

Tab 1



Oakley Jr-Sr High School

Schoolwide Improvement Plan 2025-26

Stakeholders

Jaren Wadsworth	Principal
Aaron Morgan	Counselor
Alysann Alves	Teacher/CTE
Kristin Jones	Teacher/Jr. Sr. High School Health and Athletics
Julie Richardson	Teacher/Administrative Team
Erin Hansen	Teacher/Jr. High w/SPED Background
Druci Wadsworth	EL Casemanager/Parent
Angie Mathews	Parent
Tyler Cranney	Parent
Melissa Power	Parent
Guillermo Magana	Parent

1. School Leadership Team

Oakley Jr/Sr High School's Building Leadership Team (BLT) consists of 9-11 people. The Principal has chosen to share leadership duties within the group. The team using student and parent input brainstorms solutions to school wide problems, discusses them, and then decides on a solution.

With shared leadership comes shared decision making. The team completes assigned tasks and submits them to the whole group. The goals, standards, benchmarks, tier instruction, interventions, special population updates, etc. will then be presented to the whole faculty before being implemented.

The BLT meets at least twice a month.

Principal Wadsworth, as a member of the BLT team, conveys information between school and district. Documentation is submitted by the principal as required.

Agenda needs are submitted to the principal and another stakeholder who sets the meeting agendas and provides a copy to the BLT.

Student data is gathered and used as per the task being discussed, updated or worked on.

As professionals, we assure that our curriculum is evidence-based through research, using district and state provided curriculum, and/or questioning the district and state curriculum leaders about evidence-based curriculum available to teachers for use in programs.

The principal or the delegated team member communicates with staff, families, and other stakeholders.

The role of members of the BLT can be rotated yearly. At the beginning of each year, rotations will occur based on the needs of the school.

2. School and Community

Oakley Jr/Sr High School (OHS) is a small school located in Oakley, Idaho. The population of Oakley totals 825 as of the last census. Showing that we do have growth. The primary work in Oakley is farming and ranching. However the close proximity to both Burley, ID and Twin Falls, ID provide many other opportunities for employment. With a total student population of 187. The student body is 79.1% White, 16.0 % Hispanic or Latino, 3.2% multiracial, .5% Native American or Alaskan Native, .5% Black/African American, and .5% Native Hawaiian or Pacific Islander. Our community has placed a great focus on having students graduate high school prepared for their future career. We strive to place a heavy focus on students preparing themselves for the future with our many certifications through our CTE and CRTC programs. Which have options ranging from diesel mechanics to residential building. We also provide ample dual credit courses for students whose goal it is to progress on to college. With multiple courses that teach life skills and preparatory courses for the future, we pride ourselves on not only our impressive test scores but the ability of our students to survive out in the world.

Engaging the community in our efforts has been a challenge. We have great involvement in many of our extracurricular activities. However, more involvement would be a great advantage. We currently have a PTO that is making great strides in improving our teacher environment, increasing the amount of parents involved at the school. We will continue to work on getting parents more involved here at the school. This could provide us with opportunities that we have yet to explore.

OHS high school promotes positive behavior with incentive programs, ranging from Student of the Month to a trip to Lagoon. Students are also involved in school-wide service projects, taking time from regular school classes to actively participate in the community.

3. Academic Achievement

Since the Fall of 2022, the Juniors have been preparing for the SAT. The PSAT test has been happening since the Fall of 2022. Since the 2018-2019 school year, the school has focused on the PSAT as a way to prepare students for the SAT. This has proven to be an effective tool.

SAT 2021-2025 Scores

OHS SAT Growth Average Total Score	Spring 2021 975	Spring 2022 910	Spring 2023 959	Spring 2024 1016	Spring 2025 1011
Average EBRW score	488	462	490	519	498

(Evidence Based
Reading and Writing)
Average Math Score

487

448

469

497

513

PSAT 2021-2024 Scores

OHS PSAT Growth	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Average Total Score	905	887	860	894
Average ERW Score	461	442	421	450
Average Math Score	444	445	440	444

ACT 2021-2025 Scores

OHS ACT Growth	2021-2022	2022-2023	2023-2024	2024-2025
Average Composite	22.5	22.3	23.8	21.6
Average Math	22.6	22.4	23.5	23.2
Average Science	21.8	21.4	22.5	22.2
Average English	21.1	22.6	22.7	20.4
Average Reading	23.4	22.6	25.5	20.8
High Score	30.0	28.0	32.0	28.0

7th Grade ISAT (Idaho Standards Achievement Test)*

% of students who scored proficient/advanced on the ISAT ELA (English Language Arts) Math	Spring '21	Spring '22	Spring '23	Spring '24	Spring '25
ELA (English Language Arts)	57	71	61	67	60
Math	43	51	46	53	40

8th Grade ISAT*

% of students who scored proficient/advanced on the ISAT ELA Math	Spring '21	Spring '22	Spring '23	Spring '24	Spring '25
ELA	69	53	58	63	65
Math	40	39	50	39	62

10th/11th Grade ISAT*

% of students who scored proficient/advanced on the ISAT ELA Math	Spring '21	Spring '22	Spring '23	Spring '24	Spring '25
ELA	67	59	60	67	57
Math	33	38	55	38	48

*2023 was the first year that 11th graders took the ISAT instead of 10th graders.

*In 2023, only 11th graders that did not get proficient in Spring '22 testing, took the ISAT.

Graduation Rate

	Spring '20	Spring '21	Spring '22	Spring '23	Spring '24	Spring '25
OHS Graduates	100%	100%	97%	100%	100%	100%
Non-Graduates	0%	0%	3%	0%	0%	0%

4. Student Learning Needs

Student learning needs are evaluated from data including, but not limited to, ISAT scores, District Literacy Benchmarks (DLB), District Formative Assessments (DFM), ACCESS (state-mandated test given to English Learners (EL), MAZE (reading comprehension screener), and EasyCBM (reading fluency screener).

This data has given us the ability to recognize a need for an increased focus in English and Math. However, the data given by these screeners hasn't been enough, we are actively looking for a better testing system. The goal with this new testing system is to allow us the ability to better benchmark students, giving us the opportunity to target those who are in greater need of help with their English and math skills. The ultimate goal here is to have all of our students (at a minimum) be at grade level. We have seen steady growth year after year as our teachers have worked diligently with our hard working students. Bi-weekly meetings as PLT groups have allowed teachers to better address the needs of our students. It is our goal at OHS to see growth in all our test areas. Helping students to be college ready, trade ready, or life ready.

5. Core Curriculum

Core curricular materials include but are not limited to those provided by the district.

12th Grade

US Government -- *United States Government* - Idaho Core (2017)

English 12 --Textbooks by McGraw Hill; various novels

11th Grade

US History -- *American History: Beginnings to 1877* - research-based

US History (Honors; Dual Credit) --American History: Reconstruction to the Present - research-based

English 11-Textbooks by McGraw Hill; various novels; Prentice Hall Writing and Grammar

10th Grade

Biology -- *Inspire Biology* (McGraw Hill)

English 10 --Textbooks by McGraw Hill; various novels; Prentice Hall Writing and Grammar

9th Grade

Geography -- Global Geography (Houghton Mifflin Harcourt)
Physical Science -- *Inspire Physical Science* (McGraw Hill)
English 9 --Textbooks by McGraw Hill; various novels; Prentice Hall Writing and Grammar

8th Grade

US History -- *United States History Beginnings to 1877* (Houghton Mifflin Harcourt)
Math -- *Glencoe MATH - Course 3 (McGraw Hill Education) and Amplify Math*
Earth Science -- Elevate Science Earth (Pearson)
English 8 --Textbooks by McGraw Hill
Health--*Health* (G-W Publisher)

7th Grade

Geography -- World Geography (Houghton Mifflin Harcourt)
Life Science -- Elevate Science Life (Pearson)
English 7 --Textbooks by McGraw Hill
Glencoe MATH - Course 2 (McGraw Hill Education and Amplify Math)
Health--*Health* (G-W Publisher)

Multi-Grade Level Classes

Geometry -- Glencoe *Geometry* (McGraw Hill Education)
Algebra 1 -- Glencoe *Algebra 1* (McGraw Hill Education))
Algebra 2 -- Glencoe *Algebra 2* (McGraw Hill Education)
College Algebra -- College Algebra (CENGAGE Learning)
Trigonometry -- Trigonometry (CENGAGE Learning)
Calculus -- Calculus for AP 1st Edition (CENGAGE)
Statistics -- *Elementary Statistics: A Step by Step Approach* Tenth Edition. (McGraw Hill Education)
Math in the Modern World (DC Math 123 at CSI) -- *Thinking Mathematically* (Robert Blitzer Pearson)
Economics -- *Economics* (Houghton Mifflin Harcourt) -- research-based
English and Literature --Prentice Hall for Literature; various novels currently being used per grade level
Holocaust Literature -- Reading List (*Night*; *The Boy in the Striped Pajamas*; *The Hiding Place*; *The Children of Willesden Lane*)
Chemistry -- *Experience Chemistry* (Savvas)
Health -- *Health* (Pearson)
Zoology -- *Integrated Principles of Zoology* (McDougal Littell)
Psychology (Dual Credit) -- *Psychology in Modules*, 10th ed (Myers)
Cultural Anthropology (Dual Credit) -- *Cultural Anthropology: The Human Challenge* - research-based
Astronomy -- *Astronomy 2e* (XanEdu **Publishing** Inc)
Physics -- *Physics: Principles and Problems* (Glencoe)
Environmental Science



6. Core Instruction

Oakley Jr/Sr High School (OHS) teachers use in-class formative evaluations (tests, oral and written quizzes, classroom queries), standardized tests, district summative exams like the EOCA, and the Building Literacy Benchmark (BLB) to provide formative data to help in adjusting to the writing needs of learners. In 2019-2020, we incorporated a new software called MasteryConnect to better allow teachers of the same subject to collaborate and coordinate helping students achieve mastery in various subjects. Since 2021, we have been using Canvas/Google to share communication and assignments with students. This goes hand-in-hand with our district's push for Professional Learning Teams (PLTs).

The teachers frequently collaborate during Professional Development (PD) throughout the week and on Fridays. Thus far, because our school is a "Singleton" in the PLT-parlance, our school has formed small teams of instructors organized vertically in order to help students in multiple disciplines reach mastery in areas such as essay writing, problem solving, etc. Study group establishment is done both as voluntary cooperation between teachers and by assignment if the need is recognized during a formal meeting.

The following are examples by grade level of opportunities to meet proficient and advanced academic achievement levels:

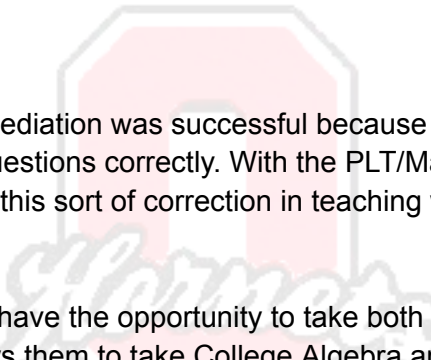
12th Grade

The district requires all graduating students to take and pass a version of the US Citizenship Exam called the Civic's Exam. This exam allows a teacher to see how much a student understands his/her US citizenship, or in a few cases, to understand how they and their parents can become citizens. 12th grade students have been able to help several students fill in the gaps in their understanding of the United States and the US Constitution. Interestingly, this effort helped them achieve at a high level on the test. At least one student was able to guide a parent through the process of preparing for the actual US Citizenship Exam.

Oakley High School offers the following Dual Credit classes: DC Government, DC History, DC English 101 and 102, DC Animal Science, DC Plant Science, DC Calculus, DC Statistics, DC College Algebra, DC Trigonometry, DC Child Development, DC Wellness, DC Spanish, DC Astronomy, DC Physics.

11th Grade

The End of Course Assessment (EOCA) is an assessment that can also provide very good formative evaluation information regarding what students are supposed to be taught in a given class throughout the district. Teachers can use this to see where their courses may have deviated from Idaho and district standards. All the students in one 11th grade class missed the same question on their exam. The topic of this question is so important it is also covered in the 2nd semester EOCA. The 2nd semester exam



results showed that remediation was successful because the majority of the students answered the related questions correctly. With the PLT/MasteryConnect implementation over the next few years this sort of correction in teaching will become the norm.

10th Grade

All 10th grade students have the opportunity to take both Geometry and Algebra 2 concurrently. This allows them to take College Algebra and Trigonometry as juniors and Calculus as seniors. It also helps them to be better prepared for the ISAT their sophomore year and the SAT their junior year. Students who choose to only take Geometry in 10th grade can take Algebra 2 as a junior and College Algebra and Trigonometry as a senior.

9th Grade

The Language Arts/Social Studies PLT group do this in their classes. Teachers are teaching various essay types in all classes. Writing is a skill that crosscuts disciplines and is essential to a sound education.

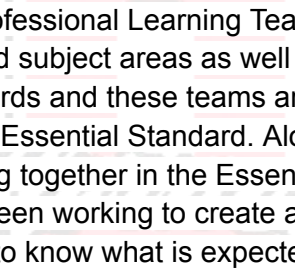
Junior High

A trained math teacher is utilizing various methods to help students meet Idaho proficiency standards. Methods include both small-group and individualized interventions. These include tried and true paper/pencil instruction, computer-based strategies such as IXL, math manipulatives, and individual modeling.

7. Alignment of Teaching and Learning

Cassia Joint School District 151 requires pre and post testing each semester. Common Formative Assessments (CFA's) are being utilized in ALL classrooms consistently in Oakley High School. These Common Formative Assessments are what drive instruction day by day and help teachers drive instruction weekly based on the data collected from these assessments taken by students. Teachers use many other assessment venues such as: continual feedback, interactive projects, verbal assessments, surveys, quizzes, tests, class discussions, and internet review practice. The school wide use of Canvas and mastery connect have contributed to the success of Oakley Jr/Sr High School as well.

Typically, there are one or two teachers per subject across Oakley High School. This makes it easier to remain consistent between levels and communicate expectations. One of the most important aspects of the alignment of teaching and learning is the focus on Essentials or known as Essential Standards. The district has content area meetings to allow for collaboration between teachers at the junior high and high school grade levels. Curriculum maps are discussed, created and/or updated at these meetings allowing all educators teaching a particular subject to have input or clarification into what is being taught. End of course summative testing will be assessed through Mastery Connect.



During the 2019-20 school year Professional Learning Teams (PLT) were established for collaboration across grade level and subject areas as well as content specific groups. PLTs have now created Essential Standards and these teams are now in the process of aligning the learning targets or intentions to the Essential Standard. Along with this, PLTs are then aligning a proficiency scale that ties everything together in the Essential Standard and Learning Intentions. The content specific groups have been working to create at least one common formative assessment that enables students to know what is expected of their understanding.

Teachers and staff use various ways of communicating with each other, including web-based discussions and personal contact. Teachers have school, district and state Professional Development (PD). School PD time is used for various trainings and to collaborate with each other.

The Building Leadership Team (BLT) meets to discuss data and test scores, District Leadership Team (DLT) information to or from the district, and to collaborate on various activities that take place within the school, including staff development, parent teacher conferences, and staff get-togethers.

School PD includes:

Easy CBM for English and Mathematics Curriculum Based Measurements

SAT prep and PSAT prep

PLT (Professional Learning Teams) Training

Digital Organization -ex; learning google classroom, Canvas, Mastery Connect

RTI (Response to Intervention- teachers review how students are progressing and possible tier instruction strategies)

EL strategies - Helping students learn English as a second language and build Language Acquisition

PBIS

District PD includes:

Safe Schools trainings

Federal Programs training

Mastery Connect for Data Keeping and a focus on Essential Learning (Essential Standards)

PLT (Professional Learning Teams) Training

Mentoring for teachers in their first two years of teaching

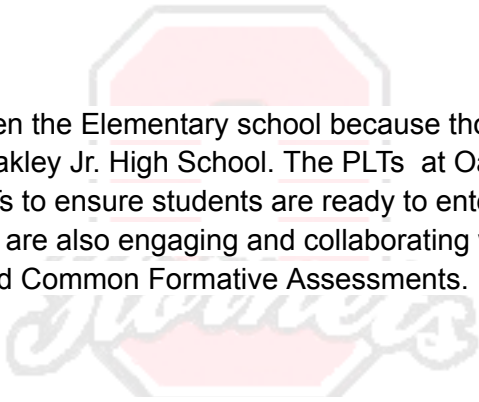
Go To Strategies

Go To Strategies for RTI

Subject level collaboration

Canvas training for using a Learning Management System in preparation for both in person and remote learning

Some new conversations amongst PLTs have been brought up this school year. Conversations about how to have readiness and leverage for students so they are understanding the essential skills and being more prepared to enter the next school year. The way this is accomplished is by



having PLTs working with even the Elementary school because those students need to be ready for the next school year at Oakley Jr. High School. The PLTs at Oakley High School are also working with the Jr. High PLTs to ensure students are ready to enter high school with the essential skills needed. PLTs are also engaging and collaborating with Declo High, Raft River High, and Burley High to build Common Formative Assessments.

8. Universal Screeners

The universal screeners are posted and used to evaluate student performance, student needs, and to make decisions on intervention plans. More training is being provided to enable teachers to house the data from these universal screeners in Mastery Connect.

OHS universal screeners consist of EasyCBM, WIDA AMS, and Access. Test results are shared with the students and staff. Some of these tests are not shared as easily as could be done. This will be reviewed and improved upon at a later date. We have in our building a designated para-professional who works with students by setting goals and helping them with their individual needs. Results for these tests are imported multiple ways into PowerSchool. Federal Program managers at the district level input EL related data.

For English Learner (EL) students, the goal is to achieve a composite score of 4.2 on ACCESS. They have to pass the tests that include reading (passing score 3.5), writing (passing score 3.5), listening (passing score 3.5), and speaking (passing score 1.0). Students must also earn a composite score of 4.2 which is based on the aforementioned scores plus combined scores such as reading and writing or listening and speaking. New second language students are screened using the WIDA AMS screener and the Home Language Survey to provide their language proficiency. The test and screeners are established to provide protocol on how to best serve these students.

Once a student is identified, an English learner plan (ELP) is created for that student. ELPs are required for students with an IEP or 504.

9. Tiered Instruction and Academic Interventions

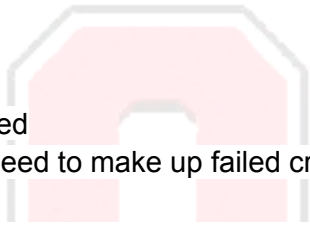
Tiered interventions are designed to build on foundational skills that support students' progress in core instruction through grade level and subject area teaming. Academic interventions are provided in both extracurricular and pull-out/push-in settings. Intervention time is built into the school schedule, with Thursdays designated for in-class interventions. During this time, teachers focus on addressing students' targeted needs directly within the classroom. Additionally, Flex Time on Thursdays provides an opportunity for teachers to offer pull-out interventions for students requiring more individualized support.

The programs and classes are as follows:

Advisory periods for daily check-ins with students

Flex time for reteaching, test prep, or enrichment based on real-time data.

EL interventions during Flex Time:



Friday School for students as needed
Credit Recovery for students who need to make up failed credits

These programs also help meet the needs of sub-populations that include SPED, Title I, English Learners, and Migrant students. The district provides additional help for these subpopulations through funding for teachers as caseworkers and paraprofessionals. Teachers and paraprofessionals collaborate biweekly in PLT teams to design the best plans to develop and refine plans that best meet the needs of students. The plan is shared with all stakeholders. Interventions utilize evidence-based strategies such as small groups (2–5 students), one-to-one instruction, and peer tutoring. Sheltered Instruction Observation Protocol (SIOP) methodology is encouraged in both planning and implementation. Second year teachers are receiving SIOP training.

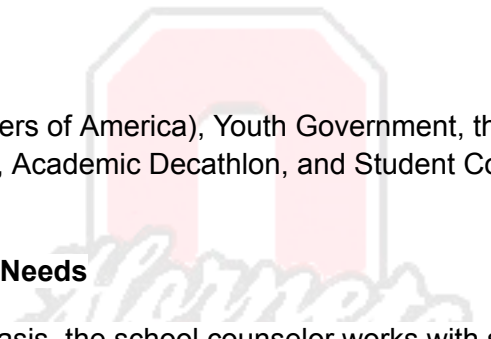
Progress is monitored using data from Universal Screeners, MasteryConnect, ISAT Growth and ACCESS levels. Students identified as below grade level through these tools, as well as teacher recommendations based on classroom performance, are prioritized for interventions.

10. Learning Time

Oakley Jr/Sr High School has seven periods a day every day. There are six 55 minute and one 60 minute class periods per day plus a 20 minute flex time (for interventions and extensions and a 35 minute lunch. Teachers are expected to be in their classrooms 30 minutes before and 30 minutes after school. Class time runs from 7:55 A.M. - 3:38 P.M. Mondays through Thursdays. Every other Friday is set aside for teachers to meet as a staff for professional development and PLT work where our groups can look at data from common formative assessments to summative assessments. This helps us place students appropriately for tier two or three interventions that will help them obtain proficiency.

Students have the opportunity to get extra assistance before and after school, and designated intervention time in each class on Thursdays. Credit recovery is available if a student's grade is failing but above a 45%. The credit recovery program is a student-driven, online computer-based program for high school students only; it is provided by the district with a district employee overseeing the program. Summer school is offered in Burley at Cassia High School for both high school and junior high students.

Oakley students are offered online classes during the school day through the Idaho Digital Learning Academy, many of which are dual credit courses. A classroom is available for online classes every day; with a staff member who oversees the students and proctors exams. Advanced Opportunity grants are available to assist in paying for dual credit and/or overload courses. Buses are available for students who take classes at Burley High School or Cassia Regional Technical Center. The buses leave each morning at 7:00 A.M. and return at lunchtime. Students have other learning opportunities including job shadowing and interning for local businesses. They are able to take advantage of extracurricular clubs including FCCLA (Family,



Career and Community Leaders of America), Youth Government, the National FFA Organization, Yearbook Club, Academic Decathlon, and Student Council.

11. Non-Academic Student Needs

On an individual and group basis, the school counselor works with students to address graduation requirements, registration, elementary to junior high and junior high to high school transitions, college transitions, and emotional and social development.

A college and career advisor position was opened up at Oakley Jr./Sr.High during the 2022-2023 school year. The position has been funded again for the 2023-2024 school year, an advisor has been hired for the 2024-2025 school year and again for the 2025-2026 school year to assist students on their path to college and career opportunities. The advisor's duty is to assist the counselor with college and career advising including applications, registration, scholarships, financial aid, advanced opportunities, dual credit, IDLA options, SAT/ACT prep, ALEKS administration, and proctor AP testing.

School based-mental health programs include collaboration between the school counselor, the school psychologist, and the special education director. Students are encouraged to use School Pulse, the suicide prevention program with a sign displayed outside the front door of the school, and Simply Hope, a Burley based mental health organization.

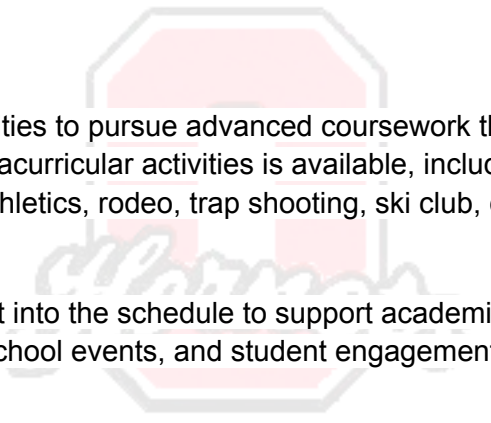
The coaching staff provides support and encouragement for students in a non-academic setting. Community volunteers, speech pathologists, food services personnel, and a district school nurse are all a part of a team that focuses on non-academic student needs.

The school offers school to work, job shadowing, and internship opportunities for high school students. Through the Ag Science and FFA programs students are able to do internships during the year. We are working towards offering internships in other CTE programs.

Our small town/school staff has a unique opportunity to offer assistance for individual student needs. With the opportunity of having multiple interactions with the students outside of a school setting, there is a strong probability of observing and assisting a struggling student/family while the problem is in its infancy.

12. Well-rounded Education

Each spring, a Master Schedule Committee meets to develop the school's course schedule, ensuring that all state-required courses are included while offering a variety of electives to meet students' needs and interests. To support a well-rounded education, elective options include world languages, fine arts, agriculture, Career and Technical Education (CTE), humanities, social sciences, business technology, and family and consumer sciences.



Students also have opportunities to pursue advanced coursework through dual-credit and online classes. A wide range of extracurricular activities is available, including FFA, FCCLA, BPA, Youth Government, music, athletics, rodeo, trap shooting, ski club, driver's education, and Academic Decathlon.

Additionally, Flex Time is built into the schedule to support academic interventions, leadership activities, SAT preparation, school events, and student engagement activities such as dances and pep assemblies.

13. Additional Opportunities for Learning

Oakley Junior High School has started to add additional learning opportunities to seventh and eighth grade students. 2023-2024 offered eighth grade math to seventh grade eligible students. During the 2024-2025 school year, eligible eighth grade students were offered Algebra 1, and these options continue in the 2025-26 school year.

The school participates in programs at the Cassia Regional Technical Center. All juniors and seniors have the opportunity to attend as a part of their daily school schedules. The tech programs that are offered are automated manufacturing technology, automotive technology, diesel mechanics, electronics technology, health professions, information technology, and residential construction technology. Many of these programs are dual credit programs which award both high school and postsecondary credit upon completion.

At the school level, there are nineteen dual credit classes offered to students as part of Oakley High School honors program. There is one honors class for junior English. Dual credit classes include:

POLS 101 - Government
HIST 112 - U.S. History
HIST 101 - World History Before 1500 AD
HIST 102 - World History After 1500 AD
ENGL 101
ENGL 102
ENGL 175 - English Literature
MATH 123 - Applied Math
MATH 143 - College Algebra
MATH 144 - Trigonometry
MATH 153 - Statistics
MATH 170 - Calculus
WELL 255 - Health
SPAN 101
AGRI 109 - Animal Science
AGRI 102 - Plant Science
THEA 101 - Music Appreciation

Also available to students are online dual credit classes through the Idaho Digital Learning Academy (IDLA), Brigham Young University-Independent Study (BYU.IS) and courses offered directly from local colleges and universities including the College of Southern Idaho (CSI), Idaho State University (ISU), Boise State University (BSU), College of Western Idaho (CWI), Northwest Nazarene University (NNU), Lewis-Clark State College (LCSC), College of Eastern Idaho (CEI), and University of Idaho (U of I).

The Advanced Opportunities program provides every student in grades 7-12 who attend an Idaho public school an allocation of \$4,125.00 to use towards the dual credit, overload classes, workforce training, and specific college-entrance exams. Overload classes are those that are taken in addition to a full schedule at school or during the summer break. Any course that is paid for out of advanced opportunities funding must be transcribed on a high school transcript.

Three (3) semester college credits equal at least one (1) full year (two (2) semester credits) of high school credit in that subject. Fewer college credits may be prorated at the discretion of the building principal (District Policy 634).

Vocational Rehabilitation is an option that is available to students who are transitioning out of the special education program into college or career readiness programs.

14. School Transitions

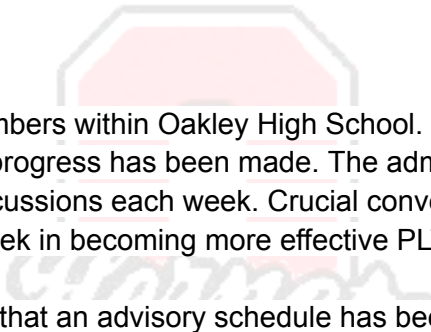
Junior high school students have a unique opportunity to make a smooth transition into high school because the high school and junior high are combined. Students become familiar with the high school through shared transportation, facilities, technology, activities, procedures, special programs, state testing and excellent staff. Because we share the facility and some staff, students become familiar with how to be successful in high school.

Academically, teachers complete the same PD and collaborate on academic achievement, behavioral needs and Response to Intervention (RTI). This helps the junior high school teachers be more aware of the transitional needs for students moving on to high school. Likewise, high school teachers are able to obtain information on issues that arise with individual students to better assist them in their success.

15. Professional Development

A major focus has been placed on Professional Learning Teams and teaching Essential Standards. All staff are in the process of developing Common Formative Assessments to make data-informed decisions on a weekly basis and to ensure that students are learning.

Collaboration time is built into the schedule and we meet each Friday to discuss how to function as an effective PLT School. They are functioning with some PLT components in place, but this is



still very new to many staff members within Oakley High School. Continual progress in PLT's has been occurring and much progress has been made. The administrator attends PLT meetings and guides some discussions each week. Crucial conversations have been happening and PLTs are growing every week in becoming more effective PLTs through collaboration.

Another component of PLT's is that an advisory schedule has been built into the school day. This advisory time has allowed students to choose where they will go during this time based on interventions, extensions, and extra time and support necessary for success. The schedule is built each Friday by the Advisory PLT team and then students choose on the schedule where they need to go to receive needed time and support in the essential skills. This process has been established, but it needs to be reviewed often to increase effectiveness. A focus that needs to be in place is that the data will show where students need to attend. Is it a math class that is necessary because the data shows it? Is it an extension of learning because the student already understands the essential skills and the data shows it? Is it extra time and support for a student to use because they are studying for a large test to prove they understand the essential skills? All of these questions are considered in this process of having an effective Advisory schedule built into the school day.

Teachers participate in Professional Development (PD). The Building Leadership Team (BLT) assists the administration in the scheduling and content of the trainings. Various teachers, professionals and district personnel direct the training. PD is also used to collaborate and plan at grade level and with a common curriculum.

PD includes:

Professional Learning Teams

Mastery Connect and impacts it has with Professional Learning Teams

Depth of Knowledge Framework

Staff Safe Schools training in connection with Stop The Bleed Training

Easy CBM/SAT math test scores

Federal financial/academic/language programs

Digital Organization - learning Google Classroom and using Canvas

Response to Intervention - teachers review student progress

EL strategies - helping students with English as a second language

Vocabulary Development and Word Walls in classrooms

Technology in the Classroom

District Collaboration Day for Suicide Prevention and Social Media Dangers

First year teachers are required to take Tools for Teaching authored by Fred Jones.

Second year teachers are required to take SIOP: Sheltered Instruction Observation Protocol and teachers are encouraged to take Go To Strategies: Scaffolding Options for Teachers of English Language Learners.

The district provides professional development opportunities including a variety of classes from which to choose. Conferences and/or classes in business, science, math, family consumer

science, agriculture, English, history, etc., are available at the discretion of the employee. There are funds set aside in the district to improve teacher development.

16. Family and Community Engagement

There is both a district parent involvement plan and an Oakley Jr/Sr High School parent involvement plan which are reviewed yearly. Cassia County School District's website has a community relations page. OHS has a website with a school calendar and an official Facebook page. It informs parents and students about important things that are happening at the school and the successes met by students and staff.

Cassia County School District and Oakley Jr/Sr High School make use of the PowerSchool program. This is the place where teachers take attendance, input grades, and look-up student information. The students and parents can go into their own portals of PowerSchool to check attendance and grades.

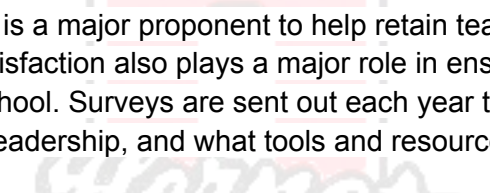
Oakley Jr/Sr High School teachers reach out to parents individually. Every teacher has a school email account; emails or calls to parents are made whether it be about issues that come up in class or successes. Oakley's teachers are also asked to send home a syllabus at the beginning of each semester to inform the parents about what is expected within the class, supplies, etc.

Oakley Jr/Sr High School has implemented an automated phone information system. This system explains any changes, any upcoming big events, snow days, and special instructions. This system goes out to all phone numbers on file so that teachers and parents can be informed on activities or last minute changes.

Oakley Jr/Sr High School is a social hub for the small, rural community of Oakley. When there is an activity going on at the school, a large portion of the community shows up whether it be sporting games, promenade for Prom, or senior project presentations. When there is a send off for the state playoffs for the sports programs, the fire department has a fire engine lead the procession. There have also been years where many community tractors have followed the bus out of town. Other involvement includes, but is not limited to, parent/teacher conferences, math nights, FAFSA night, community pep assemblies, meet the team night, dinners sponsored by groups like the cheer team.

17. Recruitment and Retention of Effective Teachers

Region 4, which includes Cassia County School District 151, has a high attrition rate making the recruitment and retention of teachers a high priority. The school district each year holds a job fair during the spring to recruit effective teachers. With Covid-19 beginning in March of 2020, it was a down year for potential candidates for the Job Fair. A \$1,000.00 sign-on bonus is paid to any new to the district certified teacher. The district has funds that will reimburse teachers to take the Praxis or other alternative route coursework required to gain new certification.



Delegation of responsibilities is a major proponent to help retain teachers year to year. With this responsibility sharing, job satisfaction also plays a major role in ensuring teachers are happy to work at Oakley Jr/Sr High School. Surveys are sent out each year to faculty to ask poignant questions of school culture, leadership, and what tools and resources are in place or needed for success in teaching.

To increase retention, each new teacher to the district is assigned a mentor. The mentor is a veteran teacher with skills that can assist a new teacher. All mentors receive district mentor training that addresses best instructional practices, coaching models for mentoring, Danielson Evaluation tools, and various district goals and practices. All first year teachers take a Tools for Teaching course that includes best practices for classroom management and instruction. All second year teachers take a course in SIOP: Sheltered Instruction Observation Protocol. The purpose of SIOP is to help learning to be accessible for all learners.

100% of the current faculty at Oakley Jr/Sr High School meet state certification requirements.

18. Coordination and Integration with Other Programs

Oakley Jr./Sr. High School is located in a small, rural, and socioeconomically disadvantaged community. To meet the diverse needs of its students, the school integrates federal, state, and local programs to provide comprehensive support. Programs such as Title I-A, Special Education, English Learner (EL) services, child nutrition, Career and Technical Education (CTE), and agricultural education work together to give students the greatest possible advantage.

The school operates a schoolwide Title I-A program, allowing all students to receive additional academic support without eligibility restrictions. While Special Education and EL services target specific student groups, the broader student population benefits from other federal and state programs, such as the Child Nutrition Program, which provides free and reduced-price breakfast and lunch to qualifying junior high and high school students through the elementary cafeteria.

Students also have access to a robust Career and Technical Education program. The Cassia Regional Technical Center offers advanced CTE courses to all juniors and seniors and to select sophomores. Locally, Oakley provides CTE classes in business, computer applications and design, welding, shop, animal science, foods and consumer science, child development, and fashion and design. These programs give students opportunities to attend job fairs, participate in community and business presentations, and engage in college presentations and campus tours, helping them prepare for both college and career pathways.

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Need #1

Need Description:

Increase math and literacy proficiency as measured by End of Course Math and ELA Assessment.

SMART Goal:

70% of 7th-8th and 11th grade students will show growth in the Pretest End of Course Assessment compared to the Post-test End of Course Assessment.

Evidence-Based Interventions:

Intervention Strategy

Based on state assessment data, mathematics is the subject area that needs specific attention. Tools for Teaching is being provided to first year teachers to improve classroom management and increase teaching strategies. SIOP training is being provided to second year teachers to improve instructional delivery strategies and utilize strategies to reach all students. Math teachers are collaborating in Math Professional Learning Teams to build common formative assessments and common collaboration. Current middle level math teachers have been trained through the MTI Course. Small group instruction is given to students using Khan Academy and common formative assessments. Data reviews by PLTs are occurring at the building and district levels.

We also provide school wide student incentives. We work to be extremely transparent with students and their ISAT math scores. Helping them to set goals, and create learning plans. When they reach those goals during the spring ISAT, we do a school wide reward, this may be in the form of a pizza party or extra lunch time.

What evidence level of criteria does this strategy meet?

Strong Evidence

How the intervention meets the definition of "Evidence Based"

District programs and strategies include: Tools for Teaching, SIOP, MTI initiative, small group instruction, Khan Academy, common formative assessments, collaboration in Professional Learning Community teams, Imagine Math, Interim ISAT.

Describe how the intervention will be monitored and evaluated for effectiveness.

The intervention will be monitored during collaboration in the Math PLTs. Use of canvas and mastery connect will help monitor the progress of student growth. Professional Learning Teams in the building along with district PLT meetings will help guide the work. Use of these resources during the school year shows evaluation of effectiveness.

Prioritized Need #2

Need Description:

Professional Learning
Communities (PLT's)

SMART Goal:

100% of staff members will
develop a proficiency scale for a
PLT group objective.

Evidence-Based Interventions:

Intervention Strategy

PLT groups are meeting biweekly and working to create proficiency scales. PLT Groups are sharing proficiency scale examples to other PLT groups. PLT group members are attending PLT conferences and trainings to learn more about the proficiency scales and have also created networks with surrounding schools to ask questions and gain support on creating a proficiency scale.

What evidence level of criteria does this strategy meet?

Strong Evidence

How the intervention meets the definition of "Evidence Based"

Professional Learning Teams will meet biweekly to assess and monitor student achievement data as it relates to the creation of a proficiency scale within their PLT group.

Describe how the intervention will be monitored and evaluated for effectiveness.

PLT groups will be assigned benchmark goals to be completed through the year that will give teachers time and opportunity to work within their PLT groups on creating their groups proficiency scales. Once their scales are completed we will create a means to integrate this information with our student handbook so parents can see samples of what we expect from our students.

Professional Learning Community teams created time in our school day for collaboration and essential standard identification, use of resources such as mastery connect, collaboration, and creation of Common Formative Assessments. Use of advisory flex time is showing that

students need interventions and they are responding well to interventions for specific classes. The use of flex advisory time helps guide teachers in the process of PLTs as well.

Prioritized Need #3

ITBS/PBIS System for JH-HS

SMART Goal:

100% of Oakley Jr-Sr High School will recognize, implement, and use Hornets C.A.R.E as part of the Positive Behavior Interventions and Supports system by the school year 2027-28.

Evidence-Based Interventions

Intervention Strategy:

Each teacher will have a behavior protocol chart in their classrooms and in specific parts of the school (hall, bathrooms, bus loading zone, commons, and library) for students to observe appropriate behaviors in those areas. Each teacher will be responsible for using the behavior protocols (Behavior Log) to monitor those behaviors according to the chart in each area. Teachers will be required to turn in one C.A.R.E card each week for a student exhibiting those positive behaviors that are encouraged. There is a PBIS Team that will meet bi-weekly to review goals and objectives of the PBIS/ITBS interventions and also look at data according to the number of behaviors teachers are reporting, where they are happening, and the time of day. The PBIS Team will then create a goal of focus on which areas seem to be the most challenging for support and strategies to share with the faculty.

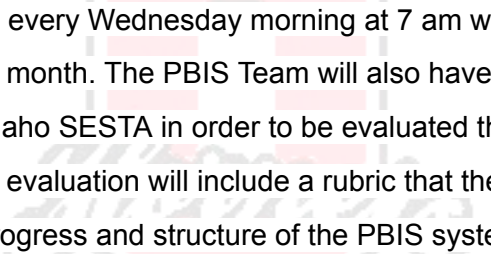
What evidence level of criteria does this strategy meet?

Strong Evidence

How the intervention meets the definition of "Evidence Based"?

The PBIS Team will meet bi-weekly to discuss observations that have been reported from teachers, information from the Behavior Log and building knowledge of PBIS structure within the building (C.A.R.E. card use by teachers, visuals for the school, updates to the PBIS system).

Describe how the intervention will be monitored and evaluated for effectiveness.



The PBIS will meet bi-weekly every Wednesday morning at 7 am with an agenda to review outcomes and goals for each month. The PBIS Team will also have virtual meetings with the Statewide Coordinator and Idaho SESTA in order to be evaluated throughout the implementation process. The evaluation will include a rubric that the State will use to score Oakley Jr-Sr High Schools progress and structure of the PBIS system, working toward fidelity.

The PBIS Team will also attend annual PBIS training during the summer to continue to calibrate the expectations of Idaho SESTA and the PBIS system for 100% implementation at Oakley Jr-Sr High School.

2. Identify the resource inequities which are barriers to improving student outcomes.

Better resources for managing student learning. We have few students at our school, however of those few we have many students at drastically different reading and Mathematics levels. The ability to monitor so many students and provide equal opportunities for everyone is quite a challenge. Better resources that would allow students who need more guided tutorials to fill in education gaps that have carried over year to year as well as extension opportunities for those who are far ahead of their classmates would make for a better overall learning experience.

Funding. Comparing our school to other high schools across the nation. Quite a few of our programs seem underfunded. Making it a challenge to provide effective education for our students. More funding could provide supplies that would allow students a more life-like approach to education, and give teachers opportunities to expand their subjects.

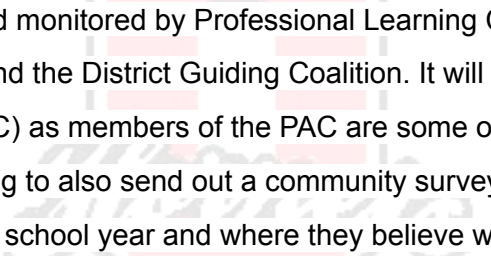
Examples of this include:

1. Subscription to IXL Math
2. Subscription to ALEKS (math)
3. Tier II Supplemental Program (State funded or other)

3. Provide the URL where this plan will be publicly available:

<https://www.cassiaschools.org/o/ohs>

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.



The plan will be reviewed and monitored by Professional Learning Community teams, the Building Leadership Team, and the District Guiding Coalition. It will also be reviewed by the Parent Advisory Council (PAC) as members of the PAC are some of our community stakeholders. We are planning to also send out a community survey to seek out the communities thoughts on the school year and where they believe we need improvements.