



# Comprehensive School Improvement



EVERY STUDENT SUCCEEDS ACT



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# ESSA

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## History

The Every Student Succeeds Act, signed into law Dec. 10, 2015, replaced and updated the No Child Left Behind Act (NCLB). The Every Student Succeeds Act took full effect in the 2017-18 school year. As a result, states had to submit accountability plans to the Federal Education Department, in the 2017-18 school year. \*

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## Idaho

In February of 2018, Idaho submitted the Every Student Succeeds Act Consolidated State Plan to the U.S. Department of Education to comply with ESSA.

Idaho's plan can be seen here:

<https://boardofed.idaho.gov/meetings/board/archive/2018/0214-1518/03%20SDE.pdf?cache=1518797707694>

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# Categories of Data

According to the the Idaho State Dept., “Schools in each of the three categories will be sorted by their performance on each indicator shown in the tables.”

Academic Indicators include [Academic Achievement](#), [Academic Growth](#), [Growth Toward English Language Proficiency](#), [Graduation Rates](#), [Student Engagement](#), and [College & Career Readiness](#). Please feel free to look through the explanations provided by ID SDE by clicking on the hyperlinks.

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## Identification

Schools serving K-8	High schools	Alternative schools
ISAT proficiency*	ISAT proficiency*	ISAT proficiency*
ISAT growth*		
ISAT proficiency gap closure	ISAT proficiency gap closure	
Growth toward English Language proficiency*	Growth toward English Language proficiency*	Growth toward English Language proficiency*
English learner proficiency	English learner proficiency	English learner proficiency
Statewide Reading Assessment (K-3) proficiency		
	Graduation rate (4-year cohort)*	Graduation rate (4-year cohort)*
	Graduation rate (5-year cohort)	Graduation rate (5-year cohort)

Superintendent Cantrell was notified Aug 9 (2018) via telephone, that Rimrock and Bruneau Elementary would be identified as schools requiring ‘Comprehensive Support and Improvement’ (CSI) based on the school’s percentile rank and composite value scores.

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# Moving Forward

CSI schools will receive three years of “support” and monitoring from the SDE in order to improve the categories of data being measures (including standardized test scores). Sept 10 & 11, Superintendent Cantrell will take a team of BGV leadership to meet with ID SDE and other CSI-identified districts to learn more about the CSI progress and what tasks/activities BGV will be required to engage in as part of this process.



# Celebration!



First and foremost, we experienced some **SIGNIFICANT** successes in SY2917/18, that are worth noting and celebrating.

## *GVE Reading*

Kinder	1st	2nd	3rd
91% (+5)	69% (+17)	60% (+16)	62% (+8)

GVE reading scores (as indicated by the IRI) improved **SIGNIFICANTLY** over last year's averages. 91% of our kindergarten students were proficient (which is exceptional). 69% of our 1st graders are proficient this year, a 17% increase from last year. 60% of our 2nd graders are proficient, up 16% from last year. 62% of our 3rd graders are proficient, up 8% from last year. **These are very significant gains**, and should be celebrated!

At Bruneau Elementary, 100% of kindergarten students are proficient and 62% of 3rd graders (up 8% over District average last year).

What led to these substantial gains?

1. **Professional Development:** This year, all elementary staff studied the Teaching Reading Sourcebook during Friday P.D., which teaches how to teaching reading - start to finish. In doing so, all elementary staff learned about teaching the reading process to all students, from phonemic awareness through complex reading comprehension and vocabulary. As staff learned more about their role in X-grade, they gained a better understanding of the holistic reading process and how their own curriculum "fits" into the bigger picture of reading.
2. **Teacher Retention:** Last year, only 1 certified teacher was new to BGV elementary staff (and the same is true of the coming year). This means that only 1 teacher did not have the background knowledge and expertise associated with previous professional development trainings. The 1st year of teaching is very diffi-

cult - scores in 1st-year teacher classrooms are “always” lower. We’re focused on creating and maintaining a great workplace culture & climate, which leads to staff retention - the more great teachers we retain, the more learning our students will master.

3. **Tier III Interventions:** BGV elementary has had researched-based Tier I reading programs in place for more than 6 years now. Additionally, BGV elementary has been systematically improving Tier II reading programs for 4 consecutive years. This year (2017/18), we formalized a Tier III reading intervention and staffed it accordingly - this support played a significant role in aiding our struggling readers to improve their reading skills.
4. **PLC’s & Data Teams:** Teachers & administration meet together to review data and student achievement. AIMSweb data (progress monitoring) is reviewed, to see if the Tier I, II & III interventions are effective.

*Rimrock ELA (ISAT)*

	2015	2016	2017	2018
9th	10%	29%	38%	50%
10th	21%	20%	27%	52%

Rimrock ELA ISAT scores have been increasing, and are now approaching state average (57% in 9th grade ELA and 59% in 10th grade). Like our IRI scores at GVE, this is a SIGNIFICANT accomplishment. A number of factors have gone into this improvement in student achievement:

1. Mrs. Burk's work with Rimrock middle school students, feeding into the 9th grade ISAT scores.
2. Using the Pocatello curriculum maps to increase the rigor and consistency of our Rimrock ELA instruction.
3. Ms. Schwartz & Mrs. Granitier have done excellent work with our Rimrock H.S. students the last two years.

*Rimrock Math (ISAT)*

	2015	2016	2017	2018
9th	5%	0%	21%	23%
10th	0%	5%	13%	20%

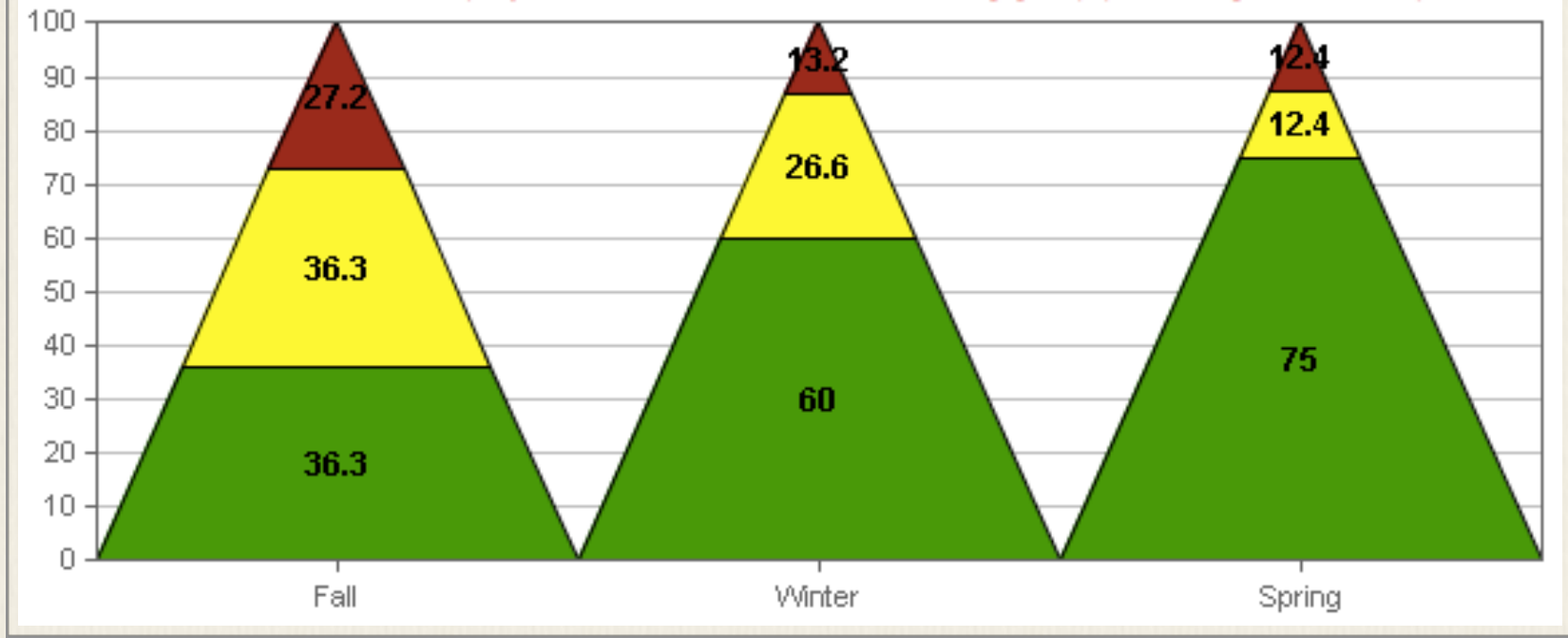
Rimrock Math scores have improved over the last two years, and are making progress towards state averages (31% in 9th grade and 33% in 10th grade). Mr. Burk & Mr. Cantrell are both optimistic that as our essential standards are identified and vertically aligned, and as we provide the needed supported curriculum to our math department, we will continue to see our scores improve in 2018/19.

These achievements are *important* indicators for us, and prove that we **can** make these changes... and that we will continue to improve in the other grades/ categories as well.



**Bruneau/Grand View Joint School Dist. 365 - BGVJSD-Grand View Elementary  
Mathematics Concepts and Applications  
Grade 3 - (Meyers , Alex - Homeroom) : 2017-2018 School Year**

Scores are displayed as decimals because rounding group percentages do not equal 100%.



Several of our elementary classes experienced significant successes in math, such as Mr. Meyer’s 3rd grade - which went from 36% proficient to 75% during the course of the school year - a truly impressive achievement.

Though we’ve had many successes to celebrate this year, we also see many areas for continued improvement in 2018/19 - areas such as 4th, 5th and 6th grade math ISAT where we’ve consistently scored at or under 20% proficient, with minimal gains reported in the last 3 years. We will continue to celebrate our many achievements, while working through the areas we need to improve upon in the coming school years.



# Schoolwide Improvement Plan



The Every Student Succeeds Act (ESSA) requires Title I Districts to participate in a Comprehensive Needs Assessment (Section 1114(b)(6)). Campuses operating a schoolwide Title I program (which BGV does) are required to conduct a comprehensive needs assessment of the entire school(s) that includes information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging State academic standards (IRI, ISAT, etc).

An eligible school, such as those at Grand View, Bruneau and Rimrock may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and as articulated in this schoolwide plan.

According to ESSA, schools shall develop a Campus Improvement Plan that includes a description of the strategies the school will be implementing to address school needs, including:

- A description of how the strategies provide opportunities for all children to meet the challenging State academic standards
- The use of methods and instructional strategies which strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
- Addressing the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

The [following document](#) was developed to comply with ESSA requirements and is provided in compliance with Section 1114 of ESSA. The SWIP is made public at [www.sd365.us](http://www.sd365.us) . Questions regarding this plan should be directed to the District's Superintendent, Ryan Cantrell.