



**School Wide Improvement Plan  
3 - Year Trajectory  
2023-2026 School Year**

Plan Components
<b>School Wide Improvement Plan Goal 1:</b>
Kuna Middle School will establish a SMART goal specific to building an operational leadership team as defined by McNulty rubric with an end goal to at minimum have a high functioning operational leadership team by May of 2026.
<b>Need</b>
<p>Kuna Middle School has identified the need to increase shared leadership within and across the school.</p> <p>Through a comprehensive assessment including the use of the McNulty Leadership Rubric we revealed a need for the establishment of an effective school-wide leadership team that is more focused on strategic initiatives and tracking overall student achievement. Furthermore, it became evident that there is a need for utilization of key stakeholders in the role of a Continuous School Improvement Advisors, composed of dedicated school leaders that may have to work outside of contractual time to support the school improvement process. These advisory leaders will need to play a pivotal role in supporting the school's existing leadership team, particularly in the preparation, execution, and strategic planning of the School Wide Improvement Plan (SWIP).</p> <p>To address needs at Kuna Middle School, it is a crucial need to invest in professional development and support mechanisms that foster the growth of leadership capacity among Leadership Team (LT) members. Additionally, dedicating time and resources to provide professional development opportunities to all staff is paramount to enable the effective</p>

implementation of the Professional Learning Community (PLC) process.

Intervention Strategies:	Monitoring:	23/24	24/25	25/26
<p>1.0 Kuna Middle School will establish a leadership team to assure that stakeholders take an active part in the development and implementation of the schools continuous improvement planning process.</p>	<p>Kuna Middle School will maintain a leadership team structure overview document that includes all meeting dates and members.</p> <p>The LT will record quarterly the percentage of meetings met/not met with a goal of meeting the structure overview at least 90% of the time.</p> <p>A fall- winter and spring self assessment will be</p>	<p>Create an application process for joining the leadership team.</p> <p>Create criteria and collective commitments for being a part of the leadership team.</p> <p>Create a clear mission and vision for the leadership team.</p> <p>Create time and structures that allow the team to meet</p> <p>Identify and employ a self assessment process to continually grow and improve the leadership team.</p>	<p>Fully employ effective practices as a leadership team as defined by the research.</p> <p>Set clear action steps to continue to employ an effective leadership team as defined by research.</p> <p>Meet regularly to support the defined mission and vision of the team.</p>	<p>By May of 2025 Kuna middle will have a fully operational leadership team as defined by the McNulty Leadership Effective Leadership Evaluation Tool.</p>

	conducted to monitor growth of the team itself.			
1.2: KMS will develop and ensure collective teacher efficacy is prevalent by strengthening the collaborative culture in order to improve student-learning outcomes through the employment of PLCs in which the Leadership team Members will guide and lead.	PLCs will assess, fall, winter and spring on the <b>KIPP rubric</b> and the LT will monitor growth over time.	<p>Define PLC teams and each team's mission and vision.</p> <p>Create blocks of time to allow teaming.</p> <p>Create a professional development plan to support in effect PLCs.</p> <p>Create templates and protocols for the work.</p>	<p>Create/employ a professional development plan to support the effective implementation of PLCs.</p> <p>Create/employ a monitoring plan to ensure effective PLCs take place</p> <p>Self assess the implementation process and adjust as needed.</p>	By May of 2026 Effective PLCs will be in place as defined by...


**School Wide Improvement Plan Goal 2:**

Kuna Middle School will set annual SMART goals specific to ISAT ELA and MATH to increase the percentage of students who score proficient or above on the Idaho Standards Achievement Test. In addition, Kuna middle will set SMART goals specific to meeting or exceeding academic growth goals that are rigorous for all student populations.

**Identified Need:**

Kuna Middle needs to increase both overall growth rates and Proficiency rates as defined by end of year ISAT math and ELA scores for all students.

Based on review of the overall achievement and growth data the team conducted a thorough school-wide needs assessment, involving various stakeholders including a root cause analysis and pinpointed specific challenges within Tier I instruction. Key needs for improvement include the need for implementation of a guaranteed and viable curriculum across all core subjects, the development of Tier II intervention and academic extension opportunities in ELA and Math, the promotion of increased structured literacy within the school and across content teams, and a critical need for elevating the quality of instruction in every classroom every day.

To address these academic challenges effectively, Kuna Middle School will need to adopt Math and ELA curriculum meticulously aligning them to the state standards within the scope of the KMS academic calendar. Essential professional development opportunities will need to be provided to equip teachers with the knowledge and skills needed to effectively utilize these resources. Additionally, comprehensive school-wide professional development initiatives will need to focus on instilling high-quality instructional practices in every classroom, every day.

Furthermore, recognizing the importance of strategic planning and alignment in this process, KMS needs to provide compensation to team leaders who will play a crucial role in ensuring the seamless implementation of these strategies, often working well beyond their contractual time. Leaders responsibilities will encompass effectively mapping out the alignment of curriculum, providing ongoing support to all SWIP strategies, and facilitating or supporting essential professional development opportunities.

Intervention Strategies:	Monitoring:	23/24	24/25	25/26
<p>2.0 (CORE- Tier I) Kuna Middle School (KMS) will provide all student access to state English language arts (ELA) and mathematics (MA), science and social studies standards through the employment of a guaranteed and viable curriculum as defined by Marazano.</p>	<p>The admin team will identify a cycle of observation schedules to monitor the application of the school curriculum guides aligned to state standards and offer on-going feedback to both the LT</p>	<p>Adopt a new Math and ELA curriculum that is aligned to the state standards.</p> <p>Based on adoption selections:</p> <p>The school will develop structures that provide <i>ongoing support</i> to our teachers and school leaders for implementing the guaranteed and viable curriculum,</p> <p>Teams will have an <i>agreement</i> and <i>common understanding</i> of the essential content that all of our students need to know, understand, and be able to do.</p>	<p><i>Performance criteria</i> will be established and communicated to all of our stakeholders</p> <p>Continued support and Professional Development on implementation.</p> <p>Refined Curriculum maps that articulate an <i>agreement</i> and <i>common understanding</i> of the essential content that all of our students need to know,</p>	<p>By May of 2026 Kuna Middle will fully meet the criteria for employing a guaranteed and viable curriculum to all students in Math and ELA.</p> <p>Monitoring performance criteria will continue</p> <p>Continued professional Development will continue implementation monitoring will continue.</p> <p>Refinement and improvements will be</p>

<ul style="list-style-type: none"> <li>• The school curriculum and assessment guides will adhere to the state and district standards.</li> <li>• The School curriculum will be focused enough to assure teachers can adequately address it in the time they have available.</li> <li>• All students will have the opportunity to learn the critical content of the curriculum.</li> </ul> <p>Who- School advisors alongside the leadership</p>	<p>and individual teachers.</p> <p>Self assessment two times a year using Marzano's Viable Reliable Curriculum rubrics will be reviewed to guide next steps to ensure Kuna Middle meets or exceeds the research based definition</p>	<p>The leadership Team will have a <i>process for monitoring implementation</i> of the GVC.</p> <p>A clear professional development cycle will be employed to offer staff support in implementation.</p>	<p>understand, and be able to do</p> <p>Clearly defined and aligned common formative assessments.</p> <p>Employ <i>process for monitoring implementation</i> of the GVC.</p>	<p>ongoing.</p>
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<p>team will work to ensure school curriculum for ELA and MATH are purchased, available and a map to ensure they are guaranteed and viable will be created by August of 2023.</p> <p>Cross content teams will begin the process of mapping out their current curriculum using a defined curriculum map and the teams will review and work from the Guaranteed and Viable Curriculum</p>				
<p>2.1 KMS will establish a multitiered system of support to include TIER II interventions to ensure all students meet</p>	<p>Master schedules including courses for interventions will be reviewed to assure they</p>	<p>Create Intervention cut scores and criteria</p> <p>Develop a master schedule that allows for intervention opportunities</p> <p>Develop an assessment</p>	<p>Provide a professional development cycle to support intervention employment and best practices</p> <p>Create a system to</p>	<p>By May of 2026 Kuna Middle will have a highly effective MTSS model in ELA and MATH as defined by....</p>

<p>individual achievement goals when data indicates interventions are needed.</p>	<p>directly align to the school cut scores in identified universal screeners.</p> <p>Rosters will be developed and monitored to allow specific analysis of standards based on groups of students with similar Tier II academic needs.</p> <p>Observation cycles will be conducted to monitor implementation of the defined intervention model and reported out during winter and Spring LT meetings.</p>	<p>process to monitor student needs and intervention focus areas.</p> <p>Create clear criteria for what intervention blocks of time will include.</p>	<p>Monitor effectiveness of Intervention implementation</p> <p>Create a system to clearly define the standards or areas of focused support based on data.</p>	
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<p>2.4 Identify, evaluate, and extend the use of AVID reading strategies to include school wide implementation and consistency within the building in every classroom every day.</p>	<p>The Avid advisor will work with the LT to identify avid strategies for all classes, and monitor the employment across the building</p>	<p>Identify unified AVID strategies for all staff to employ.</p> <p>Create a professional development cycle to support all staff in effective employment.</p> <p>Create clear criteria for student engagement with each strategy</p> <p>Create a monitoring plan to ensure effective implementation</p>	<p>Employ the use of all avid strategies across all content areas in every classroom.</p> <p>Monitor the employment of the avid strategy implementation.</p>	<p>By May of 2026 Avid reading strategies will be highly effective in all classrooms across content areas as defined by each research base AVID strategy criteria set noted.</p>

	<p>based on Criteria defined for each strategy on a quarterly basis.</p>	<p>and to offer effective feedback.</p> <p>Employ the use of the avid strategies in at least one class section, win time and or course.</p>		
<p>2.5 Kuna Middle will create a plan that focuses on increasing structured literacy in both reading and writing within and across all courses at KMS in addition to a structured literacy time built within the master schedule during WIN time.</p>	<p>WIN time structured Literacy protocol implementation will be monitored to ensure proper employment across all classes and results will be reviewed quarterly with the LT.</p> <p>PLC-meetings agendas and notes will be available for review and progress towards Reading IT standards</p>	<p>Define unified reading strategies and focus standards to employ in and across all classrooms.</p> <p>Create a professional development plan to support all staff in employing effective reading/writing strategies.</p> <p>Create monitoring and feedback systems for the employment of the strategies.</p> <p>Create WIN time structured literacy protocol for all staff.</p>	<p>Employ reading strategies across all classrooms and all content areas.</p> <p>Monitor and provide on-going feedback to all staff.</p> <p>Collect student evidence of the work.</p>	<p>By May of 2026- highly effective reading strategies will be used in every classroom, every day.</p> <p>Continued monitoring and feedback of each strategy will be employed.</p>

	will be recorded monthly and reported out the the LT.			

**School Wide Improvement Plan Goal 3:**

Kuna Middle School will provide a safe, caring and nurturing learning environment that provides a strong academic, social, emotional, and behavioral foundation while increasing school connectedness among students, families and the school community as measured through an increase in attendance rates. These rates will be monitored monthly and a schoolwide growth goal in increasing attendance rates will be set each year.

**Identified Need:**

As reflected in anecdotal evidence collected as part of school’s needs assessment activities with stakeholders to include teachers, staff, students, and parents; review of attendance and tardies, chronic absenteeism, and engagement survey results; and In alignment Kuna Middle School’s core beliefs to “build a strong academic, social, emotional, and behavioral foundation that will provide the basis from which all of our students can extend their learning and become better prepared to enter high school,” it was established that the school-wide improvement plan would include a goal designed to support increased school connectedness, engagement, and student on-time attendance.

<b>Intervention Strategies:</b>	<b>Monitoring:</b>	<b>23/24</b>	<b>24/25</b>	<b>25/26</b>
3.0 Develop	The identified	Conduct a comprehensive	Collect data and evaluate	Collect data and support

<p>a comprehensive attendance/tardy plan to include developing student and family awareness, student recognition, and intervention support to assure all students are in class from bell to bell.</p>	<p>administrative team will contribute to and monitor the development and implementation of the school's annual tardy/attendance plan.</p> <p>Monthly reports will be reviewed with the LT.</p>	<p>assessment of the current attendance and tardy rates to determine our baseline.</p> <p>Create a system to track tardies and follow up with chronically tardy students.</p> <p>Assessing and strategizing with a multi-faceted plan for positive behavior and rewards (attendance and tardies).</p> <p>Develop a system for parent communication and feedback regarding attendance/tardies.</p> <p>Teachers will maintain professional responsibility and take accurate attendance.</p> <p>Monitor classroom attendance and create a system of accountability for teacher taking attendance</p>	<p>previous year attendance and tardy systems.</p> <p>Continue with a positive behavior and rewards plan.</p> <p>Monitor and refine attendance and tardy systems</p> <p>Refine parent communication systems as needed.</p> <p>Continue monitoring classroom attendance and accountability.</p>	<p>attendance and tardy systems.</p> <p>Continue with a positive behavior and rewards plan.</p> <p>Monitor and refine attendance and tardy systems.</p> <p>Refine parent communication systems as needed.</p> <p>Continue monitoring classroom attendance and accountability.</p>
<p>3.1 Develop a comprehensive behavior plan (with three tiers of</p>	<p>Office staff will review the google form behavior incidences and analyze</p>	<p>Provide teachers with a tiered behavior intervention rubric to let teachers know what behaviors they should take care of in their classroom and which ones</p>	<p>Collect data and re-evaluate schoolwide expectations.</p> <p>Tiered behavior intervention rubric is used in every classroom and by every</p>	<p>Collect data and support sustainable schoolwide expectations.</p> <p>Tiered behavior intervention rubric is used in every</p>

<p>behavior) to include developing student and family awareness, student recognition, and intervention support to assure all students are in class limiting overall office referrals.</p>	<p>the data to inform next steps each quarter</p>	<p>they should bring to the office.</p> <p>KMS Tiered Behavior Guidelines</p> <p>Teachers will agree upon and establish schoolwide expectations and implement.</p>	<p>staff member.</p>	<p>classroom and by every staff member.</p>
<p>3.2 Develop school wide staff expectations for monitoring hallway and classroom tardies- and non-negotiables for classroom on-timeness.</p>	<p>The leadership and site administrative teams will monitor the number and frequency of student tardiness and office referrals. Additional evidence will include the representation of school wide expectations</p>	<p>Create an environment where students feel respected, supported, and safe while moving through the hallways, and where staff can effectively guide and interact with them</p> <p>Provide teachers with a tiered behavior intervention rubric to let teachers know what behaviors they should take care of in their classroom and which ones they should bring to the office.</p> <p>Schoolwide expectations</p>	<p>Tiered behavior intervention rubric is used in every classroom and by every staff member.</p> <p>Evaluate effectiveness of schoolwide expectations and non-negotiables.</p> <p>Schoolwide expectations are updated and reviewed as needed</p>	<p>Tiered behavior intervention rubric is used in every classroom and by every staff member.</p> <p>Continue the evaluation of the effectiveness of the schoolwide expectations and non-negotiables.</p> <p>Schoolwide expectations are updated and reviewed as needed</p>

	being shared and consistently reinforced.	are shared and communicated with staff.  KMS Documents Link 23-24		
3.3 Expand parent and community participation through participation in the Parent Advisory Committee, school-based activities, partnerships, and volunteerism	The LT and school administrative team will send out an annual parent feedback survey in addition to recording the percent and number of meetings held each year.	<p>All staff will have a specific intervention or focus area to include families within their IPLP that is communicated once a month or by unit.</p> <p>Monthly Parent Meetings - with a collection of feedback from surveys will be in place.</p> <p>Staff will make a minimum of 2 positive phone calls home per week and log it in PowerSchool.</p> <p>Staff will contribute to the weekly classroom connection update sent out by admin by Thursday.</p> <p>Parents will be invited to volunteer and help in the school and classrooms.</p>	<p>Collect data and reassess parent communication IPLP goals.</p> <p>Evaluate fidelity and success of all parent communication goals. Continue improving parent communication.</p> <p>Collect feedback from the Parent Advisory Committee.</p> <p>Collect data to evaluate and improve parent volunteers.</p>	<p>Continue to collect data and reassess parent communication IPLP goals.</p> <p>Continue to collect feedback from the Parent Advisory Committee.</p> <p>Continue to collect data to evaluate and improve parent volunteers.</p> <p>Continue to evaluate fidelity and success of all parent communication goals. Continue improving parent communication.</p>