TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
Held at:
Magic Valley High School
512 Main Avenue North, Room #101

March 29, 2017
7:00 P.M.

AGENDA

6:45 Board of Trustees will Tour Magic Valley High School

I. 7:00 Call to Order

II. Pledge of Allegiance

III. Procedural Matters
   A. Action Items:
      1. Approval of Agenda (Additions and Deletions)

IV. Unscheduled Delegations (Audience to Address the Board)

V. Budget and Finance
   A. Information Items:
      1. Supplemental Levy Election Canvassed Results
      2. Superintendent Applicants Travel Reimbursement Discussion
      3. South Hills Middle School Color Change Discussion
   B. Action Items:
      1. Supplemental Levy Election Canvassed Results
      2. Superintendent Applicants Travel Reimbursement
      3. South Hills Middle School Color Change

VII. Board In-service
   A. Report on Building Goals
      1. Roger Keller, MVHS/JD
      2. Amy McBride, Robert Stuart Middle School
      3. Keelie Campbell, O’Leary Middle School
      4. Jim Brown, Bridge Academy
      5. Melissa Ardito, Harrison Elementary School

VIII. Executive Session as per ID Code 74-206(1) subsections (b):
      (b) to consider student discipline and personnel issues
      Action Items:
      (1) Student discipline action
      (2) Personnel issue action – if needed

IX. Adjournment

The School District Board Room is accessible to the physically disabled. Interpreters for persons with hearing impairments, and brailed or taped information for persons with visual impairments, can be provided upon 5 days’ notice. For arrangements, contact Sonia DeLeon at 733-6900.
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
CERTIFICATE OF ELECTION

STATE OF IDAHO )
County of Twin Falls )

The undersigned, being first duly sworn on oath, states as follows:

I am the duly appointed, qualified and acting Clerk of Twin Falls School District No. 411, Twin Falls County, State of Idaho (the “District”) and Twin Falls County Clerk Kristina Glascock supervised the Board of Election for the Supplemental Levy Election duly called and held in the District on Tuesday, March 10, 2015, for the purpose of voting on the question whether the District should levy a supplemental levy in the amount of four million two hundred fifty thousand dollars ($4,250,000), each year for two years for a total of eight million five hundred thousand dollars ($8,500,000) for the purpose of paying all lawful expenses of maintaining and operating the District for the fiscal year beginning July 1, 2017, and ending June 30, 2019 as set forth in the Resolution Calling for Supplemental Levy of the District passed on December 12, 2016.

That the Supplemental Levy Election was in all respects conducted in the manner prescribed by the laws of Idaho and pursuant to the Supplemental Levy Election Resolution.

I hereby certify that a canvassed election results have been provided to me by Twin Falls County Clerk Kristina Glascock on or before March 20, 2017 with supplemental levy election results as follows:

TOTAL VOTES CAST IN FAVOR OF SUPPLEMENTAL LEVY IN THE AMOUNT OF $4,250,000 EACH YEAR FOR TWO YEARS FOR A TOTAL OF $8,500,000 FOR THE PURPOSE OF PAYING ALL LAWFUL EXPENSES OF MAINTAINING AND OPERATING THE DISTRICT FOR FISCAL YEARS BEGINNING JULY 1, 2017 AND ENDING JUNE 30, 2019

1,441
TOTAL VOTES CAST AGAINST
SUPPLEMENTAL LEVY IN THE AMOUNT OF
$4,250,000 EACH YEAR FOR TWO YEARS
FOR A TOTAL OF $8,500,000 FOR THE PURPOSE
OF PAYING ALL LAWFUL EXPENSES OF
MAINTAINING AND OPERATING THE DISTRICT
FOR FISCAL YEARS BEGINNING JULY 1, 2017
AND ENDING JUNE 30, 2019

TOTAL OVER VOTES
0
TOTAL UNDER VOTES
0
TOTAL ALL VOTES CAST
2,121

IN WITNESS WHEREOF, I have hereunto subscribed my hand this 29th day of

Michelle Lucas, Clerk
34-1410. canvassing of election results. The board of county commissioners shall conduct the canvass of the election results within ten (10) days after the election, in the manner provided in chapter 12, title 34, Idaho Code. The county clerk shall certify the election results to the clerk of each political subdivision for which an election was held. Each political subdivision shall issue the appropriate certificates of election.

History:
[34-1410, added 1992, ch. 176, sec. 4, p. 558; am. 2010, ch. 185, sec. 12, p. 389; am. 2011, ch. 11, sec. 20, p. 34.]
STATE OF IDAHO
COUNTY OF TWIN FALLS

I, Kristina Glascock, County Clerk of said county and state, do hereby certify that the attached is a full, true and complete copy of the abstract of votes for the candidates therein named and/or the questions as they appeared on the election ballot on March 14, 2017 for the Twin Falls School District as shown by the record of the Board of Canvassers filed in my office this 17th day of March, 2017.

[Signature]
County Clerk

(County Seal)

E-30, Approved Secretary of State, January 2011
STATE OF IDAHO
COUNTY OF TWIN FALLS

We, the commissioners of the county and state aforesaid, acting as a Board of Canvassers of Election, convened on March 17, 2017, do hereby state that the attached is a true and complete abstract of all votes cast within this county for the candidates and/or questions as they appeared at the election held on March 14, 2017, as shown by the records now on file in the County Clerk's office.

County Board of Canvassers

Attest: County Clerk

E-31, Approved Secretary of State, January 2011
# TWIN FALLS COUNTY RESULTS
## MARCH 14, 2017 ELECTION

<table>
<thead>
<tr>
<th>Precinct</th>
<th>Hansen School Dist. 415</th>
<th>Murtaugh School Dist. 418</th>
<th>Twin Falls School Dist. 411</th>
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<tbody>
<tr>
<td></td>
<td>Authorizing Supplemental Levy in the amount of $290,000 each year for 2 years?</td>
<td>Authorizing Plant Facilities Reserve Fund Levy in the amount of $175,000 each year for 10 years?</td>
<td>Authorizing Supplemental Levy in the amount of $4,250,000 each year for 2 years?</td>
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<tr>
<td>YES</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>Hansen</td>
<td>146</td>
<td>73</td>
<td>63</td>
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<tr>
<td>Murtaugh</td>
<td>99</td>
<td>15</td>
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<tr>
<td>Twin Falls 1, 2</td>
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<td>83</td>
<td>131</td>
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<tr>
<td>Twin Falls 3, 4</td>
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<td>Twin Falls 5, 6</td>
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<td>112</td>
<td>45</td>
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<td>Twin Falls 7, 9</td>
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<td>222</td>
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<td>Twin Falls 8, 12</td>
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<td>Twin Falls 15, 16</td>
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<td>Twin Falls 17, 18</td>
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<tr>
<td>Twin Falls 19, 20, 21</td>
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<td>67</td>
<td>216</td>
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<tr>
<td>Twin Falls 22, 23, 24</td>
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<td>67</td>
<td>216</td>
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<tr>
<td><strong>CO. TOTAL</strong></td>
<td><strong>146</strong></td>
<td><strong>73</strong></td>
<td><strong>99</strong></td>
</tr>
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## TWIN FALLS COUNTY RESULTS
### MARCH 14, 2017 ELECTION

<table>
<thead>
<tr>
<th>Precinct</th>
<th>Total Number of Registered Voters at Cutoff</th>
<th>Number Election Day Registrants</th>
<th>Total Number of Registered Voters</th>
<th>Number of Ballots Cast</th>
<th>% of Registered Voters That Voted</th>
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<tbody>
<tr>
<td>Hansen</td>
<td>852</td>
<td>9</td>
<td>861</td>
<td>219</td>
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<td>Murtaugh</td>
<td>344</td>
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<td>349</td>
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<td>CO. TOTAL</td>
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<td>67</td>
<td>23,239</td>
<td>2,455</td>
<td>10.5%</td>
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</table>
February 13, 2017

Dear South Hills Color Selection Committee,

I’m very excited to be a part of opening a new school. I know that you have been working very hard planning and preparing for the South Hills Middle School. While I feel the school colors that were chosen are great, I would ask you to consider adding one more color to the color scheme.

The South Hills Middle School facilities are full of bright colors. Adding a color would help in keeping that bright theme. The colors chosen are black and silver. Black is normally not chosen as an official school color, rather it is used as a background or accent color by default. Silver, as a metallic color, is primarily used as an accent and can be difficult to use as a background. Silver can be challenging to add and often times becomes grey or white as a result. This combination severely limits the school’s choice when it comes to color schemes in logos and uniforms, and will make it difficult to keep up with new trends as uniform styles change. By adding a third color, the school would expand the options available exponentially and balance out the monotone quality that black and silver have together. In essence, adding a third color would open many more color combinations for the school for years to come.

Throughout the Twin Falls school district there is quite the variety of colors schemes being used at each school from elementary to high school. At the middle school level Robert Stuart’s colors are Green and White and O’Leary’s colors are Red and White. If asked, I would suggest that the new South Hills Middle School colors be Black, Silver and Blue. I feel that blue goes best with silver and is not currently being used as a combination at the middle school level in the Magic Valley.

Again, I greatly appreciate all of the time and effort the committee has already put into choosing the official school colors for the South Hills Middle School. I would ask that the committee consider adding blue to the South Hills Middle school color scheme.

Thank you for your consideration,

Ryan Ellsworth
Principal
South Hills Middle School
Dr. Dobbs,

If necessary, I have included the following overview of the process for the Board.

In February, I received the attached letter from Ryan Ellsworth the principal at South Hills Middle School. I discussed our options with Dr. Dickinson, chair of the original committee, and Dr. Dobbs. Following the advice of Dr. Dobbs, we decided to get the original committee back together. On March 13th at 5:30 PM in room 301 at Canyon Ridge High School, we reconvened the color selection committee for South Hills Middle School. We invited everyone from the original color committee to the meeting. However, several of the original members did not attend. We went ahead with the meeting as planned and we are recommending to add purple as an accent color.

Committee: Eva Craner, Scot McNeley, Shannon Swafford, Ryan Ellsworth, Jerry Guthrie, and L.T. Erickson

Dr. L.T. Erickson III
Director of Secondary Programs
Twin Falls School District
Cell – (208) 731-2445
From Lucas, Michelle
Sent: Thursday, March 16, 2017 10:59 AM
To: Dobbs, Wiley <dobbswi@tfisd.org>; Erickson, Lennart <EricksonLe@tfisd.org>
Subject: school colors

From February 2015 board meeting. Yes, they were board approved. What board meeting do you want it added to? March 29th, April 10th? ....And do you need it as information and action at same meeting?

Thanks

1. Director of Technology Education and Operations Brady Dickinson gave a brief facilities update. Rock Creek ground breaking will be scheduled within the next 4-6 weeks. Mr. Dickinson also shared the school colors survey results. The survey results indicate that the majority of voter want: South Hills Middle School (home of the Cougars) – Black and Silver; Rock Creek Elementary – Navy Blue and Kelly Green; and Pillar Falls Elementary – Royal Blue and Silver. Mr. Dickinson recognized property owner John Martin for all his support with plans for the school on Hankins Road.

2. Director of Technology Education and Operations Brady Dickinson shared he bid results for the Riverhawk commercial property. This is also an action item because of time sensitivity issues.

3. Director of Technology Education and Operations Brady Dickinson gave a brief bussing update. He reported that Western States appears to be addressing the districts concerns and listed nine things they are working on to improve services.

VIII. Budget & Finance B. Action Items:

1. Trustee McClintock moved to approve the recommended color choices based on the school colors survey results: South Hills Middle School (home of the Cougars) – Black and Silver; Rock Creek Elementary – Navy Blue and Kelly Green; and Pillar Falls Elementary – Royal Blue and Silver. Trustee Barron seconded the motion. Motion passed unanimously.

Michelle L. Lucas
Executive Secretary to the Superintendent/Clerk of the Board
Twin Falls School District #411
lucasmi@tfisd.org
208-733-6900
1. Building Goals:
Our Building Leadership Team, which includes all teachers, has determined that we will focus on the following goals this year:
- Students at Magic Valley High School will improve their reading skills
- Students at Magic Valley High School will improve their writing lexile
- Students at Magic Valley High School will improve their math skills
- We will achieve a higher level of technology use in all classrooms
- To establish a safe, collaborative, and supportive culture for students and staff

2. Growth Towards Goals:
Reading: We use two research based programs to improve our students reading levels, Achieve 3000 and Read 180. Achieve 3000 is used by all teachers two times per week for 45 minutes each session. Through the first 100 days of school MVHS students moved their Lexile growth to +42 for this school year, which is over one entire grade level. We have added two Read 180 classes to our schedule this year to focus on students that need extra remediation based on Achieve 3000 results. We are also using Read 180 pull-out
groups for students that have shown positive growth in Achieve 3000, but still need to bring their reading levels up to be successful in life.

Writing: This our second year using Write Tools techniques with our students. We are finding that when students consistently utilize Write Tools strategies they are able to organize their writing in a meaningful way and produce higher quality writings. Teachers across all curriculums require students to write on a consistent basis.

Math: In an effort to improve our students' math levels our Building Leadership Team determined that students need to be exposed to math on a daily basis. With our block schedule some students may have math first or second block and them not have it again for several blocks, or possibly not for the rest of the year. We decided to add fifteen minutes to our schedule to have students work on math every morning. Math problems are provided by one of our math teachers with a focus on procedures and operations, which our ISAT scores indicated was the area our students scored the lowest in.

Technology: We continue to improve our technology infrastructure as we have added over 65 chrome books/laptops and 4 computer carts this school year. The additional technology enables teachers to consistently utilize it in their daily instruction.

School Culture: We strive to provide positive recognition to our students any opportunity we have. Perfect attendance certificates are awarded to students each block, and we also post students names of have perfect students on a poster for others to see. We have a wall listing students who have demonstrated high achievement in Achieve 3000, we give out “Makin’it Happen” slips to students caught doing something good, t-shirts are also awarded to students as a reward for doing a good deed. We have “Kindness Thursday: in which everyone is encouraged to give a note of encouragement to others. These are little things, but we feel that they help promote a positive atmosphere for students and staff.

3. Growth Indicators:
As stated earlier, our average overall reading Lexile gain was +42 points for the first 100 days of schools, which is over one grade level of growth. Students that are not making adequate progress in Achieve 3000, or read at a very low level are assigned to a Read 180 class or assigned to a Read 180 pull-out group to receive additional help with reading, and we are seeing growth in those students reading levels. Our student writing scores have improved close to one point throughout the year, which indicates that teachers’ efforts in teaching Write Tools strategies are having a positive impact. We are tracking student progress in morning math and are seeing a definite upward trend in their scores. Once our students take the ISAT test this spring we will analyze the results to determine if adjustments need to be made to our remediation efforts.

4. Instructional Focus/Priorities:
Motivating students to want to learn and be successful has been a focus this year, which is challenge any school must deal with. We are trying to take a positive approach and reward students when they are doing want they should be doing. We are letting students that have had perfect attendance for the block out an hour early the last of the block, we also award those students a perfect attendance certificate and put their name on the perfect attendance poster. While this may sound like a small thing, it is the first time may of these students have received any type of positive recognition and it means a lot to them. Top scorers in Achieve 3000 for the week and month have their names put on a poster in the main hallway. T-shirts and other items are awarded to students caught doing something positive for the school.

Student engagement is always a priority, as students must be engaged in their own education if they are to be successful. Engagement is monitored during classroom observations and discussed in staff meetings. If we have particular students that we are having challenges motivating or being engaged in the classroom we openly discuss what strategies other teachers have used to keep the student on task.
5. School Improvement Initiatives:
Technology infrastructure and the use of technology within the classroom has been something we have been working on the last three years, as it is an area from our last accreditation that needed to be addressed. We have made significant improvements in the availability of computing devices, and by the beginning of next year our goal is to have a cart and chrome books/laptops in every classroom. With the increased availability of devices technology is more frequently used as a part of daily instruction. Some of the programs that teachers are using to enhance and individualize student learning include: Think Through Math, Kahn Academy, Geogebra, Astronomy Research, Google docs, Google Classroom, Padlet, eCIS, Plato, Moodle, and Buzz/Brainhoney, to name a few. Other improvement initiatives are to improve students reading, writing and math levels. As mentioned previously we are making progress in each area. We are always open to make changes or implement new programs we feel are in the best interest of our students.

6. Interventions and Extensions:
Decisions on interventions are based on data which we have recorded in Mileposts. Having student scores in one place (Mileposts) makes it much easier to access to make informed decisions that benefit our students. As a school we individualize instruction for the majority of our students as they come to us with varying needs. Within each classroom teachers design instruction to meet the unique needs of our students. As a staff we meet as an RTI team each block to discuss struggling students and what interventions we need to implement to meet the needs of identified students. Interventions are recorded in Mileposts by the grade level RTI team which makes it convenient for other teachers to reference the plan who have the student later in the year.

7. Leadership Premium Usage:
Premiums are being utilized in the following areas:
- Mileposts Lead
- Website Manager (two people are sharing this duty)
- Tutoring
- Administrative Assistance
- Morning Math Coordinator
- Department Head
- Department Head/Electives

8. Challenges:
Student Attendance – it is a challenge for many of our students to maintain consistent attendance due to family issues, jobs or lack of discipline on their part. The reason we get many of our students is because they had attendance problems at their previous school. We work with students to keep them in school the best we can, but if they do drop a block our schedule enables students to re-enter every three weeks. We also utilize PM School as a way for students to earn their way back into day school who have violated our grade or attendance policies.

9. Bright Spots:
Robotics Team – Magic Valley High School had our first Robotics Team this year. The team took part in regional activities and represented MVHS well at the state competition.

PM School – this our second year offering PM School for students who have violated our grade or attendance requirements. Students are able to continue earning credits while earning their way back to day school. We also have students attending PM School that have conflicts during the day but are able to attend school in the evening.
Jobs Program – this unique program continues to offer students the opportunity to work various day jobs to earn much needed income. Mr. Brown our coordinator has also assisted many students in securing part time jobs.

Building Expansion – we are very thankful that the school board and district administration approved the remodel plan for Magic Valley High School.

Graduating Seniors – it is a bright spot at the end of every block when we have students fulfill their graduation requirements. It is such a great accomplishment for the student and their family.
1. Building Goals:
   - RSMS will increase the percent of students scoring proficiency or higher on the 2016 math ISAT by 30%, from 27% to 57%.
   - RSMS will increase the percent of students scoring proficiency or higher on the 2016 ELA ISAT by 30%, from 34% to 64%.

2. Growth Towards Goals:
   - School-wide writing prompts 3 times/year, scored together as a staff
   - School-wide analysis of ISAT math rubrics
   - ISAT interim block assessments, individually and whole group

3. Growth Indicators:
   - School-wide proficiency for writing went from 20% to 45% from fall to winter
4. Instructional Focus/Priorities:
   - School-wide writing focus:
     - Defining the proficient paragraph
     - Consistent expectations/ consistent scoring
   - Math curriculum pilot

5. School Improvement Initiatives:
   - ISAT attack plan
     - Student Motivation
     - Academic Content
     - ISAT Test Prep
   - Distributive Leadership
     - Asked 2 teacher leaders to run BLT as Site Coordinators
     - Delegated decision making to the BLT

6. Interventions and Extensions:
   - Multi-Tier System of Supports, academic and behavioral
   - ELL extended day
   - Bear Essentials, Tier I and II
   - Intensive Remediation Advisory

7. Leadership Premium Usage:
   - 2 Site Coordinators
   - PBIS, Student Leadership, Co-teaching, Milepost, Website

8. Challenges:
   - Math Pilot

9. Bright Spots:
   - Bear Essentials Successes
   - Leader in Me – Student Voice and Ownership
1. Building Goals:

   - Use Mileposts to identify/track strategies and interventions for at risk students academically in Math and ELA resulting in growth to the next ISAT achievement level for all identified students within 25 points of each cut score.
   - All teachers, with the exception of the math dept., will use Write Tools to teach the writing process and will assign a minimum of one writing assignment per quarter.

2. Growth Towards Goals:

   - Support provided for all students including homework club, credit recovery and ISAT preparation, teams meet weekly to identify students in need of support and determine interventions, communication given in emails, phone calls, conferences and family night about learning standards and student's progress, parent meetings scheduled for struggling
students, ISAT specialist in place, held after school ISAT prep on T and TH 3:00-4:00 Jan – May, students on bubble identified and given support, interim tests used for preparation, Mileposts used for tacking student interventions, SIT (Student Intervention Team) meets monthly to discuss struggling students and interventions and make referrals to Special education as needed.

- At least 1 peer observation per year required, teachers provide instructional support to students, ELA department provides support for instructional strategies for Write Tools, students and parents provided with writing rubrics, lesson plans and student work samples provided for required writing assignment, staff meetings include Best practices component each month some of which are focused on Write Tools.

3. Growth Indicators:
   - Mileposts entries, lesson plans, rubrics, parent communication logs and examples, peer observations logs, number of students completing credit recovery, attendance sheets for homework club and ISAT prep, ISAT results for bubble students, Team meeting minutes, SIT Committee minutes, staff meeting minutes, BLT meeting minutes.

4. Instructional Focus/Priorities:
   - Identification of and support for at risk students
   - Meaningful professional development for teachers – differentiation, Danielson Framework, effective teaching strategies, Jam Sessions, grading and assessment, reflection, letters of request, data analysis
   - Evaluation process that empowers teachers and focuses on improving professional practice through collaboration, reflection, and coaching

5. School Improvement Initiatives:
   - Foster a student centered atmosphere – The O’Leary Way
   - Build staff morale and sense of team
   - Establish common vision for the school
   - Develop and utilize an effective BLT
   - Better use of data on a regular basis
   - Supporting 6th graders in transition to middle school and 8th graders in transition to high school
6. Interventions and Extensions:
   - Homework Club, Credit Recovery, ISAT Prep, Language Lab, Title Math, Prime Time monitoring and support, teacher office hours for extra help, behavior plans with restricted travel, attendance procedures

7. Leadership Premium Usage:

**2016-2017 O’Leary Middle School Leadership Premium Plan**
Base = $900 for 36 hrs

<table>
<thead>
<tr>
<th>Position</th>
<th>Members</th>
<th>Premium Value</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homework Club</strong></td>
<td>Charity Smith</td>
<td>$5800</td>
<td>Provide after school assistance to struggling students.</td>
</tr>
<tr>
<td></td>
<td>Maureen Padilha</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rebecca Robbins</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emily Parker</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 of the 4 positions -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>designated test proctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for make-up exams and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>retakes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Council</strong></td>
<td>Kelly Ramirez</td>
<td>$900 (36 Hours)</td>
<td>Supervise Student Council, oversee process for choosing student council members, Communicate with staff and parents, facilitate and supervise all student council activities,</td>
</tr>
<tr>
<td><strong>Advisor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Yearbook</strong></td>
<td>Emily Tuma</td>
<td>$1700 (68 hours)</td>
<td>Oversee the production of the yearbook, schedule individual and group pictures, communicate with staff and photographer, facilitate all activities in regard to the yearbook.</td>
</tr>
<tr>
<td><strong>Fundraising</strong></td>
<td>Annette McFarlin</td>
<td>$1800 (72 hours)</td>
<td>Facilitate all fundraising activities for the school including the 5K, Booster and PTSO fundraising, Relay for Life school carnival, and work with parent groups and sponsors, organize volunteers and other assistants.</td>
</tr>
<tr>
<td><strong>BLT Chair</strong></td>
<td>Phillip Nelson</td>
<td>$900 (36 hours)</td>
<td>Facilitate leadership team meetings, develop agendas for meetings, oversee assignments made.</td>
</tr>
<tr>
<td><strong>SIT Committee</strong></td>
<td>Leticia Lemus</td>
<td>$900 (36 hours)</td>
<td>Facilitate SIT team, oversee RTI process, develop agendas for meetings, oversee assignments made.</td>
</tr>
<tr>
<td><strong>Chair</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Parent Engagement /Community Service
**Purpose:** Facilitate parent engagement and community service activities to promote positive connections.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rate</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desiree Montoya</td>
<td>$900</td>
<td>36</td>
<td>Design and facilitate parent engagement and community service activities including Family Nights, Parent Focus Groups, Helping Hands, Spelling Bee, 6th grade fishing trip, and other events and activities, assist with fundraising activities.</td>
</tr>
</tbody>
</table>

### ISAT Specialist/Prep
**Purpose:** Facilitate ISAT testing and preparation for the testing. Provide after school ISAT preparation assistance to students.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rate</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cara Hilles</td>
<td>$1500</td>
<td>60</td>
<td>Assist with ISAT scheduling, provide assistance with ISAT preparation materials/methods/strategies, interim assessment administration, develop a positive testing culture (setting individual student goals, rewards for meeting goals). Provide after school assistance for ISAT preparation to students including testing strategies and ISAT skills and competencies.</td>
</tr>
</tbody>
</table>

### Mentoring Program
**Purpose:** Develop and facilitate 8th grade mentoring club with TFHS.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rate</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silvia Gaxiola</td>
<td>$900</td>
<td>36</td>
<td>Work with TFHS to develop and implement a mentoring club where 8th graders and Juniors are matched up at the end of the year, provide training to mentors, facilitate mentoring meetings.</td>
</tr>
</tbody>
</table>

### Challenges:
- Next year's transition – teaming, shifting staff to new school and within building, scheduling, moving rooms
- Building sense of comradery among staff
- Creating a common vision with commitment from all staff
- Meeting needs of struggling learners – implementing effective interventions
- Lack of teacher leaders
- Math pilot curriculum
- PBIS/RTI
- Lack of special programs and diversity
- Drop off/pick up zones
- Supervision of large campus area
- 6th grade transition
- Consistent policies and procedures – attendance, discipline, Advanced Opportunities
• Need for early warning system, universal screeners, diagnostic testing, progress monitoring, effective credit recovery program

• Technology – plan for maintaining/upgrading, acquisition, effective implementation

• Parent acceptance of discipline and discipline initiatives

10. Bright Spots:

• Growth in ISAT scores in last 2 yrs (exception in 8th gr Math)

• Focus on ISAT prep – specialist and after school program

• Beginning to use interim assessments for ISAT prep – expand next year

• Growing interest in Advanced Opportunities (also presents a challenge)

• BLT

• Student Government

• Integration of IRC into building and with general ed students

• Mentoring Program with TFHS – goal to also develop mentoring between 6th and 8th graders

• Strong PTSO

• Professional Development for staff

• Science Bowl 1st place

• Bulletin Broadcasts

• Several athletic championships this year

• Strong drama, music, and tech programs

• Supporting new teachers

• Good first year teachers

• Teacher resources in online staff handbook

• Student requested clubs – Builder’s Club, Chess, student support group

• Starting chapter of National Junior Honor Society
1. **Building Goals:**

*30% of our students will increase their ISAT ELA & math score one level from 2016-2017. (98% of our students are BB in ELA and math ISAT)*

(iIA01; IIIA19; IID11; IIB04; IF10)

*Decrease office referrals from 1st quarter to 4th quarter by 20% by enforcing and clarifying rules and expectations. In addition, we will provide Behavior Rubric reports weekly, in conjunction with progress reports.*

(IIB04)

*Parental Involvement: A minimum of 80% of our parents will participate in two activities per semester including outreaches, quarterly incentives, and other approved activities by May 2017, AND is documented by each advisory teacher and reviewed by principal.*
All staff will assist in developing and implementing a growth model criteria to submit to the State Board of Education in order to best evaluate the effectiveness of alternative middle schools.

**Growth Toward Goals:**

**Goal 1:**

- a. Implement Write Tools paragraph writing assessment quarterly via all (staff content specific language).
- b. Implement ISAT practice tests questions aligned with ISAT and interim assessments.
  - Monday – Hensley
  - Tuesday – Ritchey
  - Wednesday – Lockwood
  - Thursday – Johnson
  - Friday – Burnum
- c. Implement pre-post assessments recorded in milepost for both Language and Math.

**Goal 2:**

- a. All staff will correct students who do not follow classroom rules and procedures.
- b. All teachers will reinforce classroom rules and procedures by modeling them including interactions with students, peers, and parents.

**Goal 3:**

- a) Revisit expectations with parents during open house, newsletter, and letters home.
- b) Kathy will revisit with staff the parental involvement spreadsheet during team meeting 1st quarter and as needed.

**Goal 4:**

- a. Implement a pre and post paragraph writing piece that is scored using a 4 scale rubric scored by two staff.
- b. Provide a reading and math pre and post assessment.
- c. Include attendance criteria i.e. 90% attendance rate
- d. Include parental involvement i.e. attend a minimum of 4 school sponsored activities throughout the year.

**Growth Indicators:**

- *ISAT results? Interim block assessments were promising!*
- *Increased parental involvement*
- *Presented to State Board of Education in favor of a separate category for alternative schools.*
- *Adopted pre/post assessments in reading, math, and language and documented in milepost.*
2. **Instructional Focus/Priorities:**
   * Write Tools
   * Reduce write-ups/refocuses – led to modifying school-wide classroom management plan
   * Math curriculum pilot

3. **School Improvement Initiatives:**
   * ISAT attack plan – ideal for pre/post assessment with detailed analysis
   * Student motivation & effort
   * ISAT test preparation
   * Distributive Leadership – empowering others, parent liaison, team leader, parent advisory board

4. **Interventions and Extensions:**
   * Read 180/Math 180/ Fast Math/Write Tools
   * Homework Club/After school tutoring/study hall
   * Bear Essentials -6th grade

5. **Leadership Premium Usage:** 4 Tutors; Parent Liaison; Milepost; Web Site; Team Leader

6. **Challenges:** Facilities; new staff, 6th Grade

7. **Bright Spots:** 6th Grade, Student-voice (student council), continued improvement
### Idaho Standards Achievement Test Spring 2015 and 2016 Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd 2015</td>
<td>62.5%</td>
<td>46%</td>
<td>50%</td>
</tr>
<tr>
<td>3rd 2016</td>
<td>55.6%</td>
<td>54%</td>
<td>52%</td>
</tr>
<tr>
<td>4th 2015</td>
<td>43.2%</td>
<td>42%</td>
<td>43%</td>
</tr>
<tr>
<td>4th 2016</td>
<td>49.5%</td>
<td>48%</td>
<td>47%</td>
</tr>
<tr>
<td>5th 2015</td>
<td>27.9%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>5th 2016</td>
<td>46.4%</td>
<td>37%</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Idaho Standards Achievement Test Spring 2015 and 2016 English Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd 2015</td>
<td>54.6%</td>
<td>50%</td>
<td>48%</td>
</tr>
<tr>
<td>3rd 2016</td>
<td>48.8%</td>
<td>52%</td>
<td>49%</td>
</tr>
<tr>
<td>4th 2015</td>
<td>43.2%</td>
<td>45%</td>
<td>46%</td>
</tr>
<tr>
<td>4th 2016</td>
<td>56%</td>
<td>52%</td>
<td>50%</td>
</tr>
<tr>
<td>5th 2015</td>
<td>54.9%</td>
<td>55%</td>
<td>52%</td>
</tr>
<tr>
<td>5th 2016</td>
<td>61%</td>
<td>57%</td>
<td>54%</td>
</tr>
</tbody>
</table>

### Idaho Reading Indicator - Longitudinal Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Administration</th>
<th>Percent of Students Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Fall 2014</td>
<td>40.95%</td>
<td>46%</td>
</tr>
<tr>
<td>Kindergarten Spring 2015</td>
<td>91.2%</td>
<td>85%</td>
</tr>
<tr>
<td>Kindergarten Fall 2015</td>
<td>38.3%</td>
<td>48%</td>
</tr>
<tr>
<td>Kindergarten Spring 2016</td>
<td>90%</td>
<td>86%</td>
</tr>
<tr>
<td>Kindergarten Fall 2016</td>
<td>42.63%</td>
<td>49%</td>
</tr>
<tr>
<td>Kindergarten Winter 2017</td>
<td>87.3%</td>
<td></td>
</tr>
<tr>
<td>1st Grade Fall 2014</td>
<td>50.54%</td>
<td>63%</td>
</tr>
<tr>
<td>1st Grade Spring 2015</td>
<td>69.57%</td>
<td>73%</td>
</tr>
<tr>
<td>1st Grade Fall 2015</td>
<td>56.73%</td>
<td>60%</td>
</tr>
<tr>
<td>1st Grade Spring 2016</td>
<td>82%</td>
<td>72%</td>
</tr>
<tr>
<td>1st Grade Fall 2016</td>
<td>53.13%</td>
<td>62%</td>
</tr>
<tr>
<td>1st Grade Winter 2017</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>2nd Grade Fall 2014</td>
<td>46.74%</td>
<td>53%</td>
</tr>
<tr>
<td>2nd Grade Spring 2015</td>
<td>82.11%</td>
<td>76%</td>
</tr>
<tr>
<td>2nd Grade Fall 2015</td>
<td>56.31%</td>
<td>54%</td>
</tr>
<tr>
<td>2nd Grade Spring 2016</td>
<td>78%</td>
<td>74%</td>
</tr>
<tr>
<td>2nd Grade Fall 2016</td>
<td>48.72%</td>
<td>51%</td>
</tr>
<tr>
<td>2nd Grade Winter 2017</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>3rd Grade Fall 2014</td>
<td>60.71%</td>
<td>63%</td>
</tr>
<tr>
<td>3rd Grade Spring 2015</td>
<td>87.01%</td>
<td>78%</td>
</tr>
<tr>
<td>3rd Grade Fall 2015</td>
<td>67.08%</td>
<td>65%</td>
</tr>
<tr>
<td>3rd Grade Spring 2016</td>
<td>88%</td>
<td>81%</td>
</tr>
<tr>
<td>3rd Grade Fall 2016</td>
<td>50%</td>
<td>62%</td>
</tr>
<tr>
<td>3rd Grade Winter 2017</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>
1. Building Goals:

1. The number of First Grade students who have met the Spring IRI Proficient Benchmark will increase from Fall 2016 to Spring 2017, from 13% currently at Spring benchmark in Fall 2016, to 75% at benchmark in Spring 2017. The number of Second Grade students who have met the Spring IRI Proficient Benchmark will increase from Fall 2016 to Spring 2017, from 13% currently at Spring benchmark in Fall 2016, to 80% at benchmark in Spring 2017.

2. The number of Fourth Grade students who have met the Spring M-COMP Proficient Benchmark will increase from Fall 2016 to Spring 2017, from 0% currently at Spring benchmark in Fall 2016, to 75% at benchmark in Spring 2017.

3. The number of students proficient on the Spring ISAT/SBAC will increase by at least 5%.
   a. 3rd Grade ELA will increase from 49% proficient Spring 2016 to at least 54% proficient Spring 2017.
   b. 3rd Grade Math will increase from 54% proficient Spring 2016 to at least 59% proficient Spring 2017.
   c. 4th Grade ELA will increase from 55% proficient Spring 2016 to at least 60% proficient Spring 2017.
   d. 4th Grade Math will increase from 49% proficient Spring 2016 to at least 54% proficient Spring 2017.
   e. 5th Grade ELA will increase from 60% proficient Spring 2016 to at least 65% proficient Spring 2017.
   f. 5th Grade Math will increase from 44% proficient Spring 2016 to at least 49% proficient Spring 2017.

2. Growth Towards Goals:

We haven’t received Spring ISAT, IRI, or M-COMP scores. However, weekly and monthly progress monitoring indicates we are on the right track and close to the goals. We have also been utilizing ISAT practice questions, performance task practices (K-5), week 6 of Wonders (1st-5th), and interim assessments.

3. Growth Indicators:

Growth indicators include IRI, ISAT, and M-COMP.

4. Instructional Focus/Priorities:

1. Every certified staff member completes one peer observation every semester. Teachers can choose from any of these topics:
   1. Innovation, Integration of Technology Devices, GAFE, Blended Learning
   2. Interventions
   3. Math Talks, Academic Language, Speaking and Listening Standards
   4. Writing, Leadership Notebooks

2. Math training from Rhonda Birnie, both district led and at our school.

3. Writing has also been a focus this year. We have strived to integrate writing across all content areas, as well as with ESL and Title I.

4. We have continued our efforts to push in as much as possible for students who receive ESL and Resource support. This has also created daily professional development for our classified staff, as they learn from certified teachers.
5. School Improvement Initiatives:

1. Created a schedule for ISAT/SBAC Preparation, as well as a comprehensive assessment schedule for testing/progress monitoring.

   Link: Schedule

2. 5 Indicators from WISE Tool for 2016-2017 School Year:

   - IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
   - IID13 - All teachers are guided by an evidence-based core curriculum.
   - IIId13 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. *rti/mtss
   - IIIA35 - Students are engaged and on task.
   - IVd02 - The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions.- * family engagement

3. Cross collaboration and teaming meetings with Resource Teachers, Title 1, ESL Teacher, Classroom Teachers and Administrators.

4. Every grade level has 1-2 SMART goals that relate to the school goals, and this year we added smart goals from content areas/resource/federal programs (they did together), and preschool. We discuss during grade level teaming meetings, and we strive to identify and implement that which is effective and evidence based.

5. Instructional Coach assists and checks in frequently with teachers, especially new teachers.

6. Frequent classroom visits by administrators, with feedback to teachers

7. Capacity Builder visits and provides feedback at teaming meetings, intervention classes, ESL classes, resource classes, and anywhere needs are observed.

8. SIOP embedded with all curriculum, instruction, lessons, and activities.

6. Interventions and Extensions:

a. Before school and After school programs through 21st Century Community Learning Center Grant: STEM, Arts, academic tutoring, homework assistance, counseling, social-emotional development of skills, leadership development of skills, CSI and U of I 4-H extensions and field trips, and more!

b. All students K-5 receive interventions. This includes extensions for higher performing students. ELA, math, and social-emotional skills. We utilized IRI literacy intervention money to purchase materials and books that would assist students who were not at grade level, for grades K-3. We used school improvement money to purchase SIPS, and that has been integrated K-5 with intervention groups. We also noticed that Wonders ELA curriculum has an ELL teacher support manual, so that has been purchased and used K-5, including Resource and Title I.

c. Technology integration with devices: blended learning, Google Apps for Education, chromebooks, iPads, and tablets. We are one-one with devices.


e. All students Pre/K-5th check out school library books every week.

f. Social-emotional has continued to be an intervention this year. Almost every classroom has morning meetings or some type of check in during the day that relates to the Responsive Classroom program.

g. Full day Kindergarten.

h. After school tutoring with leadership money.

i. Enrichment with leadership money, like Spring Play and Science Fair.

j. Lunch tutoring groups
Interventions and Extensions Continued:

k. School mentor and behavior para have weekly social skills groups, check in with individual students and small groups

l. Leader in Me and restorative justice skills/practices, trauma informed discipline, student voice, Culturally Responsive Teaching and Professional Development.

m. Leader in Me grant for staff training, family training and resources, and classroom resources for students/teachers.

n. Finding the root cause with discipline/what the student and the behavior are trying to communicate, and using alternative plans/supportive school discipline instead of traditional out of school suspensions.

o. Creating opportunities: choir, arts, STEM, global learning (maps in every classroom), diversity lessons, and books/posters that look like our students.

p. Counselor integrates non-academic needs, like social skills and growth mindset/brain development lessons. She is new this year and focus has been on being with kids, reaching out to families, and connecting families to community resources.

q. Home visits

r. Mixed age group activities/inclusion and push in with diverse student populations, students leading/learning/teaching/peers- Like at recess, lunch, classroom buddies, PRC classroom, leadership roles. Sharpen the Paw- Helps as a proactive preventative way to counter bullying.

7. Leadership Premium Usage:

1. After school tutoring
2. Choir
3. Random Acts of Kindness Program
4. Science/Invention Fair
5. 2nd and 4th Grade district reps
6. Milepost building lead
7. Fine arts production with Spring Play
8. Weekly intervention meeting/RTI/MTSS
9. Leader in Me

8. Challenges

1. High mobility- We enroll and lose students every week.

2. Lack of public transportation- We bring the Twin Falls public library to the school, dentist and other resources are provided at the school. Most of our students walk, but not all. If students miss the school bus, families often don't have a car to get a student to school, or there are busy streets for students to cross if they do try walking.

3. Limited financial resources to update, maintain, and renovate the school building and materials. Like: carpet, playground, folding chairs, desks, and technology.

4. Trauma in the home, incarceration, and past traumatic situations.
9. Bright Spots

1. We love and appreciate the diversity of our staff and students. This includes the 18 or so languages that our students and staff speak, the special needs programs our building supports, and the talents and strengths that every student and staff member has.

2. We have an impressive staff. We are constantly teaching, listening, mentoring, advocating, supporting, and providing exposure/opportunities for all of our students.

3. We have a great school culture and climate. Staff and students are always welcoming and helping. With frequent enrollment, immediate enrollment if possible is the goal.

4. Emotional and behavioral needs of students- In every classroom, but we still have seen great growth and progress, others still achieving despite the number of classroom disruptions, and very kind and accepting children.

5. Teamwork and collaboration of staff- passionate and high expectations

6. Winter IRI scores

7. PRC/ERC and Resources classrooms- work well together placing students where they are able to grow, flexible groupings and mixed classrooms.

8. Retired teachers and paras who come back to work and help

9. Technology integration

10. Instructional Coach

11. Interventions, master schedule, and school improvement- School improvement has been a great thing for our school.

12. Student led conferences with leadership notebooks, and 2nd grade with standards based grading/report card piloting

13. Before and after school program and includes more community partners- extended day and extended school year works

14. Leader in Me

15. Parent/family support and involvement- new events and activities, more diversity in those leading, and students leading. We have had at least one family involvement activity every month, like Breakfast with Books, BINGO with books, and Family Nights.

16. STEM and the arts focus every week with block/specials: Innovation lab, Library/Media Center, PE, Music, and STEM

17. Friday food bags and school pantry- We often send food home for dinner.

18. We recognize students daily, often on the intercom: reading, growth with goals, leadership, kindness, and more.

19. We recognize staff often: monthly Staff Oscars, on the intercom for things like Kindness and Leadership, and in person.

20. All that the school offers for students, from 7:00 am-5:30 pm. Extended day works and our students have a safe place to be.
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.