

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
HELD AT:
CANYON RIDGE HIGH SCHOOL BOARD ROOM #301
300 NORTH COLLEGE ROAD
TWIN FALLS, IDAHO 83301**

**January 25, 2017
5:00 P.M.**

AGENDA

- | | |
|-------------------|---|
| 4:45 p.m. | Dinner Served |
| 5:00 p.m. | I. Pledge of Allegiance |
| 5:01 p.m. | II. Approval of the Agenda |
| 5:02 p.m. | III. Unscheduled Delegations (Audience to Address the Board) |
| 5:02 p.m. | IV. Consent Calendar <ul style="list-style-type: none">A. Approval of New Classified EmployeesB. Approval of Classified Personnel ResignationsC. Approval of Extra-Curricular EmployeesD. Approval of Extra-Curricular Resignations |
| 5:05 p.m. | V. Teachers to report on Math Adoption and Pilot – Teresa Jones/L.T. Erickson (20 Minutes) |
| 5: 25 p.m. | VI. Elementary Standards Based Report Card Pilot – Teresa Jones (20 Minutes) |
| 5:45 p.m. | VII. Supplemental Levy Presentation – Wiley Dobbs (20 Minutes) |
| 6:05 p.m. | VIII. Strategic Plan Tasks Update—Eva Craner (15 Minutes) |
| 6:20 p.m. | IX. Leadership Premiums Committee Update – Teresa Jones/L.T. Erickson (15 Minutes) |
| 6:35 p.m. | X. Middle School Reconfiguration Update (15 Minutes) |
| 6:50 p.m. | XI. Superintendent Search Update (10 Minutes) |
| 7:00 p.m. | XII. Future Agenda Items <ul style="list-style-type: none">A. Day on the Hill set for February 20 & 21, 2017 in Boise |
| 7:00 p.m. | XIII. Executive Session as per Idaho Code 74-206(1) Subsections (b) <ul style="list-style-type: none">a. To consider student discipline;b. To consider personnel issues. Action Items: <ul style="list-style-type: none">(1) Student Discipline(2) Personnel Issues |
| 7:15 p.m. | XIII. Adjournment |

WORKING WITH YOUR SCHOOL BOARD

WELCOME to another Twin Falls School District Board of Trustees Meeting. You are encouraged to attend all regular board meetings.

We are proud of our school system and the board members are dedicated to the continued improvement of the Twin Falls Schools.

We understand that from time to time patrons of school districts have concerns and feel a need to bring those concerns to the attention of the school or teachers. In order to maintain continuity and best resolve these concerns, we recommend to our patrons the following procedures:

1. The first and most effective step is to take the concern to the staff member who is closest to the problem. (In many cases this will be the teacher, coach, etc.) We have found that most problems are resolved at this level.
2. If there is still a concern on the matter, we then recommend that the concern be brought to the attention of the Principal. We have found that unresolved concerns from item #1 are usually resolved satisfactorily by the building administrator.
3. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Director of Elementary Programs or Director of Secondary Programs.
4. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Superintendent of Schools. Difficult concerns can usually be resolved.
5. However, if the patron still feels the concern has not been properly resolved he/she may use the right of appeal to the Board of Trustees. This is done by calling or writing to the Superintendent and asking for the item to be placed on the agenda of the next regularly scheduled board meeting.
6. If you desire to address the board, we would like you to be as comfortable as possible. As a board we hold public meetings which are not public forums and therefore have rules which are necessary for the benefit of all. The following guidelines will assist you as you present your information to the board.
 - A. Prepare your thoughts ahead of time. Usually a brief written outline handed to each board member helps the board follow your presentation. This outline would also give them something upon which to make notes as you speak.
 - B. If a group is involved, select one individual to be your spokesperson. He/she can then guide the presentation with the board and help the board chairman in directing questions to the group.
 - C. Plan your presentation to be as brief as possible. This should include a question/answer period. If more time is needed it is best to give a complete written presentation to the board for their future study. If you give more than five to six minutes of testimony, time restraints will make it difficult for the board to respond that same evening.
 - D. Usually the board will direct the administration to help resolve the concerns and ask for a report back to the board at a later date. However, please remember a solution may take time to be resolved.

We are eager to have our patrons and school staff working together for the improvement of education in the Twin Falls Schools.

Thank you for coming. Please come again.

Your Board of Trustees



Twin Falls School District #411
201 Main Ave. W
Twin Falls, ID 83301

P 208.733.6900
F 208.733.6987
www.tfsd.org

WILEY J. DOBBS, PH.D. SUPERINTENDENT OF SCHOOLS

Date: January 19, 2017

To: Dr. Wiley J. Dobbs, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: New Classified Employees –2016-2017

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that these individuals listed below are approved for hiring for the 2016-2017 school year:

Jerelyn Duttlinger	Playground Aide at Lincoln Elementary School
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The individuals listed below are current employees that have been accepted for a transfer within the district for the 2016-2017 school year.

2016-2017

NAME

POSITION

Chelsea Wadsworth	Instructional Aide at Oregon Trail Elementary School
Cassidy Weatherford	Computer Lab at Canyon Ridge High School

All are in the process of completing the necessary consent, I-9's, drug free work place form etc., and have met the criteria to become employees of the Twin Falls School District.

If you have any questions or concerns, please do not hesitate to contact me.

Wiley J. Dobbs, Ph.D.
Superintendent of Schools



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Date: January 19, 2017

To: Dr. Wiley Dobbs, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Classified Resignations

The following classified employees have submitted their resignation letter resigning their position for the 2016-2017 school year:

Name	Position	School
Elvia Galvan	Crossing Guard	Lincoln Elementary School
Ronald Rose	Custodian	Bickel Elementary School
Douglas Burch	Crossing Guard	Pillar Falls Elementary School
Mara Dean	Paraeducator – IRC	O’Leary Middle School

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.

Wiley J. Dobbs, Ph.D.
Superintendent of Schools



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WILEY J. DOBBS, PH.D. SUPERINTENDENT OF SCHOOLS

Date: January 18, 2017

To: Dr. Wiley J. Dobbs, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Extra -Curricular Employees

It is the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that these individuals listed below are approved for hiring and a supplementary contract or employment letter be issued for the 2016-2017 or 2017-2018 school year.

If you have any questions or concerns, please do not hesitate to contact me.

Michelle Glass	Head Volleyball Coach (2017-2018)	Canyon Ridge High School
Nate Losser	Basketball Coach – Boys (2016-2017)	Robert Stuart Middle School



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WILEY J. DOBBS, PH.D. SUPERINTENDENT OF SCHOOLS

Date: January 5, 2017

To: Dr. Wiley J. Dobbs, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Resignations

The following employee has submitted their resignation letter resigning their position for the 2016-2017 or 2017-2018 school year:

- Whitney Cook - Volleyball JV Assistant Coach (2017-2018) at Twin Falls High School
- Mark Schaal – Varsity Assistant Baseball Coach (2016-2017) at Twin Falls High School

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that we accept these resignations.

ELEMENTARY MATH PILOT

Programs

- Bridges: 21 teachers
- Eureka: 21 teachers
- Primary and Intermediate pilots in each building
- Both programs piloting in each building

WHAT DOES THE RESEARCH SAY ABOUT THESE PROGRAMS?

FOCUS & COHERENCE	RIGOR & MATH PRACTICES	USABILITY					
TITLE	K	1	2	3	4	5	
Bridges In Mathematics The Math Learning Center View Report	13/14	13/14	13/14	12/14	12/14	12/14	
Connecting Math Concepts - Elementary McGraw-Hill Education View Report	1/14	1/14	1/14	1/14	1/14	1/14	
Creative Core Curriculum for Mathematics with STEM, Literacy and Art TPS Publishing, Inc. View Report	0/14	2/14	0/14	0/14	0/14	0/14	
Eureka Math Great Minds View Report	14/14	14/14	14/14	14/14	14/14	14/14	
Everyday Math McGraw-Hill Education View Report	7/14	10/14	10/14	11/14	11/14	11/14	
Go Math Houghton Mifflin Harcourt View Report	8/14	13/14	14/14	12/14	13/14	13/14	
Investigations Pearson View Report	6/14	7/14	4/14	0/14	2/14	2/14	
Math Expressions Houghton Mifflin Harcourt View Report	14/14	13/14	14/14	11/14	13/14	13/14	
Math in Focus Houghton Mifflin Harcourt View Report	1/14	0/14	0/14	0/14	0/14	0/14	
Math Trailblazers Kendall Hunt View Report	3/14	3/14	2/14	1/14	0/14	0/14	
My Math McGraw-Hill Education View Report	10/14	14/14	13/14	12/14	13/14	13/14	
Saxon Math Houghton Mifflin Harcourt View Report	2/14	0/14	1/14	0/14	0/14	0/14	
Stepping Stones Pearson View Report	10/14	11/14	14/14	13/14	12/14	10/14	

MATH PILOT TIMELINE 16-17

JULY 21: EUREKA TRAINING FOR ALL PILOT TEACHERS, BY RHONDA BIRNIE AND INST. COACHES

JULY 22: BRIDGES TRAINING FOR ALL PILOT TEACHERS, BY RHONDA BIRNIE AND INST. COACHES

SEPTEMBER 29: HALF DAY PILOT REVIEW DAYS FOR PILOT TEACHERS, INSTRUCTIONAL COACHES AND PRINCIPALS

OCTOBER 3: EUREKA TRAINING FOR PILOT TEACHERS

OCTOBER 4: BRIDGES TRAINING FOR PILOT TEACHERS

DECEMBER 1: MATH PILOT REVIEW DAY: K-2 ½ DAY AND 3-5 ½ DAY


FEBRUARY 23: MATH PILOT REVIEW DAY: K-2 ½ AND 3-5 ½: REPRESENTATIVES FROM EACH PROGRAM WILL PRESENT AND DO A QUESTION AND ANSWER FOR PILOT TEACHERS

APRIL 20: MATH PILOT ADOPTION DECISION DAY

APRIL 27: MATH PILOT ADOPTION DECISION DAY (IF NEEDED)

MAY 4: MATH PILOT REVIEW DAY (IF NEEDED)

MATH PILOT WORK DAYS

- ▶ Pilot teachers attend a work day each quarter, facilitated by Rhonda Birnie and our Instructional Coaches.
 - ▶ Teachers completed a survey regarding their pilot program in December and will complete the same survey in February. Information gathered through the surveys will be utilized in the adoption decision making process.
- 
- Three white lines of varying lengths and slopes are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

SAMPLE QUESTIONS ON TEACHER SURVEYS

- _____has USER FRIENDLY teacher guides that support my understanding of how to teach each lesson, or how to understand the math in each unit?
- How often have you accessed the digital training to support your teaching of the curriculum?
- Are the worksheets and student materials relevant and useful to students?
- Do the worksheets and materials support student understanding of the mathematics?
- Are the worksheets and materials easy for you to access?
- Have you modified the worksheets or materials?
- If yes to making modifications, please describe how you are modifying worksheets.
- Are the assessments an accurate look at what the students should have learned during the assessed period?
- Does this curriculum encourage concrete understanding of new math concepts?

PILOT REVIEW DAY WORK SAMPLES

Struggles

Bridges
4/26/16

- K - ① Time for Workplaces
- K - ② Material organization - Thankful we are not making it all, but sometime you need materials for workplace and lesson instruction
- 1 - Too much manipulatives and materials - Giving assessments in the corner and unit Games get crazy when not supervised directly. Kids can't read yet! Font ~~is~~ is small!
- 2 - Humber Corner (time, space) Organizing work place
- 3 - ① Time - takes a long time to get through a lesson
② Students don't have prior knowledge of strategies and place value
- 4 - ① Limited space/time.
② Prep time needed to prepare.
- 5 - ① Time - for prep, for lessons for practice for remediation
② Assesses knowledge and use in prior years

Struggles

Eureka
4/26/16

- K - ① Not the correct ^{or enough} manipulatives
- K - ② Assessments 1-on-1 are VERY time-consuming!
- 1 - ① No time to review prerequisite or foundational skills needed to access the lessons.
③ Many lessons have too much to cover in allotted lesson time.
① Time Management - the really a 60 minute lesson (failed to stop when) (there's not enough T)
- 2 - ② Aggressive Pacing of the Curriculum
- 3 - ① Time Management (some lessons very boring)
② Determining what to omit because of time repetitive
- 4 - ① Not differentiated - Assumes everyone has same skill set
② Assessments - questions all link. If you miss #1 all are wrong
- 5 - Time Differentiation

EXAMPLES OF SOME OF THE WORK COMPLETED ON PILOT REVIEW DAYS:

Positives

Bridges also do

K- ① Very interactive - limited worksheets use body movement - circle time
② Number sense - not just counting

1- ① Unit Magic Squares
② Number Corner - Calendar

2- ① Students are very engaged and learn an interactive
② The flow from number sense to place value

3- ① uses mathematical practices, very standards based
② lots of opportunities to share strategies

4- ① In depth discussion
② Game variations

5- ① Opportunities to use and share student strategies
② Safe to share at number corner - no pressure - don't create the work they are learning

Eureka
9.29.16

Positives

Grader

K- ① Number Sense
② More hands-on and varied activities

1- ① Fluency activities w/ movement incorporated *students are*
② games that directly connect to lessons

2- ① More "aha!" moments / excited
② Strategies are effective (at a slower pace)

3- ① Rigor: Good ② Preps for ISAt (we
③ Like $x \div -$ "makes them think and feel success in something new"

4- ① Challenging tasks
② The Kids LOVE Sprints

5- Place Value Foundation
Create their own manipulatives

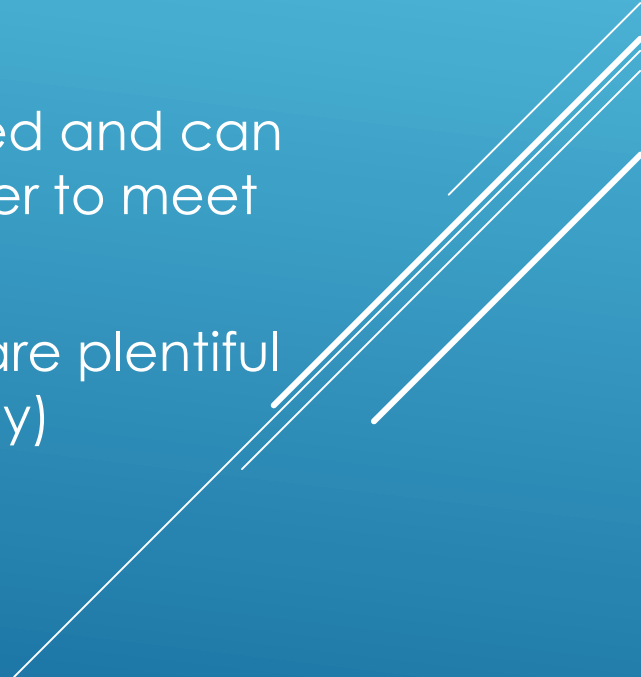
SUPPORT FOR PILOT TEACHERS

- Instructional coaches were trained in the summer in both programs. They are providing support through Google Classroom and through face to face support meetings for those teachers piloting the programs throughout the year.
- All pilot teachers were provided with 1 full day of training, in July, to prepare for implementation. These trainings were facilitated by Rhonda Birnie.

SUPPORT FOR ALL ELEMENTARY TEACHERS IN MATH INSTRUCTION

- ▶ We have provided the opportunity for teachers to attend workshops focused on specific skills monthly, with Rhonda Birnie facilitating.
 - ▶ Attendance has been high and appreciation for the opportunity has been shared.
- 
- Several white lines of varying lengths and slopes are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

Bridges

- ▶ Provides daily lessons based on standards. Variety of strategies are encouraged to be utilized by students.
 - ▶ Lessons require the use of manipulatives for hands on application.
 - ▶ Includes “Number Corner”, which provides students the opportunity to participate in mathematical conversations.
 - ▶ Provides fluency practice
 - ▶ Provides many math games for students to reinforce concepts and skills
 - ▶ Students have math journals to record strategies, etc.
 - ▶ Includes intervention materials
 - ▶ Provides digital resources for teachers including training videos.
 - ▶ Provides digital interactive activities for students.
 - ▶ Assessments are provided and can be edited by the teacher to meet the needs of their class.
 - ▶ Formative assessments are plentiful (checking along the way)
- 
- A series of white lines of varying lengths and orientations are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

Eureka

- ▶ Provides daily lessons based on standards. Variety of strategies are encouraged to be utilized by students.
- ▶ Use of manipulatives is encouraged in daily lessons.
- ▶ Includes a daily application problem which provides students the opportunity to participate in mathematical conversations.
- ▶ Provides fluency practice through sprints and daily skip counting practice
- ▶ Provides extension problems in daily lessons
- ▶ Students have math journals to record strategies, etc.
- ▶ Provides digital resources for teachers including training videos.
- ▶ Provides digital interactive activities for students.
- ▶ Assessments are provided and can be edited by the teacher to meet the needs of their class.
- ▶ Formative assessments are plentiful (checking along the way)
- ▶ Student Debrief included in each lesson

BIG CHANGES FOR TEACHERS AND STUDENTS

- Rigor
- Increased planning and preparation for teachers
- Students required to explain their thinking and the process they use to solve problems
- Students required to use a variety of strategies
- Teachers are facilitators instead of just giving direct instruction
- Encourages more critical thinking
- Integration of concepts, teaching concepts together, not as separate entities
- Students gain a conceptual understanding that leads them to the efficiency of the algorithms.

QUESTIONS/COMMENTS

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Middle School Math Pilot

2016-2017 School Year

Committee Configuration

- ▶ Committee Chairs: L.T. Erickson, Samantha Mauch, and Shannon Greene
- ▶ Robert Stuart Middle School
 - ▶ Two teachers at each grade level
 - ▶ Title I math teachers
- ▶ O'Leary Middle School
 - ▶ Two teachers at each grade level
 - ▶ Title I math teacher
- ▶ Bridge Academy
 - ▶ Math teacher

Teachers

- ▶ Ready Common Core
- ▶ Robert Stuart Middle School
 - ▶ 6th Cindy Wade & Nichole Waitley
 - ▶ 7th Kandice Moss & Nichole Waitley
 - ▶ 8th Shannon Greene (Department Leader)
- ▶ O'Leary Middle School
 - ▶ 6th Marion Johnston
 - ▶ 7th Leticia Lemus
 - ▶ 8th Brett Doyle
- ▶ Bridge Academy
 - ▶ Don Ritchey

- ▶ Connected Mathematics 3
- ▶ Robert Stuart Middle School
 - ▶ 6th Jolene Toland
 - ▶ 7th Anna Turpin
 - ▶ 8th Stephanie Clark
- ▶ O'Leary Middle School
 - ▶ 6th Peggy Hoy
 - ▶ 7th Samantha Mauch (Department Leader)
 - ▶ 8th Rebecca Robbins

Rational for Committee Structure

- ▶ Cross town partners
- ▶ Avoid one school determining the curriculum
- ▶ Teamwork

Math Pilot Timeline

- ▶ Spring 2016 - Committee met with Chris Avila, former math director for the SDE, to review 10 programs and decide on two programs for the pilot
- ▶ Spring 2016 - The committee selected Ready Common Core Mathematics from Curriculum and Associates and Connected Mathematics 3 from Pearson
- ▶ Summer 2016 - The committee decided on the structure of the pilot and assigned teachers
- ▶ Summer Institute August 2016 - Teachers received training from the publishers

Math Pilot Timeline

- ▶ October 2016 - Teachers met on a half day to discuss pros and cons, general impressions, and pacing
- ▶ November ICS In-service Days - Second day of training from the publishers. Teachers brought a list of questions for the trainers.
- ▶ January 2017 - Teachers will meet to discuss progress at the midway point of the pilot.
- ▶ February 20th In-service - Dr. Brendefur from Boise State will be working through the decision making process with the teachers.
- ▶ Early April 2017 - Teachers will present pros and cons to the entire committee.
- ▶ Mid May 2017 - Math pilot adoption decision using ISAT data to guide the decision

Connected Mathematics 3 - Pearson

Pros

- ▶ Rigorous
 - ▶ There is a huge potential for a deeper understanding
- ▶ It's Fun to Teach!
 - ▶ Lots of hand on learning/manipulatives
 - ▶ Kids learn from each other.
- ▶ Guest teacher taught this entire program for an entire month. Guest teach had a lot of success.
- ▶ The curriculum progresses well and makes connections.
- ▶ There is a lot of critical thinking.
- ▶ Aligned to the common core.

Cons

- ▶ There is not a lot of practice, this can be a challenge when you are planning for a sub.
- ▶ Formatting is Not user friendly.
 - ▶ Within books
 - ▶ Teacher Guide
 - ▶ Online
 - ▶ Assessments
- ▶ Too much?
 - ▶ Above and beyond standards, is this a bad thing?
 - ▶ Too many tasks in each investigation
- ▶ Parent Resources are lacking.

Ready Common Core Math - Curriculum and Associates

Pros

- ▶ Rigorous and grade appropriate
- ▶ The online iReady resources are very helpful and comprehensive.
- ▶ Multiple strategies are used to convey information.
 - ▶ Models, videos, hands on activities, encourages writing and discussion
- ▶ ISAT Style questioning
- ▶ Provides a good routine for students.
- ▶ Teacher friendly
- ▶ Aligned to the common core.
- ▶ There is a lot of success

- ▶ Ready Math is easier for the Title 1 class.

Cons

- ▶ Time- Not 45 min. Friendly
- ▶ More practice for individual
- ▶ Right now program is not 100% percent
- ▶ Editable assessments
- ▶ Doesn't revisit topics and does not repeat them. They revisit topics on the iReady Technology.
- ▶ Ready Math is boring but is easy to use.
- ▶ The beginning of the units can be difficult because there are gaps in the learning.
- ▶ You need to be an independent learner.

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect. The shapes are layered, with some appearing more prominent than others, and they extend from the edges of the frame towards the center.

Questions?

Standards Based Grading/Reporting School Board Update

- 129 general ed teachers piloting
- 45 general ed teachers not piloting
- Full implementation planned for 17-18 school year
- Teacher and Parent input utilized in determining full implementation

SBRC Committee Timeline 16-17

▶ SBRC Committee Timeline 16-17

- ▶ May 31 2016: Work Day, planned Summer Institute Training Day
- ▶ August 11: Summer Institute, SBRC training
- ▶ Sept. 6: Data Day
- ▶ Sept. -May: support sessions by grade level for pilots, bi-weekly
- ▶ Sept - May: continued work with TJ and Jim to work out kinks in powerschool use
- ▶ October 17-21: Parent/Teacher Conferences
- ▶ November 3: SBRC Committee Work Day: Review first quarter implementation, survey data, discuss February In-Service
- ▶ Dec. 16: End of 2nd Quarter
- ▶ January 12: SBRC Committee Work Day: Review 2nd quarter implementation, plan February In-Service
- ▶ February 20: SBRC In-Service Day
- ▶ March 10: End of Third Quarter
- ▶ April 13: SBRC Committee Work Day, Review 3rd quarter implementation, survey data, work on media blitz for 17-18 school year
- ▶ May: Each School provides SBRC parent informational meeting for next year
- ▶ May 25: End of 4th Quarter
- ▶ May 26: Teacher Work Day, analyze data/goals

SBRC Pilot Support 2016-2017

- ▶ Support Meetings Offered for all pilot teachers by Grade Level Leaders/Reps; monthly
- ▶ Principals and Instructional coaches are committed to providing support and training through team meetings and staff meetings throughout the 16-17 school year
- ▶ Powerschool and Powerteacher utilized for first time this fall
- ▶ Training for all teachers on Feb. 20 in-service in preparation for full implementation next year
- ▶ Parent and Teacher Surveys completed after first quarter showed overall support for full implementation
- ▶ Each Grade Level is creating teacher binders specific to SBRC to help with knowledge and to help create consistency in the process.

Purpose of Standards Based Report Card

- ▶ The purpose of the report card is to serve as a communication tool that reports on a child's progress at any particular grade level.
- ▶ It is intended to support parent/guardians, students and teachers in understanding specific strengths and needed areas of improvement based on the standards being taught and the student's progression over time.

Highlights from Parent Survey Fall 2016

- ▶ 363 responses were received
- ▶ 96% of reported that they received written information to introduce them to the SBRC.
- ▶ 67% reported attending a presentation at their school about SBRC
- ▶ 87% reported that the report card was easy to understand.
- ▶ 88% reported that they like the academic indicators separated from characteristics of a successful learner.
- ▶ 81% reported that they feel the SBRC gave an accurate picture of their child's academic progress
- ▶ 95% reported they felt the teacher was knowledgeable and able to explain their child's progress and strengths and weaknesses to them.
- ▶ 95% felt the terminology on the SBRC was easy to understand
- ▶ 42% reported NOT being interested in participating in training
- ▶ 58% reported not feeling a need for further training to understand SBRC
- ▶ 39% of those responding had received a SBRC for a child last year as well.
- ▶ 63% reported no concerns

Challenges/Concerns pulled from parent narratives:

- ▶ Teacher communication/confusion about rubric
- ▶ Change is hard
- ▶ Powerschool and not being able to check grades
- ▶ Transition to traditional grading in middle school
- ▶ Would like a more clearly defined 2 (2 is too broad)
- ▶ Progress reports/midterms
- ▶ People thinking that a student cannot demonstrate that they are a “3” before the last quarter
- ▶ Lack of a mark demonstrating the student exceeds the standards
- ▶ Too subjective
- ▶ Report card too long and wordy
- ▶ Having sufficient data
- ▶ Some want quarter benchmarks instead of based on end of year standard
- ▶ Some parents are equating the report card to common core and their dislike for common core
- ▶ Some parents would like a 4 or 5 point scale
- ▶ Mixed communication to parents from teachers (not receiving a consistent message from all teachers) (when is a 3 possible, etc)
- ▶ Want traditional grading back
- ▶ How are you challenging students?
- ▶ Some concerned about the extra work for teachers....wonder when they are teaching with all of this assessing

Teacher Survey Highlights Fall 2016

- ▶ 70 teachers completed the survey
- ▶ 79% of teachers who completed the survey were using SBRC for the first time.
- ▶ 79% of those who responded said they are taking part in the support meetings provided
- ▶ 70% reported that it took longer to complete the SBRC their first quarter
- ▶ 53% responded that if this was their second year, it took about the same or less time than last year.
- ▶ 65% responded that they believe it will take about the same or less than for a traditional report card with practice
- ▶ 86% responded that they have a better understanding of student's strengths and weaknesses with use of SBRC
- ▶ 63% reported feeling comfortable presenting the SBRC to parents.
- ▶ 68% responded that all or most of the parents they conferenced with shared positive comments about the SBRC.
- ▶ 89% responded that they were well prepared to determine report card marks.
- ▶ 96% reported feeling well prepared to share information about standards based grading and report cards with parents and students

What will a report card look like for 17-18?

- ▶ Next year, PE and Music will also have standards listed....that is not reflected on this draft of the report card!
- ▶ Each grade level has different standards, so this example is for first grade...other will be different based on their standards, but formatting will be the same.
- ▶ Jim Ohlensehlen and TJ Adams are to be commended for the work they have done in creating and supporting implementation through powerschool and powerteacher!

Report Card Front Page (DRAFT)

Twin Falls School District #411 First Grade Report Card

Student Name : [REDACTED]
School : Rock Creek Elementary
School Phone :

Teacher : [REDACTED]
Principal : Shari Cowger
School Year : 2016-2017

This report card serves as a communication tool to report your child's progress on grade level standards.

Academic Performance Key		
3	Meeting Grade Level	The student consistently meets end of year grade level expectations for concepts and skills.
2	Progressing Toward Grade Level Standards	The student is progressing toward end of year grade level expectations or demonstrates basic but inconsistent application of essential concepts and skills.
1	Limited Progress Toward Grade Level Standards	The student demonstrates limited understanding of an end of year concepts and skills.

Behavior Performance Key		
C	Consistent	The student consistently demonstrates grade level expectations for behavior.
S	Sometimes	The student inconsistently demonstrates grade level expectations for behavior.
R	Rarely	The student rarely demonstrates grade level expectations for behavior.

Attendance		Q1	Q2	Q3	Q4
Days of School		37	39	48	47
Days Absent		0	0.5	0	0
Days Present		37	38.5	48	47
Tardies	AM	0	0	0	0
	PM	0	0	0	0

Music/PE Grading Scale	
E - Exceeds Expectations	I - Is developing
M - Meets Expectations	N - Needs Improvement

Specials		S1	S2
Music		M	-
PE		M	M

Teacher Comments

Current :

-

Quarter 1 :

-

Quarter 2 :

-

Quarter 3 :

-

Report Card Example

Standards scored with 'NA' have not been assessed at this time.		Q1	Q2	Q3	Q4
1.CSL	RESPECTFUL – demonstrates respect for self, others, rules, authority, and property	C	C		
	PERSISTENT – stays with task, continuing despite problems	C	C		
	RESPONSIBLE – accepts responsibility for own actions and behaviors	C	C		
	SAFE – makes appropriate choices in structured/unstructured situations	C	S		
	ORGANIZED – manages self and belongings; has necessary supplies; prepared to work	S	S		
	COOPERATIVE – sensitive to the feelings of others, gets along well with and supports others	C	C		
	REFLECTIVE – thinks problems through, gives reasons for opinions, self-evaluation	C	C		
	ENGAGED/ATTENTIVE LEARNER – listens well and follows directions	S	C		
	WORK ETHIC – demonstrates independent work habits to complete duties and quality assignments in a timely manner	S	S		
1.E1.A	Use correct grammar when writing and spelling	NA	3		
	Use grade level appropriate capitalization, punctuation, and spelling when writing	NA			
	Describe characters, settings, and major events in text	NA			
	Ask and answer questions about key details in text	3			
	Determine the main idea and key details of a text	3	3		
	Compare and contrast literary elements and important points from a variety of text on similar topics	NA			
	Identify similarities and differences between two texts on the same topic	NA			
	Know and use various text features to locate key facts	NA			
	Recognize parts of a sentence	NA			
	Demonstrate understanding of spoken words, single syllables, and words	3	2		
	Read grade level high frequency words	3	3		
	Knows and applies grade level phonics and word analysis skills	3	3		
	Read grade level text accurately and fluently (easy, smooth, and automatic) to support comprehension	3			
	Reading Rate (words per minute)	89	122		
	Participate appropriately in conversations and ask and answer questions	NA			
	Describe people, places, things and events in detail	NA			
	Participate in shared research and writing projects	NA			
	Write an Opinion Piece: Include the topic, at least one detail, and conclusion	NA			
	Write to Explain: Include the topic, basic facts, concluding statement	NA			
	Write a Narrative: Include simple sequenced events, some details, and a sense of closure	NA			
1.Math	Build, draw, and compare shapes with specific attributes (characteristics)	NA	3		
	Compose (put together) two- or three- dimensional shapes to make new shapes	NA	3		
	Decompose (break apart) circles and rectangles to show equal shares such as halves, fourths and quarters. Describe the whole and parts using appropriate terms	NA			
	Order and compare lengths of two or more objects	NA			
	Use non-standard units (example: paper, clips, blocks, etc.) to measure	NA			
	Tell and write time to the hour and half hour	NA			
	Organize, represent, and interpret data with up to three categories	NA			
	Read, write, count, and represent numbers to 120	3	3		
	Demonstrate an understanding of tens and ones through 99	NA	2		
	Compare numbers through 99 by using the symbols greater than, less than, and equal to	NA			

Proficiency Scales

5th Grade Math

Power Standard: Read, write, compare, and round decimals to the thousandths

	Sample Tasks
<p>Score 3 - The target learning goal/expectation for all The Learner will:</p> <ul style="list-style-type: none">• Read and write decimals to thousandths using base-ten numerals, number names, and expanded form• Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $<$, and $=$ symbols to record the results of comparisons.• Use place value understanding to round decimals to any place.	
<p>Score 2 - The Simpler Stuff</p> <p>Foundational knowledge, simpler procedures, isolated details, vocabulary</p> <p>Specific Vocabulary: tenths, hundredths, thousandths, compare, order, round, decimal, and, whole numbers, symbols ($>$, $<$, $=$), justify conclusions</p> <p>The Learner will:</p> <ul style="list-style-type: none">• Recognize place value of whole numbers (4.NBT.1) Read and write whole numbers using base-ten numerals, number names, and expanded form (4.NBT.2) Round multi-digit whole numbers (4.NBT.3)• Compare 2 decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record results of comparisons with symbols and justify the conclusions e.g. using visual models (4.NF.7)• Use decimal notation for fractions with denominators 10 or 100, (4,NF,6)	
<p>Score 1 - With help, the learner cannot perform expectations or shows minimal knowledge.</p>	

Questions/Comments

TWIN FALLS SCHOOL DISTRICT #411

2015-2020 STRATEGIC PLAN (CONTINUOUS IMPROVEMENT PLAN)

MISSION: *Providing a quality education necessary for students to be successful in life.*

VISION 2015-2020

The Twin Falls School District will be the “*district of choice*” in Idaho for both students and employees. To accomplish this, the District partners with the community to...

- Deliver high quality education and learning opportunities that successfully prepare all students for careers, college and life as contributing citizens in any setting.
- Provide a safe and stimulating learning environment that honors all cultures and meets the needs of all students.
- Actively recruit, hire, develop and retain quality personnel that are motivated, positive and challenging to all students.
- Effectively engage, communicate and collaborate with all stakeholders, in and outside the community, to deliver the very best educational outcome.
- Be responsible with District resources and effectively plan for the future.
- Foster a community environment where education is highly valued, with District staff, parents and students all sharing accountability for a successful outcome.

AREAS OF FOCUS

HIGHER EDUCATION, WORK AND LIFE READY

GOAL STATEMENT: *Twin Falls School District # 411 students will have the skills necessary to be successful in higher education, work atmosphere and life in a global environment.*

STRATEGIES:

Promote work preparation.

- Increase awareness of workforce options and changing workforce dynamics.
- Increase counseling efforts that address post-graduation preparation and readiness.
- Strengthen partnerships with community organizations and businesses that enhance opportunities for training, mentoring and future employment, including voluntary public service.

Support learning activities that will prepare students for life in a diverse global environment.

- Integrate basic life and social skills development at all levels, starting with pre-school and kindergarten.
- Increase counseling efforts that address non-academic needs.
- Strengthen partnerships with appropriate organizations and individuals that help prepare students for life after high school.

Improve preparation and education about opportunities for post-secondary education that better support students' needs.

- Engage parents and guardians in planning for high school to college transition.
- Increase awareness of post-secondary options including financial opportunities and application procedures.
- Strengthen partnerships with post-secondary institutions to prepare students for the high school to post-secondary transition.

2015-16 SCHOOL BOARD TASKS:

1. Both Twin Falls and Canyon Ridge High Schools will increase their average SAT score by 2.3% with the ultimate goal of reaching an average score of 500 in each subject area by the 2017-18 school year.

Tests	Years - 2.3% Growth					
	2013	2014	2015	2016	2017	2018
Critical Reading	446	456	467	477	488	500
Mathematics	451	461	472	483	494	505
Writing	442	452	463	473	484	495

July status update: TFHS and CRHS juniors took the SAT in April. The test has changed to better align with the Common Core. Because of this change cut scores have also changed.

SAT Longitudinal Data by Sub-test Scores (CCR for EBRW = 460 & CCR for Math = 510)

Schools	2012	2013	2014	2015	2016

	Percent Tested – 87% CRHS & 92% TFHS			Percent Tested – 71% CRHS & 89% TFHS			Percent Tested – 78% CRHS & 83% TFHS			Percent Tested – 84% CRHS & 84% TFHS			Percent Tested - 77.2% CRHS & 81.4% TFHS	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Evidenced Based Reading and Writing (EBRW)	Math
TFHS	461	473	454	475	482	473	488	482	461	475	479	465	545	536
CRHS	414	423	421	438	443	431	439	446	409	427	421	417	510	487

2. Both Twin Falls and Canyon Ridge High Schools will increase the percent of students who are college ready to 60% by 2020, which mirrors the State Dept. of Education's goal.

July status update: The TFSD has increased the availability of one of the college-ready tests to help reach its goal. In February nearly 200 juniors from both high schools took the ACT at CRHS. During this time student were able to take the test for free. In addition the district has SAT data that suggest that students are progressing towards this goal.

SAT Longitudinal Data by Percentage of Students Scoring at C & CR Level														
Schools	2012			2013			2014			2015			2016	
	Percent Tested - 87% CRHS & 92% TFHS			Percent Tested - 71% CRHS & 89% TFHS			Percent Tested - 78% CRHS & 83% TFHS			Percent Tested – 84% CRHS & 84% TFHS			Percent Tested – 77.2% CRHS & 81.4% TFHS	
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Evidenced Based Reading and Writing(EBRW)	Percentage of Students at the College and Career Ready Level on both Sub- Tests

TFHS	35%	38%	31%	40%	42%	38%	47%	40%	34%	42%	37%	36%	79%	51%	50%
CRHS	23%	25%	18%	28%	24%	21%	28%	29%	13%	22%	20%	20%	61%	32%	30%

3. By the 2019-20 school year, both Twin Falls and Canyon Ridge High Schools will increase their average PSAT scores to college and career ready levels by utilizing advisory classes to familiarize sophomore students with the PSAT.

July status update: Ninth graders began PSAT preparation in their advisory classes during the second semester. Sophomores took the PSAT in October and the district has received the results.

PSAT Longitudinal Data Average Score by Sub-test								
	2014				2015			
Average Score by Sub-test	Reading	Math	Writing	Composite	Reading	Math	Writing	Composite
TFHS	42	43	40	125	42.6	43.6	40.2	126.4
CRHS	39	40	38	117	41.3	40.3	38.3	119.1
College and Career Ready Scores	42	44	42	133	42	44	42	133

4. Elementary and secondary programs directors will develop a plan to identify programs and curriculum that integrate basic life and social skills development at all levels.

July status update: Some district schools have begun to evaluate and implement leadership and life skills programs, such as Leader in Me, Bear Essentials, and Positive Behavior Intervention Support. Teacher leaders and administrators evaluate programs based on cost and how the program might be integrated into the school culture. Perrine Elementary and Lincoln Elementary join Harrison Elementary as Leader in Me schools. In addition, two new curriculum programs were purchased and are being used by all counselors at the elementary level to build students' life skills, starting at an early age.

5. The Twin Falls School District will increase spring ISAT/ELA and math scores to be above the State of Idaho average, for each grade level at every school, using spring 2016 ISAT results.

July status update: In preparation for the 2016 testing window teachers worked with students throughout the year to prepare them for these tests by working with curriculum aligned with the state standards. Furthermore, each principal outlined and implemented a detailed plan for regular test practice and preparation for their students. The ISAT scores have been shared with the board and were an agenda item at the July 27 work session.

2016-17 SCHOOL BOARD TASKS:

1. Both Twin Falls and Canyon Ridge High Schools will increase their average SAT score by 2.3% with the ultimate goal of reaching an average score of 500 in each subject area by the 2017-18 school year.

January Status Update: TFHS and CRHS students are preparing for the SAT and will take the test April 11. All juniors will take the SAT and in addition, seniors who did not score 500 or above in both areas last year will retake the test.

2. Both Twin Falls and Canyon Ridge High Schools will increase the percent of students who are college ready to 60% BY 2020, which mirrors the State Dept. of Education's goal.

January Status Update: Students will be taking the SAT April 11. Students also had the opportunity to take the ACT at no cost on December 10, 2016. 96 students participated in this testing day. Students will have additional opportunities to take the ACT, February 11 and April 8, 2017. After delving into College entrance data, presented to the State Board of Education, Secondary Programs Director, Dr. LT Erickson has determined that financial barriers may be part of the reasoning behind the recent decrease in the college go-on rate. To help combat this, teachers and counselors will be visiting with parents at 8th grade spring student lead conferences to discuss the many available options for financial aid that can be utilized if families and students begin planning early.

3. By the 2019-20 school year, both Twin Falls and Canyon Ridge High Schools will increase their average PSAT scores to college and career ready levels by utilizing advisory classes to familiarize sophomore students with the PSAT.

January Status Update: Sophomores took the PSAT in October. Advisory teachers and students utilize Khan Academy, to build sophomores' and juniors' knowledge as they move from the PSAT to the SAT.

4. Elementary and secondary programs directors will support programs and curriculum that integrate basic life and social skills development at all levels.

January Status Update: Lincoln, Harrison, and Perrine elementary schools are utilizing the Leader in Me model to implement life skills development into their buildings. Oregon Trail Elementary School staff are in the process of writing a Leader in Me grant to bring the program to that school. Various life skills curriculum programs have been purchased for elementary counselors, such as “We have Skills” and “Safe, Smart Kids,” which they teach in the classroom at all grade levels.

At the secondary Level schools have implemented Freshman Transitions classes, Bear Essentials classes, and utilize Positive Behavior Interventions and Support to help develop work ethic, study skills, positive behavior, and collaboration skills among students. For the first time this year, juniors will be taking a work place readiness test. This test will help educators understand what areas, such as soft skills, personal finance, and team work, have deficiencies so that they can be addressed.

5. The TFSD will increase counseling efforts to address nonacademic assistance for students. To accomplish this, counselors will undergo training related to PTSD and how to work with difficult behaviors.

January Status Update: Elementary and Secondary ELL and Co-Teachers were trained on implementation of the “Grump Meter,” for their classrooms. “The Grump Meter” gives students avenues to know how to self-regulate their emotions and inform adults when they are needing time to themselves, needing to talk to someone, or needing adult intervention. In addition, Director of Federal Programs, Policies, and Grants, Bill Brulotte is working with the CSI Refugees center to secure a grant to provide additional afterschool assistance to refugee students who may have experienced trauma in their lives and how to cope with this stress. ELL teachers would be trained as well in how to recognize stress in their students and then the ELL teachers can connection them back to the CSI Refugee program to obtain outside counseling.

In addition, at the secondary level, implementation of college and career advisors provides additional staff members to focus on college and career readiness advising, which frees up counselors for non-academic advising. Further, at CRHS, the Gear-Up program has provided yet another staff member who can assist with college planning.

6. The Twin Falls School District will increase spring ISAT/ELA and math scores to be above the State of Idaho average, for each grade level at every school, using spring 2017 ISAT results.

January Status Update: School level plans are underway to prepare students for the ISAT. The testing window opens March 20 and closes May 19. The implementation of the standards based grading and report cards has increased the intentional instruction and continuous assessment of the standards at the elementary level. In addition, the pilot program of math curriculum aligned with Idaho Core Standards has assisted teachers in preparing students for these assessments.

QUALITY EDUCATION AND LEARNING OPPORTUNITIES

GOAL STATEMENT: The Twin Falls School District # 411, using a continuous improvement philosophy, will provide a world-class education, learning opportunities, strategies and resources for all students to be competitive in a global market.

STRATEGIES:

Provide quality curriculum, instruction, and assessment that aligns with state and federal guidelines and maintains a positive learning environment.

- Develop curriculum that mirrors growing areas such as science, technology, engineering, and math.
- Expand dual credit options.
- Develop and increase availability of after-school, academic help programs.

Explore and provide opportunities that challenge and support all students.

- Expand program offerings through partnerships with community organizations and businesses.
- Partner with and empower parents and guardians to enhance early education opportunities.
- Increase student's expectations for performance and achievement.

2015-16 SCHOOL BOARD TASKS:

1. The TFSD will promote dual credit options to increase the number of students involved in dual credit programs such as Fast Forward, 8 in 6, and Early Completers.

July status update: During the 2014-15 school year, the TFSD enrolled 458 students in dual credit courses utilizing programs such as Fast Forward and 8 in 6. At the end of first semester 376 students had enrolled in dual credit classes. In total during the 2015-16 school year, 431 students used the Advanced Opportunities program to take 1581 credits.

2. Leadership premiums will be used to increase the availability of before and after school academic help programs, provided the leadership premiums committees supports this priority.

July status update: Leadership premiums have been used across the district to increase access to morning and after-school programs. These include tutoring, robotics, math and science clubs, homework clubs, fine arts program, and study buddies groups just to name a few. The school board heard an update on how the money was spent at the June 13, 2016 board meeting. At the elementary level, \$138,251.50 was distributed to fund 100 proposals. At the secondary level, \$115,906.50 was distributed to fund 104 proposals.

3. The district will work to align Continuous Improvement Plans (ASSIST and WISE) and the Strategic Plan so that all planning works towards improving student achievement.

July status update: The District Office Administrative Team heard from school principals in the annual fall DOAT meetings regarding work to align Continuous Improvement Plans. These reports included descriptions of goals and how the school will reach them. These plans will be included in the online version of the TFSD Strategic Plan as an addendum.

4. Individual principals and school teams will develop two “SMART” goals in line with the district’s SMART goals from the Continuous Improvement Plan and the Strategic Plan. These goals will be discussed with the School Board at the January Work Session. The board will then have the opportunity to discuss progress towards these goals with the principals at their annual board presentations (February – May).

July status update: Individual principals and school teams will develop two “SMART” goals that align with the district’s SMART goals from the Continuous Improvement Plan and the Strategic Plan. These goals will be discussed with the School Board at the January Work Session. The board will then have the opportunity to discuss progress towards these goals with the principals at their annual board presentations (February – May).

2016-17 SCHOOL BOARD TASKS

1. The TFSD will promote dual credit options to increase the number of students getting a jump start on post-secondary education through the advanced opportunities program.

January Status Update: At the end of the first semester 451 students had taken 631 dual credit courses in the TFSD. Many of these courses are taken through CSI.

2. The TFSD administration will support and guide a process for piloting and adopting a K-8 math curriculum that aligns with current standards to provide an up-to-date learning opportunity for all students.

January Status Update: The Elementary and Secondary Math Pilot Teams will present to the school board at the January 25 Board Work Session regarding the progress of the K-5 and 6-8 math pilot. Teachers piloting new curriculum programs meet regularly and have received training from our regional math specialists, our Instructional Coaches, and at the secondary level publishers. In addition, at the secondary level teachers will meet with BSU education experts on February 20 to evaluate curriculum and their own teaching based on MTI strategies.

3. Leadership premiums will be used to increase the availability of after-school and academic help programs, provided the leadership premiums committees supports this priority.

January Status Update: For the 2016-17 school year, the TFSD #411 has \$154,456 allocated for positions at the secondary level and \$300,731 allocated for positions at the elementary level. These amounts include before and after school tutors, grade level and department representatives and leaders, Milepost leaders, teachers who train other teachers on district initiatives and many more.

4. Literacy money from the state will be utilized to purchase reading interventions, diagnostic assessments, and provided extended time with students as well as additional literacy training for teachers at the K-3 level.

January Status Update: The TFSD has implemented many before and after school literacy tutoring opportunities for students who scored a 1 or 2 on the IRI. Site licenses have been purchased for IStation, a diagnostic and individualized learning tool, for all elementary schools. This program helps teachers determine deficit areas for each student. The program also provides curriculum materials for individual and small group instruction. In addition, the TFSD #411 provided core literacy training for all elementary teachers during the November 21 and 22 in-service days. All of these activities have been funded through the literacy initiative money provided by the state.

QUALITY PERSONNEL

GOAL STATEMENT: Twin Falls School District # 411 will recruit, hire, develop and retain world-class professional, engaged, effective team members in all areas and supply them with high quality professional training and resources.

STRATEGIES:

Actively recruit the best team members.

- Establish and implement a district-wide recruitment plan.
- Partner with the community organizations and businesses to attract quality employees to the TFSD and our area.
- Involve current employees in the recruitment process.
- Maintain competitive salary and benefits packages for ALL team members.

Cultivate and sustain a strong focus on professional development.

- Provide or facilitate a targeted, high quality and effective professional development program.
- Offer continual and up-to-date technology training.
- Continue to enhance the approachability of all staff and parents to build positive student experiences and working relationships.

2015-16 SCHOOL BOARD TASKS:

1. The TFSD will continue to utilize the Classified Compensation Committee to evaluate the effectiveness of the recent change to the classified salary schedule and recommend future changes as needed.

July status update: Goals of the committee are to decrease classified employee turnover and aim at recruiting and retaining quality employees. After changes were made to the classified pay scale during the 2014-15 school year Shannon Swafford, Human Resources Director, is evaluating if these changes had an effect on retention. In addition, evaluation of the exit interviews and surveys from classified staff has been completed. District office staff found that above all other concerns voiced by outgoing staff, training was most commonly listed as an area of improvement. Based on these findings the HR department is working to make the onboarding process more engaging and to develop a training program for classified staff.

2. The Human Resources Department will develop a teacher recruitment plan that reaches out to universities and colleges and utilizes the exemplary staff members already in our district.

July status update: Members of the Human Resources Department along with district administrators attended various university career fairs. In preparation for these events, HR team members compiled feedback from long-term, Twin Falls teachers. This information was used to develop materials that were distributed at the career fairs to perspective teachers

3. The TFSD will develop a professional development calendar, which will be available on the district website, so that staff members can easily find professional development opportunities.

July status update: This goal is contingent on the district website remodel project. This portion of the project is on track to be complete by the start of the 2016-17 school year.

4. TFSD Instructional Coaches will develop coursework for first-year teachers to educate them on district best practices and procedures.

July status update: Instructional Coaches trained 39 first-year teachers in best practices, and pedagogy over four, half-day course and trained 43 second-year teachers for a full day on WIDA and SIOP. In addition, 38 third-year teachers were also given a WIDA and SIOP training.

2016-17 SCHOOL BOARD TASKS:

1. The TFSD will continue to utilize the Classified Compensation Committee to evaluate the effectiveness of the recent change to the classified salary schedule and recommend future changes as needed.

January Status Update: The TFSD has determined that it will wait until after the legislature adjourns to reconvene the Classified Compensation Committee. This will allow the committee to have a realistic picture of what resources are available.

2. The Human Resources Department will continue a teacher recruitment plan that reaches out to area universities and colleges and utilizes the exemplary staff members already in our district. This plan will be broadened to involve a greater number of universities and develop more partnerships. The district personnel attending the recruitment fairs will gather information from prospective applicants and other districts to determine what incentives and out of the box ideas make districts more attractive to job seekers.

January Status Update: The district has evaluated the number of applicants who were hired from recruitment fair events. While these events garnered various applicants, there were no new certified hires that actually came from that pool. Compared to the cost, both of staff time and money, which was dedicated to these events, the return is very little. Because of this the district isn't going to continue to travel to these events. However, the district recruitment team will evaluate local recruitment events to determine if they offer realistic prospects for new hires.

3. The TFSD will develop a professional development calendar, which will be available on the district website, so that staff members can find professional development opportunities.

January Status Update: The Director of Public Relations and Human Resources Department are working together to develop the Human Resources section of the website so that staff can easily find pertinent work information. A calendar has been set up and staff members are currently developing a system by which professional development opportunities will be added.

4. TFSD Instructional Coaches will continue to implement coursework for first and second-year teachers to bring them up to speed with district best practices and procedures. This program will be expanded to involve third-year teachers.

January Status Update: First-year teachers have participated in two full-day training sessions meant to educate novice teachers on basic district practices such as using PowerSchool, classroom engagement, and preparing for student-led parent teacher conferences. Second-year teachers participated in instructional rounds where they visited other teachers' classrooms, observed and evaluated instructional practices, and then discussed student engagement strategies. The third-year teacher training has been rescheduled due to a snow day.

5. Training for classified staff will be offered to educate them on the best pedagogical practices and invest in those staff members.

January Status Update: Building instructional coaches met with building principals to determine what type of training would be beneficial for their paraprofessionals. The instructional coach developed a classified training day based on those discussions. In addition, ELL para-educators have been trained on ELL specific information. Also, Migrant classified staff spent three days training with the State Department of Education Migrant Liaison. Finally, all support service and federal programs para-educators received training during the October in-service days from Eric Bostic.

SCHOOL/COMMUNITY/PUBLIC RELATIONS

GOAL STATEMENT: Twin Falls School District # 411 will effectively and appropriately communicate with and engage all stakeholders in the support and implementation of the District's education program.

STRATEGIES:

Continue to develop and utilize new pathways for communication while providing opportunities for student voice.

- Take advantage of social media and new technologies.
- Improve and maintain District websites.
- Advance the use of text messaging to maintain contact with parents, guardians and students.
- Integrate communication efforts with other community websites as appropriate.
- Develop and implement a strategy to enhance communication with non-English speaking students.

Cultivate community input and collaboration.

- Promote volunteer opportunities within the schools in appropriate areas that support and enhance curriculum and student experience, including career planning.
- Communicate with the legislature independently and in partnership with appropriate community organizations.
- Implement outreach to the community organizations and businesses for input and enhancement of the District's education services.
- Educate parents and guardians where needed regarding associated legislation and other educational issues.
- Provide interpreters where needed to enhance effective communication.

Strengthen parent and guardian involvement to enhance awareness and participation.

- Increase outreach to "hard to reach" parents and guardians.
- Develop new opportunities that welcome and engage more non-English speaking parents and guardians.

2015-16 SCHOOL BOARD TASKS:

1. The TFSD will redesign the district website with a user centered approach to engage all stakeholders.

July status update: A website committee has been formed with representation from each school to help determine what is needed by district stakeholders on the district and individual school websites. Brett Keller has worked to evaluate options for website hosting, development, and training for staff. A tentative timeline for this project sets completion for this project before school start in the fall of 2016. A company out of Boise, Idaho has been selected to develop the website. They have worked with Eva Craner to develop a sitemap for the district website as well as a basic sitemap for all schools. Consistency is a driving force in this web revamp. Wireframes and mock ups of various pages have been completed and backend development has begun.

2. The Community Relations Specialist will develop social media guidelines to empower staff members to take advantage of new technologies that engage parents, students, and other stakeholders.

July status update: The Communication Committee has developed a draft utilizing scholarly research, other successful districts, and TFSD staff feedback. Areas of recommendations within the guidelines include, personal responsibility, teacher-students relations, teacher-parent/community relations, and TFSD sponsored social media sites. The committee will continue work to refine these guidelines when school resumes in the fall. These guidelines area aimed at empowering staff to take advantage of new technologies to engage parents, students and other education stakeholders while providing ties to TFSD policies.

3. The TFSD will partner with the Chamber of Commerce to provide area legislators with a tour of our school district.

July status update: The 5th Annual Legislative Tour was completed in November. Participants visited Magic Valley High School's Culinary Arts Program, Lincoln Elementary School's Newcomer Center, and the construction site at Rock Creek Elementary School.

2016-17 SCHOOL BOARD TASKS:

1. The TFSD will redesign the district website with a user centered approach to engage all stakeholders.

January Status Update: The new TFSD website and school websites were launched October 1, 2016. The building webmasters had the opportunity to train with the website developers for one day prior to the launch and met for one work day in November. During this training, possible improvements were noted and discussed with the Pluto web developers. Webmasters and the Director of Public Relations will continue to develop and build these websites as needed throughout the year. Webmasters will evaluate all sites at the end of the school year so that the website team can continuously improve the user experience on the TFSD websites. Depending on the findings of these evaluations, additional website development may need to be contracted with website developers.

2. The Director of Public Relations will finalize social media guidelines to empower staff members to take advantage of new technologies that engage parents, students, and other stakeholders.

January Status Update: With the help of the Communication Committee, Social Media Guidelines have been developed to help support staff use of social media both as an employees and as a private citizens. Director of Public Relations, Eva Craner, will research other districts' social media policies and meet with the Director of Federal Programs, Policies and Grants, Bill Brulotte, to align policy, guidelines, and practices.

3. The TFSD will partner with the Chamber of Commerce to provide area legislators with a tour of our school district.

January Status Update: The 2016-17 Legislative Tour was held November 29, 2016. Many area legislators and business people attend. The tour included a State of the District presentation given by Dr. Brady Dickinson at Pillar Falls Elementary School, in-classroom math curriculum demonstrations at O'Leary Middle School, and a tour of the South Hills Middle School construction site. Feedback included responses to how classroom math work has become more collaborative, a positive impression of the process used to build new school buildings in the community, and an appreciation for the openness TFSD officials use to communicate with the legislature.

SCHOOL ENVIRONMENT AND FACILITIES

GOAL STATEMENT: Twin Falls School District # 411 will ensure a safe school environment and school culture in well-maintained and well-utilized facilities, while proactively planning for the future.

STRATEGIES:

All buildings in the district will be designed, maintained and continually improved to accommodate growth.

- Plan for growth and consolidation of the District Administration Offices.
- Align facilities to be operationally consistent in all areas across the District.
- Provide consistent availability and function of technology hardware and software across the District.
- Plan for the design and development of district-owned facilities that accommodate growth and meet district needs.
- Design and maintain all components of facilities to be welcoming and to promote positive morale.
- Partner with community organizations for appropriate shared optimum use of facilities (City, CSI, ISU).

Design and maintain safe school environments that promote learning and positive interaction.

- Utilize security systems.
- Optimize the use of school resource officers where needed.
- Provide safer entrances (controlled access).
- Provide adequate and necessary bussing, and safe on-site traffic management.

2015-16 SCHOOL BOARD TASKS:

1. The TFSD will work with community members to develop new attendance zones to equalize enrollment and balance growth at all schools.

July status update: The TFSD will work with community members to develop new attendance zones to equalize enrollment and balance growth at all schools.

2. The TFSD will improve the security systems at all schools.

July status update: The camera upgrade at RSMS is complete. The project will continue to phase through the other schools throughout the next 2 years.

3. The TFSD Board of Trustees will monitor the ongoing building projects through regular reporting. This process will allow the board to monitor the projects and ensure that they are completed on or under budget and on time.

July status update: Brady Dickinson, Director of Operations and Educational Technology, regularly reports to the board regarding the progress on the five building projects and their budgets. Rock Creek Elementary School reached substantial completion 3 months ahead of schedule. Twin Falls High School continues to move forward ahead of schedule while the other three projects are on track to meet their projected deadlines.

2016-17 SCHOOL BOARD TASKS:

1. The TFSD will complete the camera upgrade at all buildings.

January Status Update: Camera upgrades are complete at all secondary buildings. The IT department is currently cycling through all elementary schools. They are currently working on Oregon Trail Elementary School and will move through one school per month until complete. This project is projected to be completed by the start of the 2017-18 school year.

2. As the building projects reach completion the TFSD will move forward with updates to access controls at all buildings.

January Status Update: Electronic access controls have been installed at our three new schools and CRHS and TFHS. In addition, access controls are currently being updated at Oregon Trail Elementary School. Installers will continue to cycle through the remaining buildings, however, it is unlikely this project will be completed by the end of the year. The project will accelerate once all other bond project budgets are closed.

3. The TFSD will work to consolidate District administrative offices and move food storage from Magic Valley High School.

January Status Update: Work has begun to design and build a storage facility so that additional space is available for the expansion of MVHS. The TFSD has enlisted the help of Starr Corp., Hummel Architects, and Paradigm of Idaho to

manage the process. A priority has been placed on the work at MVHS so this work will begin before plans are made for the consolidation of District Administrative Offices.

4. The district will begin work to improve Magic Valley High School so that the school has more classrooms and a meeting space for all students.

January Status Update: The construction team has met with MVHS leadership and toured the MVHS building. The team is currently working on concepts for the reorganization of the space to add 2-3 classrooms and increase the cafeteria/ meeting space within the building. Hummel Architects will meet with MVHS staff to finalize the preliminary design and complete a master plan for the building.

5. The TFSD will continue to strengthen the partnership with its bus service provider to ensure continuous improvement of services.

January Status Update: The TFSD has purchased a computer software program called Versatrans to help with bus routing. Members of the TFSD, along with staff from our bus service provider, are currently being trained on the use of the program. This program will allow the district to streamline bus routes so ensure that services are efficient and effective.

6. The TFSD will work in partnership with the City of Twin Falls to maintain school resource officers throughout the district and to update the Emergency Operations Plan.

January Status Update: The TFSD and City of Twin Falls have hired an additional SRO to work with South Hills Middle School. The TFSD is also working with the newly formed Idaho Office of School Safety and Security to complete a comprehensive update to the Emergency Operations Plan. In addition, the TFSD Safety Committee will begin establishing standard procedures for all schools in terms of security. This includes a communication plan, standard check-in procedures, and the identification of infrastructure issues.

7. TFSD front desk staff will be trained on safety procedures and evaluating situations to provide an added layer of security to our school buildings.

January Status Update: TFSD front desk staff, including secretaries, registrars, and others, attended the Front Desk Safety and Security Training provided by Code 4, September 6, 2016. This training included content regarding interpreting body language, communication skills, and personal safety.

8. The TFSD Board of Trustees will monitor the ongoing building projects through regular reporting. This process will allow the board to monitor the projects and maintain that they are completed on or under budget and on time.

January Status Update: Brady Dickinson, Director of Operations and Educational Technology, reports to the TFSD #411 Board of Trustees regarding the progress on the five building projects and their budgets every month.

STEWARDSHIP OF RESOURCES

GOAL STATEMENT: Twin Falls School District # 411, employees, parents and students will be responsible and accountable stewards to support district needs and the district mission.

STRATEGIES:

Streamline practices and policies to best utilize staff and resources.

Collaborate with community partners for shared use of resources.

Coordinate grant writing between schools and community organizations.

2015-16 SCHOOL BOARD TASKS:

1. The Budget Advisory Committee will continue to meet as needed to provide a recommendation for the need and timing for future emergency levies, supplemental levies and plant facilities levies.

July status update: The TFSD BAC reconvened this spring to hear an update on the current state of the TFSD finances. At this meeting, the BAC began to explore the need and timing of supplemental levies and plant facilities levies in the 2016-17 and 2017-18 school years. Large maintenance projects such as roofs and asphalt were also discussed, as well as the options for a long term plan to improve Magic Valley High School.

2016-17 SCHOOL BOARD TASKS:

1. The budget advisory committee will continue to meet as needed to provide a recommendation for the need and timing for future emergency levies, supplemental levies and plant facilities levies. The committee will stay current on legislative decisions regarding education funding.

January Status Update: The Budget Advisory Committee met in October to discuss the possibility of an emergency levy. They recommended the use of an emergency levy in the amount of approximately \$1.8 million to help with added student enrollment costs, such as additional curriculum materials and additional para educators to help teachers in areas where class sizes were above recommended guidelines.

At the end of October the BAC began meeting to discuss the possibility of a supplemental levy. Over three meetings the committee determined they would be in support of a continuation of the current levy rate to collect \$9 million over two years. This recommendation was presented to the school board at the Dec. 12 board meeting. The Board of Trustees chose to reduce the amount to \$8.5 million over two years. This proposal will go to the community for a vote March 14.

2015-16 STATEWIDE STUDENT READINESS AND IMPROVEMENT METRICS

	Description of Metric	2014-15	2015-16	Improvement
Career and College Readiness				
Math	Percent Scoring at or above College and Career Ready in the Math portion of the SAT	29	42	13
Reading/Writing/ Evidence Based Reading and Writing	Percent Scoring at or above College and Career Ready in the Reading and Writing portions (2014-15) and the Evidence Based Reading and Writing portion (2015-16) of the SAT	32 reading /28 writing	70	38/42
High School Readiness				
ELA	ISAT - Percent of eighth graders above state average in ELA	46	49	3

Math	ISAT - Percent of eighth graders above state average in math	34	35	1
Grade 7 Readiness				
Math	ISAT - Percent of sixth graders above state average in math	25	29	4
Reading	ISAT - Percent of sixth graders above state average in ELA	43	41	-2
Grade 4 Reading Readiness	Idaho Reading Indicator - Percent of Third Graders at Benchmark District-Wide on Spring Test	79	80	1
Grade 3 Reading Readiness	Idaho Reading Indicator - Percent of Second Graders at Benchmark District-Wide on Spring Test	77	73	-4
Grade 2 Reading Readiness	Idaho Reading Indicator - Percent of First Graders at Benchmark District-Wide on Spring Test	72	70	-2
Grade 1 Reading Readiness	Idaho Reading Indicator - Percent of Kindergartners at Benchmark District-Wide on Spring Test	85	86	1

ADDENDUMS TO THE TFSD STRATEGIC PLAN:

Elementary Schools Continuous Improvement Plans: <http://www.tfsd.k12.id.us/tfsd/schools/Continuous%20Improvement%20Plans%20-%20Elementary.pdf>

Secondary Schools Continuous Improvement Plans: <http://www.tfsd.k12.id.us/tfsd/schools/Continuous%20Improvement%20Plans%20-%20Secondary.pdf>

TFSD Literacy Plan 2016-17: <http://www.tfsd.k12.id.us/tfsd/schools/Literacy%20Intervention%20Plan%2016-17.pdf>

TFSD Literacy Budget 2016-17: <http://www.tfsd.k12.id.us/tfsd/schools/Literacy%20Intervention%20Budget%20Plan16-17.pdf>

TFSD Career and College Mentoring Plan 2016-17:

<http://www.tfsd.k12.id.us/tfsd/schools/Twin%20Falls%20School%20District%20Career%20and%20College%20&%20Mentoring%20Plan.pdf>

TFSD Career and College Mentoring Budget 2016-17:

<http://www.tfsd.k12.id.us/tfsd/schools/Twin%20Falls%20School%20District%20411%20Career%20and%20College%20&%20Mentoring%20Plan%20Budge....pdf>



LEADERSHIP PREMIUMS

2016-2017

COMMITTEES

- Both Elementary and Secondary have Leadership Premium Committees
- Committees meet in the summer/fall to determine guidelines for the current school year
- Committees developed proposal documents and procedures

CURRENT PROPOSALS

Elementary

- 124 proposals currently being implemented
- \$300,731.00 encumbered
- 107 proposals currently being implemented
- \$161,281 encumbered

SECONDARY LEADERSHIP POSITIONS

- School website managers
- Building milepost leaders
- District milepost leader
- Blended learning cohort teachers
- Department leaders
- Advanced placement instructors
- Building leadership team facilitators
- Afterschool tutors
- Assessment committee members
- Writing lab instructors
- Morning math coordinator
- Student voice initiative coordinators
- Student mentoring coordinator
- Family liaison for alternative school students
- Dropout prevention coordinator
- Community awareness/parent advisory coordinator

ELEMENTARY LEADERSHIP POSITIONS

- District Grade Level Leaders
- District Grade Level Representatives
- School Website Manager
- Before and After School Tutoring in ELA and Math and ELL
- Homework Help
- Social Skills Group
- Special Choirs
- STEM: Lego League Robotics Teams
- Standards Based Report Card and Math Program Pilot Teacher Support/Trainers
- Science Invention Fair Leaders
- Random Acts of Kindness Leader (leading school initiative)
- Leader In Me Building Leaders (leading staff through implementation)
- Chromebook Teacher Trainers (providing training for teachers)
- Leaders of Student Leadership Teams
- District Milepost Leaders
- Building Milepost Leaders
- Special Ed CBM Leader
- Special Ed Milepost Lead
- Google Apps for Educators Training
- After School Fine Arts Club
- RTI Facilitators
- Leader In Me Coaches/Leaders/ etc.
- Other

PROCESS

- Teachers complete a proposal
- .
- Proposals are approved by Principals and then sent to Directors for approval.
- Teachers keep a log and timecards.
- Cannot be paid out until they have worked their first 36 hours (36 hour minimum for leadership premiums).
- Timecards and logs are cross checked and kept for records.

IMPACT TO STUDENTS AND STAFF

- We are proud of the initiative the staff of TFSD has displayed in the use of this opportunity.
- Be belief that the use of these funds is having great impact on students and staff.
- We intend to continue to be diligent in our process and our use of these funds, along with our communication with legislators as to how we are utilizing this opportunity.

Middle School Transition Update

2017-18 School Year

Policy NO: 5220 Assignments, Reassignments and Transfers

- ▶ When building to building transfers are needed, the building should first seek volunteers to fill the transfer. (Phase 1) The affected grade level team/department should have the first option of volunteering. If the grade level does not fill the transfer, (Phase 2) then other volunteers in the affected building will be solicited. (Phase 3) If no volunteer can be generated from within the building, then the transfer becomes involuntary. Teachers involved in an improvement plan (remediation or probation) (or Category 1 teachers hired after August 1st 2016 - added) are not considered for transfer. Principals will use the following criteria to select individuals who will be transferred: specialty endorsements/training/advanced degrees, seniority, extra-curricular activities, district contributions (e.g., district committees, etc.), teaming, performance, successful teaching experience. An involuntarily transferred teacher may utilize the grievance procedure outlined in Policy 5870.

Timeline for Middle School Staffing

- ▶ Phase 1 - Building to building transfers by department - January 12th - 30th
- ▶ Phase 2 - Open remaining positions through AppliTrack to volunteers in the affected buildings only - February 2nd - March 1st
- ▶ Phase 3 - Involuntary transfers - March 1st to March 10th
- ▶ Phase 4 - Open and all remaining positions (internally/externally) - March 11th

Survey

- ▶ The purpose of the survey is give certified staff the opportunity to confidentially declare their intent for next year.
- ▶ School Preference for 2017-2018 school year
- ▶ 1. I want to go to South Hills Middle School.
- ▶ 2. I would be willing to transfer to South Hills Middle School.
- ▶ 3. I want to stay at my current school.

Phase 1

- ▶ Survey link sent out Thursday, January 12, 2017
- ▶ All certified staff must submit the survey by the end of the day on Monday, January 16, 2017
- ▶ Administration will analyze survey results by department
- ▶ All three middle school principals and L.T. will meet to discuss the survey results and staffing needs
- ▶ Administrators will meet with individuals and/or departments as needed.
- ▶ Complete voluntary transfer form
- ▶ By January 30th teachers that will be voluntarily transferring receive written notification of assignment for the 17-18 school year.
- ▶ Circumstances may necessitate the possibility of involuntary transfers. If that is the case, we will follow district policy 5220.

Process Phase 2

- ▶ February 2nd - Post remaining open positions on AppliTrack internally and only to certified middle school staff in the affected buildings.
- ▶ Scenario - O'Leary needs to transfer 2.5 ELA positions to South Hills. From Phase 1, we only have one teacher from the English department that wants to transfer. Phase 2, the one and a half positions will be opened up to the remaining O'Leary teachers that might have the certification and want to transfer. Phase 3, if the positions are still not filled we will need to go to an involuntary transfer. Once all of the transfers have taken place, then any remaining positions will be opened up in AppliTrack to in district and out of district candidates.
- ▶ Complications - If you are one of the 2.5 ELA teachers and you do not volunteer to transfer and another staff member from your building, not from your department, volunteers to transfer to the ELA position at SHMS, you put yourself at risk of being involuntarily transferred.
- ▶ Applications close Monday, February 13th

Phase 3

- ▶ Involuntary transfers will be notified by March 10th
- ▶ Administration will work with teachers throughout the process to let them know the various scenarios regarding possible placement for the 2017-2018 school year.

Phase 4

- ▶ March 11th open all remaining positions on AppliTrack externally and internally
- ▶ Category 1 teachers, those hired after August 1st 2016, can now apply for the open positions.

2017-2018 Staffing Plan for Transition to Three Middle Schools

	Current	Current OMS	OMS 17-18	Change	Current RSMS	RSMS 17-18	Change	SHMS 17-18	Total	Change
Art	2	1	1	0	1	1	0	1	3	1
Band	1.3	0.8	0.66	-0.14	0.5	0.5	0	0.5	1.66	0.36
Choir	1.66	1	0.66	-0.34	0.66	0.66	0	0.5	1.82	0.16
Counselors	4	2	2	0	2	2	0	2	6	2
Drama	2	1	1	0	1	1	0	1	3	1
ELA	14	7	4.5	-2.5	7	4	-3	4.5	13	-1
ELL	1.5	0	0	0	1.5	1	-0.5	1	2	0.5
FCS	2	1	1	0	1	1	0	1	3	1
Health	2	1	0.83	-0.17	1	0.83	-0.17	0.83	2.49	0.49 *
Instructional Coach	2	1	1	0	1	1	0	1	3	1
Library	2	1	0.5	-0.5	1	0.5	-0.5	0.5	1.5	-0.5
Math	13	6	5	-1	7	4.33	-2.67	5	14.33	1.33
Media Tech	2	1	1	0	1	1	0	1	3	1
MS Essentials	2	0	0.5	0.5	2	1.33	-0.67	1.5	3.33	1.33
Orchestra	0.66	0.33	0.33	0	0.33	0.33	0	0.33	0.99	0.33
PE	8	4	2.67	-1.33	4	2.17	-1.83	2.67	7.51	-0.49 *
Reading	4	2	1.5	-0.5	2	1.33	-0.67	1.5	4.33	0.33
Science	12	6	4.5	-1.5	6	4	-2	4.5	13	1
Social Studies	12	6	4.5	-1.5	6	4	-2	4.5	13	1
Special Edu	8	4	3	-1	4	3	-1	4	10	2
STEM	1.5	1	0.5	-0.5	0.5	0.5	0	0.5	1.5	0
Title 1	3.5	1	0	-1	2.5	1.5	-1	2	3.5	0
	101.12		36.65			36.98		41.33	114.96	13.84

Classified Staff and Extra Duty Assignments

- ▶ Custodial
- ▶ Kitchen
- ▶ Paraprofessionals
- ▶ Secretaries
- ▶ Coaches
- ▶ Department leaders

FFE - Furniture, Fixtures, and Equipment

- ▶ January - Submitted paper order
- ▶ February 7th - Finalize furniture order
- ▶ February 10th - Department leaders submit lists of supplies needed for each discipline: science, math, social studies, language arts, family and consumer sciences, drama, art, band, orchestra, choir, media tech, special education, Title I, ELL, PE, health, and middle school essentials
- ▶ Late February - South Hills Middle School staff will review the lists and make changes as needed
- ▶ Mid March - Finalize the Fixtures and Equipment budget and begin submitting purchase orders

Curriculum Transfer

- ▶ Department leaders are working together to plan the transfer of curriculum
- ▶ They will use updated projections to decide what needs to be sent to SHMS and what needs to remain
- ▶ Department leaders will requisition additional materials, supplies, textbooks, etc.

Athletics

- ▶ Committee of the athletic directors, administrators, and coaches
- ▶ Football - Committee meets January 20th to put order together
- ▶ Volleyball
- ▶ Cross country
- ▶ Soccer
- ▶ Basketball
- ▶ Wrestling
- ▶ Track

Motion to go into executive session:

I move that after a five minute break the Board retire into executive session pursuant to Idaho Code 74-206(1) subsection (b);

(b) To consider the evaluation, dismissal or disciplining or to hear complaints or charges brought against a public employee, staff member or individual agent.