

Forrest M. Bird Charter School District 2017-18 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 and that provide individual learning growth.

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 (2015-16).
- Provide additional time for the High school math department to develop a comprehensive scaffolding plan while evaluating the current high school curriculum. (2017-18)

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: Use data driven decisions for individual students and have the data for the individual students follow them each year in order to follow the student's progress throughout their education. (Ongoing)

Action 3: FBCS will provide professional development to all staff about educating 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: FBCS will develop cross-curricular projects and instruction school wide. (Ongoing).

Action 6: FBCS will develop differentiated curriculum to address all levels of learning in order to focus upon individual student growth. (Ongoing)

- Develop guidelines for a Gifted and Talented Program in the school. (2016-17)
- Implement Gifted and Talented Program. (Ongoing)
- Provide professional development opportunities around differentiation of curriculum (Ongoing).

- UDL techniques
- Teaching special education students in the general education classroom.

Goal 2: FBCS will meet or exceed Idaho State Standardized testing averages for combined advanced and proficient scores in the areas of ELA, Math, and Science.

(Note: Standardized Testing data for Goal 2 is found in Appendixes A – E).

Action 1: Develop teacher leadership within departments and provide collaboration time with departments two days a month at the minimum. (2014).

Action 2: Analyze data in relation to grade level and departmental scaffolding and state standards. (Ongoing).

- Provide high school math team dedicated work time to develop a comprehensive scaffolding plan as well as a curriculum review. (Ongoing)

Action 3: Create school-wide curricular involvement for core testing areas.

- English departments will develop and train staff in using a common writing rubric. (Completed: 2015; Revision: Ongoing)
- Create cross curricular learning activities. (Ongoing)
- Develop a pure PBL trimester in the high school in which one project contains all core course standards for grade level. (Ongoing)
- Develop a plan on how collaboration and co-teaching works within Project Based Learning in the middle school. (Ongoing)
- Develop a common student educational language for each core department that matches the standardized testing language school wide. (Ongoing)
- Develop, teach, and practice test taking strategies school-wide. (Ongoing)
- Instructors will develop individual student plans for below basic students in order to increase their individual growth. (Ongoing)
- Analyze transfer student data upon entry into FBCS and develop a plan to increase individual growth within the FBCS system. (Ongoing)

Goal 3: FBCS will communicate effectively and provide positive school interactions with FBCS students, families and community members.

Action 1: Develop a Family and Community Engagement group (FACE) to enhance student achievement in education. During these gatherings, our goal is to build authentic relationships between FBCS families, staff, and community members, and to encourage meaningful volunteer opportunities.

- Develop and implement a FACE group that includes family and community members (2016-2017)
- Develop FACE activities to increase family and community awareness of student and school development and well-being (Ongoing).
 - Develop and provide a FACE Summit (Ongoing)
 - Develop and implement meaningful volunteer opportunities by individual strengths and school needs (Ongoing).

Action 2: Develop and implement a Stakeholder Communication Plan which will provide meaningful school information in a variety of communication forms as well as providing Stakeholders opportunities for input in school operations and functions. (Ongoing)

Action 2: Advocacy/ Advisory component will support students in building positive and respectful peer and community relationships, developing plans to ensure student learning success and developing post-secondary goals. (Ongoing)

- FBCS Middles School: The redesign of curriculum for Advocacy within the middle school recognizes that students stand at a crucial intersection in their social, emotional and academic development, and they require support to navigate the complexities of their school years. Through the group experience of Advocacy, students learn healthy communication skills, develop personal ownership in their academics, identify career interests, and begin to discuss post-secondary options. Advocacy's core objectives are to help the student develop skills in metacognition, organization, interpersonal and intrapersonal development. Middle school teachers practice with students how to appropriately 'advocate' for themselves as a student and ask for help in myriad ways.
 - Sub- Action 1: Division of faculty for more collaboration within the grade level Advocacy groupings. (Completed: 2014-15)
 - Sub-Action 2: Advocacy grade level groups develop weekly curriculum and strategies appropriate to their level. (Completion: 2015-16; Revising 2017-18)
 - Sub-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)
 - Sub- 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; Revising 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)
 - Sub-Action 6: All Advocacy teachers to received training in the facilitation of dialog circles in order to build communication skills of students including, but not limited to, active listening, respectful behavior, verbalization of

thoughts/emotions other social-emotional skill sets. (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.

Graduation Rate Comparison with the State:

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	79.7%	70.6%
2016-17	79.7%	70.6%
2017-18	TBA	TBA

- Sub-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)
- Sub-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. (Completed: 2016-17)
- Sub-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).
- Sub-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 while meeting the FBCS graduation requirements (Ongoing)

- Sub-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)
- Sub-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 Career Inventory System (CIS) during advisory periods. (Completed: 2016)

Goal 4: 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. No evaluation drills were practiced during the 2016-17 school year. (Ongoing)

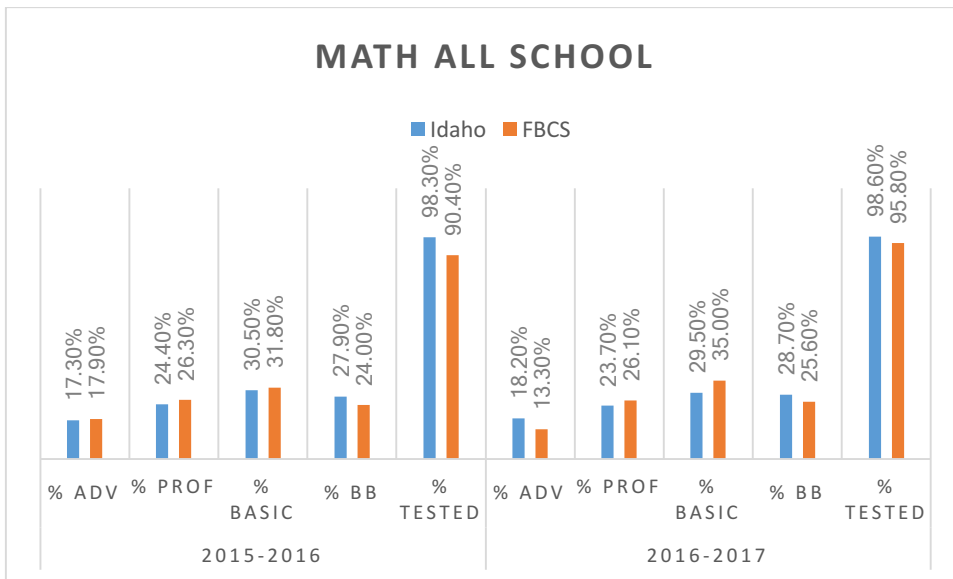
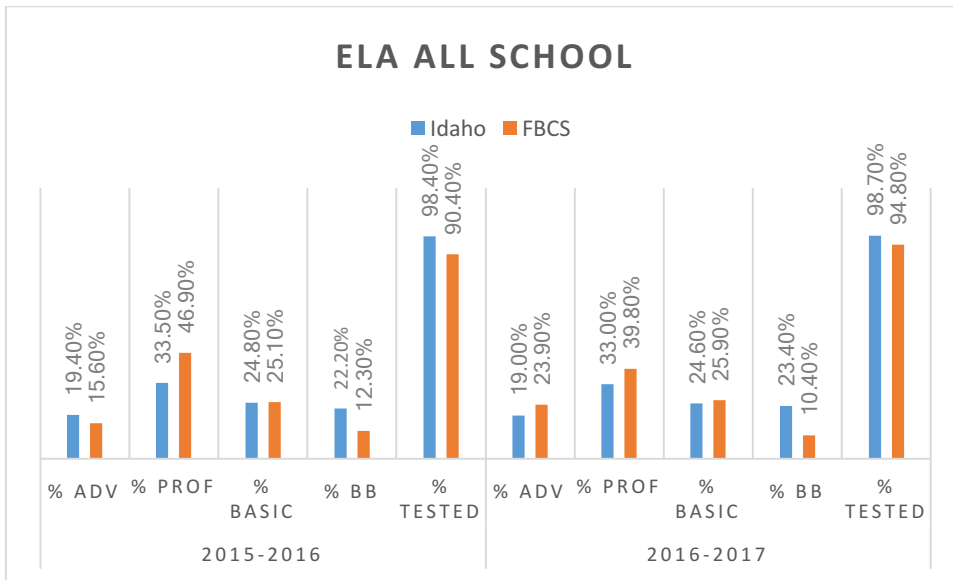
Action 2: Develop professional development opportunities for staff. With the adoption of the Standard Response Protocol, staff has initial training in the 2014-2015 school year introduced the terminology of all four terms as well as allowed for the staff to complete an effective evacuation drill. During 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. (Completed: 2016).

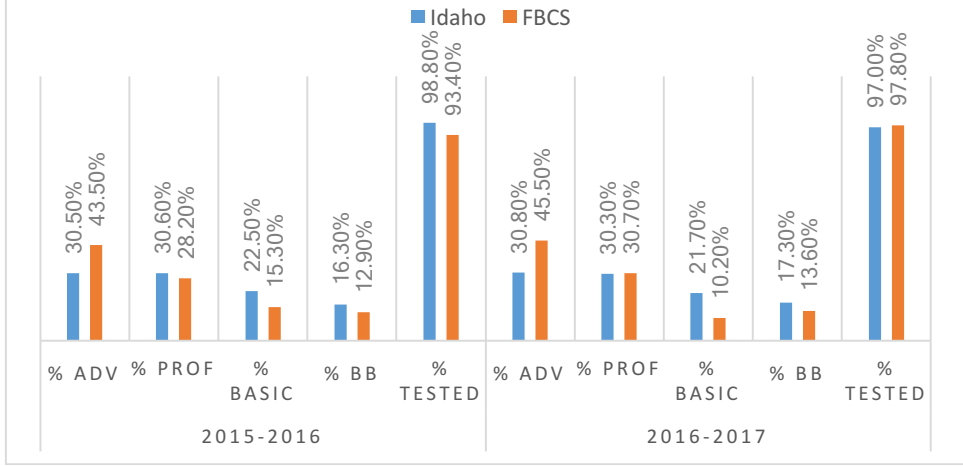
- o Provide professional development opportunities to staff for suicide awareness and prevention. (Ongoing)

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: 2016, 2017)

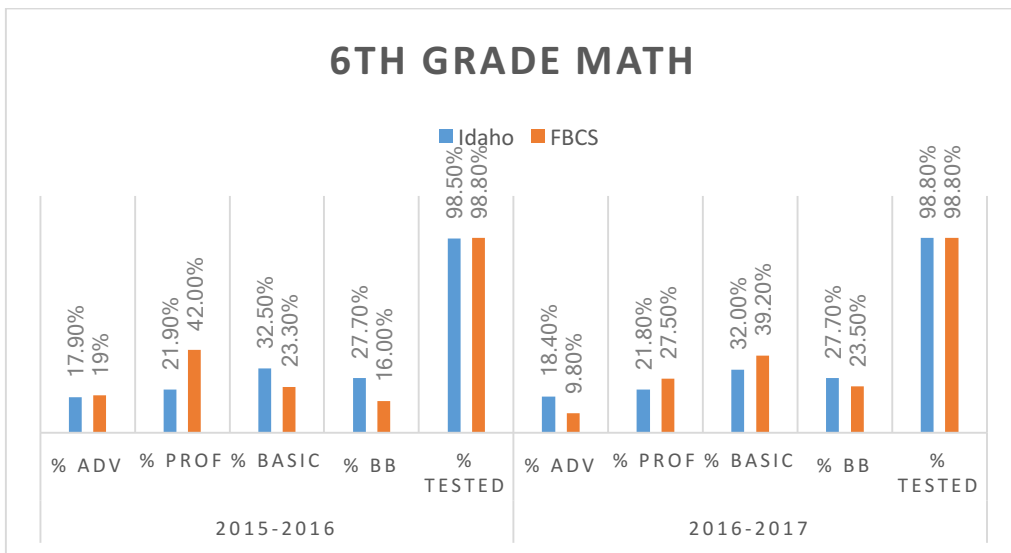
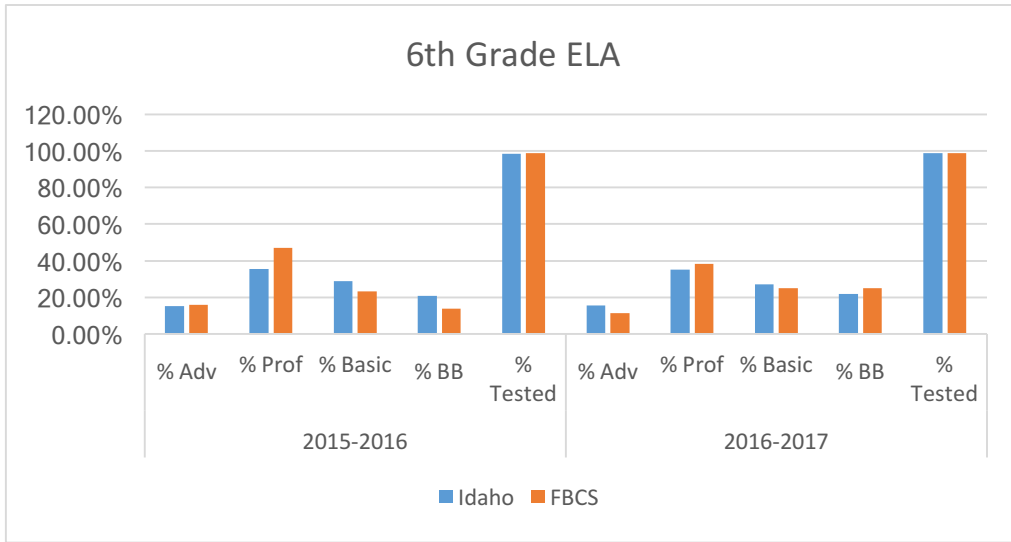
Appendix A: Standardized Testing Comparative Data: All School



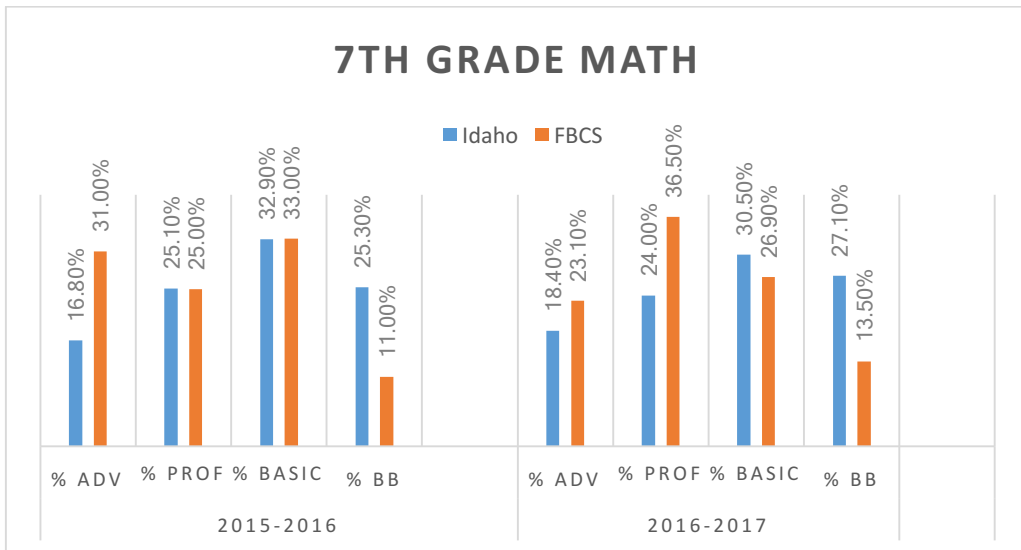
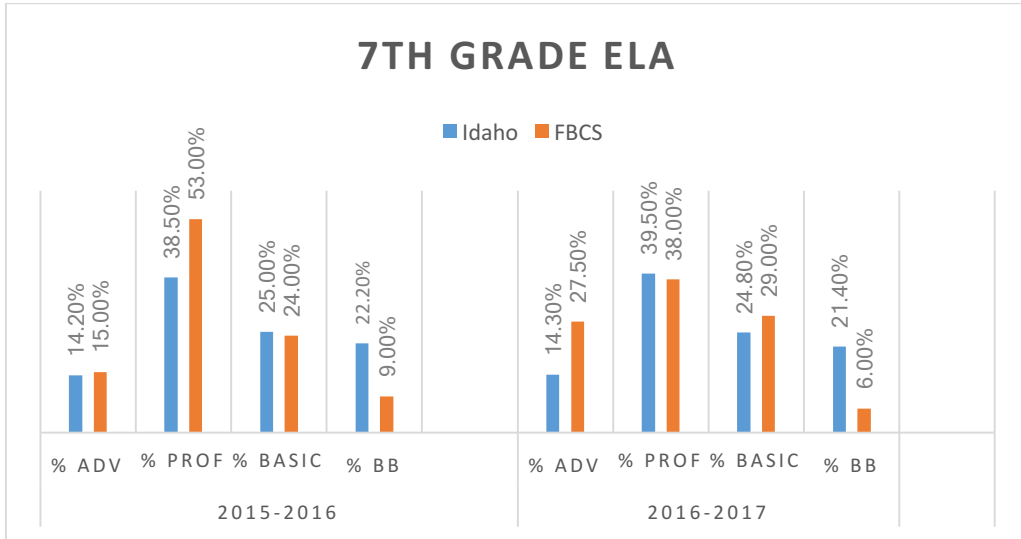
SCIENCE ALL SCHOOL



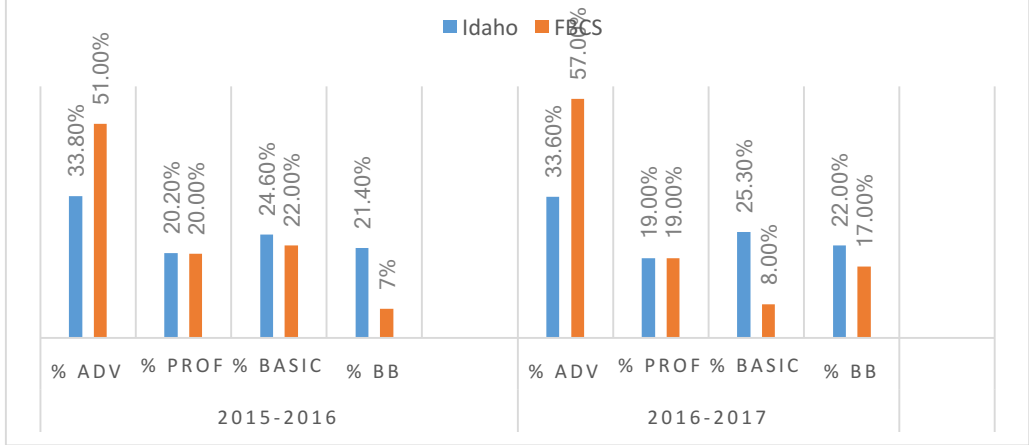
Appendix B: Standardized Testing Comparative Data: 6th Grade



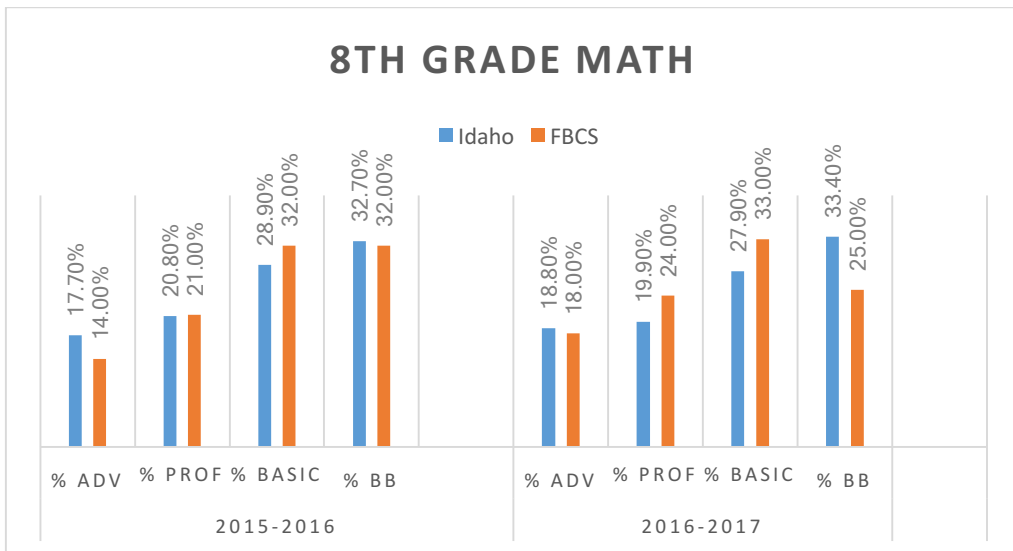
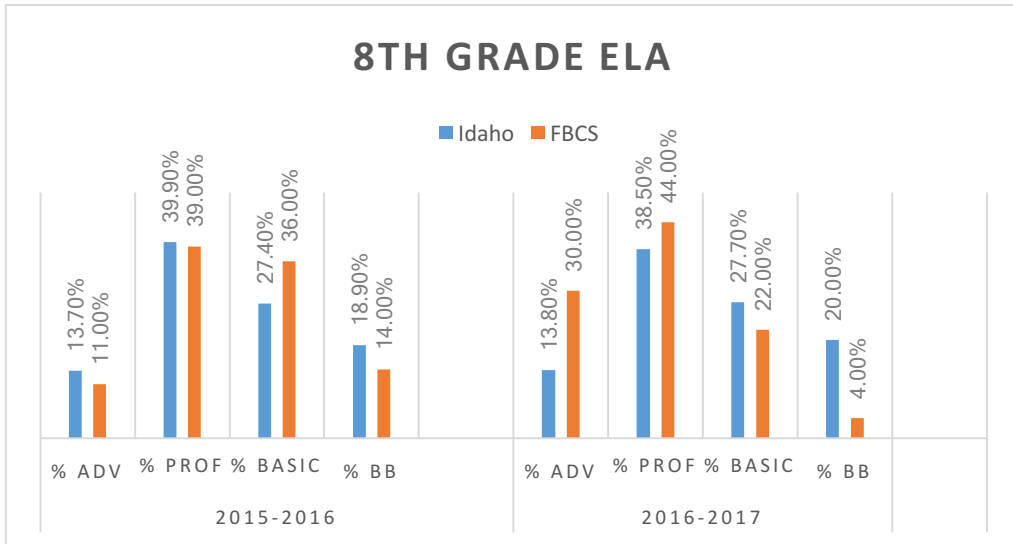
Appendix C: Standardized Testing Comparative Data: 7th Grade



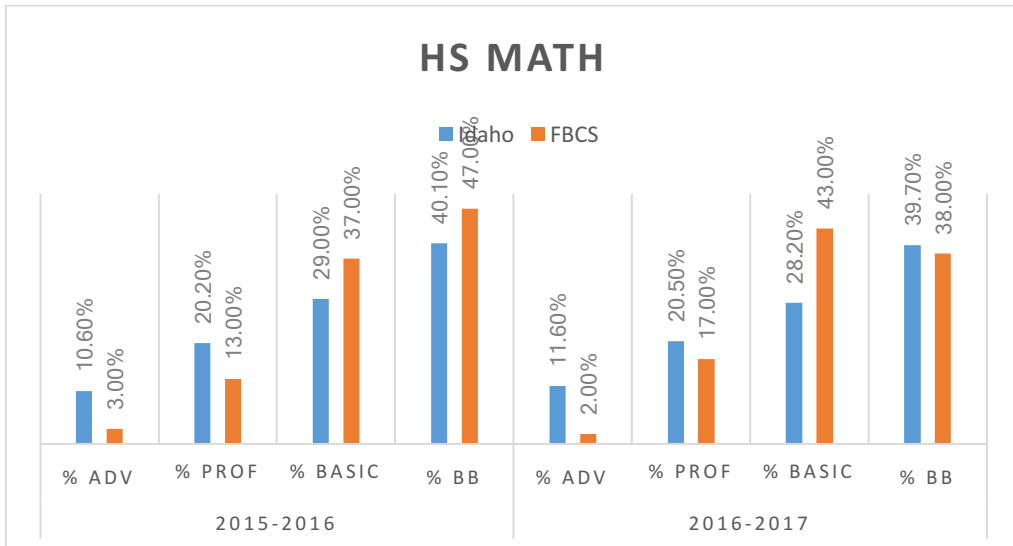
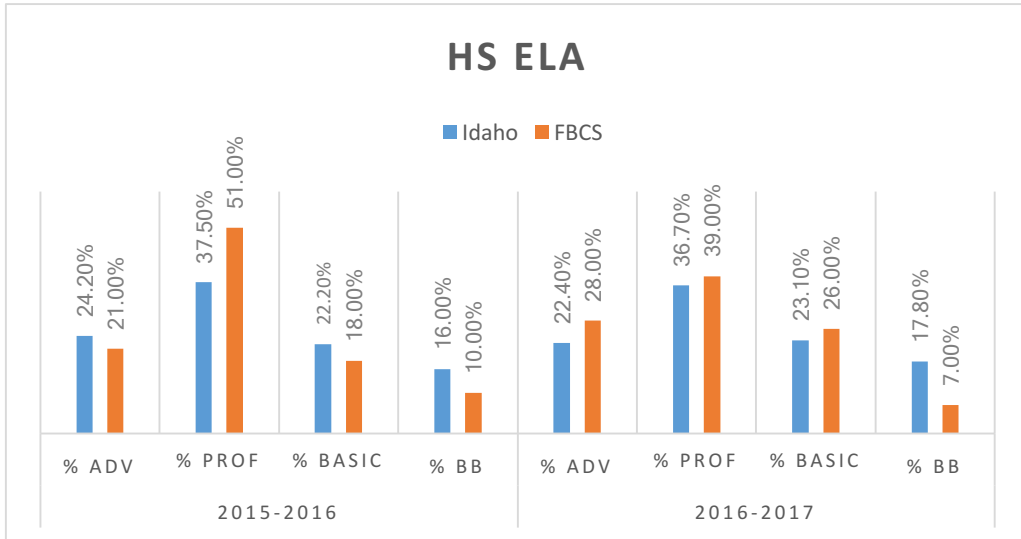
7TH GRADE SCIENCE



Appendix D: Standardized Testing Comparative Data: 8th Grade



Appendix E: Standardized Testing Comparative Data: High School



HS SCIENCE

