

Forrest M. Bird Charter School
CONTINUOUS IMPROVEMENT PLAN, ANNUAL REPORTING, and STRATEGIC PLAN
2017 – 2018

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 Planning Committee and are an initial step in strengthening student achievement and staff performance. The Leadership Team consists of staff members; The Planning Committee consists of School Board members, staff members, family members and community members. The Leadership Team meets approximately twice a month; The Planning Committee meets one to three times a month, depending upon need.

Mission:

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, Forrest M. Bird Public Charter School:

- ♦ 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:

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.

Performance Measures:

Goal	Continuous Improvement/Performance Measures	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmark / Performance Target
<i>[Goal Statement - Goal is a planning element that describes the broad condition or outcome that the LEA is trying to achieve. Goals are the general ends toward which LEA's direct their efforts. A goal addresses issues by stating policy intention.]</i>	<i>[Key performance indications/performance measures of how the performance will be monitored - Performance measures are a quantifiable assessment of the progress the LEA is making in achieving the goal. Performance measures must be quantifiable indicators of progress.]</i>			<i>[Year over year improvement for those indicators that requirement improvement reporting]</i>	<i>[Annual Performance Target set by the LEA]</i>
Students will be college and career ready.	% of students meeting the college ready benchmark on the college entrance exam for both English and Math (SAT/ACT)	16%	17%		20%
	# of students meeting the college ready benchmark on the college entrance exam for both English and Math (SAT/ACT)	6	7		
	% of students participating in one or more advanced opportunity	15%	18%	+3%	15%
	% of students meeting the college ready benchmark on the college entrance exam for English	62%	60%	+2%	70%
	# of students meeting the college ready benchmark on the college entrance exam for English	23	24		
	% of students meeting the college ready benchmark on the college entrance exam for Math	18%	17%	-1%	25%
	# of students meeting the college ready benchmark on the college entrance exam for Math	7	7		
	% of career-technical track high school students graduating with an industry recognized certification	0	0		1%
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam	0	2%	+2	2%
	# of high school students graduating with an associate's degree or a career technical certificate	0	0		1%

	4-year cohort graduation rate	70.6%	70.6%		80%
	% of learning plans review annually in grade 9	100%	100%		100%
	% of learning plans review annually in grade 10	100%	100%		100%
	% of learning plans review annually in grade 11	100%	100%		100%
	% of learning plans review annually in grade 12	100%	100%		100%
	# of students who go on to some form of postsecondary education within one year of graduation from high school	NA	18		
	% of students who go on to some form of postsecondary education within one year of graduation from high school	NA	53%		50%
	# of students who go on to some form of postsecondary education within two years of graduation from high school	NA	14		
	% of students who go on to some form of postsecondary education within two years of graduation from high school	NA	47%		60%
<u>Goal 2: FBCS students will effectively progress through grade levels by providing grade level appropriate skills in core curriculum components and promoting individual learning growth:</u> (All Students will be prepared to transition from grade 8 to grade 9.)	% of students who scored proficient or advanced on the 8 th grade math ISAT	36%	42%	+7%	45%
	# of students who scored proficient or advanced on the 8 th grade math ISAT	20	23		
	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	50%	74%	+24	80%
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	28	39		
<u>Goal 2: FBCS students will effectively progress through grade levels by providing grade level appropriate skills in core curriculum components and promoting individual learning growth:</u> (All students will be prepared to will be prepared to transition from grade 6 to grade 7.)	% of students who scored proficient or advanced on the 6 th grade math ISAT	60%	37%	-23%	50%

	# of students who scored proficient or advanced on the 6 th grade math ISAT	25	19		
	% of students who scored proficient or advanced on the 6 th grade ELA ISAT	63%	50%	-13%	60%
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	27	25		
Goal 3: FBCS will provide a safe, welcoming space for staff, students, families and community members in order to increase student achievement.	Family participation at parent/teacher conferences	30%	35%	+5%	50%
	Family and Community participation with FACE activities	NA (FACE is a new goal as of 2017-18)	NA		
	Student Climate Survey (results found in Appendix F)				

[School districts/Charters schools should pick performance measures and benchmarks based on an analysis of their student populations and local priorities in addition to those measures/indicators required in IDAPA 08.02.01.801. The goals and benchmarks listed in the template are for example purposes only. School districts should set their own benchmarks that are aspirational while still based on available resources and local needs. Benchmarks or performance targets set for each performance measure need to be for, at a minimum, the next fiscal year. Unless otherwise indicated benchmarks will be assumed to be for the next fiscal year.]

Analyses of Demographic Data

Analyses of demographic data from school district. (Note: This needs to be done as %)

	2016-2017	2017-2018
Male	53%	57%
Female	47%	43%
White	95%	95%
Black/African American	.3%	.3%
Asian	.6%	.6%
Native American	1.1%	.9%
Hispanic/Latino	3%	.9%
Free/Reduced Lunch Program	49%	50%
Received Special Education (IEP Students)	9.5%	12.2%

Action Plans for FBCS Goals:

Goal 1: Students will be College or Career Ready.

(Notes: Standardized Testing data for Goal 2 is found in Appendixes A – E: Performance Measures are presented earlier in the document).

Action 1: 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 2: 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 2: FBCS students will effectively progress through grade levels by providing grade level appropriate skills in core curriculum components and promoting 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 3: FBCS will provide a safe, welcoming space for staff, students, families and community members in order to increase student achievement.

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

- Develop and implement a FACE group that includes family and community members (2017-18)
- 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 3: 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)
- Action 4: 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)f

Action 5: 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)

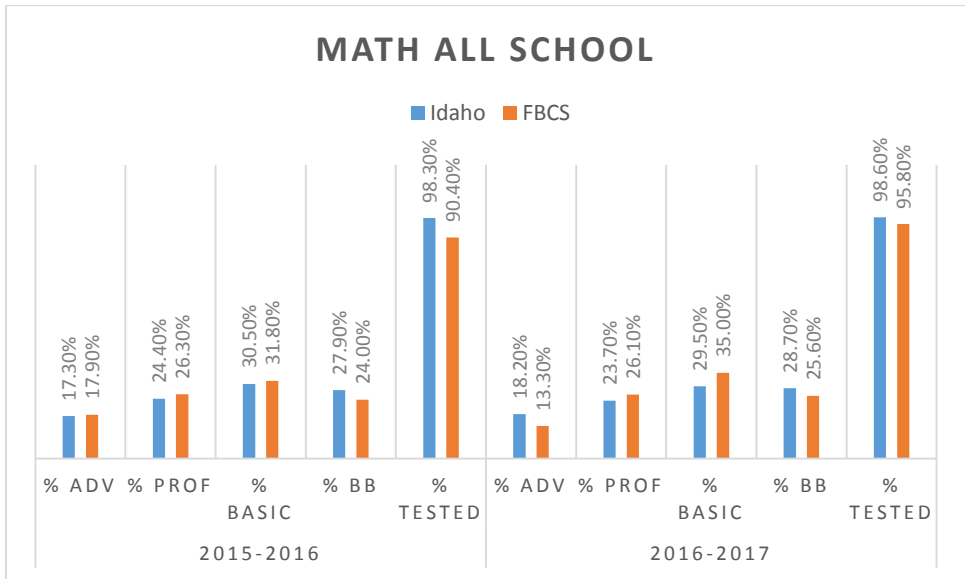
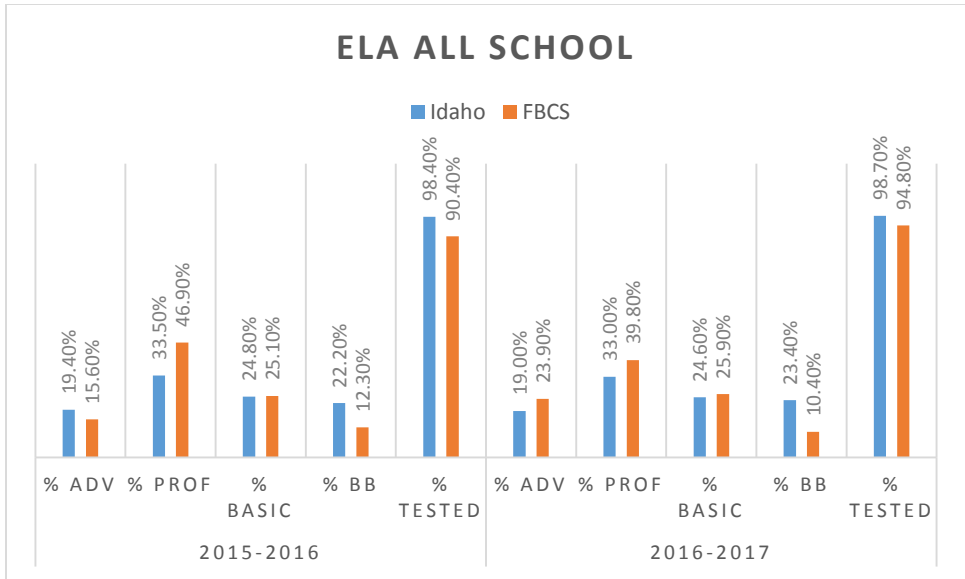
Action 6: Develop professional development opportunities for staff. With the adoption of the Standard Response Protocol, staff has initial training in the 2014-2015 school year introduced the terminology of all four terms as well as allowed for the staff to complete an effective evacuation drill. During 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 7: Develop procedures in the case of student suicides/death. (Completed: 2016).

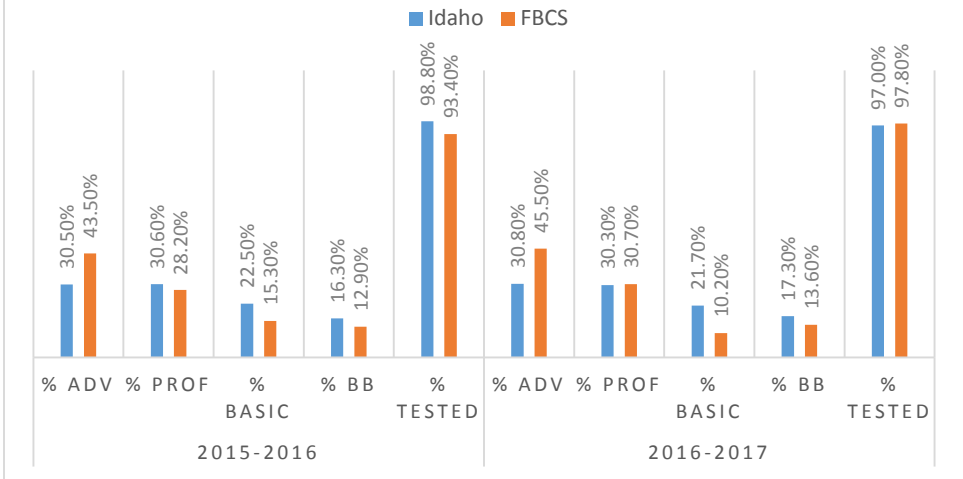
- o Provide professional development opportunities to staff for suicide awareness and prevention. (Ongoing)

Action 8: 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)

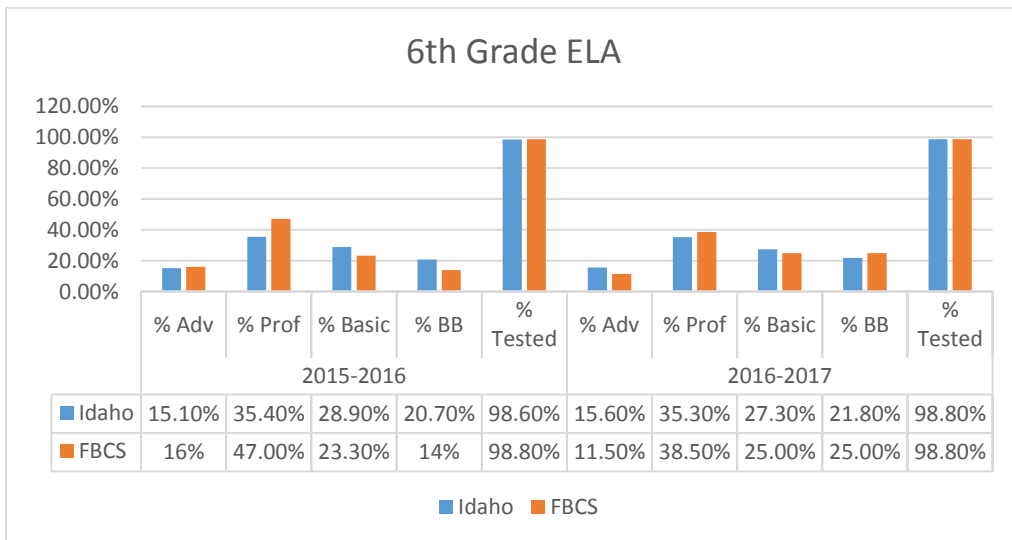
Appendix A: Standardized Testing Comparative Data: All School

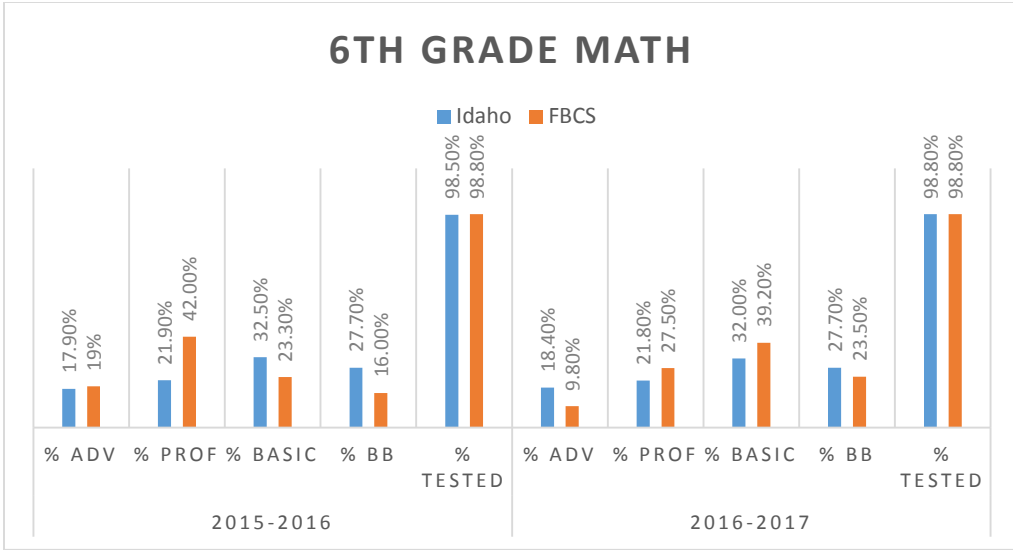


SCIENCE ALL SCHOOL



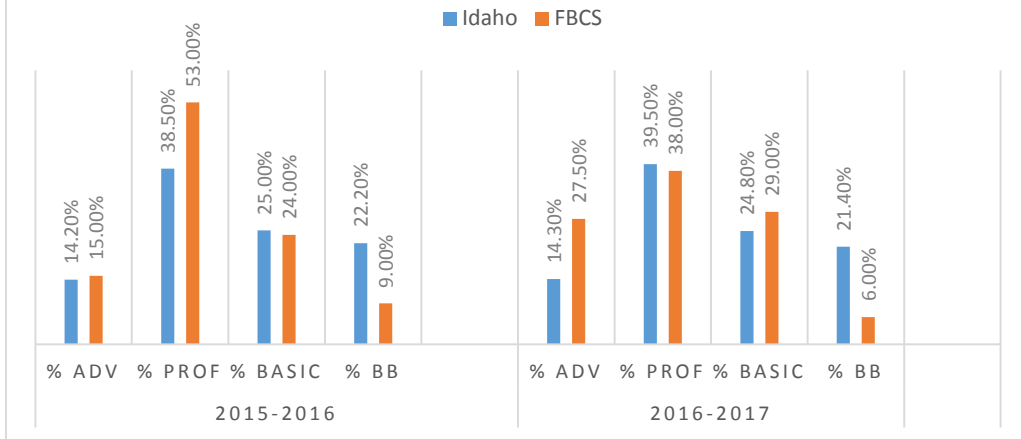
Appendix B: Standardized Testing Comparative Data: 6th Grade



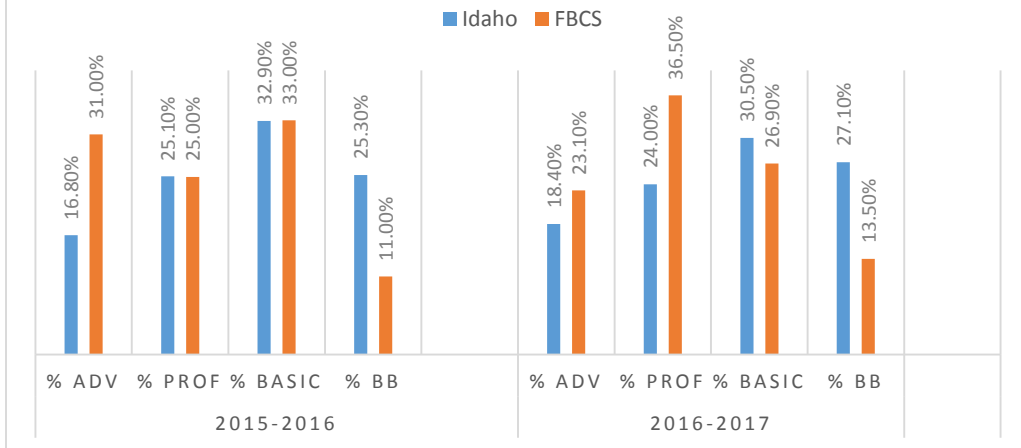


Appendix C: Standardized Testing Comparative Data: 7th Grade

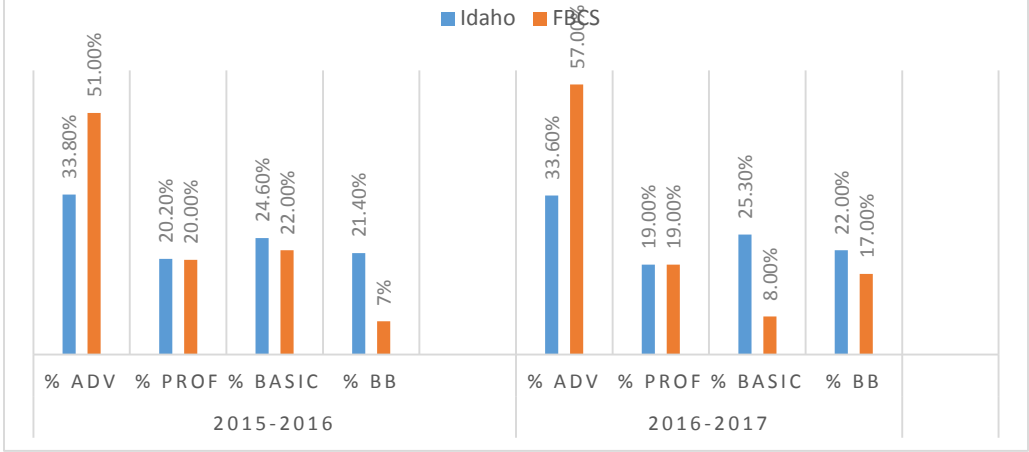
7TH GRADE ELA



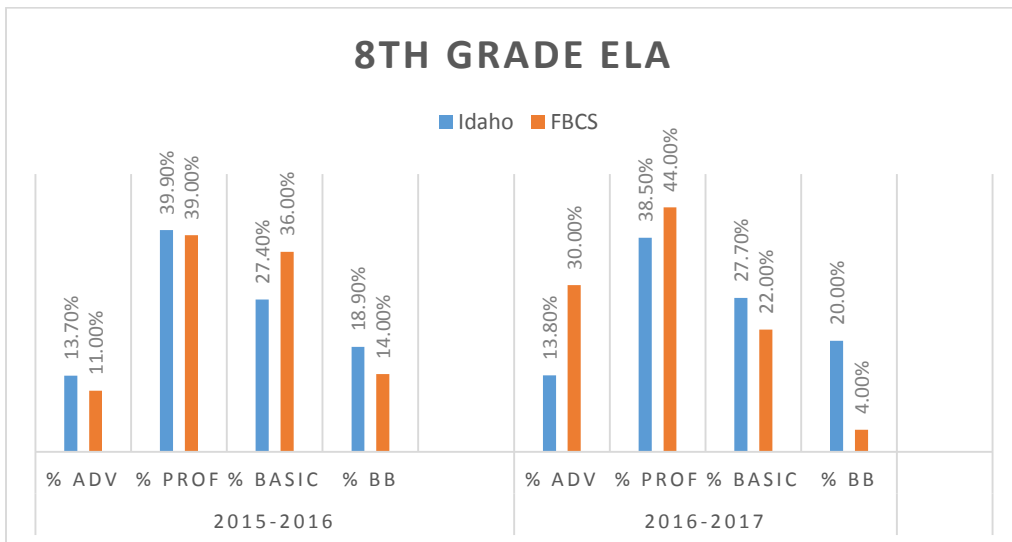
7TH GRADE MATH

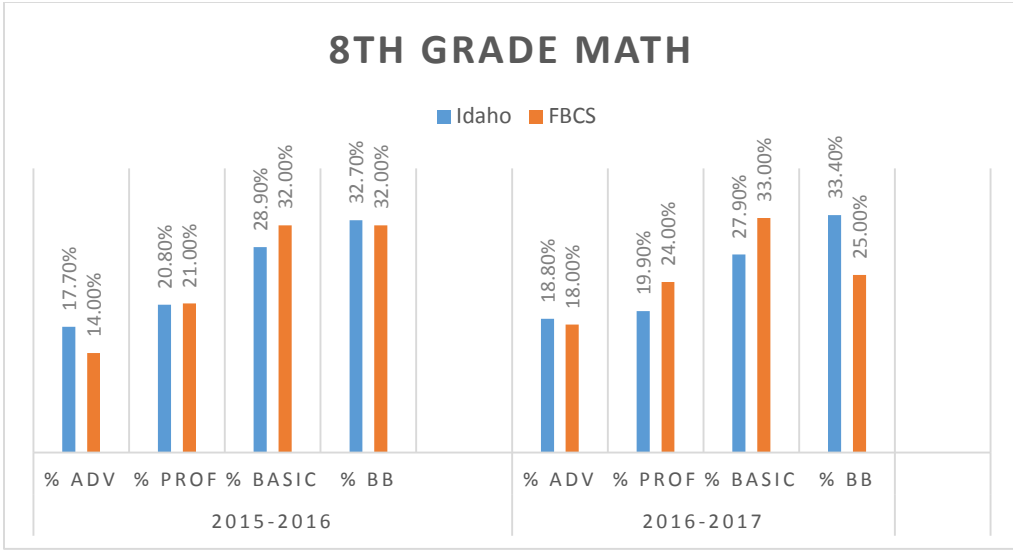


7TH GRADE SCIENCE

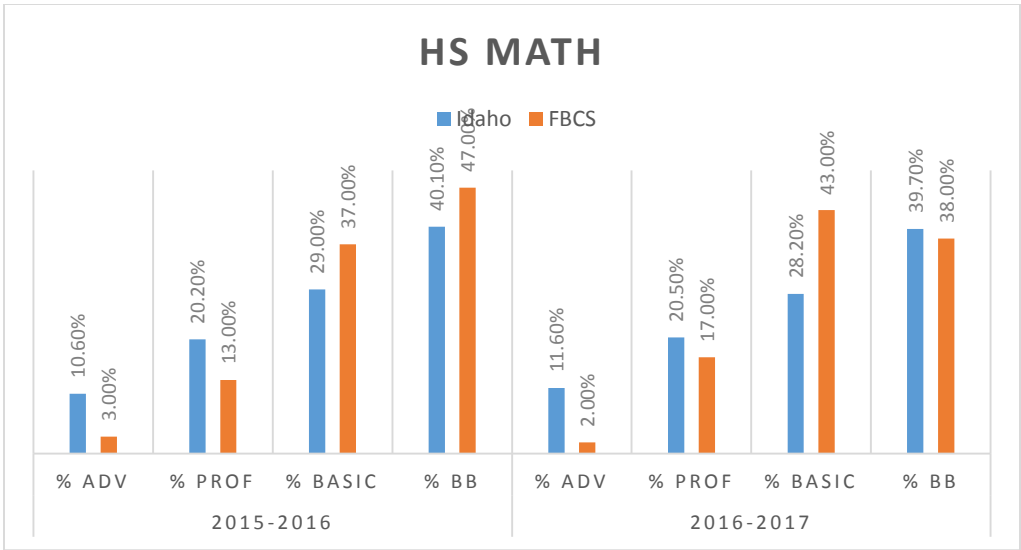
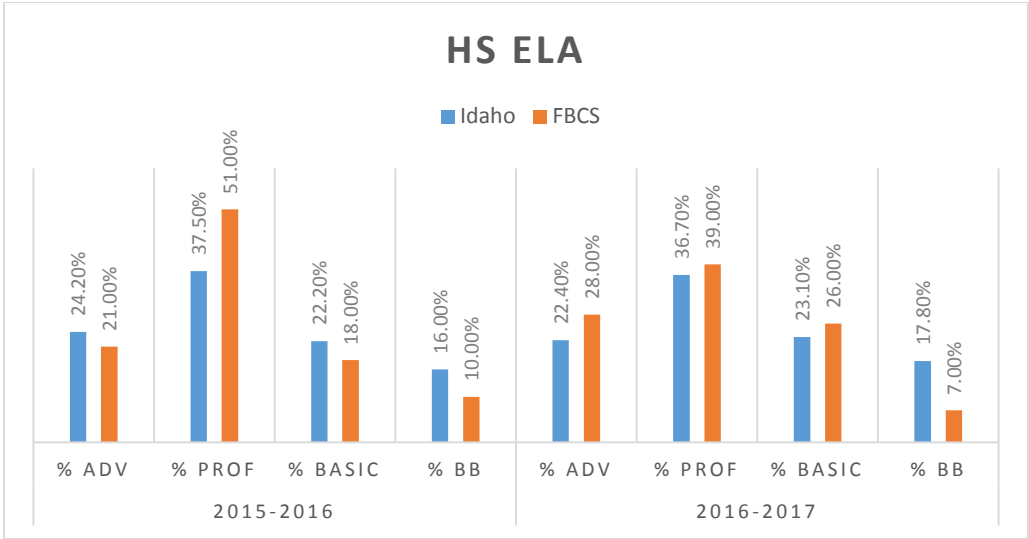


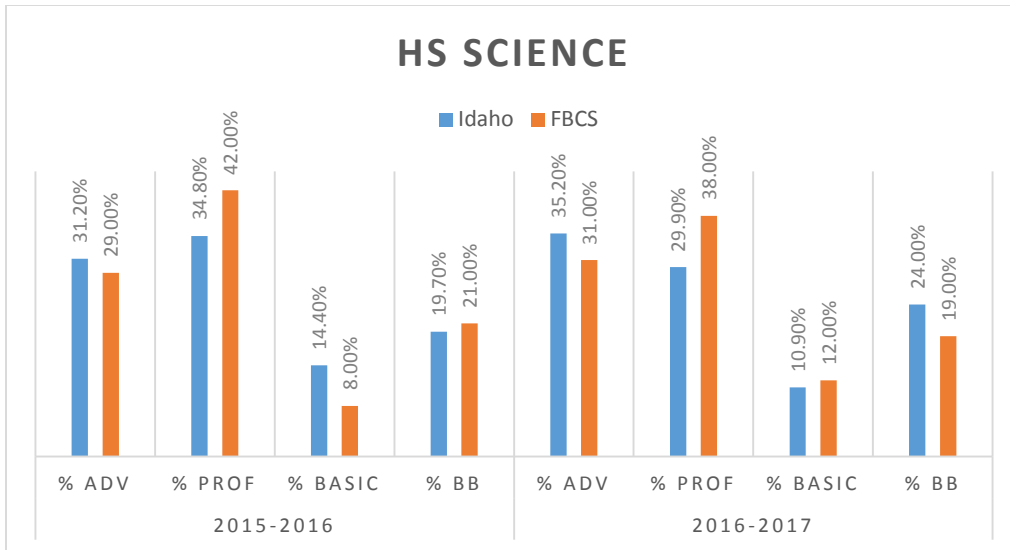
Appendix D: Standardized Testing Comparative Data: 8th Grade





Appendix E: Standardized Testing Comparative Data: High School





Appendix F: Student Climate Survey Comparative Results (2016 and 2017)

Note: Students rankings as 1 = lowest and 5 = highest.

Fall 2016 Questions and Responses						
	There is respect for individual differences in our school.	I feel comfortable reporting conflicts or problems to school staff.	I feel like I can truly be myself at school.	All of my teachers enforce the school rules equally.	I care about my future, and I think that doing well in school matters.	Students listen to one another at our school.
Middle School Average	4.02	3.87	3.53	4.13	4.61	3.96
High School Average	3.84	3.90	3.39	3.45	4.45	3.68
Totals	3.93	3.89	3.46	3.79	4.53	3.82
Fall 2017 Questions and Responses						
Middle School Average	3.63	3.20	3.10	3.49	4.46	3.03
High School Average	3.33	3.35	2.95	3.24	3.87	2.84
Totals	3.48	3.28	3.03	3.37	4.16	2.93
Overall Change	-0.45	-0.61	-0.43	-0.42	-0.37	-0.89
Middle School	-0.39	-0.67	-0.43	-0.64	-0.15	-0.93
High School	-0.51	-0.55	-0.44	-0.21	-0.58	-0.84

[REFERENCE PAGE] CONTINUOUS IMPROVEMENT PLAN

Section 33-320, Idaho Code, in part states:

“CONTINUOUS IMPROVEMENT PLANS AND TRAINING. (1) Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

(2) (a) The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

(b) The annual continuous improvement plan shall:

- (i) Be data driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
- (ii) Set clear and measurable targets based on student outcomes;
- (iii) Include a clearly developed and articulated vision and mission;
- (iv) Include key indicators for monitoring performance;
- (v) Include, at a minimum, the statewide student readiness and student improvement metrics; and
- (vi) Include a report of progress toward the previous year's improvement goals..."

The statewide student readiness and student improvement metrics are specified in [IDAPA 08.02.01.801, subsection 04](#).

In addition to the Continuous Improvement Plan requirements specified in Section 33-320, Idaho, Section 33-1212A, Idaho Code (College and Career Advising and Mentoring) and Section 33-1616, Idaho (Literacy Intervention) include requirements that are tied to the annual Continuous Improvement Plan reporting requirements. School Districts and Charter Schools may meet these requirements through the submittal and reporting of a consolidated plan and annual report that meets all of the requirements or each plan and report may be submitted as separate documents.

Appendices: (Optional, may be submitted as separate plans)

Appendix A: Literacy Intervention Plan: See Templates **1** and **2** on the [School District / Charter School Planning and Training page](#) of our website

Statutory requirements are specified in [Section 33-1616, Idaho Code](#).

Administrative Code may be found in [IDAPA 08.02.01.801, subsection 05, Annual Literacy Intervention Plan](#).

Appendix B: College and Career Advising and Mentoring Plan: See Templates **3** and **4** on the [School District / Charter School Planning and Training page](#) of our website

Statutory requirements are specified in [Section 33-1212A, Idaho Code](#).

Administrative Code: [IDAPA 08.02.01.801, subsection 06, College and Career Advising and Mentoring Plan](#).

The annual Continuous Improvement Plan must be reviewed, updated, and posted to the School District or Charter School website **no later than October 1 each year**. Literacy Intervention (literacy plan) and College and Career Advising and Mentoring (advising plan) plans must be submitted to the Office of the State Board of Education by October 1. If you incorporate your literacy and advising plans into your Continuous Improvement Plan the consolidated plan must be submitted to the Office of the State Board of Education by the October 1 deadline.

In addition to the Continuous Improvement Plan requirements outlined above, Section 33-320, Idaho Code requires the board of trustees of each school district or the board of directors for each public charter school to continuously monitor progress toward the goals identified in the plan by utilizing relevant data to measure growth and to include consideration of the progress in evaluations of the district superintendent or administrator of a public charter school.

Up to \$6,600 is available for each school district or charter school, on a reimbursement basis, to be used toward training for school districts superintendents and boards of trustees and public charter school administrators and boards of directors for training in continuous improvement processes and planning, strategic planning, finance, administrator evaluations, ethics and governance.