

Troy School District #287
CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING
2017 – 2018

Troy School District 2017-18 Continuous Improvement Plan

We value a comprehensive, quality education.

a positive culture.

high expectations for success.

fiscally sound practices.

programs preparing students for college and/or career.

The purpose of the Troy School District is to provide a quality, comprehensive education to the youth of our school district, and to prepare our students to become contributing members of society. Our vision: Troy School District will be a premier school district graduating confident students prepared for a successful adult life full of integrity and value.

Mission:

To provide educational opportunities for every student that emphasize the principles of learning for a lifetime, respect for a community and tradition, and pursuit of excellence. Our goal areas for 2017-18.

1. A systemic approach to continuous improvement.
2. Provide intervention systems in both schools to support achievement for all students.
3. Promote and maintain positive communication and relationships among students, staff, the Troy community.
4. To maintain or increase the Troy School District ISAT ELA, Math, and Science Proficiency rate of 70%.

Vision:

The purpose of the Troy School District is to provide a quality, comprehensive education to the youth of our school district, and to prepare our students to become contributing members of society. Our vision: Troy School District will be a premier school district graduating confident students prepared for a successful adult life full of integrity and value.

Promote community involvement in the development of the Continuous Improvement Plan and maintain positive communication and relationships among students, staff, and the Troy community.

TSD #287 Board Goal 1:

A systemic approach to continuous improvement.

A) Following the approval by AdvancED to become a unit school in 2015 Troy Schools continue to act upon the findings addressed in the 2014 external review visit.

1) Act on findings from the External Review Report which address opportunities for improvement / required actions.

2) Continue to implement the accreditation process by adhering to the AdvancED quality standards, engaging and monitoring continuous improvement.

3) Annually complete and submit a progress report to AdvancED.

4) Within two years of the external review act and report on all progress toward those required actions identified by AdvancEd. (Submitted)

B) The district will continue to survey parents, students and staff to determine areas of strength and areas of needing improvement as we prepare for our next scheduled external review.

C) The schools will develop and implement a systematic approach to reteaching academic skills of standards not mastered and to provide enrichment to students who have surpassed the academic standards.

D) Using a shared leadership model Troy Elementary will take the following steps:

1) Establish the Leadership team to guide our school improvement efforts and activities. The Leadership team is the link to all staff.

2) The Leadership team provides direction for school improvement by reviewing a variety of data that includes: perceptual, state testing, benchmarks, disciplinary, and attendance. This data is collected and analyzed three times per year using a data wall.

3) With the assistance of all staff, SMART goals are created, action plans, and staff development. At the end of each school year the whole staff will take part in a data carousel activity to help review our current data, evaluate effectiveness of the current plan, make suggestions for next year's goals and report on the effectiveness and progress of the professional learning community (PLC).

TSD #287 Board Goal 2:

Provide intervention systems in both schools to support achievement for all students.

1) Establish interventions and provide training k-12 (RTI)

2) Implement a literacy plan k-3.

3) Implement a Gifted and Talented Program

TSD #287 Board Goal 3:

Promote and maintain positive communication and relationships among students, staff, the Troy community.

- 1) The district will continue to provide factual information to the staff and community through the local newsletter (Talk of the Town), the district Key Communicator, Committees consisting of staff, board members, and parents, and Parent Advisory Committees.
- 2) Use various methods technology to communicate with staff, parents, and community. (School Messenger, Facebook, Blogs).
- 3) Foster positive relationships and provide effective learning conditions for all students and staff.

TSD #287 Board Goal 4:

To maintain or increase the Troy School District ISAT ELA, Math, and Science Proficiency rate of 70%.

- 1) Continue to use the Beyond Textbook framework across all grade levels.
- 2) Continue to promote a system that trains school personnel to maintain assessment data that uses multiple measures related to student learning that are proven to be reliable and bias free. This system needs to be regularly evaluated for reliability and effectiveness for improving instruction and student learning.

GOALS

1. College and Career Readiness

Create a “college-going” culture at Troy High school by providing assistance to all students in helping them make informed educational and career choices

- A. *TJSHS will track and record the following components in the 2016-2017 school year to develop baseline data*
 - i. The number and percentage of students meeting the composite college ready benchmark on a college entrance exam.
 - (Benchmark/Measurable Target)
60% of students will meet the benchmark.
 - ii. The increase in the number of student who met the college ready benchmark from the previous year.

- (Benchmark/Measurable Target)
10% increase over the previous year.
- iii. The percentage of students participating in one or more Advanced Opportunity.
 - (Benchmark/Measurable Target)
50% of students will meet the benchmark.

2. High School Preparedness

- A. All students will be prepared to transition from middle school/Jr. high to high school.
- B. The number and percentage of students who scored proficient or advanced on the 8th grade mathematics and English Language Arts ISAT.
 - (Benchmark/Measurable Target)
80% of 8th grade students will score proficient or advanced on the ISAT.

3. Student and Parent Engagement

- A. Face-to-Face meetings with school counselor in planning students schedule and post-high school plans.
- B. Invitation to attend events that are focused on College and Career preparations.
 - a. FAFSA Night
 - b. Career & College Fairs
 - c. University/College Visits (UI, LCSC)
 - d. SAT/ACT Testing Dates and Locations
- C. Up-to-date Information on all online school sources.
 - a. District Website
 - b. District Facebook Page
 - c. District Blog
- D. Take-Home flyers, pamphlets and scholarship lists readily available in the front office of Troy High School as well as the Counselor's office.

Report of Progress

[Continuous Improvement Measures in blue are required "Statewide Continuous Improvement Measures"]

Performance Measures in purple are required college and career advising and mentoring plan effectiveness metrics and may be reported in the continuous improvement plan or as an appendix to the plan. Improvement/Performance Measures are placed under example goals, all goals and performance targets are set by the LEA.]

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</i>	<i>[Key performance indications/performance measures</i>			<i>[Year over year improvement for</i>	<i>[Annual Performance</i>

<i>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>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>those indicators that requirement improvement reporting]</i>	<i>Target set by the LEA]</i>
All students will be college and career ready	% of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	■	41%	■	60% (10% annual improvement)
	# of students meeting the college ready benchmark on the college entrance exam (SAT/ACT)	■	11	■	12 (10% increase)
	% of students participating in one or more advanced opportunity	14%	41%	27 percentage points	50% (10% annual improvement)
	% of career-technical track high school students graduating with an industry recognized certification	No data	0.7%	No data	10%
	% of career-technical track high school students who passed the CTE-recognized workplace readiness exam	■	100%	■	100%
	# of high school students graduating with an associate's degree or a career technical certificate	■	■	n/a	0
	4-year cohort graduation rate	100%	95.8%	-4.2 percentage points	100%
	% of learning plans review annually in grade 9	0%	100%	100 percentage points	100%
	% of learning plans review annually in grade 10	0%	100%	100 percentage points	100%
	% of learning plans review annually in grade 11	0%	100%	100 percentage points	100%
	% of learning plans review annually in grade 12	90%	100%	10 percentage points	100%
	# of students who go on to some form of postsecondary education within one year of graduation from high school	13	16	3	11 (due to smaller cohort)
	% of students who go on to some form of postsecondary education within one year of graduation from high school	52%	70%	18	60%
	# of students who go on to some form of postsecondary education within two years of graduation from high school	14	No data	No data	17

	% of students who go on to some form of postsecondary education within two years of graduation from high school	56%	No data	No data	70%
All students will be prepared to transition from middle school / Jr. high to high school	% of students who scored proficient or advanced on the 8 th grade math ISAT	75%	57%	-18 percentage point	80%
	# of students who scored proficient or advanced on the 8 th grade math ISAT	15	8	-7	21
	% of students who scored proficient or advanced on the 8 th grade ELA ISAT	70%	73%	3 percentage points	80%
	# of students who scored proficient or advanced on the 8 th grade ELA ISAT	14	11	-3	21
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	85%	55%	-30 percentage points	80%
	# of students who scored proficient or advanced on the 6 th grade math ISAT	17	11	-6	13
	% of students who scored proficient or advanced on the 6 th grade ELA ISAT	70%	50%	-20 percentage points	80%
	# of students who scored proficient or advanced on the 6 th grade ELA ISAT	14	10	-4	13
All students will demonstrate the reading readiness needed to transition to the next grade	% of students who scored proficient on the 3 rd grade statewide reading assessment	87%	70%	-17 Percentage points	80%
	# of students who scored proficient on the 3 rd grade statewide reading assessment	13	10	-3	13
	% of students who scored proficient on the 2 nd grade statewide reading assessment	29%	75%	46	80%
	# of students who scored proficient on the 2 nd grade statewide reading assessment	5	16	11	15
	% of students who scored proficient on the 1 st grade statewide reading assessment	68%	78%	10 Percentage points	80%
	# of students who scored proficient on the 1 st grade statewide reading assessment	13	14	1	15
	% of students who scored proficient on the kindergarten statewide reading assessment	87%	93%	6 percentage points	80%

	# of students who scored proficient on the kindergarten statewide reading assessment	13	13	0	13
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	93%	93 %	Zero change	95%
	Parent participation at parent/teacher conferences	69%	75%	6 percentage points	80%
Increase teacher engagement	Number of hours of job embedded professional development	45 hrs	45 hrs	0	45
	Number of subject level multi-grade teacher teams	9	9	0	9
	Number of hours available for mentor teachers to mentor or observe/team teach	25	25	0	25
	% of new teachers (within first 3 years) assigned a mentor / participated in district mentor program	100%	100%	0	100%

[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

	2016-2017	2017-2018
Male	138	150.5
Female	124	115
White	262	251.5
Black/African American	3	3
Asian	1	2
Native American	6	7
Hispanic/Latino	5	7
Free/Reduced Lunch Program	54	61
Received Special Education (IEP Students)	27	28