

Forrest M. Bird Charter School District 2016 – 2017 Continuous Improvement Plan

In accordance with Idaho Code 33-320, Forrest M. Bird Charter School will “*develop an annual plan that is part of a continuous focus on improving student performance*”.

The areas of focus and assessment strategies identified in this plan were developed by the school district’s Leadership Team and are an initial step in strengthening student achievement and staff performance.

Mission Statement: The mission of Forrest M. Bird Public Charter School, a public school incorporating middle and high school grade levels, is to create a community of learners equipped with two kinds of literacy necessary in the 21st Century.

1. The ability to read, write, speak, and calculate with clarity and precision, incorporating technology.
2. The ability to participate passionately and responsibly in the life of their community.

To fulfill this mission we:

- ◆ Limit our community to approximately 50 students at each of the middle and high school grade levels, 6-12 (prospective enrollment of 350 students, not to exceed 400 total; Actual grade level enrollments may vary). Provide each student with at least one positive adult adviser/advocate to support student success.
- ◆ Provide students access to innovative pathways, maximizing their post-secondary academic and career opportunities.
- ◆ Facilitate a positive and safe community culture by fostering accountability through high behavioral standards and academic success through integration and project-based learning.
- ◆ Focus on student-family-teacher relationships.
- ◆ Embrace the needs of the student body as the primary focus of our school; therefore encouraging individuality. .
- ◆ Work in collaborative relationships within and outside of the school to promote leadership and mentoring partnerships, and service the greater community.
- ◆ Actively encourage creativity and fun within our school.

Vision Statement: The truly educated person is one who understands relationships, both academic and personal. By providing a more personal school with smaller class sizes, students can develop relationships with peers, parents, teachers, and community members. By implementing engaging teaching methods, students will have access to their own knowledge and be enabled to integrate their thoughts thus achieving higher levels of thinking.

We are committed to the belief that education is a life-long process in which the classroom is only one arena. Learning best occurs in a creative but disciplined environment, and through the involvement of parents and community members, we can develop a larger community of learners.

Goal 1: FBCS will provide comprehensive learning opportunities that reflect grade level appropriate skills in core curriculum components.

Action 1: All core subject areas will revise 6-12 curriculum scaffolding towards Idaho Common Core Standards. (Ongoing)

- Develop teacher leadership within each department to guide each core area (2014-2015 School year).
- Create more department work time during EAD calendar days (2015-16 school year).
 - Continue providing time during EAD's for department meetings.
- Provide additional training on Common Core Standards scaffolding to the entire teaching staff, in particular in the English Language Arts and Literacy (Ongoing).

Action 2: The math department will implement MMRE (Making Math Reasoning Explicit) teaching techniques as well as the Khan Academy resources. (Ongoing)

- MMRE staff training (2011-2015).
- MMRE implementation and new teacher mentorship (Ongoing).
- Khan implementation (2012 – 2014).
- Develop the most effective use of Khan in the classroom to meet our school's needs (Ongoing)

Action 3: FBCS will provide professional development to all staff about teaching students in poverty. (Ongoing)

Action 4: FBCS will provide additional professional development to enhance Problem Based Learning with in the learning environment. (Ongoing)

Action 5: All FBCS staff will provide students with differentiation opportunities within the classroom. (Ongoing)

Action 6: FBCS will develop cross-curricular projects and instruction schoolwide. (Ongoing).

Goal 2: The goal is to meet Two Year AYP Targets in ELA, Math and Science state Standardized test scores.

Note: 2015-16 results are not available at the time this strategic plan was being revised.

All School 2014-2015

Test	% Adv	%Prof	%Basic	%BB	%Tested
ELA	14.5%	41.5%	30.1%	14.0%	96.5%
Math	7.3%	24.9%	37.85	30.1%	96.5%
Science	29.0%	31.0%	24.0%	16.0%	99%

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6th Grade 2014-2015

Test	%Adv	%Prof	%Basic	%BB
ELA	10%	38.5%	33.3%	18%
Math	10%	30.8%	38.5%	21%

7th Grade 2014-2015

Test	%Adv	%Prof	%Basic	%BB
ELA	21%	37%	32%	19%
Math	10%	31%	38.5%	38%
Science	30.5%	23.7%	28.8%	16.9%

8th Grade 2014-2015

Test	%Adv	%Prof	%Basic	%BB
ELA	8%	48%	34%	13%
Math	9%	15%	38%	38%

High School 2014-2015 (10th Grade)

Test	%Adv	%Prof	%Basic	%BB
ELA	29%	42%	22%	7%
Math	0	20%	36%	44%
Science	26%	40%	17%	17%

Goal 3: The goal is to meet or exceed the state Mean Score on the SAT. Teachers review assessment results to determine strengths and weaknesses and enhance instructional practices. All teachers will emphasize writing in their content areas.

Junior SAT scores

Critical Reading	2012-13	2013-14	2014-15	2015-16
Idaho State Mean Score	449	464	461	See below
FBCS Mean Score	453	483	463	See below

Mathematics	2012-13	2013-14	2014-15	2015-16
Idaho State Mean Score	445	461	449	491
FBCS Mean Score	419	443	461	454

Writing	2012-13	2013-14	2014-15	2016-17 (Reading and Writing)
Idaho State Mean Score	448	438	443	511
FBCS Mean Score	426	419	433	504

Goal 4: Advocacy/Advisory component will support students in building positive and respectful peer and community relationships, developing plans to ensure school success, and creating post-secondary goals.

Forrest M. Bird Middle School

The curriculum design of Advocacy within the middle school is in the process of re-evaluating its current structure to meet the needs of our student population. The intent is to maintain the focus of the FBCS mission statement while evolving for students' maturity and comprehension. Teachers have worked to keep to core elements of Advocacy's foundation: communication skills, parent ties, community construction, building relationships and academic accountability. Our redesign of the course is focused to organization, self-advocacy and secondary education plans appropriate to grade level expectations and abilities.

Action 1: Division of faculty for more collaboration within the grade level Advocacy groupings. (Completed: 2014-15 school year)

Action 2: Advocacy grade level groups develop weekly curriculum and strategies appropriate to their level. (Initial Completion: 2015-16; Ongoing for additional revisions)

Action 3: Each grade level Advocacy grouping will revise and develop new methodologies and strategies to build stronger internal community ties within the grade level. Focal events for each grade level will also be redesigned for scaffolding between grade levels. Focal events consist of beginning and end of the year overnight trips for each grade level. (Completed: 2015-16)

Action 4: Redesign of student Individual Learning Plans and meetings to have more of a student led focus with a portfolio component. (Completed: 2015-16; Revisions Ongoing)

Action 5: The 8th grade Advocacy teachers will receive training around the high school post-secondary options for discussion in their Advocacy groupings. HS Academic Advisor to come in to talk with 8th grade students and teachers as the school year progresses. The 8th Advocacy teachers will work with the Academic Advisor to communicate these options and information to families and then connect the two. (Ongoing)

Forrest M. Bird High School

In the 2014-2015, a reconfiguration of Advocacy into an Advisory role occurred in the high school. Advisory is a fundamental structure that develops key life skills, metacognitive skills, and habits of learning in support of academic achievement, postsecondary planning, personal growth and interpersonal skill development. The fundamental structure of the program develops skills, such as analyzing academic data, reflecting upon academic and personal goals, managing time, organizing materials, developing efficient study skills, acquiring effective communication skills, working collaboratively with others, problem solving and advocating for oneself. With the reconfiguration to the Advisory model, the goal is to increase graduation rates of the school.

Action 1: Students are assigned to one advisory teacher for their high school career. This is to allow the teacher and student to develop a working relationship. (Completed: 2014-2015 school year)

Action 2: All Advisory classes have the same curriculum to present to students while maintaining Individual Learning Plans for each student’s unique post-secondary plans. (Ongoing)

Action 3: Professional Development will be provided to Advisory teachers in advising techniques to help guide students in academic class choices in high school as well as provide support to students in building postsecondary plans. (Ongoing).

Action 4: Advisories build students’ capacity to monitor their ongoing academic progress and achievement. The advisor creates an academic culture where students become practiced in a set of skills, such as time management and study strategies, which enable them to reflect on and analyze data related to their student profile. Using this foundation, they will learn to set measurable academic, social and behavioral goals. (Ongoing)

Action 5: Advisories will support students’ social and emotional growth, self-regulating behavior and resiliency. Students learn a set of communication skills that help them take a problem solving approach to their day to day experiences. Students will learn accountability, respect, responsibility and self-advocacy. (Ongoing)

Action 6: An Academic Counselor will be hired to provide support to teachers and students in academic planning. (Completed: 2014)

- o The Academic Counselor will work with the teaching staff to develop an appropriate curriculum using the CIS during advisory periods. (Ongoing)

Graduation Rate:

Year	State Graduation Rate	FBCS Graduation Rate
2012-2013	N/A	60%
2013-2014	75%	73.5%
2014-2015	78.9%	70.6%
2015-2016	TBA	TBA

Goal 5: FBCS will develop a safety plan for emergency situations.

With the increasing school threats, student suicides/deaths, and other emergency situations, FBCS will develop plans to allow us to handle such situations should they occur in our school.

Action 1: Develop and practice an Emergency Action plan. In the Fall of 2014 FBCS adopted the Standard Response Protocol from the “I love you guys” foundation. The school has been working with the local police department to create a common language (Lockout, Lockdown, Evacuate, and Shelter) between the school and the EMS communication center. Two evacuation drills have been practiced, one in 2014 and one in the Fall of 2015. One drill has been scheduled for the fall of 2016. (ongoing)

Action 2: Develop professional development opportunities for staff. With the adoption of the Standard Response Protocol, staff has initial training in the 2014-2015 school year introduced the terminology of all four terms as well as allowed for the staff to complete an effective evacuation drill. During the 2015-2016 school year, additional drills and safety professional development opportunities will be mandatory for staff to attend. Such trainings will include emergency first aid and additional evacuation protocol training. (Ongoing)

Action 3: Develop procedures in the case of student suicides/death. (Ongoing).

- Provide professional development opportunities to staff for suicide awareness and prevention.

Action 4: Hire a school counselor, who will work with students who need emotional help during the school day and who will be able to refer student to additional outside help if needed.
(Completed: Sept. 2016)