IRI CBM, myON, MAZE, Istation 4: CBM, myON, MAZE, Istation 5: CBM, myON, MAZE, Istation </td> </tr> <tr style="background-color: #d3d3d3;"> <td colspan="4" style="text-align: center; padding: 5px;">Progress Monitoring</td> </tr> </tbody> </table>			<u>Assessment Area</u>	<u>Time Frame</u>	<u>Students Assessed</u>	<u>Assessments</u>	Screening/Initial Benchmark (School-wide)				Math	August 2017	A II	K: Number ID 1: Number/Quantity Discrimination, M-COMP 2: M-Comp 3: M-Comp 4: M-Comp 5: M-Comp	ELA/Reading	August 2017	A II	K: IRI Letter Names, Letter Sounds, myON, CORE Phonics/SIPPS, Istation 1: IRI Letter Sounds, myON, CBM, CORE Phonics, Istation, SIPPS 2: IRI CBM, myON, MAZE, CORE Phonics, Istation 3: IRI CBM, myON, MAZE, Istation 4: CBM, myON, MAZE, Istation 5: CBM, myON, MAZE, Istation	Progress Monitoring		
<u>Assessment Area</u>	<u>Time Frame</u>	<u>Students Assessed</u>	<u>Assessments</u>																			
Screening/Initial Benchmark (School-wide)																						
Math	August 2017	A II	K: Number ID 1: Number/Quantity Discrimination, M-COMP 2: M-Comp 3: M-Comp 4: M-Comp 5: M-Comp																			
ELA/Reading	August 2017	A II	K: IRI Letter Names, Letter Sounds, myON, CORE Phonics/SIPPS, Istation 1: IRI Letter Sounds, myON, CBM, CORE Phonics, Istation, SIPPS 2: IRI CBM, myON, MAZE, CORE Phonics, Istation 3: IRI CBM, myON, MAZE, Istation 4: CBM, myON, MAZE, Istation 5: CBM, myON, MAZE, Istation																			
Progress Monitoring																						



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

	Reading	Weekly	A II	K: Letter Names (if needed), K: Letter Sounds 1: Letter Sounds, CBM 2: CBM, MAZE 3: CBM	
	Reading	Monthly	A II	3: MAZE (every 3 weeks) 4: MAZE, CBM 5: MAZE, CBM	
	Math	Weekly	A II	K: Number ID 1: M-Comp (every 1-2 weeks)	
	Math	Monthly		1: Number/Quantity Discrimination 2: M-Comp 3: M-Comp 4: M-Comp 5: M-Comp	
	Written Language	Weekly		1 (all IRI 1's and referrals) 2 (all IRI 1's and 2's) 3 (as needed) 4 (as needed) 5 (as needed)	
	2nd Benchmark (School-wide)				
	Math	January 2018	A II	K: Number ID 1: Number/Quantity Discrimination, M-COMP 2: M-Comp 3: M-Comp 4: M-Comp 5: M-Comp	
	ELA/Reading	January 2018	A II	K: IRI Letter Sounds, IRI Letter Names, myON, CORE Phonics, Istation 1: IRI Letter Sounds, myON, IRI CBM, CORE Phonics, Istation 2: IRI CBM, myON, MAZE, CORE Phonics, Istation 3: IRI CBM, myON, MAZE, Istation 4: CBM, myON, MAZE, Istation 5: CBM, myON, MAZE, Istation	



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

	Spring Summative (School-wide)				
	Math	April-May 2018	A II	K: Number ID 1: Number/Quantity Discrimination, M-COMP 2: M-Comp 3: M-Comp 4: M-Comp 5: M-Comp	
	ELA/Reading	April-May 2018	A II	K: IRI Letter Sounds, myON, IRI Letter Names (state reporting), Istation 1: IRI CBM, myON, IRI Letter Sounds (state reporting), Istation 2: IRI CBM, myON, MAZE, Istation 3: IRI CBM, myON, MAZE, Istation 4:Istation, myON, MAZE 5:Istation, myON, MAZE	
	IELA/WIDA	February- March 2018	L E P		
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none"> What curriculum is being used? (per grade level) According to the data, what adjustments need to be made to the core curriculum to support learning? <p>ELA: Wonders- More opportunities for student independence, reducing teacher led Math: Bridges- More opportunities for student independence, reducing teacher led Writing: Thinking Maps</p> <p>For Social Emotional: Leader in Me, Responsive Curriculum, and Restorative Practices Resources</p>				
Instruction Fall, Winter, Spring	<ul style="list-style-type: none"> How is instruction monitored? (per grade level) According to the data, what adjustments need to be made to instruction to support learning? <p>ELA- Wonders- Identifying deficits from Fall screenings, and target more intentional and independent with interventions. Discuss at grade level meetings more. Include more writing. Math- Bridges is new. We have assessment spreadsheets for every classroom, to track and analyze data, and to determine next steps for instruction and interventions.</p>				



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

Data	<ul style="list-style-type: none">According to the data, which grades/departments might need additional support?According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? <p>ISAT- 4th ELA, but building wide for writing</p> <p>Student groups: all students receive interventions, but a concern to focus on is the group of students that do not qualify for resource due to being slower low learners. Another group includes those that do not have opportunities at home, support.</p> <p>A concern continues to be students who receive special education services. Very few were proficient on the ISAT.</p>									
MATH										
Assessments Fall, Winter, Spring	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?Has everyone involved in the administration of assessment been properly trained?Are our assessments properly identifying student needs? <table><tr><td>Fall: Are 80% or more scoring benchmark or above?</td><td>Yes</td><td><u>NO</u></td></tr><tr><td>Winter: Are 80% or more scoring benchmark or above?</td><td>Yes</td><td><u>NO</u></td></tr><tr><td>Spring: Are 80% or more scoring benchmark or above?</td><td>Yes</td><td><u>NO</u></td></tr></table> <p>See Above Under Reading Section, for yearly assessment plan</p> <p>The MCOMP tends to have a lower number of students at benchmark in the lower grades, while a higher number at benchmark in the higher grade levels. The second and fourth grade groups piloting new math curriculum during the 2016-2017 year did see more relevant data with the MCAP. The difficulty is that the MCOMP and MCAP test skills not at that grade level, like fifth grade standards on the fourth grade assessments. .</p>	Fall: Are 80% or more scoring benchmark or above?	Yes	<u>NO</u>	Winter: Are 80% or more scoring benchmark or above?	Yes	<u>NO</u>	Spring: Are 80% or more scoring benchmark or above?	Yes	<u>NO</u>
Fall: Are 80% or more scoring benchmark or above?	Yes	<u>NO</u>								
Winter: Are 80% or more scoring benchmark or above?	Yes	<u>NO</u>								
Spring: Are 80% or more scoring benchmark or above?	Yes	<u>NO</u>								
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none">What curriculum is being used? (per grade level)According to the data, what adjustments need to be made to the core curriculum to support learning? <p>During the 2016-2017 school year, Investigations was the main curriculum, with Bridges and Eureka being piloted.</p> <ul style="list-style-type: none">A concern continues to be students who receive special education services. Very few were proficient on the ISAT.									



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

	<ul style="list-style-type: none">Excited for new Bridges Math curriculum.												
<div>Instruction</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">How is instruction monitored? (per grade level)According to the data, what adjustments need to be made to instruction to support learning? <p>Math- math interventions, number talks continuation, and number sense for upper grade students like with second language learners</p>												
<div>Data</div>	<ul style="list-style-type: none">According to the data, which grades/departments might need additional support?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>Math- diagnostic was limited, but will be trying the New Zealand Numeracy Project Student groups: students who do not qualify for IEP’s/resource due to being a low slower learner</p>												
WRITING													
<div>Assessments</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?Has everyone involved in the administration of assessment been properly trained?Are our assessments properly identifying student need? <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">See Above Under Reading Section, for yearly assessment plan.We have not done formal three times a year benchmark screeners for writing for every student, but we do for students where there is a concern noticed. We use the AIMSWEB writing progress monitoring.	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										
<div>Curriculum</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">What resources are being used to integrate writing? (per grade level)According to the data, what adjustments need to be made to these resources to support learning? <p>Wonders</p>												
<div>Instruction</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">How is instruction monitored? (per grade level)According to the data, what adjustments need to be made to instruction to support learning? <p>Instruction support: School Wide- RARE, Thinking Maps, Imagine Learning for grammar, and intervention groups, istations for grammar, myon</p>												



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

Data	<ul style="list-style-type: none">• According to the data, which grades/departments might need additional support?• 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>A concern continues to be students who receive special education services. Very few were proficient on the ISAT.</p>
-------------	--

Are current 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.

Supports are seeing growth, but we still have areas of concern. We have a professional development plan for the upcoming school year that matches the areas of need.

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

Yes:

2016-2017:

K Fall 1's: 37%

K Fall 2's: 24%

K Fall 3's: 39%



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

K Winter 1's: 1.6%
K Winter 2's: 11.1%
K Winter 3's: 87.3%

K Spring 1's: 1.56%
K Spring 2's: 4.69%
K Spring 3's: 93.75%

1st Fall 1's: 19%
1st Fall 2's: 27%
1st Fall 3's: 54%

1st Winter 1's: 13%
1st Winter 2's: 24%
1st Winter 3's: 63%

1st Spring 1's: 16.7%
1st Spring 2's: 21.2%
1st Spring 3's: 62.1%

2nd Fall 1's: 20%
2nd Fall 2's: 33%
2nd Fall 3's: 47%

2nd Winter 1's: 15%
2nd Winter 2's: 13%
2nd Winter 3's: 72%

2nd Spring 1's: 6.5%
2nd Spring 2's: 14.3%
2nd Spring 3's: 79.2%

3rd Fall 1's: 19%
3rd Fall 2's: 19%
3rd Fall 3's: 62%

3rd Winter 1's: 15%
3rd Winter 2's: 10%
3rd Winter 3's: 75%

3rd Spring 1's: 11.8%
3rd Spring 2's: 6.8%
3rd Spring 3's: 81.4%

Fall 2017- Current:

Kindergarten:



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

Fall 1's: 53%
Fall 2's: 21%
Fall 3's: 26%

1st Grade:

Fall 1's: 17%
Fall 2's: 23%
Fall 3's: 60%

2nd Grade:

Fall 1's: 35%
Fall 2's: 25%
Fall 3's: 40%

3rd Grade:

Fall 1's: 23%
Fall 2's: 15%
Fall 3's: 62%

Instructional Support & Progress Monitoring

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

- We added paras for both Title 1 and ESL, and that was a big help. All students received interventions.

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)

- Fluidity of groups- was successful
- Intervention schedule and master schedule- was successful
- math intervention groups, either within grade level or with Title 1- continue to work on this.



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

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)

- Teachers meet at least once a week with their grade level team, often daily.
- Principal meets twice a month with grade levels. One of those two meetings includes resource, ESL, and Title 1.
- 3 staff members attended PLC summer training

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 X ☒ Continue what you are doing!

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

- Next Steps: Really watch and analyze students not making adequate growth, more frequent conversations. Create list at Data Day and ensure an adult is matched up as a supportive positive adult, for students not making growth, like with ISAT.. Match up to leadership roles to help build confidence. Update mentoring committee.

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

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:

- This is something we are always looking at as we review student data. Every grade level has intervention groups, and there is a group for high performing students for every grade level.
- Enrichment during the school day and with 21st CCLC grant, and school Play and leadership proposals like with Science Fair
- Wonders Week 6



Professional Development

See Attached Plan, based on identified needs:

Professional Development
2017-2018

Math	<ul style="list-style-type: none">- New Zealand Numeracy Project (Tana)- Number Talks- Number Talks Book: Fractions, Decimals, and Percentages (3rd-5th)- Bridges Math
Writing	<ul style="list-style-type: none">- Thinking Maps (Pre/k-1st has Draw Your Thinking, K-3 has Show Your Thinking, and 3-5 has Map Your Thinking) (Cheri)- RARE (5th Grade)
Culture and Climate & Social and Emotional Learning	<ul style="list-style-type: none">- Growth Mindset Coach (Mary)- Leader in Me- August 7th Aligning Academics, student activity books, and additional topics throughout school year (Lynn)- Responsive Classroom (Morning meeting with Science, Math, and Language Arts included, Greetings, and More)- Responsive Classroom Morning Meeting- Responsive Classroom Discipline and Behavior- Responsive Classroom Positive Teaching Language- Restorative Practices and Trauma Informed Discipline (Lynn): Restorative Practices in Schools, Restorative Practices in Classrooms, Restorative Practices and Bullying

Math-

- We don't have a math diagnostic, so the New Zealand Numeracy Project with Rhonda Birnie will assist. We have used a little bit during the 16-17 school year and saw how informative it was with determining student needs. We started the 2017-2018 school year with more staff utilizing.



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

- Number talks fits very well with the new Bridges curriculum, and number corners. We have seen great success with number talks and want to continue to learn and implement what has been working.
- We have a new Math curriculum for the 17-18 school year, Bridges.

Writing-

- We have used RARE with writing for some grade levels, and will continue to use with all grade levels during the 17-18 school year. There is a concern with 4th grade ELA ISAT scores, so including a focus with thinking maps will be included.

Culture and Climate-

- We have seen great success with identifying and addressing underlying student needs, before focusing on academics. We will continue to learn and integrate best practices that we have seen success with, for all grade levels. This includes Leader in Me, Restorative Practices, Responsive Classrooms and Morning Meetings, and Growth Mindset. These items are also included with our before and after school program, so there is a seamless transition with the school day.
- All staff are included in Tier 1 best practices PD- We have quarterly classified staff meetings and a daily staff blog. Those two items help ensure that all staff are receiving the same professional development, and that all staff are working towards the same school goals and mission statement. Push In with resource and ESL allows paras to also have daily professional development with certified teachers.

Family & Community Involvement

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

- 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?

- We have surveys that Title 1 provides to families, both paper form and online. We also strive to remember that even 5 minutes in the hallway, in the bus line, or before and after school is an opportunity to visit and discuss school and student needs with families. It isn't just one big family event in the Fall and Spring. Family and Community Involvement is every day.

Examples of surveys collected or planned: Title 1 completes this both via paper form and online.

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:
<ul style="list-style-type: none">• Families need assistance with how to assist their	<ul style="list-style-type: none">• We strive to have a family activity once a month. The



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

<p>children with learning at home, like learning grade level standards and how to assist with homework.</p> <ul style="list-style-type: none"> • Social and Emotional Needs 	<p>21st CCLC grant assists with this, as it helps to meet their grant requirements as well.</p> <ul style="list-style-type: none"> • We have had BINGO with Books, Girls Night with a favorite guy, Boys Night with a favorite lady, a Fall Title 1 night, a Spring Title 1 Night, Leader in Me, Robotics Nights, and classes for parents with community people leading. • Wrap around services as a community center for families: dental services, counselor matching families with community resources, book mobile, Breakfast with Books, food pantry, weekly food bags that go home over the weekend, clothes donations provided throughout the school year, conferences with families to problem solve situations, and BSU graduate student with social work during the 17-18 school year. • Family involvement successes: Play, carnival, small task groups like making popcorn during the school year • Counselor will be leading parenting classes next year
--	---

Celebrations & Next Steps

Areas of strength:

- Not in school improvement for 17-18 school year
- Dedicated staff who are invested and want to be at our school. Love the kids and work hard.
- Family Involvement and monthly activities
- Academic growth, as well as the whole child
- STEM/STEAM focus daily
 - Arts
 - Engineering
 - Math
 - Science
 - Technology
- Social and Emotional Learning:
 - Digital Citizenship
 - Global Literacy
 - Growth Mindset
 - Kindness
 - Leader in Me
 - Leadership Notebooks



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

- Responsive Classroom
- Restorative Practices
- Student Led Conferences
- School action teams:
 - Academics Action Team
 - Goal Tracking
 - Measurable Results
 - Culture Action Team
 - Leadership Environment
 - Leadership Events
 - Student Leadership
 - Leadership Action Team
 - Family Involvement
 - Lighthouse Team
 - Staff Collaboration

Areas of need:

- ELA, particularly writing and research, and inquiry- across all content areas and with all grade levels
- Consistent and intentional focus on social and emotional needs with all grade levels- Using Leader in Me resources, Restorative Practices resources, and Responsive Classroom resources and morning meetings.

School Leadership Team for June 5th, 2017

Team Member	Role
Melissa Ardito	Principal
Cheri Kober	Assistant Principal
Lynn Rice	Counselor
MaryAnn Sweet	Title 1
Regina Thomason	1st Grade
Terri Moore	2nd Grade
Hannah Blair	3rd Grade
Tana Schroeder	3rd Grade
Daysha Anderson	4th Grade
Robin Lancaster	5th Grade

Review Dates

Fall _____

Winter _____

Spring: June 5th, 2017



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

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

Elementary School Improvement Plans

2017-18

**Lincoln
Beth Olmstead
Principal**

Continuous Improvement Plan – Feedback Form

District: Twin Falls School District #411

School:

Reviewers:

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.

Smart goals were not met.

		GOAL	ACTUAL			GOAL	ACTUAL
ELA	3 rd	49%	22%	MATH	3 RD	52%	31%
	4 TH	50%	23%		4 TH	47%	30%
	5 TH	54%	37%		5 TH	40%	29%

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

Implementation of The Leader in Me program. All teachers have been trained and are teaching the habits to the students. Schoolwide assemblies, leadership jobs, and teacher action teams are formed.

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

The school has had focused peer observations to improve instruction and engagement. Teachers have all come up with goals for their grade levels. All students go to interventions for math and reading, which are built into the daily schedule. Students are progress monitored and data is reviewed through teaming meetings weekly with the principal, instructional coach, title I teacher, counselor, and special education teacher.

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

Annual report to the school board was on 2-22-2017

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? Yes
- Is there evidence that the team has implemented the plan from previous year? Cite Evidence
Yes – there is evidence that peer observations have taken place, that teachers have received training in the Kagan Structures, and that interventions have taken place. Teachers were trained to use IStation and SIPPs for reading.

- 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
Yes – TLIM Booster activities are scheduled for every faculty meetings, the Instructional Coach uses every other teaming meeting for professional development to focus on IStations, Interim ISAT assessments, Kagan Structures, Bridges Math.
- 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 – all teachers meet weekly in teams to plan, and also meet weekly with administration for student concerns. This is established and sustained. All students are divided into skills groups for intervention for math and for reading. Intervention takes place daily and are scheduled into the master schedule.

Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

<input type="checkbox"/> Exceptional	<input checked="" 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: Well thought out strategies to improve student achievement.
Areas of concern have been identified and a plan to overcome obstacles are in place.

b) Areas for growth: Provide an action plan for the parent workshops – include a time-line – Provide topics for the PD teaming days – Provide specific dates for peer observations

c) Questions/something we still wonder: How is your school so AWESOME???

d) Required next steps:

Correct some of the typos in the document -

Meet with the Leadership Team to create the parent workshop action plan

Put in specific dates for the peer observations

Put in specific topics for the PD teaming days

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. Each subject area 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. Each subject area 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. Each subject area 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 building leadership team 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 building leadership team 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 Lincoln Elementary 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__

SMART GOAL #1

The number of Students in 3 through 5 will increase their proficiency from Spring 2016 level stated below to spring 2017 level which will meet or exceed the state proficiency in ISAT and will increase their reading proficiency for K-3 in the IRI by 5 percentage points – Goals are as follows:

ELA – Spring 2016	2017 (Goal)
3 rd – 36%	49%
4 th – 38%	50%
5 th – 52%	54%
Math – Spring 2016	2017
3 rd – 34%	52%
4 th – 26%	47%
5 th – 23%	40%



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

IRI - Spring 2016 Spring 2017 (Goal)

K -	98%	90%
1st -	73%	78%
2nd -	72%	77%
3rd -	74%	79%

SMART GOAL #2

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

Academic SMART Goal for current school year 2017-18

#1 -Lincoln Elementary will increase the number of students proficient in ISAT ELA, ISAT Math, and the IRI by five percentile points as measured by the spring 2018 state assessments.

ELA –	Spring 2017	2018 (Goal)
3 rd –	27%	32%
4 th –	24%	29%
5 th –	41%	46%

Math –	Spring 2017	2018
3 rd –	31%	36%
4 th –	28%	33%
5 th –	28%	33%

IRI - Spring 2017 Spring 2018 (Goal)

K -	94%	99%
1st -	62%	67%
2nd -	55%	60%
3rd -	57%	62%

#2 -Students in K through 5 will receive instruction in the 7 Habits of Highly Effective People. The level 4 incidents of behavioral referrals for the 2017-18 school year will decrease from 2016-17 of 258 to 206 in 2017-18. (Milepost Data)

Tier 1 Curriculum/Instruction Effectiveness



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

READING	
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"> • What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? • Has everyone involved in the administration of assessment been properly trained? • Are our assessments properly identifying student needs? <p>Fall: Are 80% or more scoring benchmark or above? Yes <u>NO</u> Winter: Are 80% or more scoring benchmark or above? Yes <u>NO</u> Spring: Are 80% or more scoring benchmark or above? Yes <u>NO</u></p> <ul style="list-style-type: none"> • Assessment measures used for reading are unit assessments from Wonders and progress monitoring for fluency and maze for benchmark in comprehension. We also use the CORE Phonics assessments to test students who are showing difficulty based on the universal screener that is conducted in the first two weeks of school (RCBM and MAZE) IStation placement (ISIP) was given to all students K-5, and SIPPS screener was given to intensive students. • All staff who give these assessments are properly trained
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none"> • What curriculum is being used? (per grade level) • According to the data, what adjustments need to be made to the core curriculum to support learning? <p>We are using the Wonders curriculum in reading. One area of improvement is to be sure that all teachers are using this with fidelity. It was discovered that some teachers are using Wonder Works to supplement the core. Wonderworks is now available for intervention only. We will now be collecting data from the Wonders assessments from weekly tests from all grade levels to check for fidelity and to align our instruction.</p> <p>Individual, class, and schoolwide goal setting in the area of fluency will be conducted and students will track their progress in their leadership binders. The teachers determined that we will set a WIG (Wildly Important Goal) on number of books read.</p>
Instruction Fall, Winter, Spring	<ul style="list-style-type: none"> • How is instruction monitored? (per grade level) • According to the data, what adjustments need to be made to instruction to support learning? <p>Instruction is monitored through administration walk through evaluations. Instructional coach conducts walk through observations, along with focused "POP" days to work with each team on focus areas and non-negotiables. Teachers have requested more time to observe each other's teaching.</p> <p>We now have our instructional coach at our school full time. She is in classrooms more and is working closely with grade levels to make sure that instruction is meaningful and engaging. She attended the Kagan Institute for student engagement along with several other teachers. Teachers are using these strategies and improving their instruction.</p> <p>Teachers will be held tightly to the master schedule. Intervention time has been fine-tuned this year to be more laser-like focused on skills. This came from the instructional rounds that were conducted last year.</p> <p>Teacher Vitae is used by teachers and administrators to set goals and to conduct self-evaluations. This will help teachers fully understand what is being evaluated as quality instruction.</p>



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

<div>Data</div>	<div><div><div><div><div></div><div>According to the data, which grades/departments might need additional support?</div></div><div><div></div><div>According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring?</div></div></div></div><div>All grades are using the Walk to Intervention model for reading and math. Students are grouped into intensive, strategic and benchmark. The intensive groups are progress monitored weekly, and strategic at least monthly or more often.</div><div><div>5th Grade</div><div>– There are two teachers who are in their second year in fifth grade. One teacher has been teaching first grade for the past few years, and the other teacher is an ABCTE coming from a social work background. Our new teacher has experience as an instructional coach and kindergarten teaching. This team has been working on using Bridges Intervention for math intervention time.</div></div><div><div>4th Grade</div><div>– We have a new teacher who is ABCTE – this is her very first time teaching, and is supported by her team, the instructional coach, administration, a retired teacher mentor.</div></div><div><div>3rd Grade</div><div>– Only one teacher will be returning next year. We have taken on a teacher from another school, hired a new teacher (right out of college) and have another teacher who moved here with 7 years experience.</div></div><div><div>2nd Grade</div><div>– We have two returning teachers, one teacher who changed grade levels from 4th grade, and one new hire who has been a kindergarten teacher for over 5 years,</div></div><div><div>1st Grade</div><div>– There are two teachers who are new to our school. One with over 30 years experience moving from another school in the district, and one with over 7 years experience moving from out of state.</div></div><div><div>Kinder</div><div>– We will have four half day sessions of kindergarten and two full day offerings for at risk students and ELL. There are no new teachers in this grade level.</div></div><div><div>SPED</div><div>– We have one returning teacher, and have one new teacher who is ABCTE.</div></div><div>With so many teachers who are new to our building/district, ongoing professional development and support in the teaming process is necessary. This is one reason why we have our instructional coach full time.</div></div>
<div>MATH</div>	
<div><div>Assessments</div><div>Fall, Winter, Spring</div></div>	<div><div><div><div><div></div><div>What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?</div></div><div><div></div><div>Has everyone involved in the administration of assessment been properly trained?</div></div><div><div></div><div>Are our assessments properly identifying student needs?</div></div></div></div><div><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></div><div><div>We use the MComp and NIM and QD as the universal screener and progress monitor for math. Bridges intervention placement tests are used to place students into their intervention math groups. Progress Monitoring is conducted after every 5th lesson using Bridges Intervention.</div></div></div>
<div><div>Curriculum</div><div>Fall, Winter, Spring</div></div>	<div><div><div><div><div></div><div>What curriculum is being used? (per grade level)</div></div><div><div></div><div>According to the data, what adjustments need to be made to the core curriculum to support learning?</div></div></div></div><div><div>Bridges Math is the curriculum that is being used for the core program and for interventions for all grade levels. Number Corners are scheduled into the day for every grade level, as is math intervention time.</div><div>We have peer observations set up to review math instruction.</div></div></div>



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

<p style="text-align: center;">Instruction Fall, Winter, Spring</p>	<ul style="list-style-type: none"> • How is instruction monitored? (per grade level) • According to the data, what adjustments need to be made to instruction to support learning? <p>Administration, instructional coach, and peer observations are all a part of the monitoring. Teachers receive on-going professional development in the area of math and the use of the Bridges curriculum. Unit assessments are required to be submitted to the administration.</p> <p>Progress monitoring on our students who are intensive will be entered in weekly. Bridges Intervention program is used for 2nd through 5th. Title I staff “push in” during intervention time to provide small group instruction.</p>
<p style="text-align: center;">Data</p>	<ul style="list-style-type: none"> • According to the data, which grades/departments might need additional support? • 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>According our ISAT data in math, 3rd, 4th and 5th grades all need to improve in math instruction. The implementation of the new curriculum will help in these grades, along with the use of Kagan Structures and Number Corners.</p> <p>Tier II and Tier III instruction will focus on the Bridges Intervention Program. All students take the placement assessment for this, and are placed in intervention groups according to how they performed. This is for all students, including the advanced students.</p> <p>The data we will use for placement in intervention groups will be the results of the Bridges Intervention Placement tests.</p> <p>Interim assessments will be given regularly throughout the year in grades 3 through 5. These will be used as “teach-to” lessons to help our students gain a better understanding of how they will be tested.</p>
WRITING	
<p style="text-align: center;">Assessments Fall, Winter, Spring</p>	<ul style="list-style-type: none"> • What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? • Has everyone involved in the administration of assessment been properly trained? • Are our assessments properly identifying student need? <p>Writing is an area that is monitored closely this year. Teachers are required to display evidence of student writing. Teachers tend to skip over “week 6” in Wonders Curriculum which is the writing part. This has been addressed and is now an expectation from the district level. We will be using the RACE acronym schoolwide (Restate, Answer, Cite, Explain or End). We have a “writer’s spotlight” in the front hall to display quality writing.</p> <p>Co-teaching occurs during this block, so all teachers will be planning with the EL teacher to use SIOP strategies and discuss techniques, interventions, scaffolding, etc.</p>
<p style="text-align: center;">Curriculum Fall, Winter, Spring</p>	<ul style="list-style-type: none"> • What resources are being used to integrate writing? (per grade level) • According to the data, what adjustments need to be made to these resources to support learning? <p>Chromebooks – increasing writing in response to reading and to explain math.</p> <p>What curriculum? – Wonders and Bridges - IStation has a writing mini lesson piece. We will be investigating whether or not to use this for instruction.</p>



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

Instruction Fall, Winter, Spring	<ul style="list-style-type: none"> How is instruction monitored? (per grade level) According to the data, what adjustments need to be made to instruction to support learning? <p>We will require writing samples to be displayed. We will also be increasing the use of Chromebooks for taking reading assessments.</p>
Data	<ul style="list-style-type: none"> According to the data, which grades/departments might need additional support? 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>Standards will be reported out on student report cards. Teachers will gather at least three pieces of evidence to justify the progress indicated.</p>

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?

Classrooms who have a high percentage of students who are scoring at benchmark use highly engaging strategies, physical space is organized to promote varied learning tasks, and high expectations are held for all students. Students are taught and retaught routines and procedures and hold each other accountable for their learning and behaviors. Teachers in these classrooms are data driven and use results to plan their instruction. Students who continually score above benchmark are given extension activities such as curriculum compacting, cross grade level placement, and coordinate with the GT facilitator.

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

Last year, every grade level came up with non-negotiables. These focus on instruction, curriculum, and assessment and scaffolding the learning for our struggling students. We are also using Kagan Structures to increase engagement, and the co-teaching model for EL learners is implemented in every grade level. More professional development in Kagan Structures, using Milepost for data management, SIOP training, and using data to drive the intervention groups.

School Data

From Milepost - Growth Fall to SPRING 2016-17

	READING	MATH
SPED 3 to 5 –	32.5 WPM	14.9 MCOMP
SPED K to 2 –	27.7 WPM	16.7 MCOMP
ELP PLAN –	39.8 WPM	17.0 MCOMP
HOMELESS –	42.2 WPM	21.5 MCOMP
MIGRANT –	43.2 WPM	26.9 MCOMP
ALL –	43.6 WPM	20.8 MCOMP

AFTER SCHOOL TUTORING – K-3 – 41.7 WPM

AFTER SCHOOL TUTORING – 4-5 - 35.1 WPM

Instruction/Intervention Effectiveness

		Fall 2017				Winter				Spring			
		R-CBM/IRI	MAZE	MComp Math		R-CBM/IRI	MAZE	STAR Math	Writing	R-CBM/IRI	MAZE	STAR Math	Writing
Students in Poverty	>50%ile												
	25-49%ile												



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

	24-11%ile												
	<10%ile												
Homeless Students	>50%ile	22%	44%	30%									
	25-49%ile	22%											
	24-11%ile	22%	22%	20%									
	<10%ile	33%	33%	50%									
Special Education Students	>50%ile			40%									
	25-49%ile			20%									
	24-11%ile			10%									
	<10%ile			30%									
English Language Learners	50%ile			16%									
	25-49%ile	24%		13%									
	24-11%ile	21%	8%	23%									
	<10%ile	56%	92%	48%									
Migrant Students	50%ile												
	25-49%ile												
	24-11%ile												
	<10%ile												
All Students	50%ile	28%											
	25-49%ile	25%											
	24-11%ile	19%											
	<10%ile	27%											

Are current supports having a positive effect on student growth?

Yes ☒ X

Continue what you are doing!

No ☐

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

Instructional Support & Progress Monitoring

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

100% of students who needed additional support received support. Every student in the school goes to intervention based on their skills deficits. Advanced students receive enrichment during this time.

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)

We have made an adjustment in our intervention system for math. Every student (2nd through 5th) is in a Bridges Intervention group. We have para-educators and Title 1 and EL Teachers into the classrooms for small group interventions. Support staff has been trained. For 1st grade, intervention is used to fine-tune number corner. For Kindergarten, there is a weekly math-focused intervention group.

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)



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

At Data Day all grade levels worked in one room with the instructional coach, capacity builder, Title I teacher and both EL teachers to determine appropriate grouping and interventions needed for all students. Data was reviewed for placement process. Teachers enter progress monitoring into Milepost. Changes in intervention are made when there are three data points below the aim line. Administration, Title 1 and instructional coach also assist in making sure changes in intervention are taking place.

Data is also reviewed in weekly teaming meetings. Benchmark testing takes place in the fall, winter and spring. Quarterly testing is given before each reporting period. Monthly progress monitoring for reading using IStation is scheduled using our computer lab.

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.

Professional Development

	Needs	Plan
Fall - Current school year	Tier 1* – Bridges – Math Kagan Engagement Wonders – Peer Observations Bridges Intervention TLIM	Summer Institute – Bridges (completed – next training November Stipend Days) July Training (Kagan Structures – completed) Faculty Meetings – throughout the year (Kagan Structures) Peer Observations – Scheduled throughout the year – 4 times. TLIM ongoing during faculty meetings. Staff who have not received training attend a training in October. Professional Development is given bi-monthly by instructional coach. Areas covered are literacy, writing, program specific, data review...
	Tier 2 – iStation- Reading Bridges Intervention Wonderworks Imagine Learning	Instruction Coach provides training in IStation during PD sessions bi-monthly Bridges Intervention – training was given to all support staff by instructional coach in September. Wonderworks – we need to provide a training for those teachers who are using this for reading intervention. The instructional coach will plan this training to take place in the winter. Training has been provided by the company rep. EL teacher will work with the instructional coach to determine if more training is needed/desired.



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

	Tier 3 – Wonderworks Bridges Intervention for SPED	Wonder Works - School purchased another set for Special Education– Instructional coach will provide more training. All special education staff has been trained in Bridges Intervention.
	Other+ - Peer Observations New Teacher Training 7 Habits Kagan Structures Ongoing PD	Will be set up quarterly Throughout the year by district Instructional Coaches Booster every faculty meeting Videos shared at faculty meetings Every-other weekly teaming will be focused on PD
Winter – Adjustments to our plan:		
Spring - Summer & next year needs:	Needs	Plan
	Tier 1* – Kagan Structures Training	Send a group of teachers to the 4-day training in Las Vegas (February)
	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** **X** **No**

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

Title I information and parent funds budget was shared at September Parent Leadership meeting.

We do surveys at our family nights and will continue to do so. Families have asked for more help in math. We have decided to have parent education nights throughout the year as follows:

Family Involvement – our school not only educates the students we have, but we reach out to provide easy access to families to further their knowledge to become contributing citizens of our community.



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

- a. Parent workshops will be offered throughout the year:
 - i. Parenting with Love and Logic (we have two staff members who are certified trainers for this)
 - ii. Math Strategies - we will provide training for parents in the MTI methods of mathematics, along with an understanding of our newly adopted math program
 - iii. The 7 Habits of Highly Effective People – parents will participate in a book-read
 - iv. Technology – parents will be trained in digital citizenship, how to access PowerSchool and other on-line resources
 - v. EL classes for our ESL and Refugee parent population
- b. Leadership Stipend will be offered to a teacher to head-up these workshops-Parent Outreach Coordinator
 - i. Provide babysitting through church groups, key club, etc.
 - ii. Provide meal or snacks
 - iii. Make sure interpreters are available

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:

Our school has a staff who is dedicated to our students and provide a safe and loving environment. We are a Leader in Me school and have embraced this process. We are looking forward to continue teaching our students that “We happen to life, life doesn’t happen to us”.

Leader in Me – We have established individual, classroom, and schoolwide goals.

Students are keeping leadership binders and tracking goals
Lighthouse team is fully functional with action committees in place

Instruction – Full time instructional coach

One teacher in every grade level is trained in Kagan Structures
Every teacher is implementing the Wonders curriculum with fidelity
30 minute interventions are in the schedule for both reading and math
Math intervention is using Bridges Interventions 2nd through 5th
Reading intervention is using Wonder Works, SIPPS, IStation, Read Naturally – dependent on skill deficit.
Co-teaching classrooms are set in every grade level. ELL teacher plans with the grade levels in the area of language

Assessment - All students K-5 have been given the placement test in IStations

All students 2-5 have been given the placement test in Bridges Intervention
3rd-5th teachers have block interim assessments planned on a regular basis through the year
One teacher in 3rd, 4th, and 5th have been given training in the interim assessments
Progress monitoring is conducted weekly for intensive students and entered into Milepost

Areas of need:

Math – implementing the new curriculum with fidelity

Reading – more focus on the writing process and on phonics instruction

Tech – beginning early with students on Chromebooks – Teachers make sure students have a list of “must dos” when using technology, focusing on programs such as IStation, Imagine Learning, etc.

ISAT – begin early in the year with interim and block assessments – doing a “question of the day” to help students practice answering the questions correctly and writing out responses using RACE process.

Instruction – all teachers need to receive the training in Kagan Structures

ABCTE – 5 teachers are going through the ABCTE process – need additional support in the area of classroom management, instruction, lesson design and delivery.



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

School Leadership Team

Team Member	Role
Beth Olmstead	Principal
Cindy Braun	Title 1
Kimberly Hansen	SPED
Shawna Murri	3 rd
Lisa Honas	K
Becky Fleming	Parent
Jami Humphrey	IC
Tammy Young	Capacity Builder
Michelle Brewer	Asst. Principal
Martha Swallow Melina Ficek Katrina Hall Ashley Remaley Addie Mancari	EL Teacher 4 th 1 st 5 th 2 nd

Review Dates

Fall 10-11-17 Winter _____ Spring _____



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

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

Elementary School Improvement Plans

2017-18

**Morningside
Steve Hoy
Principal**

Continuous Improvement Plan – Feedback Form

District: Twin Falls School District #411

School: Morningside

Reviewers: Melissa Ardito, Mickey Combs

As a result of the review, the overall plan:

☒ Approved

☐ Needs Revision

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **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.
 - Goal #1 Goal was 56% on the ELA we earned 46%.
 - Goal #2 Goal was 51% on Math we earned 42%.
 - Goal #3 77.4% on IRI we earned 81.0%.
- What processes has the school implemented that has demonstrated growth? Cite Evidence.
 - Title 1 services and tutoring have demonstrated growth.
 - Please see Title I spreadsheet sent to Mr. Brulotte.
 - Imagine Learning, MobyMax and Istations
- What has the school accomplished through the improvement process? (Celebrate successes through monitoring). Cite Evidence.
 - Our school is working hard to meet the needs of the changing population. Our demographics have changed drastically with the redesigning of school boundary attendance zones.
- Has the school communicated data & outcome results with the school board? Date of Board Report.
 - Wednesday February 22, 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?
 - Yes
- Is there evidence that the team has implemented the plan from previous year? Cite Evidence
 - The BLT/WISE Team used the plan from last year and made adjustments. Some of the adjustments are:

- Master Schedule was adjusted to meet the needs of Wonders and Bridges adding number corner and interventions.
 - 30 minute intervention time for reading and math
 - K – 3 Literacy Para
 - A new Title 1 Teacher
- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?
 - Yes
 - The BLT/WISE Team is meeting monthly
 - Grade level teams are meeting to continue to review the Bridges curriculum.
 - RTI team is meeting regularly
 - Title 1 is working diligently with strategic and intensive students.
- Are timelines staggered and sequential throughout the course of the school year? Cite Evidence
 - Yes
- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?
 - Not yet but we are continuing to work on the indicators.

Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Classroom teachers are fully implementing Wonders along with all the components within the curriculum.

Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

We have a New Curriculum Bridges. So it has been revised for this school year 2017-18.

Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

We need to have a plan to develop stronger writing skills within the classrooms. We follow the 6-trait guidelines.

Continuous Improvement Plan Narrative Feedback:

(Answer on next page)

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

a) Strengths:

- 2017 Spring IRI score are great:
 - Kindergarten: 86%
 - First: 90%
 - Second: 71%
 - Third: 80%
- STEM Club
- Honor Choir
- Grade Level Tutoring
- Use of technology within the classrooms
- Strong PTA – Family Events (Carnival, Movie Nights, Pancakes for Parents)

b) Areas for growth:

- We will be targeting the strategic and intensive students on the IRI to support the Literacy Plans within the school.
- We will be assisting the growing percentage of students in poverty and meeting their needs socially, academically and behaviorally.
- We will be giving the Interim assessments as scheduled. Unit Assessments within Bridges and Wonders Curriculum all MAZE, MCOMP and IRI AimsWeb passages.

c) Questions/something we still wonder:

- Can we reduce the time of our use of programs that are not meeting the academic needs of students?

d) Required next steps:

- Continue to meet as a team monthly.
- Continue to complete the monthly (30 days) Istations testing.
- Give the Bridges unit assessments and report them to Mrs. Jones in a timely manner

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. Each subject area 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. Each subject area 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. Each subject area 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 building leadership team 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 building leadership team 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 Morningside Elementary School Year 2017-2018

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 2016-2017

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

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

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



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

Academic SMART Goal for current school year 2017 - 2018

Current baseline data indicates that Morningside School is performing at 46% proficiency on the ELA ISAT. Our school will reach or go above the state average which is: 3rd grade 47%, 4th grade 48%, and 5th grade 54% on the ELA ISAT by the end of the 2017-18 school year. Growth will be measured by comparing scores on the Spring ELA ISAT 2017 to Spring ELA ISAT 2018 administered to all students 3rd through 5th grade.

Current baseline data indicates that Morningside School is performing at 42% proficiency on the Math ISAT. Our school will reach or go above the state average which is: 3rd grade 50%, 4th grade 47%, and 5th grade 41% on the Math ISAT by the end of the 2017-18 school year. Growth will be measured by comparing scores on the Spring ISAT 2017 to Spring ISAT 2018 administered to all students 3rd through 5th grade.

Current baseline data indicates that Morningside kindergarten through third graders are performing at 83.3% fluency in reading. Our kindergarten through third graders will maintain benchmark of 80% or exceed benchmark fluency in reading by the end of the 2017-18 school year.

Tier 1 Curriculum/Instruction Effectiveness

READING			
Assessments Fall, Winter, Spring	<ul style="list-style-type: none">• What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?• Has everyone involved in the administration of assessment been properly trained?• Are our assessments properly identifying student needs?		
	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
	All people involved in the administration of assessments have been properly trained.		
Assessment used: RCBMs, LSF, LNF, MAZE			
We currently use Wonders for our reading curriculum along with Wonder Works, SIPPS, IStations, MobyMax, Reading A to Z, and Imagine Learning as supportive materials. We use all the assessments to place students into interventions and tutoring programs as well as extension programs			
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none">• What curriculum is being used? (per grade level) Wonders• According to the data, what adjustments need to be made to the core curriculum to support learning?		
	Teachers will meet with grade level teams to review data monthly. District grade level teams meet to “fine tune” instruction and align with the Common Core standards. Intervention will be utilized within all grade levels for 30 minutes for Tier 2 students. This will be fluid movement between the groups to ensure progress. Tier 3 students will be serviced at their own pace meeting goals set for them individually.		



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

Instruction Fall, Winter, Spring	<p>How is instruction monitored? (per grade level)</p> <p>Data analysis, observation, student discussion/questioning/conferencing, student self-tracking of progress monitoring, grade level meetings/planning, classroom observations within school and district, RTI Team, Milepost, and diagnostic testing.</p> <p>Principal and Assistant Principal conduct biweekly walkthroughs, formal and informal observations and review lesson plans to monitor instruction.</p> <ul style="list-style-type: none">According to the data, what adjustments need to be made to instruction to support learning? <p>Begin Interim ISAT Practice assessments sooner within the school year. More intentional practice for IRI, MAZE and MCOMP testing. Follow the new schedule given to building principal Sept 27th.</p>												
Data	<ul style="list-style-type: none">According to the data, which grades/departments might need additional support?According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? <p>All grades need support in varied areas. ELL students will now be receiving Title I assistance along with ELL services. Intervention with targeted goals and interventions provided through small group or individual instruction during a designated intervention time during the school day will assist in student achievement. Students who are in Special Education are considered to be receiving Tier III interventions with targeted skills being taught in a small group setting in reading.</p>												
MATH													
Assessments Fall, Winter, Spring	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?Has everyone involved in the administration of assessment been properly trained?Are our assessments properly identifying student needs? <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>All people involved in the administration of assessments have been trained properly.</p> <p>Students are assessed using Number Discrimination (ND), Quantity Discrimination (QD), and the MCOMP tests. Teacher will also be following the Bridges unit pacing calendar provided by each district grade level team. Teachers will be using Moby Max, Prodigy, TTM, Interim Assessments and other researched based math programs to assist in identifying student needs.</p>	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										
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none">What curriculum is being used? (per grade level) BridgesAccording to the data, what adjustments need to be made to the core curriculum to support learning? <p>Ongoing professional development for a deeper understanding for the Bridges curriculum. This is our first year of using the program and any supportive items are discussed and agreed up during District Wide grade level meetings.</p> <p>All grade levels are receiving Title I assistance during Math Interventions. We are using MobyMax, IStation, and TTM.</p>												



**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">How is instruction monitored? (per grade level) <p>Data analysis, observation, student discussion/questioning/conferencing, student self-tracking of progress monitoring, grade level meetings/planning, classroom observations within school and district, RTI Team, Milepost, diagnostic testing, and reports from various on-line programs.</p> <p>Principal and Assistant Principal conduct biweekly walkthroughs, formal and informal observations and review lesson plans to monitor instruction. Teachers administer Unit Assessment tests, entering data onto a color coded excel spreadsheet to best determine which Common Core factor still remains unlearned.</p> <ul style="list-style-type: none">According to the data, what adjustments need to be made to instruction to support learning? <p>Begin Interim ISAT Practice assessments sooner within the school year. More intentional practice for MCOMP testing.</p> <p>Also changing the Math program will be an adjustment for staff and students, as applicable according to Unit Assessment data.</p> <p>Classroom teachers identify specific learning needs within their own classrooms and adjust group learning according to performance in targeted skill areas. Small groups are assessed, as needed, within a specific skill area.</p>												
<div>Data</div>	<ul style="list-style-type: none">According to the data, which grades/departments might need additional support? <p>Strategic and intensive students have been identified within grade levels. Intervention has been put in place for targeted students to support progress and growth. Additionally, students who did not receive benchmark scores are entered in Mileposts and progress monitored.</p> <ul style="list-style-type: none">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>All grades need support in varied areas. Students who are not making adequate growth are placed in the RTI program as a Tier II Intervention with targeted goals and interventions provided through small group or individual instruction, during an in school designated intervention time. Students who are in Special Education are considered to be receiving Tier III interventions with targeted skills being taught in a small group setting during math.</p>												
WRITING													
<div>Assessments</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?Has everyone involved in the administration of assessment been properly trained?Are our assessments properly identifying student need? <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**

Curriculum Fall, Winter, Spring	<ul style="list-style-type: none">• What resources are being used to integrate writing? (per grade level)• According to the data, what adjustments need to be made to these resources to support learning?
Instruction Fall, Winter, Spring	<ul style="list-style-type: none">• How is instruction monitored? (per grade level)• According to the data, what adjustments need to be made to instruction to support learning?
Data	<ul style="list-style-type: none">• According to the data, which grades/departments might need additional support?• 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)

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?

Teachers allow opportunities for those students who are scoring above benchmark to engage in projects that will keep them on track with learning grade level materials but also challenging their learning to maintain engagement. Some ideas would be researching, writing reports and creating a lesson to share with the class. Academic differentiation would be more challenging; for instance: more challenging spelling lists or mathematics would be created to meet the student's needs. STEM learning is explored afterschool to enhance thinking and problem solving. All grade levels work with students on Moby Max, IStation, Writing centers, Wonders Extension Activities, Retell cards, Sequencing stories and details.

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

Students who are not performing at grade level receive interventions. These students are progress monitored weekly and the data is analyzed by a team who determines if the intervention is working or needs to be changed. Changes in interventions are documented and progress continues to be monitored through Milepost.

Interventions are:

- Title 1 during the school day
- After-school tutoring
- 1:1 reading with Title 1 para
- Istation
- SIPPS
- MobyMax
- Imagine Learning
- Wonders and Wonder Works
- Read Naturally
- Reading A to Z
- Leveled Readers / Decodables



School Data

Instruction/Intervention Effectiveness

		Fall				Winter				Spring			
		R-CBM/ IRI	MAZE	MCO MP		R-CBM/ IRI	MAZE	MCO MP		R-CBM/ IRI	MAZE	MCOM P	
Students in Poverty													
	Benchmark												
	Strategic												
	Intensive												
Homeless Students													
	Benchmark	100%	100%	50%									
	Strategic	0%	0%	50%									
	Intensive	0%	0%	0%									
Special Education Students													
	Benchmark	25%	15%	22%									
	Strategic	13%	15%	17%									
	Intensive	62%	70%	60%									
English Language Learners													
	Benchmark	27%	8%	32%									
	Strategic	44%	20%	37%									
	Intensive	29%	72%	31%									
Migrant Students													
	Benchmark	40%	33%	20%									
	Strategic	40%	0%	60%									
	Intensive	20%	66%	10%									
All Students													
	Benchmark	51%	49%	47%									
	Strategic	29%	23%	29%									
	Intensive	20%	28%	24%									

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:

Currently, we are watching to see if our changes have a direct effect on student growth. The data is based on one data point during the first few weeks of school. We will continue to monitor and adjust as needed.

Solution:



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

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

K Grade – Tier 2				K Grade – Tier 3			
# of students 68	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	56%			IRI/R-CBM	100%		
MAZE	NA			MAZE	NA		
M-comp (ND)	56%			m-comp	100%		

1st Grade – Tier 2				1st Grade – Tier 3			
# of students 101	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	51%			IRI/R-CBM	0%		
MAZE	NA			MAZE	NA		
m-comp(QD)	51%			m-comp	50%		

2nd Grade – Tier 2				2nd Grade – Tier 3			
# of students 65	Fall	Winter	Spring	# of students	Fall	Winter	Spring
IRI/R-CBM	52%			IRI/R-CBM	40%		
MAZE	63%			MAZE	0%		
m-comp	78%			m-comp	0%		

3rd Grade – Tier 2				3rd Grade – Tier 3			
# of students 79	Fall	Winter	Spring	# of students	Fall	Winter	Spring
IRI/R-CBM	41%			IRI/R-CBM	33%		
MAZE	52%			MAZE	33%		



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

m-comp	56%			m-comp	17%		
--------	-----	--	--	--------	-----	--	--

4th Grade – Tier 2

# of students 75	Fall	Winter	Spring	# of students	Fall	Winter	Spring
IRI/R-CBM	59%			IRI/R-CBM	20%		
MAZE	44%			MAZE	20%		
m-comp	45%			m-comp	20%		

4th Grade – Tier 3

5th Grade – Tier 2

# of students 89	Fall	Winter	Spring	# of students	Fall	Winter	Spring
IRI/R-CBM	48%			IRI/R-CBM	0%		
MAZE	39%			MAZE	0%		
m-comp	38%			m-comp	20%		

5th Grade – Tier 3

Instructional Support & Progress Monitoring

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

This is currently being adjusted and monitored regularly. We will adjust reading intervention and math groups after the winter benchmark testing.

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)

Inconclusive. Depends on student population, we will adjust after winter testing. We will also assess the subpopulation interventions.



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

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)

Progress monitoring is to be completed for 1 and 2 on the IRI weekly. A Benchmark student is to be progress monitored at least once a month. Data will be looked at weekly. When a student has not made growth for three weeks, there will be a discussion at the grade level and then teaming level to determine what action to take. Progress monitoring should be reflective with a "change line."

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.

Next Steps:

Yes, we adjust and monitor.

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

Kindergarten grade

% of students receiving Enrichment Support	Fall	Winter	Spring

1-3rd grade

% of students receiving Enrichment Support	Fall	Winter	Spring

4-6th grade

% of students receiving Enrichment Support	Fall	Winter	Spring
	23%		

Are Enrichment 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.

Next Steps:

We have a STEM club that meets on Monday afternoons. Currently 4th and 5th grade students are working within the STEM club. The program will be offered to 2nd and 3rd grade students after winter break.



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

Professional Development

Fall - Current school year	Needs	Plan
	Tier 1* –	TFSD provides 1 st year teacher training TFSD provides 2 nd year teacher training Bridges Math Training Aug 10 th and 11 th
	Tier 2 –	Title I team participated in the District opening ceremonies, and the district provided Para Training. Ms. Gingell provided a training for her Paras with expectations at the beginning of the school year.
	Tier 3 –	SpEd team participated in the District opening ceremonies, and the district provided Para Training. Ms. Black attends District meetings provided by Support Services. All team is working on MANDT training. They had Progress monitoring, Imagine Learning and training
	Other+ -	Data Day Sept. 5 th Time To Teach Training Sept 8 th and 9 th .
Winter – Adjustments to our plan:		
Spring - 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 September 7, 2017
- 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?

Kale Tarbot is part of our WISE team. We report out at PTA meetings along with meeting with our PTA Board.

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:

Areas of need:

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
Steve Hoy	Principal
Michelle Brewer	Associate Principal
Kathy Dobbs	ELL Teacher
Aleathea Gingell	Title I Teacher
Judy Black	SPED Teacher
Mauna Eller	Teacher
Rebecca Anderson	Teacher
Janel Myers	Teacher
Jana Sato	Teacher
Steve Rahe	Teacher
Renee Isaacs	Teacher
Jean Kriwox	Instructional Coach
Kale Tarbot	Parent
Yaderia Malonado	Classified

Review Dates

Fall October 2, 2017

Winter _____

Spring _____



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

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

Elementary School Improvement Plans

2017-18

**Oregon Trail
Tyler Matlock
Principal**

Continuous Improvement Plan – Feedback Form

District: Twin Falls School District #411

School:
Oregon Trail

Reviewers:
Tammy
Rodabaugh,
LeeAnn
Morgan

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.

There was significant growth based on Fall to Spring in each grade according to the IRI except for 1st grade. The anomaly of 1st grade is likely due to 1st graders being assessed on Letter Sounds in the fall and words per min or CBMs in the spring. Spring to Spring data from 2016 to 2017 showed growth in 1st and 2nd grade. ISAT Data for grades 3rd through 5th increased from 2016 to 2017 in 4th and 5th grade. We did not meet our SMART goals in all areas but did in 4th grade ELA ISAT which beat the state average by 1%. We are making great progress towards the goal of beating the state average in 5th grade which tied with the state average of 52% proficiency, 5th grade ELA which was only 3% from the state average, and 4th grade made which was shy of the state of average by only 1%.

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

Oregon Trail has utilized a Walk to Intervention model which is designed to ensure that students receive gap filling instruction to empower them to meet grade level standards. The evidence of this is in the IRI/CBM/MAZE data that indicates growth of students from "strategic" levels to "proficient" levels and growth of students from the "intensive" levels to "strategic".

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

Oregon Trail has built a sense of community where we are all buying in to the idea that we are all responsible for all student's success. This has led to changes that have been implemented in the current year's plan, which can be seen as a tremendous success that should be displayed in 17-18 data.

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

Oregon Trail will be presenting to the Board of Trustees on February 21, 2018.

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. The goals are aligned with “S.M.A.R.T.” components and include baseline data.

- Is there evidence that the team has implemented the plan from previous year? Cite Evidence
Yes. This is evident through the planning and teaming process as well as with the continued and amplified work in regard to student intervention.

- 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
Data is monitored throughout the year which provides for sequential review and updates.

- 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?

We are in the progress of assessing whether or not there is full implementation.

Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

<input type="checkbox"/> Exceptional	<input checked="" 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:

Earned Leader In Me Grant, the majority of staff attended Leader In Me and 7 Habits of Highly Effective People training for 3 days in the summer. Implementing new math curriculum grades K-5. Increased culture of responsibility led to push-in special education model which benefits all students.

b) Areas for growth:

Teach the Leader in Me and 7 Habits to students, staff, family and community. We need to improve in direct writing instruction.

c) Questions/something we still wonder:

How will the data be at the end of the year? Are we doing enough for our special populations?

d) Required next steps:

Continue monitoring student data and progress. Provide learning opportunities for staff to improve their instruction.

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. Each subject area 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. Each subject area 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. Each subject area 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 building leadership team 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 building leadership team 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 Oregon Trail Elementary School Year 2017-2018

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

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

SMART GOALS

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

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

Academic SMART Goal for **current** school year 2017 – 2018

4. Oregon Trail will increase spring ISAT/ELA and MATH scores to be above the State of Idaho average, for each grade level using spring 2017-18 ISAT results. 2016-17 scores for ELA were: 3rd - 37%, 4th - 49% and 5th - 51%. 2016-17 scores for Math were: 3rd - 43%, 4th - 46% and 5th - 42%
5. Oregon Trail will continue to show 20 % growth from fall to spring in the areas of math and reading as measured by the following: CBM, MCOMP, QDF, MAZE, LSF, LNF.
6. Oregon Trail will build partnerships with parents and community to help Oregon Trail students become successful both academically and socially.

Tier 1 Curriculum/Instruction Effectiveness

READING			
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"> What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? Has everyone involved in the administration of assessment been properly trained? Are our assessments properly identifying student needs? 		
	Fall: Are 80% or more scoring benchmark or above?	Yes	NO
	K	Yes	NO
	1	Yes	NO
	2	Yes	NO
	3	Yes	NO
	4	Yes	NO
	5	Yes	NO
	Winter: Are 80% or more scoring benchmark or above?	Yes	NO
	Spring: Are 80% or more scoring benchmark or above?	Yes	NO
	<p>All students, Kindergarten through 5th grade are screened with grade level screeners which include the following CBM, MAZE, LSF, LNF. Every student K-5 is taking the iStation diagnostic assessment which is designed to specifically identify gaps in student understanding. When students complete this assessment, a complete diagnostic report is available. This report includes Tiered intervention plans based on student needs. Staff is in the process of learning more about the tools that are available within this program.</p>		
	<p>The assessments utilized at Oregon Trail identify progress toward benchmark levels throughout the year. With the addition of the iStation program, many of the “Why” questions are being answered. As specific gaps in understanding are identified, teachers are able to address those gaps intentionally. As of 10/13/17, iStation iSIP assessment data shows that 33% of students need intensive reading intervention. It shows that 24% of students need significant intervention to reach grade level reading skills. The data shows that 43% of students are on grade level according to this</p>		

	<p>assessment. This data reflects the number of students who completed the ISIP assessment.</p> <p>Teachers administer standards based assessments. Wonders reading tests, when delivered online, have reports that show which standards students are lacking.</p>
<p style="text-align: center;">Curriculum Fall, Winter, Spring</p>	<ul style="list-style-type: none"> • What curriculum is being used? (per grade level) • According to the data, what adjustments need to be made to the core curriculum to support learning? <p>Fall - Wonders is the reading curriculum being utilized for all grades K-5. Each grade level utilizes Wonders for regular reading instruction. Special Education students are receiving reading instruction from the core curriculum with support from special education teachers and paraprofessionals. Special Education teachers have provided training to grade level teachers in how to modify and adapt the core curriculum to meet the needs of Special Education students. Reading intervention is provided each day outside of the core instruction to meet targeted student needs. In grades K-2 Special Education, Title I, and the ELL teachers and paraprofessionals push in to the intervention groups to provide a more targeted intervention that targets the needs of the students they serve. These teachers use a variety of instructional tools including Wonderworks, Reading Mastery, SIPPS, Reading Mastery, iStation lessons, and Wonders.</p>
<p style="text-align: center;">Instruction Fall, Winter, Spring</p>	<ul style="list-style-type: none"> • How is instruction monitored? (per grade level) • According to the data, what adjustments need to be made to instruction to support learning? <p>Fall - Student progress is monitored regularly. Students who are at benchmark or above are monitored monthly. Students below benchmark are monitored on a weekly basis. Special education students are receiving core reading instruction in the general education classroom with support from SPED teachers and</p>

	<p>paraprofessionals in grades 3-5. This is important so that 3-5 students are exposed to grade level vocabulary, academic language, and grade level standards when they take the ISAT as they previously were not exposed to grade level standards. Students in grades K-2 receive Reading Master and Wonderworks instruction in the resource classroom.</p>
<p style="text-align: center;">Data</p>	<ul style="list-style-type: none"> ● According to the data, which grades/departments might need additional support? ● According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? <p>Looking at at the data, Kindergarten and 3rd grades will likely be needing additional support. Both of these grade levels are beginning the year with lower assessment data than in at least the previous two years.</p> <p>According to the data, students who scored within the strategic band will receive Tier 2 support and progress monitoring. This support will come from Title I support or ELL support as needed. Students who fall within the intensive band will receive Tier 2 &3 support and progress monitoring.</p> <p>There are multiple levels of support for teachers as they look at student data. Teachers meet with their grade level team first. If they need additional support, teachers are able to bring the student data to the extended team which includes Special Ed, Title I, and ELL representation. If teachers need additional support beyond this, they are able to bring the student to the Response to Intervention Team. Through the RTI team, the Special Education Evaluation team is able to determine who they will look at for further assessment.</p> <p>3-5 grades will be using the Interim ISAT Block Assessments to determine progress towards standard mastery.</p>

MATH		
Assessments Fall, Winter, Spring	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?Has everyone involved in the administration of assessment been properly trained?Are our assessments properly identifying student needs?	
	Fall: Are 80% or more scoring benchmark or above?	
	K	Yes NO
	1	Yes NO
	2	Yes NO
	3	Yes NO
	4	Yes NO
	5	Yes NO
	Winter: Are 80% or more scoring benchmark or above?	Yes NO
	Spring: Are 80% or more scoring benchmark or above?	Yes NO
	Students are assessed through AimsWEB probes. There is a continuing conversation at Oregon Trail about the best way to assess student progress in regard to math. Currently, the MCOMP is being utilized in grades 2-5, number identification for Kindergarten and quantity discrimination for 1 st grade. Teachers are looking for ways to assess math skills with a math assessment more aligned with Common Core. 4 th and 5 th grades are utilizing Moby Max to identify gaps in student understanding.	
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none">What curriculum is being used? (per grade level)According to the data, what adjustments need to be made to the core curriculum to support learning?	

	<p>Bridges is the math curriculum for Oregon Trail. This is the 1st year Oregon Trail is using this curriculum school-wide. Last year 3rd grade piloted the program giving two teachers a year of experience with this curriculum.</p> <p>Teachers are gathering data and learning more and more about the new curriculum. Teachers are submitting their unit assessment data to compare to other teachers across the school district.</p>
<p>Instruction Fall, Winter, Spring</p>	<ul style="list-style-type: none"> • How is instruction monitored? (per grade level) • According to the data, what adjustments need to be made to instruction to support learning? <p>Student progress is monitored regularly. Students who are at benchmark or above are monitored monthly. Students below benchmark are monitored on a weekly basis.</p> <p>Instruction is adjusted based on this data. Intervention plans are made along with adjustments to general instruction. 4th grade will need to ensure that there is significant interventions in math because as 3rd graders this grade underperformed on the math ISAT.</p> <p>This year will be a learning process as teachers learn more about the new math Curriculum. Teachers have indicated strengths and struggles as they've progressed. Teachers are meeting regularly as grade level teams at the school and district level to work through the struggles they're experiencing with math instruction.</p> <p>Teachers utilize Power Teacher, Mileposts, and the "R" Drive to track each student's mastery of the specific learning objectives. The data is then used to determine the needs of students as they plan their lessons.</p>
<p>Data</p>	<ul style="list-style-type: none"> • According to the data, which grades/departments might need additional support? • 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>According to the data, students who scored within the strategic band will receive Tier 2 support and progress monitoring. This support will come from Title I support or</p>

	<p>possibly ELL support as needed. Students who fall within the intensive band will receive Tier 2 and 3 support and progress monitoring.</p> <p>There are multiple levels of support for teachers as they look at student data. Teachers meet with their grade level team first. If they need additional support, teachers are able to bring the student data to the extended team which includes Special Ed, Title I, and ELL representation. If teachers need additional support beyond this, they are able to bring the student to the Response to Intervention Team. Through the RTI team, the Special Education Evaluation team is able to determine who they will look at for further assessment.</p> <p>According to the data, 4th grade is in need of additional support. This has been noted and 4th grade will monitor student progress through Bridges Unit Assessments to track progress towards grade level mastery. 3-5 grades will be using the Interim ISAT Block Assessments to determine progress towards standard mastery.</p>
--	--

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?

Instruction in the classrooms where there is a high percentage of students scoring at benchmark and above is structured and specific in targeting grade level standards. The classroom setting in these classrooms make it clear that classroom procedures have been taught and there is follow up to ensure those classroom procedures are followed.

Focused intervention groups provide opportunity for students to work within the areas in which they can improve, from remediation to extension.

There are extension activities for grades 3-5 involving robotics and computer coding.

Oregon Trail teachers will use the pre and post test results to guide instruction and to determine individual needs as well as providing enhanced learning opportunities for students.

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

The teacher teaming process will focus more clearly on differentiating instruction.



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

Oregon Trail will continue utilizing Walk to Intervention. Teachers will continue utilizing small group instruction, often in the form of groups.

Grade level teams will create and implement standards based units of instruction and assessment. Differentiated lessons will be developed as a part of each unit. Differentiated lessons will be used based on assessment information from pre and post tests. Through the use of the Teacher Vitae walk through observations, data will be kept on the instruction and assessments used in keeping within the Idaho Core Standards.

School Data

Instruction/Intervention Effectiveness

	Winter
--	--------

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

		16-17 R-CBM/ IRI	16-17 MAZE	16-17 R-CBM/ IRI	16-17 MAZE	16-17 R-CBM/ IRI	16-17 MAZE
Special Education Students	>50%ile	9	18	5	22	1	16
	11-49%ile	58	39	16	35	25	38
	<10%ile	32	33	79	33	67	48
English Language Learners	50%ile	26	23	30	37	41	33
	11-49%ile	48	45	47	46	31	50
	<10%ile	26	32	23	25	28	17
Migrant Students	50%ile	35	55	37	67	41	46
	11-49%ile	55	18	53	33	23	38
	<10%ile	10	27	10	0	36	18
All Students	50%ile	48	59	64	65	71	70
	11-49%ile	31	30	21	23	14	28
	<10%ile	21	10	15	13	14	12

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:

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

OREGON JAIL ELEMENTARY SCHOOL

2016-2017

5TH GRADE	ELA/LITERACY								MATH							
	# of Students	Total Below Basic	Total Basic	Total Proficient	Total Advanced	Total Proficient & Advanced	% Proficient & Advanced	% Gap A&P	# of Students	Total Below Basic	Total Basic	Total Proficient	Total Advanced	Total Proficient & Advanced	% Proficient & Advanced	% Gap A&P
	Female Male LEP Special Education American Indian or Alaska Native Asian Black or African American Demographic Race Two or More Races Hispanic or Latino Ethnicity Native Hawaiian or Other Pacific Islander White	40 37 52	10 8 10	9 11 13	14 13 19	7 5 10	21 18 29	52.5% 48.6% 55.8%	3.9% -3.0% 0.0%	41 37 52	15 10 14	7 12 11	6 9 14	18 15 27	43.9% 40.5% 51.9%	3.4% -3.4% 0.0%

OREGON TRAIL ELEMENTARY SCHOOL

2016-2017

3RD GRADE	ELA/LITERACY								MATH													
	# of Students	Total Below Basic	Total Basic	Total Proficient	Total Advanced	Total Proficient & Advanced	% Proficient & Advanced	% Gap A&P	# of Students	Total Below Basic	Total Basic	Total Proficient	Total Advanced	Total Proficient & Advanced	% Proficient & Advanced	% Gap A&P						
	Female	Male	LEP	Special Education	American Indian or Alaska Native	Asian	Black or African American	Demographic Race Two or More Races	Hispanic or Latino Ethnicity	Native Hawaiian or Other Pacific Islander	White	Female	Male	LEP	Special Education	American Indian or Alaska Native	Asian	Black or African American	Demographic Race Two or More Races	Hispanic or Latino Ethnicity	Native Hawaiian or Other Pacific Islander	White
54	49	16	14	1	1	2	2	2	36	0	60	54	49	16	14	1	2	2	2	36	0	60
24	18	11	14	1	1	0	0	0	19	0	20	22	12	9	13	3	0	0	0	16	0	15
12	11	4	0	0	0	0	2	0	8	0	15	12	15	3	1	0	1	1	0	9	0	16
5	13	0	0	0	0	0	0	2	7	0	12	5	12	3	0	0	1	0	0	8	0	17
9	/	0	0	4	0	0	2	0	2	0	12	20	24	1	0	0	2	2	0	3	0	12
18	20	4	0	25.0%	4	0.0%	100.0%	0.0%	9	0.0%	25	33.3%	40.8%	25.0%	0.0%	0.0%	100.0%	100.0%	25.0%	30.6%	0.0%	48.3%
-7.5%	7.5%	-15.7%	-41.7%	-41.7%	-41.7%	-41.7%	58.3%	-41.7%	-15.7%	0.0%	0.0%	-11.9%	11.5%	-23.3%	-48.3%	-48.3%	51.7%	51.7%	-17.8%	0.0%	0.0%	

4TH GRADE	ELA/LITERACY								MATH												
	# of Students	Total Below Basic	Total Basic	Total Proficient	Total Advanced	Total Proficient & Advanced	% Proficient & Advanced	% Gap A&P	# of Students	Total Below Basic	Total Basic	Total Proficient	Total Advanced	Total Proficient & Advanced	% Proficient & Advanced	% Gap A&P					
	Female	Male	LEP	Special Education	American Indian or Alaska Native	Asian	Black or African American	Demographic Race Two or More Races	Hispanic or Latino Ethnicity	Native Hawaiian or Other Pacific Islander	White	Female	Male	LEP	Special Education	American Indian or Alaska Native	Asian	Black or African American	Demographic Race Two or More Races	Hispanic or Latino Ethnicity	Native Hawaiian or Other Pacific Islander
44	47	19	8	0	0	4	0	0	32	0	55	44	47	19	8	0	4	0	32	0	55
10	17	5	8	2	0	3	0	0	6	0	13	6	13	4	6	2	2	0	4	0	13
8	11	7	16	5	0	1	0	0	9	0	14	17	13	10	1	0	1	0	15	0	14
10	11	2	8	7	0	1	0	0	4	0	7	14	13	2	0	0	1	0	9	4	10
26	19	7	26	19	0	1	0	0	17	0	21	21	21	5	1	0	1	0	13	28	28
59.1%	40.4%	36.8%	59.1%	40.4%	0.0%	25.0%	0.0%	0.0%	53.1%	0.0%	47.7%	44.7%	44.7%	26.3%	12.5%	0.0%	25.0%	0.0%	40.6%	0.0%	50.9%
18.7%	-18.7%	-12.2%	18.7%	-18.7%	0.0%	-24.1%	0.0%	0.0%	4.0%	0.0%	3.0%	-3.0%	-3.0%	-24.6%	-38.4%	0.0%	-25.9%	0.0%	-10.3%	0.0%	0.0%

Instructional Support & Progress Monitoring

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

Students who need support were identified early in the school year. Teachers created intervention groups during Data Day. The groups are fluid based on student need. Students who demonstrate struggles or successes receive interventions accordingly.

Students, K-2, who scored a 1 or 2 on the Fall IRI are being placed on Literacy Plans which will extend their school day or school year based on their need. Teachers will work with them either an additional 30 or 60 hours based on whether they were a 2 or a 1.

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)

We are continually adjusting interventions. Student placement, schedule, amount of time in the intervention, materials, and training of interventionists are always a priority and happen throughout the year 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)

This happens regularly at Oregon Trail. Teams meet formally with administration and instructional coach once a month and with the extended resource team once a month to review student data. Data is at the core of every instructional decision made at Oregon Trail.

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

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

Yes xx Continue what you are doing!

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

Next Steps:

Identify a writing curriculum/instruction plan to help students improve their writing abilities.

Continue learning and developing instructional skills within Bridges and Wonders curricula.

Continue identifying interventions and plans for students in Reading and Math.

Professional Development

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

	Needs	Plan
Fall - Current school year	Tier 1* – Learn Bridges Program	The district is providing opportunities to learn about the Bridges math program. Administration will learn as much as possible and support as needed. Administration will facilitate peer observation in and out of building.
	Tier 2 – Teams need to identify better intervention solutions.	The teaming and RTI process are being combined in order to be more efficient and effective. Title I Specialists will use Bridges Intervention program. Special Education and ELL teachers will utilize Wonderworks for intervention instruction.
	Tier 3 – Teachers need to learn how to modify assignments for tier 3 students	During the RTI/Teaming process special education teachers will help grade level teachers learn to modify and adapt assignments as needed.
	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?



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

Examples of surveys collected or planned: Teacher feedback survey, planning on a Character Education 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: Personal Responsibility and Character Education	Plan: Leader In Me Family Night
---	------------------------------------

Celebrations & Next Steps

Areas of strength:

Earned Leader In Me Grant, the majority of staff attended Leader In Me and 7 Habits of Highly Effective People training for 3 days in the summer. Implementing new math curriculum grades K-5.

Areas of need: Teach the Leader in Me and 7 Habits to students, staff, family and community. We need to improve in direct writing instruction.

Projected Academic SMART Goal for next school year 2018-2019.



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

Oregon Trail will continue working toward scoring higher than state averages and district averages.

School Leadership Team

Team Member	Role
Tyler Matlock	Principal
LeeAnn Morgan	Vice-Principal
Michelle Larson	Title I Teacher
Deanne Stansell	2 nd Grade Teacher
Kim Ruiz	1 st Grade Teacher
Kimberley Schoenauer	ELL Teacher
Malinda Phillips	Music Teacher
Gina Flores	Parent
Todd Shipp	Parent

Review Dates

Fall 10/11/17

Winter _____

Spring _____



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

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

Elementary School Improvement Plans

2017-18

**Perrine
Tammy Rodabaugh
Principal**

Continuous Improvement Plan – Feedback Form

District: Twin Falls School District #411

School: I.B. Perrine Elementary School

Reviewers: Nancy Murphy, LeeAnn Morgan

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.

Spring data demonstrated growth in the areas of Reading Fluency for Kindergarten, Language Arts for grade 4, and mathematics for grades 3 and 4. Overall, growth was insufficient to meet SMART Goals.

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

Grades 3 implemented the pilot math program. Grade 4 implemented many aspects of the pilot in their math curriculum.

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

Discipline referrals were down 47%.

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

Yes, known results were communicated May 09, 2017. Results that were not yet known at the time of the Board Report will be communicated May 2018.

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, goals meet the S.M.A.R.T. components. They are measurable within the current school year through comparison of the ISAT and IRI scores from the previous year.

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

Yes, indicators included increased after school tutoring, increased support for ELL students and progress in the implementation of The Leader in Me.

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

Yes, task include consistently including "Wonders week 6" and training in the use of Bridges math curriculum.

Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Continuous Improvement Plan Narrative Feedback:

- Strengths:
An area of strength is Perrine's analysis of data leading to the hypothesis that fluency proficiency is having a negative affect on performance. Also, the implementation of the Walk to Intervention model to raise fluency performance is a noted strength.
Progress in implementation of The Leader in Me is also an area of strength.
- Areas for growth:
Perrine might consider additional data analysis, the goal of which determining if there are certain demographic groups that are showing greater success than others.
- Questions/something we still wonder:
Wonder: Will the gains in Grade 3 and Grade 4 math, in conjunction with the change in Grade 5 curriculum, have a positive impact on grade 5 scores in the coming years?
- Required Next Steps:
Perrine is advised to follow their plan.

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. Each subject area 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. Each subject area 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. Each subject area 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 building leadership team 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 building leadership team 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 IB Perrine Elementary

School Year 2017-2018

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? x **Yes** No ☐
Do all certified and “instructional” classified staff meet HQT requirements? x **Yes** No ☐

SMART GOALS

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

K-2 Reading

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

Grades 3 - 5 Math

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

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

1. I.B. Perrine Elementary School will obtain Lighthouse School status by the end of 2022 as determined by measuring Perrine’s progress against The Leader in Me criteria for Lighthouse Status.



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

2. I.B. Perrine will increase the number of students proficient in math, as measured by the Spring ISAT Math Assessment, by at least 5% each school year through the school year 2019-2020, starting from a baseline of 42% (127/297) of grades 3 - 5 student scoring proficient on the spring 2017 ISAT Math Assessment.
3. I.B. Perrine will increase the number of students proficient in ELA, as measured by the Spring ISAT ELA Assessment, by at least 5% each school year through the school year 2019-2020, starting from a baseline of 37.8% (111/293) of grades 3 - 5 student scoring proficient on the Spring 2017 ISAT ELA Assessment.

Tier 1 Curriculum/Instruction Effectiveness

READING	
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"> What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? Kindergarten and Grade 1: IRI Grades 2 – 3: IRI, Aimsweb MAZE Grades 4 – 5: Aimsweb MAZE Are our assessments properly identifying student needs? Fall: Are 80% or more scoring benchmark or above? Yes <input checked="" type="checkbox"/> No Winter: Are 80% or more scoring benchmark or above? Yes <input checked="" type="checkbox"/> No Spring: Are 80% or more scoring benchmark or above? Yes <input checked="" type="checkbox"/> No We are using the Idaho Reading Indicator (IRI), AIMSWeb R-CBM, MAZE, Wonders and Wonder Works reading curriculum assessments. All who administer assessments have been properly trained and administer each test according to outlined protocols. Current normed assessments are effective for identifying student proficiency in reading fluency. 2017-2018 school year I-Stations Data and SIPPS Data will be used to identify reading deficits and to inform reading intervention.
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none"> What curriculum is being used? (per grade level) According to the data, what adjustments need to be made to the core curriculum to support learning? Curriculum used for reading/ELA kindergarten – grade 5 is primarily from Wonders Reading. According to the data, our students in grades 3 – 5 need to improve in applying reading skills. Thus, instruction needs to consistently include the Week-6 component of Wonders, as well as challenging opportunities to use skills with unfamiliar content.
Instruction Fall, Winter, Spring	<ul style="list-style-type: none"> How is instruction monitored? (per grade level) According to the data, what adjustments need to be made to instruction to support learning? At all grade levels, administrative walk-through, peer observation, Instructional Coach observations/support are used to monitor instruction. Instruction needs to include less whole group instruction and more opportunities for individual accountability assessment during instruction. During the 2017-2018 school year, instruction will include greater emphasis on test taking skills.
Data	<ul style="list-style-type: none"> According to the data, which grades/departments might need additional support? According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring?



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

	<ul style="list-style-type: none"> The data indicates that all grades levels need additional support in targeting and addressing reading deficits. 2017-2018 school year all students will receive targeted intervention/enrichment during a mandatory 40-minute walk-to-intervention period. Data collection will include, weekly progress monitoring for students who score at the intensive level, biweekly for those who score at the strategic level, and monthly for those who are scoring at the proficient or advanced levels.
MATH	
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"> What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? Has everyone involved in the administration of assessment been properly trained? Are our assessments properly identifying student needs? <p>Fall: Are 80% or more scoring benchmark or above? Yes x NO Winter: Are 80% or more scoring benchmark or above? In some grade-levels X Yes NO Spring: Are 80% or more scoring benchmark or above? In some grade-levels X Yes NO</p> <ul style="list-style-type: none"> The following assessments are being used to monitor growth and proficiency. Kindergarten and Grade 1: Aimsweb TEN Grades 2 – 3: Aimsweb MComp Grades 4 – 5: Aimsweb MComp Beginning the 2017-2018 school year, Bridges math curriculum assessments will also be used. Assessment administrators have been properly trained and administer each test according to outlined protocols. Current normed assessments are effective for identifying student proficiency in the areas that are assessed, such as math computation. It is expected that the use of Bridges assessments will provide data regarding growth and proficiency in applying mathematical concepts.
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none"> What curriculum is being used? (per grade level) According to the data, what adjustments need to be made to the core curriculum to support learning? <ul style="list-style-type: none"> Beginning the 2017-2018, our staff will use Bridges math curriculum at all grade levels. Students are generally proficiency in basic skills, such as computation and score poorly when required to apply skills in context. Use of the Bridges curriculum is expected to address the needed adjustments.
Instruction Fall, Winter, Spring	<ul style="list-style-type: none"> How is instruction monitored? (per grade level) According to the data, what adjustments need to be made to instruction to support learning? <ul style="list-style-type: none"> At all grade levels, administrative walk-through, peer observation, Instructional Coach observations/support are used to monitor instruction. Instruction needs to have greater focus on application of skills in context. The use of the methodology used in Bridges is expected to address this need.
Data	<ul style="list-style-type: none"> According to the data, which grades/departments might need additional support? 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"> All grade levels need additional support, which will be provided by in-service training, the



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

	Instructional Coach, and through support provided by grade-level teaming across the district.														
	<ul style="list-style-type: none">Beginning 2017-2018 school year, time in the schedule has been allocated specifically for math intervention. Students, at all grade-levels will receive targeted intervention/enrichment. An additional 15 minutes was also added to the time for core instruction.														
WRITING															
<div>Assessments</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?Has everyone involved in the administration of assessment been properly trained?Are our assessments properly identifying student need? <p>The assessments used do not provide normed benchmark data.</p> <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">Normed assessment of writing is measured as a component of the ISAT-ELA assessment for grades 3-5. Writing is also assessed as a component of the Wonders curriculum.All who assess writing using Wonders have been properly trained.Assessment and/or assessment interpretation is inconsistent in identifying student need.			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												
<div>Curriculum</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">What resources are being used to integrate writing? (per grade level)According to the data, what adjustments need to be made to these resources to support learning? <ul style="list-style-type: none">Wonders curriculum includes integration of writing.Teachers need to consistently including “Wonders Week-6” instruction, and increase the intentionality of including writing in the learning opportunities.														
<div>Instruction</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">How is instruction monitored? (per grade level)According to the data, what adjustments need to be made to instruction to support learning? <ul style="list-style-type: none">At all grade levels, administrative walk-through, peer observation, Instructional Coach observations/support are used to monitor instruction.Writing instruction needs to include more opportunities for conferencing with each student regarding his/her writing.														
<div>Data</div>	<ul style="list-style-type: none">According to the data, which grades/departments might need additional support?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">English Language Learners who score 2 or more levels lower in writing than in other areas of the WIDA Access assessment are provided additional instruction and progress monitoring in writing.														

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?

Students in the GT program extend their learning through deepening the study of concepts, through expanding the context of reading and/or research, and through using online resources such as Khan Academy.



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

Walk-to-Intervention/enrichment includes research and deep-reading skill development for those students who are performing above benchmark.

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

Beginning 2017-2018 school year, Perrine will implement a schoolwide walk to intervention to support more students with intentional reading intervention. Additionally, the Instructional Coach and the Title 1 teacher will be supporting teachers in the use of intervention techniques during core instruction.



School Data

Instruction/Intervention Effectiveness

Proficiency on Assessments

Figures show percent of students demonstrating scores proficient or advanced. An asterisk * indicates a State assessment.

Assessment of Reading Fluency						
IRI-R-CBM	2015-2016			2016-2017		
	Fall	Winter	Spring	Fall	Winter	Spring
Kindergarten*	50	77	73	41	84	78
Grade 1*	65	81	76	49	61	61
Grade 2*	61	75	74	49	61	56
Grade 3*	66	77	81	57	63	71
Grade 4	55	57	75	54	58	71
Grade 5	67	75	73	46	53	53

Assessment of Reading Comprehension						
MAZE	2015-2016			2016 - 2017		
	Fall	Winter	Spring	Fall	Winter	Spring
Grade 3	72	61	53	66	77	56
Grade 4	65	86	74	73	80	72
Grade 5	66	78	73	57	66	77

Assessment of English Language Arts		
ISAT-ELA*	2016	2017
Grade 3*	40	30
Grade 4*	43	44
Grade 5*	61	40

Assessment of Computation Skills						
MCOMP	2015-2016			2016 - 2017		
	Fall	Winter	Spring	Fall	Winter	Spring
Grade 3	66	86	88	61	80	90
Grade 4	16	79	90	25	84	82
Grade 5	20	42	46	11	46	57

Assessment of Computation and Problem Solving		
ISAT-Math*	2016	2017
Grade 3*	47	50
Grade 4*	43	48
Grade 5*	47	28



Are current supports having a positive effect on student growth?

Yes ____ Continue what you are doing!

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

Hypothesis:

- Fluency proficiency is negatively affecting performance.
- Poor skills in computation are not the primary reason for low scores on the ISAT Math assessment.

Solutions:

- Increase the focus on fluency, including intervention services for those scoring at or near proficient on the fall assessment.
- Increase the focus on mathematical problem solving and application of conceptual knowledge.

Instructional Support & Progress Monitoring

1. To what degree did students who need additional support receive that support? (Fall, Winter, Spring)
All students in need received additional support through after school tutoring and/or intervention provided through EL, Title 1 and/or Special Education services.
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)

For the 2017-2018 school year, adjustments will be made in the following areas.

- Scheduling will include a specific time for schoolwide reading intervention/enrichment. With all students placed in intervention/enrichment groups based on assessment data.
- Materials will include greater use of SIPP and I-Stations for assessment and instruction during intervention.
- An extended day program will provide kindergarten students with additional intervention instruction.

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)

Staff meets monthly to discuss progress and diagnostic results. These results were used to group students and adjust intervention foci.

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

Yes x Continue what you are doing!

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

Next Steps: Increase the number of students who have access to high quality intervention.

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



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

Data specific to Enrichment curriculum and instruction has not been collected.

Professional Development

Fall - Current school year	Needs	Plan
	Tier 1* – Bridges Training	Engage in the district level training. Provide teachers access to support from the Instructional Coach and grade-level teaming across the district.
	Tier 2 – Reading intervention restructuring	Train teachers on effective use of SIPPS, Wonder Works, and the Tier 2 and Tier 3 materials included in the Wonders curriculum.
	Tier 3 – Writing support for students with clear strengths and weaknesses when comparing expressive language levels, especially writing, with receptive levels, especially reading.	Support from the Instructional Coach on effective use of Tier 3 materials available in the Wonders curriculum.
	Other+ -	
Winter – Adjustments to our plan:		
Spring - Summer & next year needs:	Needs	Plan
	Tier 1* – Greater understanding in the use of multiple data points to make intervention decisions.	Training in data analysis provided by the Title 1 teacher.
	Tier 2 – Increased understanding in the use of tier 2 interventions as a support for tier 1 instruction.	Training on the use of Wonders Tier 2 materials.
	Tier 3 –	
	Other+ -	

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



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

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

Family & Community Involvement

Are parents involved in this review process? xYes No ☐

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

Representatives from the parent community served on the school Lighthouse/WISE team. They shared the information with the PTA and other parent bodies.

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: Parent understanding of the new math program	Plan: Family math night that will focus on helping parents know what to do at home to support math education.
--	--

Celebrations & Next Steps

Areas of strength:

- Dedicated teachers who are willing to step out of their comfort zones to help students.
- Wealth of resources and professional development opportunities, notably the support of Rhonda Birnie providing training in teaching mathematical concepts.

Areas of need:

- Room to breath as we implement change. We anticipate first realizing improvements to scores in the lower grades and then moving through the grade levels as students benefit from changes in curriculum, and increases in teacher effectiveness resulting from training and experience.
- Greater discernment in identifying and supporting high impact intervention in the course of the core instruction.

School Leadership Team

Team Member	Role
Tammy Rodabaugh	Principal
Jennifer Stokesberry	Assistant Principal
Catherine Turpin	Title 1 Teacher
Melissa Woodland	Special Education Teacher
Amy Adamson	Grade 1 Teacher
Debbie Stanger	Kindergarten Teacher
Mandie Snow	Grade 2 Teacher



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

Sarah Bengoechea	Grade 3 Teacher
Iris Hawkins	Grade 4 Teacher
Emily Strom	Grade 5 Teacher
Tricia Steel	Parent
Christopher Reid	Parent

Review Dates

Fall _____August 30, 2016

Winter __March 2, 2017

Spring_____ May 31, 2017



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

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

Elementary School Improvement Plans

2017-18

**Pillar Falls
Nancy Murphy
Principal**

Continuous Improvement Plan – Feedback Form

District: Twin Falls School District #411

School: Pillar Falls Elementary

Reviewers: Teresa Jones, LeeAnn Morgan

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.

No, although the students did well, the percentage of students scoring proficient was below the goal.

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

After school tutoring and reading intervention groups helped close gaps in student learning. Teachers progress monitored students regularly and used the data to guide instruction.

Monthly data meetings with the administration helped monitor the progress of struggling students. Students who did not make adequate growth were referred to the RTI team for intervention help.

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

Even though the SMART goals were not met, most students made growth and improved their scores.

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

Yes, Pillar Falls reported to the school board on 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?

Yes, the goals meet the SMART requirements. They are measurable and they reflect the baseline data for the 2017-2018 school year.

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

Yes- Reading intervention was part of the daily instructional schedule at the school. The 2017-18 schedule has reading and math intervention built into the master schedule.

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

Yes, the tasks are reasonable. The staff is implementing Walk to Intervention for Reading at all grade levels. Math intervention is new to the schedule and is still being established. Second and fourth grades are using the Walk to Intervention model for math intervention. The other grade levels are currently doing math intervention in their own classrooms, moving towards a Walk to Intervention model in 2nd semester.

Staff are continuing to work on improving communication with parents and aligning instruction to reflect the state standards.

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

Right now, the timeline is focused on 1st semester. The timeline will be modified to fit students' needs after the winter data collection in January.

- 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- the staff and administration have regular data teaming meetings to discuss student progress and interventions to support student achievement.

Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

<input type="checkbox"/> Exceptional	<input checked="" 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:

- Reading intervention—targeting skills, closing gaps, fluid groups
- Scheduled math interventions with 2 grade levels at a time
- Regular teaming – with grade level, and with administration

b) Areas for growth:

- Implementing Bridges- challenging curriculum, time consuming, fitting it into our daily schedule as it is designed.
- Writing- no diagnostic tool, no progress monitoring tool
- Continued work to collect evidence for SBRC

c) Questions/something we still wonder:

- How can we best fit everything into the school day?
- How can we integrate subjects to better fit schedule?
- Will Bridges become more manageable over time?

d) Required next steps:

- All grade levels implementing Walk to Intervention model for Reading and Math to better meet the needs of the students.
- Continue to collaborate with grade level teams and district grade level teams to learn best practice for implementing the Bridges curriculum.

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. Each subject area 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. Each subject area 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. Each subject area 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 building leadership team 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 building leadership team 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: Pillar Falls Elementary School School Year: 2017-2018

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 2016-2017

SMART Goal #1

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

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



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

SMART Goal #2

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

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

Academic SMART Goal for current school year 2017-2018

Goal #1

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

- 4 ELA 64% → 69% proficient
Math 67% → 72% proficient
- 5 ELA 63% → 68% proficient
Math 55% → 60% proficient

SMART Goal #2

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

- K (Fall data) → 85% proficient (LSF)
- 1 (Fall data) → 80% proficient (RCBM)
- 2 (Fall data) → 81% proficient (RCBM)
- 3 (Fall data) → 87% proficient (RCBM)



Tier 1 Curriculum/Instruction Effectiveness

READING	
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"> What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? Has everyone involved in the administration of assessment been properly trained? Are our assessments properly identifying student needs? <p>Fall: Are 80% or more scoring benchmark or above? Yes NO X</p> <p>Winter: Are 80% or more scoring benchmark or above? Yes NO X</p> <p>Spring: Are 80% or more scoring benchmark or above? Yes NO X</p> <ul style="list-style-type: none"> We are using the Idaho Reading Indicator (IRI), AIMSweb R-CBM, MAZE, Wonders and Wonder Works reading curriculum. Staff administering assessments have been properly trained and administer each test according to outlined protocol. Current normed assessments are effective for identifying current student needs. 2017-18 school year will have a scheduled school-wide mandatory walk to intervention model for (K-1 reading only, 2-5 reading and math) 2017-18 Kindergarten intervention and daily practice will be re-formatted and delivered intentionally to all students and targeted for specific students falling below benchmark on weekly assessments.
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none"> What curriculum is being used? (per grade level) The Wonders program is being used at each grade level. Common Core aligned replacement curriculum (Reading Mastery) is being used for students who are in special education. According to the data, what adjustments need to be made to the core curriculum to support learning? Reading intervention groups have been formed at each grade level and instruction is being designed to fit individual student needs within each group. We will continue using IStation and SIPPS to diagnose and provide specific, targeted interventions for students who received strategic or intensive scores on state assessments Two Literacy Paras have been added to assist with intervention in grades K-3.
Instruction Fall, Winter, Spring	<ul style="list-style-type: none"> How is instruction monitored? (per grade level) Principal and Assistant Principal do weekly Teacher Vitae walkthroughs, formal and informal observations and review lesson plans to monitor instruction. Lesson plans are submitted electronically to the principal each week. According to the data, what adjustments need to be made to instruction to support learning? Fall 2017—For Intervention, grade level teachers will continue to monitor and adjust groupings and skills taught based on student need. <p>Weekly teaming meetings (attended once a month by the principal) are held to analyze and modify instruction to fit the needs of targeted students.</p>



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

	<p>2017-2018 – Admin team will be consistently checking on intentionality of instruction and intervention.</p> <p>Our instructional coach meets with grade level teams and individual teachers to modify and adjust curriculum, as needed, based on student needs. The instructional coach provides training (PD) and feedback to teachers to improve and enhance instruction.</p>												
Data	<ul style="list-style-type: none">• According to the data, which grades/departments might need additional support? Strategic and intensive students have been identified within grade levels and intervention and support have been put in place for targeted students to support progress and growth. Students who did not receive benchmark scores are entered in Mileposts and progress monitored. Growth is measured by CBM data.• According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? Students who are not making adequate growth go through the RTI process with interventions provided through small group or individual instruction during a designated intervention time during the school day. Students who are in Special Education receive Tier III interventions with targeted skills being taught in a small group setting in reading. 2017-18 – Teachers will be adding data before team meetings to increase collaboration time among grade level teachers and admin team.												
MATH													
Assessments Fall, Winter, Spring	<ul style="list-style-type: none">• What assessment measure(s) are being used to show effectiveness in Tier I: We use the M-Cap, M-Comp, QD, Number Identification, Bridges Assessments/data spreadsheets, Number Corner Assessments• Has everyone involved in the administration of assessment been properly trained? Staff administering assessments have been properly trained and administer each test according to outlined protocol.• Are our assessments properly identifying student needs? Current normed assessments are effective for identifying current student needs. <table><tr><td>Fall:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO X</td></tr><tr><td>Winter:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO X</td></tr><tr><td>Spring:</td><td>Are 80% or more scoring benchmark or above?</td><td>Yes</td><td>NO X</td></tr></table>	Fall:	Are 80% or more scoring benchmark or above?	Yes	NO X	Winter:	Are 80% or more scoring benchmark or above?	Yes	NO X	Spring:	Are 80% or more scoring benchmark or above?	Yes	NO X
Fall:	Are 80% or more scoring benchmark or above?	Yes	NO X										
Winter:	Are 80% or more scoring benchmark or above?	Yes	NO X										
Spring:	Are 80% or more scoring benchmark or above?	Yes	NO X										
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none">• What curriculum is being used? (per grade level) Our staff uses Bridges as a district-adopted math program. Supplemental materials are used, where needed, to meet the Idaho Core Standards.• According to the data, what adjustments need to be made to the core curriculum to support learning? Weekly and monthly assessment data is used to determine areas of need. Teachers are able to target specific skill areas during daily instruction to meet the needs of students within each class. 2017-18 – Math curriculum, Bridges, will be consistent across all grade levels.												



**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">How is instruction monitored? (per grade level) Principal and Assistant Principal do weekly Teacher Vitae walkthroughs, formal and informal observations and review lesson plans to monitor instruction. Lesson plans are submitted electronically to the principal each week.According to the data, what adjustments need to be made to instruction to support learning? Classroom teachers identify specific learning needs within their own classrooms and adjust group learning according to performance in targeted skill areas. Small groups are accessed, as needed, within a specific skill area. 2017-18 – Grade level teams will be meeting with Instructional Coach 2 times a month to discuss new curriculum and pacing of new program. Instructional rounds will be initiated to collaborate and increase success in math for all grade levels. 2017-18 – Math Walk to Intervention will be structured for 2-3 and 4-5 to fill concept gaps.												
<div>Data</div>	<ul style="list-style-type: none">According to the data, which grades/departments might need additional support? Strategic and intensive students have been identified within grade levels and intervention and support have been put in place for targeted students to support progress and growth. Students who did not receive benchmark scores are entered in Mileposts and progress monitored. Growth is measured by AIMSweb probes.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) Students who are not making adequate growth go through the RTI process with interventions provided through small group or individual instruction during a designated intervention time during the school day. Students who are in Special Education receive Tier III interventions with targeted skills being taught in a small group setting in math. 2017-18 – Teachers will be adding data before team meetings to increase collaboration time among grade level teachers and admin team. 2017-18 – Math intervention will be data directed using unit assessment data.												
WRITING													
<div>Assessments</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? There is no screener at this time.Has everyone involved in the administration of assessment been properly trained? n/aAre our assessments properly identifying student need? n/a <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										
<div>Curriculum</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">What resources are being used to integrate writing? (per grade level) n/aAccording to the data, what adjustments need to be made to these resources to support learning? n/a												
<div>Instruction</div> <div>Fall, Winter, Spring</div>	<ul style="list-style-type: none">How is instruction monitored? (per grade level) n/aAccording to the data, what adjustments need to be made to instruction to support learning? n/a <p>ISAT interim assessment data will be used to guide instruction in grades 3-5.</p>												



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

Data	<ul style="list-style-type: none"> According to the data, which grades/departments might need additional support? n/a 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) n/a <p>ISAT Interim Assessment data will be used to drive instruction.</p>

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?

- Genius Hour in 5th grade
- Intervention focus groups
- Robotics in grades 4 and 5
- Novel studies
- Book club
- Chess club
- Battle of the Books
- Walk to Intervention will provide opportunities for enrichment ie. Project based learning

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

- Walk to Intervention groups for strategic and intensive students using Istation and SIPPS
- Specific, targeted intervention time during the school day utilizing “walk to intervention” and small group instruction

School Data

Instruction/Intervention Effectiveness

		Fall				Winter				Spring			
		2016-17 CBM/ IRI	2016-17 MAZE	2017-18 CBM/ IRI	2017-18 MAZE	2016-17 CBM/ IRI	2016-17 MAZE	2017-18 CBM/ IRI	2017-18 MAZE	2016-17 CBM/ IRI	2016-17 MAZE	2017-18 CBM/ IRI	2017-18 MAZE
Students in Poverty	>50%ile	n/a	n/a	n/a	n/a	n/a	n/a			n/a	n/a		
	49-11%ile	n/a	n/a	n/a	n/a	n/a	n/a			n/a	n/a		
	<10%ile	n/a	n/a	n/a	n/a	n/a	n/a			n/a	n/a		
Homeless Students	>50%ile	0%	n/a	40%	33%	100%	n/a			50%	n/a		
	49-11%ile	100%	n/a	60%	33%	0%	n/a			50%	n/a		
	<10%ile	0%	n/a	0%	33%	0%	n/a			0%	n/a		
Special Education Students	>50%ile	16%	13%	18%	19%	12%	13%			12%	31%		
	49-11%ile	16%	13%	31%	25%	12%	40%			12%	15%		
	<10%ile	68%	73%	50%	56%	76%	53%			76%	54%		
English Language Learners	50%ile	n/a	n/a	100%	0%	n/a	n/a			n/a	n/a		
	49-11%ile	n/a	n/a	0%	0%	n/a	n/a			n/a	n/a		



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

	<10%ile	n/a	n/a	0%	0%	n/a	n/a			n/a	n/a		
Migrant Students													
	50%ile	0%	0%	100%	0%	25%	0%			25%	n/a		
	49-11%ile	50%	100%	0%	0%	25%	25%			50%	25%		
	<10%ile	50%	0%	0%	0%	25%	0%			0%	0%		
All Students													
	50%ile	62%	80%	62%	73%	74%	77%			76%	79%		
	49-11%ile	23%	7%	24%	20%	17%	17%			15%	15%		
	<10%ile	14%	22%	14%	7%	9%	6%			12%	5%		

Are current supports having a positive effect on student growth?

Yes X

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?)

<u> </u> K <u> </u> Grade – Tier 2 Walk to Intervention				<u> </u> K <u> </u> Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	27%			IRI/R-CBM	12%		
MAZE				MAZE			
m-comp	48%			m-comp	6%		

<u> </u> 1 <u> </u> Grade – Tier 2 Walk to Intervention				<u> </u> 1 <u> </u> Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	24%			IRI/R-CBM	18%		
MAZE				MAZE			
m-comp	44%			m-comp	18%		

<u> </u> 2 <u> </u> Grade – Tier 2 Walk to Intervention				<u> </u> 2 <u> </u> Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	25%			IRI/R-CBM	14%		
MAZE	23%			MAZE	36%		
m-comp	45%			m-comp	8%		

<u> </u> 3 <u> </u> Grade – Tier 2 Walk to Intervention				<u> </u> 3 <u> </u> Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	22%			IRI/R-CBM	10%		
MAZE	33%			MAZE	6%		
m-comp	32%			m-comp	6%		

<u> </u> 4 <u> </u> Grade – Tier 2 Walk to Intervention				<u> </u> 4 <u> </u> Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			
MAZE	29%			MAZE	3%		
m-comp	42%			m-comp	10%		

<u> </u> 5 <u> </u> Grade – Tier 2 Walk to Intervention				<u> </u> 5 <u> </u> Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM				IRI/R-CBM			



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

MAZE	10%			MAZE	10%		
m-comp	30%			m-comp	6%		

Instructional Support & Progress Monitoring

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

Daily intervention starting in September.

Intervention groups change as needed to meet student needs.

2017-18 – Walk to intervention will be implemented across all grade levels to meet all students’ needs.

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)

2017-18 - Walk to intervention will be implemented across all grade levels to meet all students’ needs.

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)

Staff analyzes data on Data Day (September) and initiated targeted small groups for strategic and intensive students. Staff continues to weekly progress monitor students and adjust their intervention groups according to the data.

Monthly data meetings with grade level and admin teams to discuss students’ needs and progress.

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.

Next Steps:

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

Are Enrichment 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.



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

Next Steps:

2017- 18 - Walk to Intervention will be implemented across all grade levels to meet all students' needs including extensions and enrichment.

Professional Development

Fall - Current school year	Needs	Plan
	Tier 1* – Fluency and comprehension practice Math support	Istation training/support- Instructional Coach (Henning) Instructional Rounds (1 st and 2 nd year teachers)- Instructional Coach Monthly coach check ins for Bridges and SBRC
	Tier 2 – Fluency and comprehension practice Math support	Istation training/support- Instructional Coach (Henning) Instructional Rounds (1 st and 2 nd year teachers)- Instructional Coach Monthly coach check ins for Bridges and SBRC
	Tier 3 –	Para professional training- provided by district Bridges Intervention implemented Wonderworks implemented
	Other+ -	SBRC monthly grade level meetings Interest based technology classes- To be determined by staff, taught by staff Book Study- Ange Henning Google Classroom- new teachers and math pilot teachers
Winter –		
Spring - Summer & next year needs:	Needs	Plan
	Tier 1* –	
	Tier 2 –	
	Tier 3 –	
	Other+ -	



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

--	--	--

*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** ☐ **We are not a Title I school so we do not have a Parent Involvement Fund.**
- 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?

Our school had two parents involved in our WISE team. We will send home this information in our October newsletter. The information will also be available on our school website. Literacy surveys were sent home at the end of September. Parent-teacher conferences will take place the third week of October 2016.

2017-18 – We plan to be more intentional with communication with parents. Data will be provided to help parents understand where their child is performing, training for parents in the form of videos and other strategies.

Examples of surveys collected or planned:

- Literacy survey (Sept 2016)
- Teacher survey (March 2017)

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: Parent communication about new math program and learning standards	Plan: <ul style="list-style-type: none">• Family Math night (Fall)• SBRC Parent meeting (Fall)• Family reading night (Spring)
--	---

Celebrations & Next Steps

Areas of strength:

Grades 1, 2 and 3 made excellent growth according to our IRI data. Grade 4 was highest in the district in ELA and math ISAT performance.

Areas of need:

Strengthening Kindergarten intervention and instruction. Providing more quality enrichment in all grade levels.



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

School Leadership Team

Team Member	Role
Nancy Murphy	Principal
LeeAnn Morgan	Vice Principal
Ange Henning	Instructional Coach
Ammy Waters	Teacher
Eva Filas	Teacher
Rachael Simson	Teacher
Pam Hill	Teacher
Lisa Moulson	Teacher
Suzie Olson	Teacher
Rebecca Ball	Teacher
Stephanie Allred	Teacher
Lynniese Thompson	Parent
Heidi Cox	Parent
Jennifer Anderson	Parent

Review Dates

Fall – October 3, 2017

Winter-

Spring—



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

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

Elementary School Improvement Plans

2017-18

**Rock Creek
Shari Cowger
Principal**

Continuous Improvement Plan – Feedback Form

District: Twin Falls School District #411

School: Rock
Creek
Elementary

As a result of the review, the overall plan:

☐ Approved xx ☐ Needs Revision

Reviewed by: B. Olmstead and K. Schroeder

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.

Rock Creek was in their first year of operation and used the spring data as a baseline for future years and growth determination.

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

The school utilizes the Professional Learning Community model as well as the Rti model for both academics and behavior.

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

Rock Creek Elementary's scores were solid for their first year with room for improvement in all areas.

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

The principal of Rock Creek presented to the school board in February of 2016.

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, they do. They are now able to include the baseline data that was established in the spring of 2017.
- Is there evidence that the team has implemented the plan from previous year? The growth from fall to spring shows that the school was utilizing the Rti model to determine next steps for student

success.

- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)? The tasks outlined are manageable and measureable in order to determine student success.
- Are timelines staggered and sequential throughout the course of the school year? The timeline established is so that it will be reviewed 3 times a year. However, the grade level teams – as well as the WISE team – meet monthly to review and make adjustments as needed.
- 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? At this point, the indicators have not been fully implemented as the school is still laying the ground work for future years.

Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

<input type="checkbox"/> Exceptional	<input checked="" 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 school had a very successful first year of completion. The scores in all areas were solid with definite room for improvement. The Rock Creek Staff works very well together and has created their own community within the building. They are willing to think outside the box and do whatever it takes to help students become successful. The parents of Rock Creek have also become an integral part of the everyday workings of the building. With over 150 volunteers throughout the year, the staff have been able to implement quite a few small group strategies within their grade level.
- b) Areas for growth: Our scores are not where we would like to see them and we will continue to work on those areas that need improvement. We also want to make sure that we are providing enrichment activities for those students who need extensions. At the current time our behavior issues are minimal, but we would like to be proactive rather than reactive and develop a system that is in place for positive behaviors.
- c) Questions/something we still wonder: Are we utilizing are volunteers effectively? Should we look at a schedule that has the same intervention times across all grade levels?
- d) Required next steps: Continue the PLC process along with vertical teaming for close examination of the data. This will help determine how we best utilize our scheduling

Continuous Improvement Plan Scoring Rubric Summary:

☐ Minimum of 2 SMART Goals focusing on student achievement has been completed: xxx ☐ 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. Each subject area 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. Each subject area 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. Each subject area 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 building leadership team 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 building leadership team 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 Rock Creek Elementary_____ School Year 2017/2018

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 x ☐ No ☐
Do all certified and “instructional” classified staff meet HQT requirements? Yes x ☐ No ☐

SMART GOALS

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

1. Rock Creek Elementary Students will show 5% proficiency growth on the spring ISAT/ELA and MATH State testing. This will then be used as a baseline for future years.
2. Rock Creek Elementary will achieve 82% proficient on the spring IRI test. The fall IRI test showed the following: Kindergarten – 69%, first grade – 71%, second grade 51% and third grade 71%.
3. Rock Creek Elementary will build partnerships with parents and community to help Rock Creek students become successful both academically and socially



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

Academic SMART Goals for Current school year 2017-2018

1. Rock Creek Elementary Students will show 10% proficiency growth on the spring ISAT/ELA and MATH State testing. ISAT results from spring 2017 were: ELA: 3rd – 49%, 4th – 53%, 5th – 72%. Math: 3rd – 53%, 4th – 57%, 5th – 69%
2. Rock Creek Elementary will achieve 85% proficient on the spring IRI test. The fall IRI test showed the following: Kindergarten – 57%, first grade – 58%, second grade 58% and third grade 71%.
3. Rock Creek Elementary will build partnerships with parents and community to help Rock Creek students become successful both academically and socially. We will increase our rate of attendance at family events by 10%.

Tier 1 Curriculum/Instruction Effectiveness

READING			
Assessments Fall, Winter, Spring	<ul style="list-style-type: none">What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?Has everyone involved in the administration of assessment been properly trained?Are our assessments properly identifying student needs?		
	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
	Currently we are using the IRI, MAZE, Pre/post testing for Wonders Curriculum. Intensive students will also be tested using the CORE Phonics survey and SIPPS placement tests. iStation is used to determine student’s beginning ability level as well. All personnel who administer assessments are properly trained prior to the testing windows. The current assessments align with the IRI for grades K-3, but the MAZE is not a good indicator of skill deficits for ISAT testing.		
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none">What curriculum is being used? (per grade level)According to the data, what adjustments need to be made to the core curriculum to support learning?		
	K-5 uses the Wonders Reading Program We utilize 30 – 45 minutes of reading intervention time daily. During that time teachers will utilize Wonder Works, SIPPS, Read Naturally, iStation and Imagine Learning, if necessary. Students also use their individual student data notebooks to track and monitor their progress over time.		
Instruction Fall, Winter, Spring	<ul style="list-style-type: none">How is instruction monitored? (per grade level)According to the data, what adjustments need to be made to instruction to support learning?		
	Sept. 2017 Instruction is monitored through administrative walk throughs, grade level teaming/discussions, instructional coach observations and peer observations. Principal and Vice Principal also review lesson plans weekly as they walk through each classroom. We will also be utilizing vertical teaming to support a deeper understanding of the data.		



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

	<p>As we look at the data, we feel that we need to make sure we are providing adequate and appropriate interventions in order to help our struggling learners.</p>
Data	<ul style="list-style-type: none">• According to the data, which grades/departments might need additional support?• According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? <p>September 2017</p> <p>As we have reviewed the current data, we see struggling readers in each grade level who will need additional support through interventions and after school tutoring. We are also seeing a group of 30 EL students who will be given additional support after the school day in order to maximize their core instruction time. Students who are considered a Tier 11(strategic) or 111(intensive) will be progress monitored on a continual basis in Milepost. We utilize 30 – 45 minutes of reading intervention time daily. During that time teachers will utilize Wonder Works, SIPPS, Read Naturally, iStation and Imagine Learning, if necessary.</p>



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

MATH	
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"> • What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? • Has everyone involved in the administration of assessment been properly trained? • Are our assessments properly identifying student needs? <p> 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 </p> <p> Sept. 2017 All staff are trained according to the assessment protocol Currently we are using math pre/post assessments and the following K – Number Identification, 1 – Quantity Discrimination, 2, 3 – Mcomp, 4 – Mcomp, MNCap, 5, MCap, MComp. Bridges Unit Assessments will be used to determine student gaps as well. </p>
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none"> • What curriculum is being used? (per grade level) • According to the data, what adjustments need to be made to the core curriculum to support learning? <p> This year we are implementing the Bridges program. As we review the unit assessments, we will make adjustments to the instruction and intervention curriculum. </p>
Instruction Fall, Winter, Spring	<ul style="list-style-type: none"> • How is instruction monitored? (per grade level) • According to the data, what adjustments need to be made to instruction to support learning? <p> Sept. 2017 Instruction is monitored through administrative walk throughs, grade level teaming/discussions, instructional coach observations and peer observations and PLC teaming meetings. We will also be implementing Vertical teaming as well to analyze data and help make informed decisions. Data will come from Bridges Unit Assessments. </p>



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

Data	<ul style="list-style-type: none">• According to the data, which grades/departments might need additional support?• 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>September 2017</p> <p>As we have reviewed the current data, we see students struggling in math in each grade level who will need additional support through interventions and after school tutoring. Teachers are going to monitor these students in Milepost and use small group instruction (reteaching skills) to increase their math understanding and target skill deficiencies.</p>



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

WRITING			
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"> What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? Has everyone involved in the administration of assessment been properly trained? Are our assessments properly identifying student need? 		
	Fall: Are 80% or more scoring benchmark or above? Winter: Are 80% or more scoring benchmark or above? Spring: Are 80% or more scoring benchmark or above?	Yes Yes Yes	NO NO NO
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none"> What resources are being used to integrate writing? (per grade level) According to the data, what adjustments need to be made to these resources to support learning? n/a		
Instruction Fall, Winter, Spring	<ul style="list-style-type: none"> How is instruction monitored? (per grade level) According to the data, what adjustments need to be made to instruction to support learning? n/a		
Data	<ul style="list-style-type: none"> According to the data, which grades/departments might need additional support? 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) n/a		

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?

Sept. 2017

Teachers are providing extension opportunities for those students who have already achieved mastery in various areas. They are incorporating Genius Hour in their weekly plans to help extend students as well. They are also using a variety of strategies in intervention time to extend the learning as well. An additional strategy that is being implemented is *"Extend and Reteach"*. Students are divided into groups by their understanding of the standard. They are then either extended or retaught the standard to help with their understanding. A robotics club is also held after school for 4th and 5th grade students.



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

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

We utilize the walk to intervention model and those strategic and intensive groups of students receive SIPPS, Read Naturally, iStation and additional after school tutoring, when necessary.

School Data

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

Kindergarten				Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	27%			IRI/R-CBM	16%			IRI/R-CBM	16%		
MAZE				MAZE				MAZE			
m-comp				m-comp				m-comp			

1st				Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	26%			IRI/R-CBM	16%			IRI/R-CBM	16%		
MAZE				MAZE				MAZE			
m-comp				m-comp				m-comp			

2nd				Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	23%			IRI/R-CBM	19%			IRI/R-CBM	19%		
MAZE				MAZE				MAZE			
m-comp				m-comp				m-comp			

3rd				Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	22%			IRI/R-CBM	8%			IRI/R-CBM	8%		
MAZE				MAZE				MAZE			
m-comp				m-comp				m-comp			

4th				Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	16%			IRI/R-CBM	8%			IRI/R-CBM	8%		
MAZE				MAZE				MAZE			
m-comp				m-comp				m-comp			

5th				Grade – Tier 2				Grade – Tier 3			
% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring	% of students	Fall	Winter	Spring
IRI/R-CBM	23%			IRI/R-CBM	4%			IRI/R-CBM	4%		
MAZE				MAZE				MAZE			
m-comp				m-comp				m-comp			

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



Instructional Support & Progress Monitoring

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

30 minutes of intervention time are provided in both math and reading daily at this time. Additional support is also provided through after school tutoring, which meets Tuesday, Wednesday and Thursday after school from 3-4:30.

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)

We will monitor this closely this year and make scheduling adjustments as needed in the fall. We are considering a school wide intervention time that is all the same in order to utilize all staff and provide the necessary interventions that will be appropriate for each individual student.

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)

Staff use the PLC model to review/analyze data on a weekly basis.



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

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.

Next Steps:

Full implementation of Walk to Intervention

School wide common intervention time

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

Kindergarten grade

% of students receiving Enrichment Support	Fall	Winter	Spring
	4%		

1-3st grade

% of students receiving Enrichment Support	Fall	Winter	Spring
	20%		

4-6st grade

% of students receiving Enrichment Support	Fall	Winter	Spring
	25%		

7-8th 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 bases on those hypotheses.

Next Steps: We will continue to review what we are doing in terms of extensions for students to ensure that their needs are also meeting met.



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

Professional Development

Fall - Current school year	Needs	Plan
	Tier 1* – Math	In-Service days will be dedicated to Bridges implementation
	Tier 2 – Math	In-Service Days will be dedicated to Bridges Implementation
	Tier 3 –	Bridges intervention training Para professional training provided by the district Wonder Works training
	Other+ - PLC Model	Teaming time will be dedicated to PLC work each week as well as Vertical teaming monthly Monthly grade level meetings Book study by Instructional Coach
Winter – Adjustments to our plan:		
Spring - 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 ☒ ☐

- 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?

Review process communicated through PTO meetings and then sent out through PTO information letters.

Examples of surveys collected or planned:

Literacy Survey (Sept. 2016) SBRC Survey (Oct. 2016) Teacher Survey (March 2017)

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: Community Involvement, Reading and Math parent resources	Plan: Family Fitness Night, Family Math Night, Reading Night, Dance Performance, Spring Carnival, Music Performances, Standards Based Report Card Meeting

Celebrations & Next Steps

Areas of strength: Strong, community of collaborative staff members

Over 150 volunteers in our building

Strong first year scores

Staff who are willing to look for innovative ways to help students succeed

Student population dedicated to academics and community

Areas of need:

Bridges Implementation

Lack of Title One and EL services, so thinking outside the box becomes crucial



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

Projected Academic SMART Goal for next school year 2018-2019

1. Rock Creek Elementary Students will show XXX proficiency growth on the spring ISAT/ELA and MATH State testing.
2. Rock Creek Elementary will achieve XXXX proficient on the spring IRI test. The fall IRI test showed the following: Kindergarten – 57%, first grade – 58%, second grade 58% and third grade 71%.
3. Rock Creek Elementary will build partnerships with parents and community to help Rock Creek students become successful both academically and socially. We will continue to grow our participation rate by 10%

School Leadership Team

Team Member	Role
Shari Cowger	Principal
Cheri Kober	Vice Principal
Whitney Ward	Instructional Coach
Holly Dickinson	Kindergarten
Michelle Lythgoe	First Grade
Paula Perry	Second Grade
Nicole Hall	Third Grade
Melissa Belliston	Fourth Grade
Pauli Connelley	Fifth
Sarah Pehrson	Counselor
Eric Bauman	PE
Katrina Nebeker	SpEd
Alisha Hauge	Parent
Marilu Brewster	Parent

Review Dates

Fall - Sept. 5th, 2017

Winter_____

Spring_____



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

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

Elementary School Improvement Plans

2017-18

**Sawtooth
Mickey Combs
Principal**



School Name: Sawtooth Elementary 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
Do all certified and “instructional” classified staff meet HQT requirements? Yes

SMART GOALS

Academic SMART Goal for **current** school year 2017-18

Goal #1:

The spring 2018 goal for all K-3 grades is at least 85% or an increase of 5% of students scoring at benchmark proficiency on IRI measured skills.

- Based on spring 2017 benchmark testing, 81% of kindergarten students scored at benchmark proficiency on letter sound fluency.
- Based on spring 2017 benchmark testing, 82% of first grade students scored benchmark proficiency on reading CBM.
- Based on spring 2017 benchmark testing, 81% of second grade students scored benchmark proficiency on reading CBM.
- Based on spring 2017 benchmark testing, 89% of third grade students scored at benchmark proficiency on reading CBM.



Goal #2:

The number of 3-5 students proficient on the spring 2018 ISAT will increase by at least 5%.

- Third grade ELA will increase from 71% (spring 2017) to 76% (spring 2018) proficient and math will increase from 69% (spring 2017) to 74% (spring 2018) proficient.
- Fourth grade ELA will increase from 60% (spring 2017) to 65% (spring 2018) proficient and math will increase from 64% (spring 2017) to 69% (spring 2018) proficient.
- Fifth grade ELA will increase from 73% (spring 2017) to 78% (spring 2018) proficient and math will increase from 68% (spring 2017) to 73% (spring 2018) proficient.

Tier 1 Curriculum/Instruction Effectiveness

READING (Based on AIMSWeb Percentile Norms)			
Assessments Fall, Winter, Spring	<ul style="list-style-type: none"> • What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)? • Has everyone involved in the administration of assessment been properly trained? Yes • Are our assessments properly identifying student needs? Yes, and there is room for improvement 		
	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 Assessment used: RCBMs, LSF, LNF, MAZE All people involved in the administration of assessments have been trained properly. Yes...assessments are properly identifying student needs to design instruction and intervention.		
Curriculum Fall, Winter, Spring	<ul style="list-style-type: none"> • What curriculum is being used? (per grade level) • According to the data, what adjustments need to be made to the core curriculum to support learning? 		
	Reading Wonders, Wonder Works, IStations, SIPPS Continue to fine tune grade level intervention time. Possible future addition of walk-to-intervention model during intervention to meet all student needs.		



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

<div>Instruction</div> <div>Fall, Winter, Spring</div>	<div><div><div>How is instruction monitored? (per grade level)</div><div>According to the data, what adjustments need to be made to instruction to support learning?</div></div><div>Data analysis, observation, student discussion/questioning/conferencing, student self-tracking of progress monitoring, grade level meetings/planning, classroom observations within school and district, RtI Team, diagnostic testing</div><div>Implementing instructional ideas gathered from observations. Implement instructional rounds within grade level teams.</div></div>
<div>Data</div>	<div><div><div>According to the data, which grades/departments might need additional support?</div><div>According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring?</div></div><div>All classrooms will be given additional support for their students.</div><div>Students who scored intensive or strategic on benchmark testing or show a need according to curriculum data or behavior progress monitoring. Students receiving Title 1 or SPED differentiated instruction.</div></div>
<div>MATH (Based on AIMSWeb Percentile Norms)</div>	
<div>Assessments</div> <div>Fall, Winter, Spring</div>	<div><div><div>What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?</div><div>Has everyone involved in the administration of assessment been properly trained? Yes</div><div>Are our assessments properly identifying student needs? Yes, but there is room for improvement</div></div><div><div>Fall: Are 80% or more scoring benchmark or above?</div><div>Winter: Are 80% or more scoring benchmark or above?</div><div>Spring: Are 80% or more scoring benchmark or above?</div></div><div><div>Yes</div><div>NO</div><div>NO</div><div>NO</div></div><div>Number ID, Quantitative Discrimination, MCOMP, MCAP, pre and post assessments from Bridges, Bridges intervention</div><div>Yes...everyone has been properly trained for administration of assessments.</div><div>We do not feel we have assessments that properly align with the standards being taught to adequately identify student needs.</div></div>
<div>Curriculum</div> <div>Fall, Winter, Spring</div>	<div><div><div>What curriculum is being used? (per grade level)</div><div>According to the data, what adjustments need to be made to the core curriculum to support learning?</div></div><div>Bridges and Bridges Intervention core curriculum</div><div>Bridges curriculum has been adopted for 17-18; now fine tuning instruction of new program Ongoing professional development for all teachers to support instruction, building and district wide.</div></div>
<div>Instruction</div> <div>Fall, Winter, Spring</div>	<div><div><div>How is instruction monitored? (per grade level)</div><div>According to the data, what adjustments need to be made to instruction to support learning?</div></div></div>



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

	<p>Data analysis, observation, student discussion/questioning/conferencing, student self-tracking of progress monitoring, grade level meetings/planning, classroom observations within school and district, RtI Team</p> <p>Continue to align instruction to standards/assessments/progress monitoring, team collaboration/support</p>
Data	<ul style="list-style-type: none">• According to the data, which grades/departments might need additional support?• 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>All classrooms will be given additional support for their students and specifically students with high mobility.</p> <p>Students who scored intensive or strategic on benchmark testing, show a need according to curriculum data, or behavior progress monitoring. Students receiving Title 1 or SPED differentiated instruction.</p>

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?

- Differentiated instruction/leveled groups/small groups/peer groups
- Extension activities (Chromebooks, Imagine Math, Khan Academy, Prodigy, parent volunteers, high school students helper, STEM activities, project-based learning, presentations, research, AR, robotics program)

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

- Differentiated instruction/leveled groups/small groups/peer groups
- Pre- and re- teaching with classroom teachers and title staff during intervention
- Specific diagnostic screening to gather data and target concept gaps
- Leveled curriculum/computer
- Volunteers/high school students/peer tutoring
- After school tutoring
- Literacy para

Are current supports having a positive effect on student growth?

Yes X

Continue what you are doing!

No

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



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

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

Kindergarten – Tier 2

% of students	Fall	Winter	Spring
LNF	59%		
LSF			
Number ID	49%		

1st Grade – Tier 2

% of students	Fall	Winter	Spring
LSF	56%		
RCBM			
Quan. Discrim.	40%		

2nd Grade – Tier 2

% of students	Fall	Winter	Spring
IRI/R-CBM	70%		
MAZE	49%		
m-comp	41%		

3rd Grade – Tier 2

% of students	Fall	Winter	Spring
IRI/R-CBM	79%		
MAZE	78%		
m-comp	58%		

4th Grade – Tier 2

% of students	Fall	Winter	Spring
R-CBM	64%		
MAZE	77%		
m-comp	63%		

5th Grade – Tier 2

% of students	Fall	Winter	Spring
R-CBM	61%		
MAZE	74%		
m-comp	69%		



Instructional Support & Progress Monitoring

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

Our students received additional support through:

- progress monitoring and posting results in Milepost, analysis of data and collaboration to determine support needed
- RtI – collaboration across grade levels to determine and support student needs
- Imagine Learning
- Istations
- After school tutoring
- Title services
- Small group and one-on-one intervention
- Adult volunteers and high school helpers

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)

We will continue to monitor intervention to ensure fluid movement in groups and student needs are met. Grade level designated intervention time will continue to be implemented and refined. Data will be analyzed during team/data meetings to check for progress and intervention group movement.

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)

All students are progress monitored monthly. Strategic students are progress monitored bi-monthly and intensive students weekly. These scores are recorded in Milepost to track progress and use to make instructional decisions. SIPP's diagnostic tool will be used to determine gaps and guide differentiation and interventions. We have a weekly RtI Team that meets with teachers to monitor the intervention process and suggest strategies to help struggling students.



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

Do all Tier 2 & Tier 3 students have appropriate goals set which reflect *Reasonable* or *Ambitious* growth rates? Yes

Is there a system in place to regularly review student Progress Monitoring data? Yes

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

Yes X

Continue what you are doing!

No

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

Next Steps:

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

4th Grade Gifted and Talented

	Fall	Winter	Spring
R-CBM	100%		
MAZE	100%		
m-comp	92%		

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 bases on those hypotheses.

Next Steps:

Genius Hour, novel studies, STEM activities, Hour of Code. Determine tracking of students and how data will be gathered to determine effectiveness.

Professional Development

	Needs	Plan
Fall/Winter/Spring - Current school year	Tier 1* – Training, collaboration between grade levels to improve math instruction/ intentional teaching of standards	1 st /2 nd /3 rd /Career Teacher Training Math Training with Rhonda Birnie SBRC Training/Grade Level Mtngs/Science Standard Collaboration Continue Bridges Training Observation of Tier 1 instruction SIPPS Training
	Tier 2 – Resources/strategies for diff. instruction Management of students	Differentiated/small group instruction Observation of Tier 2 instruction Bridges Intervention Training SIPPS Training



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

	Tier 3 – Resources/strategies for diff. instruction Management of students	Bridges Intervention Training Milepost Data Tracking
	Other+ - Building and District Wide Professional Development	Book Studies – Student Engagement; Data Driven Instruction; Growth Mindset More Google Training with Google Apps, Classroom, and Docs

Family & Community Involvement

Are parents involved in this review process? Yes

- Parent Involvement Committee has approved our school Parent Involvement Plan/Policy, calendar of activities, & budget for parent involvement funds? Yes Date: 4/11/2017
- Is there a system in place for parents to provide feedback? Yes

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?

- Communication with parents was done through PTO meetings, parent surveys, reading and math parent involvement nights, emails, notes home, newsletter, PTO distribution emails, and Federal Programs PSA.
- Information from the parent survey will be disseminated to the staff.
- Parents gave us very positive feedback about our Title Reading Night with Gary Hogg. There were many requests to have him return in Spring 2018. Parents also gave us feedback about the need for strategies to support their students at home.
- Science Fair and Math information night in the fall. Math training will be presented to parents to provide information on new Bridges math curriculum and how to support their students at home.
- Information on Bridges and SBRC will go home at Open House. Provide link to Idaho Content Standards so parents can see expectations for their students according to grade level.

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?



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

Needs: Extra at-home support for all students Parent education	Plan: Writing instruction from Gary Hogg during Title I Reading Night Kindergarten Open House to help parents with kinder readiness skills Math ideas/SBRC/resources during Open House and Title I Math Night Share technology resources for Bridges and SBRC
---	--

Celebrations & Next Steps

Areas of strength:

- Supportive parents/extremely strong PTO
- Knowledgeable/veteran staff
- Excellent communication among staff and with administration
- ISAT scores above the state average
- Security updates

Areas of need:

- Adjusting to new team members/students
- Continued work on extension activities (robotics, small group, STEM, cross grade)
- Continued work on SBRC and new Math implementation
- Continue to add technology and strategies to implement into instruction (google docs, Hour of Code, Moby Max, Imagine Math, virtual fieldtrips, Mystery Google Hangout)

Projected Academic SMART Goal for next school year 2018-19



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

School Leadership Team

Team Member	Role
Wendy Heider	Parent
Amanda Lyda	Parent
Mickey Combs	Principal
Ange Henning	Instructional Coach
Ann Vogt	Title I Teacher
Marsha Brown	5 th Grade Teacher
Julie Heywood	1 st Grade Teacher
Nanette Allen	5 th Grade Teacher
Teresa King	1 st Grade Teacher

Review Dates

Fall – October 2017

Winter -

Spring -

Continuous Improvement Plan – Feedback Form

District: Twin Falls School District #411
School: Sawtooth Elementary
Reviewers: Melissa Ardito

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?**
 - 3rd Grade ELA 66% to 71%; 3rd Grade Math 73% to 69%; Goal met in ELA but not in Math
 - 4th Grade ELA 80% to 60%; 4th Grade Math 75% to 64%; Goals not met in ELA or Math
 - 5th Grade ELA 63% to 73%; 5th Grade Math 39% to 68%; Goals met in ELA and Math
 - NOTE: The movement of the Gifted and Talented class from 4th grade to 5th grade makes a significant impact on the grade level scores.
- **What processes has the school implemented that has demonstrated growth? Cite Evidence.**
 - For continued growth on the ISAT, Sawtooth has been very diligent in teaching and tracking the teaching of the Idaho Core Standards. Also, preparation has been completed with students on the ISAT content and testing format.
- **What has the school accomplished through the improvement process? (Celebrate successes through monitoring).**
 - We are pleased that all 2016-17 ISAT scores are above the state average. We have also learned skills and strategies to better prepare our students for this assessment.
- **Has the school communicated data & outcome results with the school board? Date of Board Report**
 - Yes.....Sawtooth Elementary's school board presentation was on 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?**
 - Yes.....Sawtooth's goals are measureable within the 2017-18 school year and baseline data is noted in the goal.

- **Is there evidence that the team has implemented the plan from previous year?**
 - Preparation for the IRI and ISAT testing is a planned and implemented part of our daily instruction, curriculum assessment, and progress monitoring.
- **Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the current school year (at least two)?**
 - The tasks are manageable and the two goals are very sufficient to guide our instruction for the 2017-18 school year.
- **Are timelines staggered and sequential throughout the course of the school year?**
 - Benchmark data is collected to show progress toward our goals during fall, winter, and spring.
- **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?**
 - Progress monitoring for reading fluency, reading comprehension, and math is done at Sawtooth according to the academic ability and progress of the student. This data is reviewed regularly with grade level teams, instructional coaches, and administrators to ensure interventions are being done based on student needs.

Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

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

Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

<input type="checkbox"/> Exceptional	X 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:

- Supportive parents and PTO
- Milepost to document intervention and progress monitoring
- After-school tutoring program
- Structured RtI process
- Standards-based grading and report card

b) Areas for growth:

- Continue incorporating fresh ideas from new staff members
- Continued work on extension activities
- Continued work on Standards Based Report Card and new math curriculum implementation
- Continue to integrate technology strategies into daily instruction
- Integrating ISAT interim block assessment to align with the grade level pacing guide

c) Questions/something we still wonder:

- How will we incorporate intentional math intervention utilizing our new curriculum?

d) Required next steps:

- Team meetings with grades 3-5 to implement ISAT interim block assessment as feedback for instruction.
- Continued support to effectively utilize interim assessments to guide instruction.

Continuous Improvement Plan Scoring Rubric Summary:

☐ Minimum of 2 SMART Goals focusing on student achievement has been completed: Yes

<input type="checkbox"/> Exceptional	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Needs Revision
Clever evidence is presented to show the current level of implementation. Each subject area 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. Each subject area 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. Each subject area 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 building leadership team 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 building leadership team 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.