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 24, 2018
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**
- **A. Approval of Certified Retirements**
- **B. Approval of Certified Release of Contract**
- **C. Approval of New Classified Employees**
- **D. Approval of Classified Personnel Resignations**
- **E. Approval of Extra Curricular Employees**
- **F. Approval of Extra Curricular Resignations**
- **G. Approval of the Out of State Travel Request**

5:03 p.m. **V.** **Plant Facilities Levy Presentation – Brady Dickinson (20 Minutes)**

5:23 p.m. **VI.** **2015-2020 Strategic Plan Tasks Update—Eva Craner (12 Minutes)**

5:35 p.m. **VII.** **Instructional Improvement Plans – Teresa Jones/L.T. Erickson (15 Minutes)**

5:50 p.m. **VIII.** **Workload Update – Bill Brulotte/Annette McFarlin (15 Minutes)**

6:05 p.m. **IX.** **IBE Committee Update – Eva Craner/Brady Dickinson (20 Minutes)**

6:25 p.m. **X.** **2018-2019 School District Calendar Action – Brady Dickinson (5 Minutes)**

6:30 p.m. **XI.** **Superintendent Evaluation Form and Timeline Discussion – Trustees (10 Minutes) Future Agenda Items**

6:40 p.m. **XII.** **Day on the Hill set for February 19 & 20, 2018 – Trustees (5 Minutes)**
- **A. Talking Points Discussion**

6:45 p.m. **XIII.** **Year-Around School Discussion – Brady Dickinson (10 Minutes)**

6:55 p.m. **XIV.** **Executive Session as per Idaho Code 74-206(1) - Subsections (b)**
a. To consider student discipline
Action Items:
(1) Student Discipline

7:00 p.m. **XV.** **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

Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS

Date: January 18, 2018

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Certified Retirements – 2018-2019

The following certified employees have submitted their retirement letter resigning their position for the 2018-2019 school year:

- Allyn Reynolds, Health Teacher at Twin Falls High School
- Pamela Day, Teacher- 1st Grade at Sawtooth Elementary School
- Mandie Snow, Teacher- 2nd Grade at Perrine Elementary School

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

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Date: January 18, 2018

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Certified Release of Contract

The following certified employee has submitted a resignation letter requesting to be released from her contract:

- Silvia Renova-Gaxiola, Counselor at O'Leary Middle School

The Human Resource Department recommends to the Superintendent and the Board of Trustees that this individual be released from her contract if a suitable replacement can be secured.

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Date: January 18, 2018

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: New Classified Employees – 2017-2018

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that individuals listed below are approved for hiring for the 2017-2018 school year:

Amanda Crist	Para educator at Lincoln Elementary School
Dylan Huffaker	Para educator (ERC) at Oregon Trail Elementary School
Dickiesue Cates	Para educator (Literacy) at Rock Creek Elementary School

The individual listed below is a current employee that has accepted a transfer within the district for the 2017-2018 school year.

2017-2018

NAME	**POSITION**
Dawn Hentrup	Food Service – Manager at Sawtooth Elementary
Sandy Seymour	Food Service – Cook at Twin Falls 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.

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Date: January 18, 2018

To: Dr. Brady D. Dickinson, 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 2017-2018 school year:

- Ana Paula Cunningham – Para educator at South Hills Middle School
- Debbie Asher – Playground Aide at Morningside Elementary School
- Genja Leitch – Food Service - Cook at Canyon Ridge High School
- Cassandra Buffalo – Food Service – Cook at South Hills Middle School

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

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Date: January 18, 2018

To: Dr. Brady D. Dickinson, 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 be approved for hiring and a supplementary contract or employment letter be issued for the 2017-2018 or 2018-2019 school year.

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

Desiree Montoya	Middle School Department Coordinator	South Hills Middle School
Caleb Worley	Middle School Basketball Coach (boys)	South Hills Middle School
Tara Lyons	JV Assistant Volleyball Coach	Canyon Ridge High School

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Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS

Date: January 18, 2018

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Resignations

The following employees have submitted their resignation letter resigning their position for the 2018-2019 school year:

- Kristi Ursenbach – Assistant Swimming Coach at Canyon Ridge High School
- Tara Lyons – Volleyball Coach at Robert Stuart Middle School
- Allyn Reynolds – Head Varsity Football Coach at Twin Falls High School
- Allyn Reynolds – High School Athletic Trainer 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.

TRAVEL – EXTENDED & OUT-OF-STATE

REQUEST FOR EXTENDED & OUT-OF-STATE TRAVEL

Name of Organization Making Request Twin Falls High School

Proposed Travel Dates From April 6, 7, and 8

Brief Explanation of Proposed Trip (including destination) The Senior Class will be traveling to San Francisco, California to go to Alcatraz Island and then to Santa Clarita to go to Great America Amusement Park and then back to Twin Falls High School

Sponsor Signature(s) Dan Vaf / Carrie Pliss Date 1-12-18

Number of Students Attending 100 Number of Supervising Adults 6

Amount of School Time to be Missed No school days will be missed.

The Following Requests are Made Relative to this Proposed Trip:
(Waivers required for overnight out of state trips with the exception of IHSAA activities)

1. Bus: Yes ✓ No ____ Bus Capacity Needed 55 passenger (3 buses)
2. Finances: Yes ____ No ____ If Yes, Total Amount ____ (see attached)
3. Transportation Expenses: Yes 13,000 No ____
4. Bus Request Submitted: Yes ____ No ____ (in process)
5. Financial Breakout: Student/Parent $ 130 Club $ ____ Organization $ ____ School $ ____
6. Organization: TFHS Senior Student Council
7. Destination: San Francisco, California

Principal's Recommendation enhances senior year

Principal's Signature Dan Vaf Date 1-12-18

By signing this form you are acknowledging all necessary waivers have been received.

Superintendent's Recommendation Approve

Superintendent's Signature Brady D. Dickinson Date: 1/16/18

Board Action: Approved as Proposed _____ Approved with Modifications _____ Not Approved _____

(Board Approved December 10, 2015)

Total Student Cost: $ __120___

(100 students paying $120 each = 12,000. Plus $2,000 Senior Class has already raised, means we need to raise $5,850 to cover all the fees in the trip.

School Costs: No Payment.

1. Transportation (To & From) .... $ _____
   A. Bus or SUV's $_____
   B. Plane $_____
2. Lodging..... $ _____

Total School Cost:	$ __NA_____	$ __NA_____
Less Commitment:	$ _____	$ _____
GRAND TOTAL:	**$** _____	**$** _____

Vocational Programs (and others, as determined by the principal) will cover all advisor costs from vocational appropriations and/or club/organization funds.

10-1-13

FEES

Great America: $63 a person = $3,300

Alcatraz Island: $35.50 a person = **$3,550**

Bus total $13,000

Total Expenses = $19,850

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100 Student Paying $120 = $12,000

Money we already have raised = $2,000

Money that needs to be raised = **$5,850**

State of the District

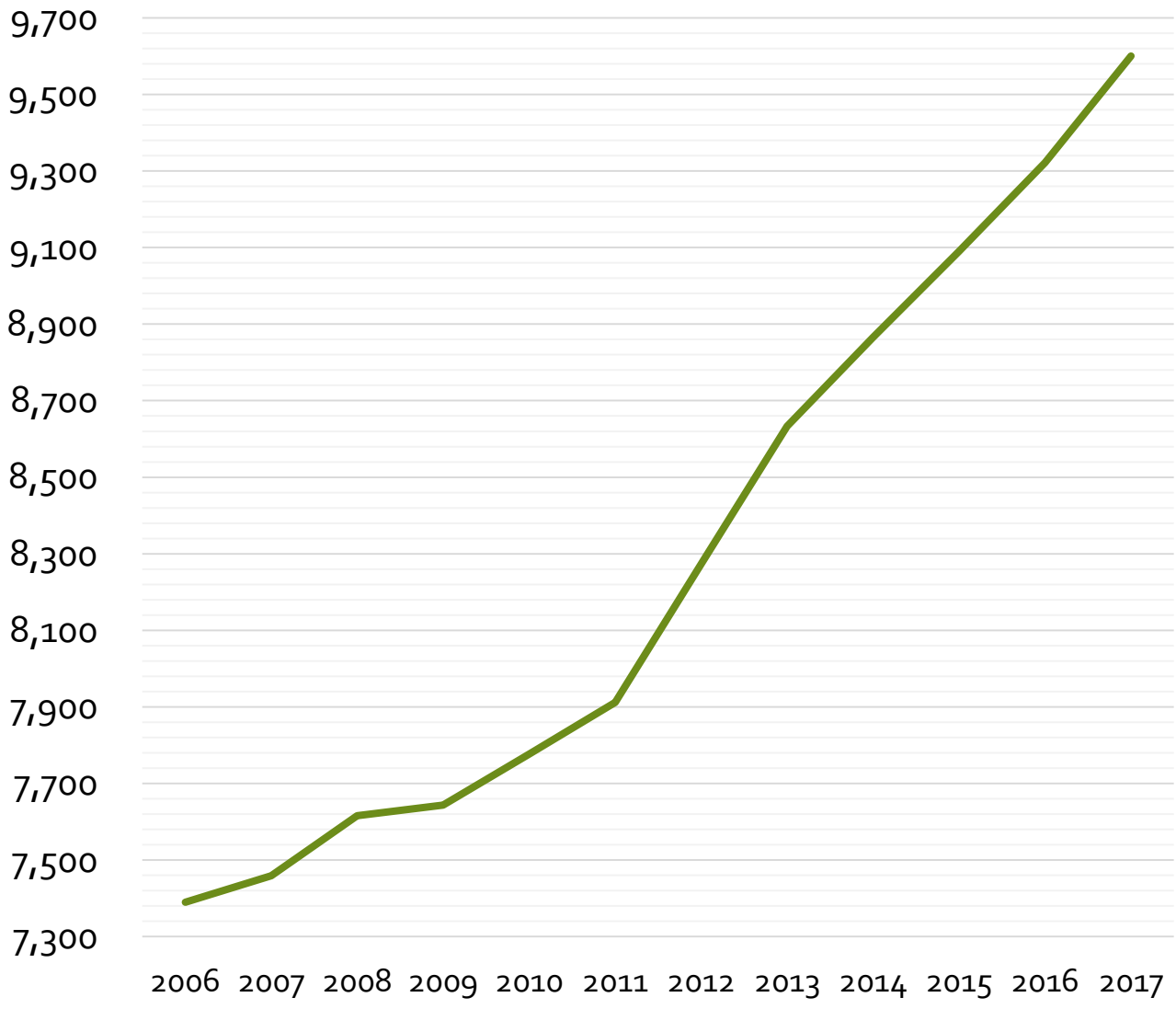
Plant Facilities 10-Year Levy

Dr. Brady Dickinson,
Superintendent of Schools

Budget Advisory Committee

- Community Members
  - Investment Counselor
  - Publisher
  - News media
  - Parents
  - Doctor
  - Students
  - Realtor
  - Retired
  - Educators
  - St. Luke's
  - Idaho Power
- Meet multiple times each fall
- Evaluate district finances and needs
- Make recommendations to the School Board

Enrollment


9,700
9,500
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2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017

Facilities Growth - 2008 to Today

- Canyon Ridge High School
- Gymnasium Projects
- Rock Creek and Pillar Falls Elementary Schools
- South Hills Middle School
- Canyon Ridge High School Addition
- Magic Valley High School Remodel
- Twin Falls High School Updates
- **Roughly 600,000 additional sq. ft. compared to 2008.**

Harrison Elementary School Gymnasium under construction in 2008.

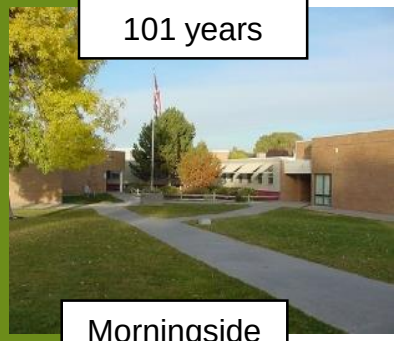
Age of TFSD Buildings

District Office
101 years

Bickel
80 years

Lincoln
80 years

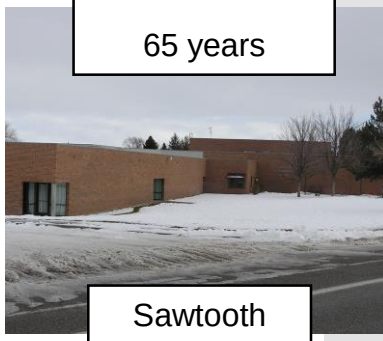
Twin Falls High School
65 years



Morningside
61 years

Harrison
61 years

Robert Stuart
54 years



Sawtooth
42 years

O'Leary
39 years

Perrine
33 years

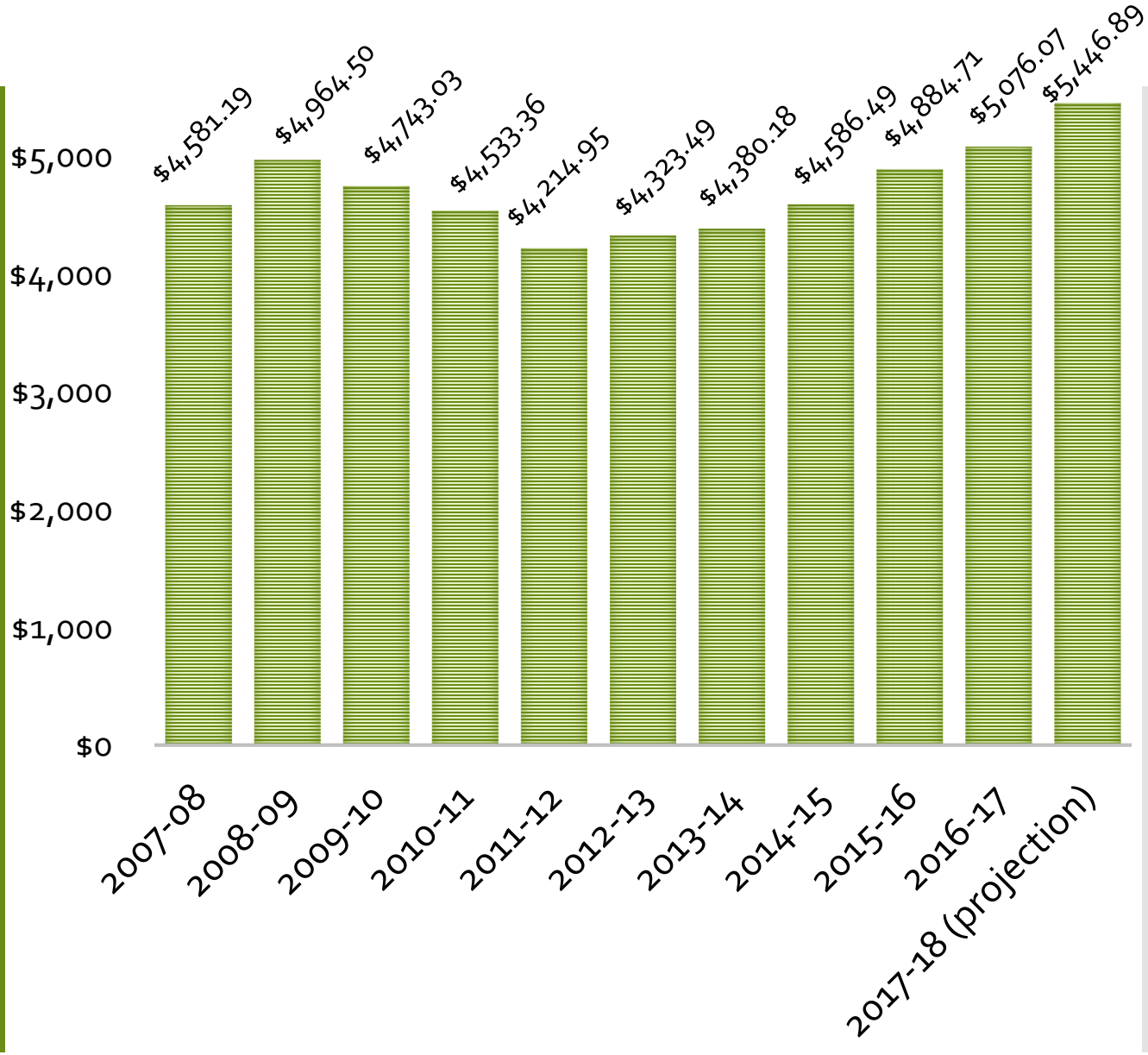
Magic Valley
30 years

Oregon Trail
23 years

Bridge
20 years

The average age of the TFSD's older buildings is 53 years.

Per Pupil State Support (not adjusted for inflation)

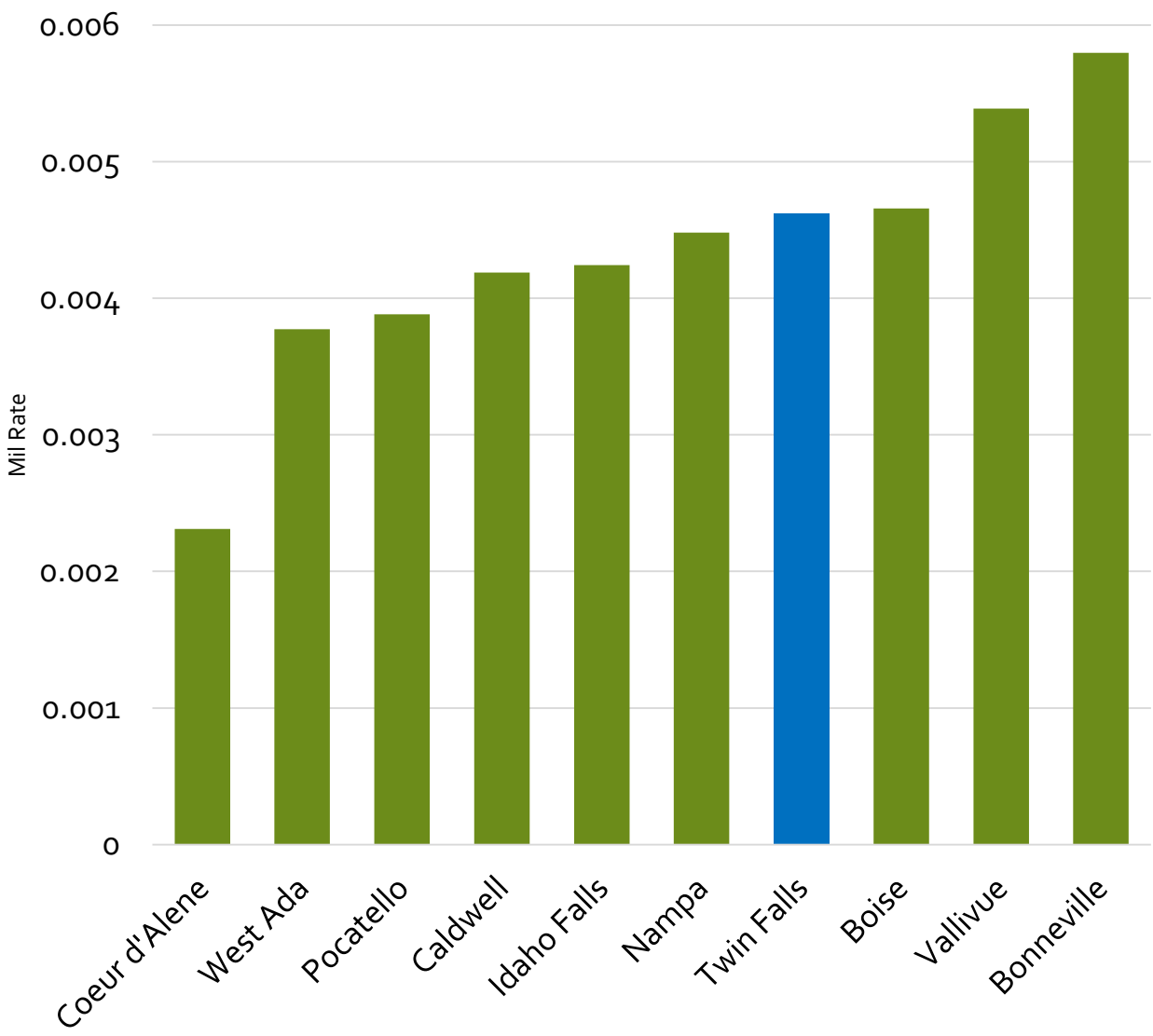


An item purchased for $4,964.50 in 2008 would cost $5,589.40 today.
Source: US Department of Labor, https://www.bls.gov/data/inflation_calculator.htm

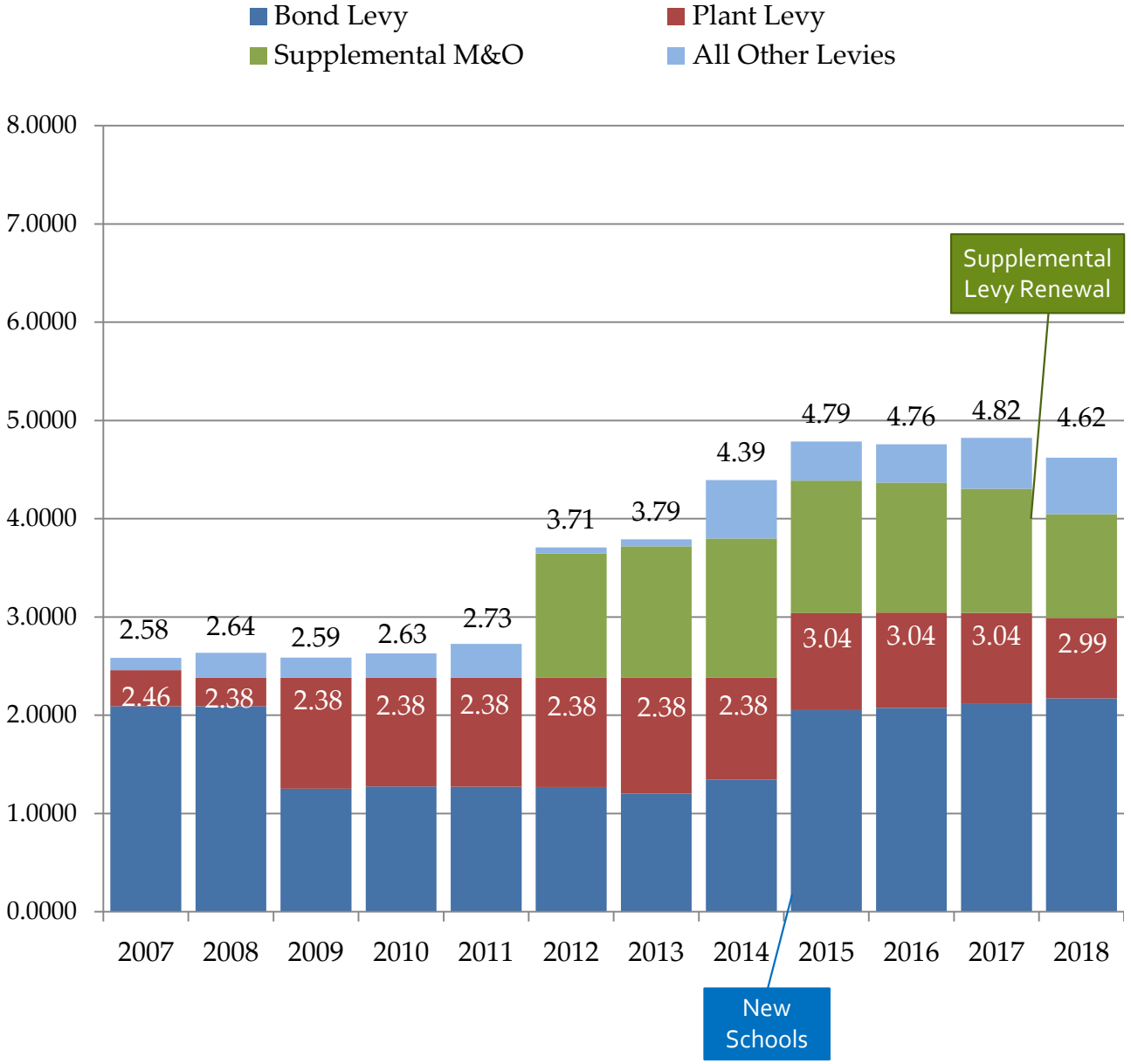
Plant Facilities Levy

- Facilities maintenance, technology upgrades, remodeling, additions
- First approved in 1958 and every ten years since
- Renewal at a reduced tax rate – historically 3.04, would be 2.99 if approved (bond and plant facilities combined)
- Currently $3.3 million per year
- Increased market value in Twin Falls allows collection of $4.75 million per year at a lower tax rate
- Provides long range facilities planning and tax relief
- Needs 60% approval

Overall Tax Rates Compared to Other Districts (FY 17-18)

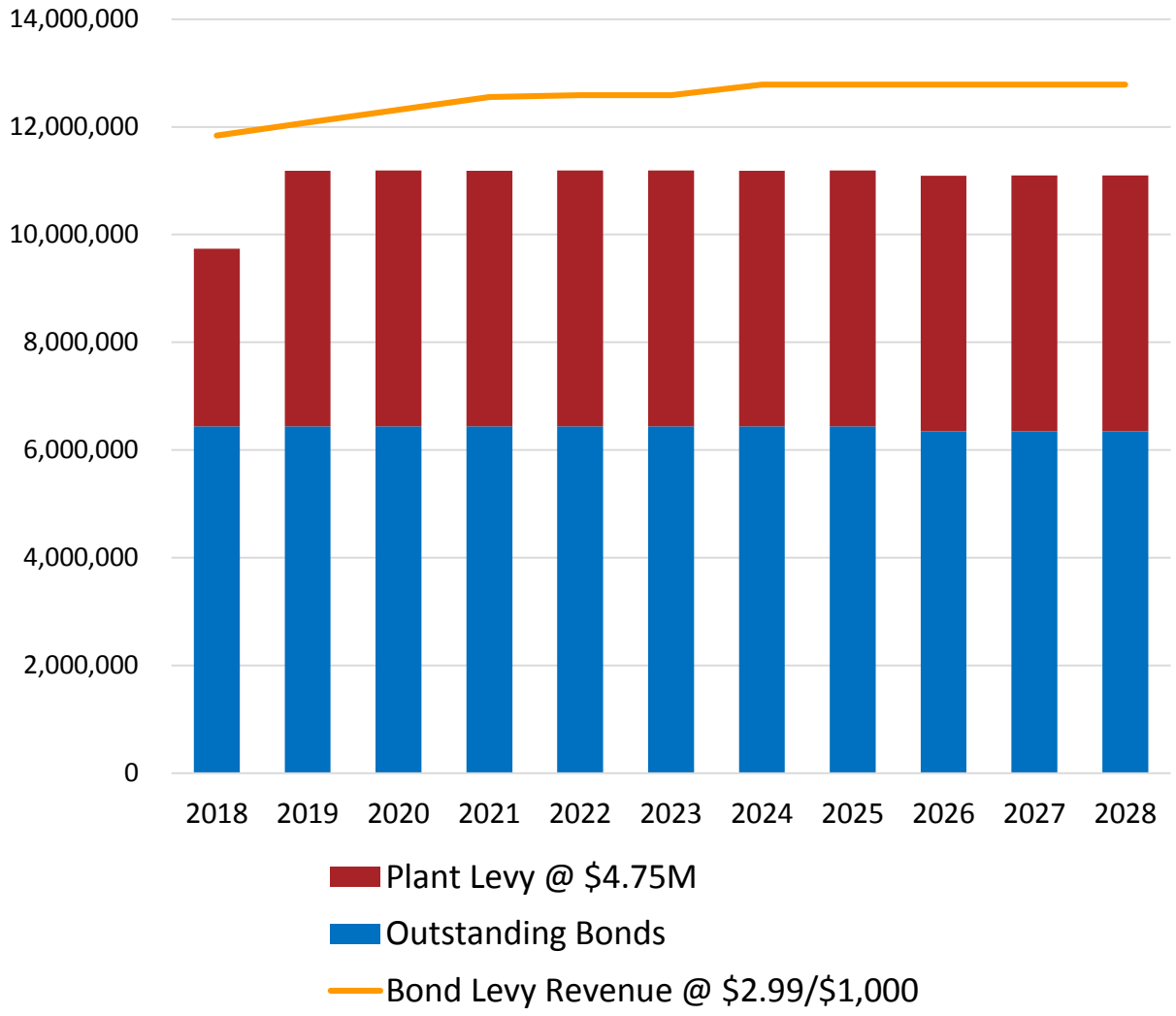


Property Tax History



Long Range Planning

- Opportunities for new schools if needed
- Paying off existing bonds more quickly
- Simultaneous Refinancing/Saving on interest - $5 million



Note: Revenue projections assume annual growth in market values of 2.00% from 2019-2021 and 0.00% thereafter. Revenue increase in 2024 is from expiration of 1998 URA district.

What can a Plant Facilities Levy provide for our district?

- Roofs
- Parking lots
- Heating and cooling systems
- Modernizing older buildings
- Safety upgrades
- Technology
- Updating furnishings

What are the greatest needs?

- Bickel roof
- Technology - Update student technology and move to one-to-one; the average age of a desktop computer in the TFSD is 8 years-old
- Security - Access Controls to all schools (except new buildings)
- HVAC upgrades - Bickel, Harrison, Lincoln, Morningside, O'Leary, Perrine, Robert Stuart
- Asphalt replacement - Bridge Academy, Harrison, Lincoln, Morningside, O'Leary, Oregon Trail, Perrine, Robert Stuart, Sawtooth, Twin Falls High School, Food Service Warehouse, District Office
- Furniture and carpet upgrades - All buildings (except new buildings)
- Sawtooth roof
- Roper Auditorium - New roof
- Enlarge cafeteria – Twin Falls High School
- O'Leary roof - within next 10 yrs.

Please Vote March 13, 2018

Polls are open from 8 a.m.- 8 p.m. You must bring a picture ID.

REGISTERING TO VOTE: If you have not registered to vote, you may register at the polls. You will need a picture ID and proof of residence. You must:

- ✓ Be a U.S. citizen
- ✓ Have resided in Idaho and in the county for 30 days prior to the election
- ✓ Be at least 18 years old

ABSENTEE AND EARLY VOTING:

- Feb. 26 - First day to vote early in person at Twin Falls County West, 630 Addison Ave. W.
- March 2, 5 p.m.- Last day for the county to receive absentee ballot requests
- March 9, 5 p.m. - Last day to vote early at the Twin Falls County West
- March 13 by 8 p.m.- Last day for the county to receive the absentee ballots
- To determine your polling place, please visit the Twin Falls County website at https://apps.idahovotes.gov/YourPollingPlace/WhereDoIVote.aspx

TFSD

Questions?

Thank you!

January 2018 Board Task Updates – TFSD Strategic Plan

Higher Education, Work and Life Ready

- Both Twin Falls and Canyon Ridge high schools will increase their average SAT scores by 2.3% per year, with the ultimate goal of reaching an average score of 500 in each subject area by the 2017-18 school year.
  - Students are preparing to take the SAT in April. All juniors will take the SAT.
- 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.
  - Students will take the SAT in April. In addition, students had the opportunity to take the ACT at no cost in November. To address the number of students not going on to college due to financial barriers, teachers and counselors will be visiting with parents at 8th grade spring student-lead conferences to discuss the many available options for advanced opportunities.
- 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 freshman students with the PSAT.
  - Sophomores took the PSAT in October. Results are expected by February.
- Elementary and Secondary programs directors will support programs and curriculum that integrate basic life and social skills development at all levels.
  - At the elementary level, programs such as "We Have Skills," and "Safe, Smart Kids," are being utilized for the second year in all schools. A program called SCUTA is now in place to help counselors track the time they spend throughout the day on various tasks. Lincoln, Harrison, Perrine, and Oregon Trail Elementary Schools are still participating with the Leader in Me Program.
  - At the secondary level, schools continue to utilize freshman transition classes and middle school essentials classes. These programs assist students with time management, study skills, collaboration and other life skills. The district has also implemented a class for 8th graders called career exploration where students have an opportunity to learn about their interests and gain life skills. All career and technical education students are required to learn the Workplace Readiness Skills. All students taking a CTE class during their senior year will take the Workplace Readiness Assessment.
- The Twin Falls School District will increase counseling efforts to address nonacademic assistance for students.
  - The implementation of college and career advisors has allowed more time for school counselors to focus on nonacademic needs. The college and career advisors have implemented a program where students receive more exposure to a variety of career options. Counselors at the secondary level continue to work to have their programs certified under the American School Counselor Association model, which places a priority on nonacademic advising.
- The Twin Falls School District will strive to be above the State of Idaho averages for each grade level on both ELA and Math ISATs.
  - The ISAT testing window opens in the spring. Schools are intentionally utilizing the interim assessment throughout the year, which the district believes will improve student achievement.
- The Twin Falls School District will strive to achieve state goals on the IRI so that at least 84% of students are proficient in the spring of their kindergarten year, 71% of students are proficient in the

spring of their 1st grade year, 75% of students are proficient in the spring of their 2nd grade year, and 80% are proficient in the spring of their 3rd grade year.

- Students will begin winter IRI testing in January. With the use of state-provided literacy funds teachers are providing more intervention time during the school day and the district hopes to see a positive impact on the spring IRI student outcomes.

Quality Education and Learning Opportunities

- 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.
  - At the end of the first semester, 673 students had taken 850 dual credit courses in the TFSD. Many of these courses were taken through CSI. School Counselors work with students before enrolling them in dual credit courses to make sure they are capable of the high level of the work required in dual credit courses and to determine which courses will be most beneficial to the student as they plan their transition to post-secondary education.
- The Twin Falls School District will work to align Career Technical Education programs so they create pathways towards certifications rather than clusters of classes without a certification.
  - Work has begun to align Career Technical Education programs to create pathways towards certifications. TFHS has revived the accounting pathway and CRHS is working to develop an engineering pathway, which will launch in 2018-19.
- The Twin Falls School District Elementary and Secondary program directors will explore the possibility of a science curriculum adoption for grades K through 12.
  - At the elementary level, staff will wait until it becomes economically feasible to move forward with this task. Teachers have access to an online tool called Mystery Science as a supplement.
  - At the secondary level, Dr. Erickson is working to develop a committee of science teachers who will begin to explore curriculum options that are in line with the new standards.
- Leadership premiums will be used to increase the availability of after-school and academic help programs, provided the leadership premiums committees support this priority.
  - For the 2017-18 school year, the TFSD #411 has $168,428 allocated for positions at the elementary level and $170,588 allocated for positions at the secondary level. These amounts include after school tutors, robotics clubs, professional development, grade level and department representatives and leaders, Milepost leaders, teachers who train other teachers on district initiatives and many more.
- Literacy money from the state will be utilized to hire staff who will provide additional interventions for students during the school day. The Twin Falls School District will also continue to provide extended day opportunities for students to participate in interventions at the K-3 level. In addition, the Twin Falls School District will continue to purchase Istation as an intervention resource.
  - The TFSD hired four half-time kindergarten teachers and seven paraeducators to help provide reading interventions during the schools day. Schools have designed extended time programs to best serve their populations. All elementary schools utilize Istation as an intervention resource.

Quality Personnel

- The Twin Falls School District 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.
  - The Human Resources Department is working on reconfiguring the Classified Compensation Committee. They want to ensure that all types of classified staff members are represented. They plan to bring the group together in the spring to gather data and discuss possibilities. Any plans for the classified salary schedule would be contingent on funding from the state.
- 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 Human Resources Department will be working with ISU in the spring to once again provide tours of TFSD schools to education students prior to their selection of a school for student teaching. These tours highlight expert teachers already in the district and showcase the benefit of choosing the TFSD as an employer.
- The Human Resources Department will work with Instructional Coaches to provide specialized training for teachers working on alternate route certifications.
  - Instructional Coaches have provided a training session for teachers working on alternative route certifications this fall. These trainings include lessons on the importance of establishing expectations and boundaries as a basis of managing a classroom, responding to student misbehavior effectively, developing their teaching tool belts with engaging and student-centered instructional strategies, professionalism in teaching, and Charlotte Danielson domains. In addition, a state ABCTE representative attended the session to go over the certification process, answer questions, and make contact with the teachers. The Instructional Coaches are planning another training session in the spring.
- Twin Falls School District Instructional Coaches will continue to implement coursework for first, second, and third-year teachers to bring them up to speed with district best practices and procedures. Training for classified staff will be offered to educate them on best pedagogical practices and invest in those staff members.
  - Instructional Coaches are completing training with first, second, and third-year teachers. These trainings include four full-day, quarterly training sessions for first year teachers covering subjects like classroom management skills, best practices, and engaging instructional strategies. Second-year teachers have two training days, one in each semester that cover similar subjects but go more in depth. Instructional Coaches also survey and provide trainings on topics with which the teachers indicate they need additional assistance. Third-year teachers receive in building trainings from the instructional coaches.
  - Each instructional coach is working with classified staff to address training needs specific to their school's needs. The instructional coaches also held paraeducator trainings at both elementary and secondary levels this fall. At the secondary level, they addressed para responsibilities in the classroom, building student independence through the gradual release of responsibility, a para's role in supporting the teacher through clear communication, and fostering a growth mindset to help struggling students get unstuck.

School/ Community/ Public Relations

- The Twin Falls School District will continue to make improvements on the district website and will integrate improvements on all school websites to make the sites more user friendly for all users.
  - Plugins on the district website have been updated. Improvements, including social media integration, calendar improvements, and other requests made by school web-mangers are being tested and will go live early in the spring.
- The Director of Public Relations will work to educate staff about social media policies and guidelines.
  - An informational session was provided for new teachers during New Teacher Orientation discussing social media. Teachers pursuing an alternate certification were also offered a class on social media etiquette during their first-year training from instructional coaches. In addition, all new guest teachers are being provided with Social Media Guidelines at their training.
- The Twin Falls School District will partner with the Chamber of Commerce to provide area legislators with a tour of our school district.
  - Nov. 29 the TFSD partnered with the Chamber of Commerce to host the annual Legislative Tour. The attendees visited Twin Falls High School and Harrison Elementary School. At TFHS, attendees were treated to breakfast by the culinary arts department, witnessed a welding class, and took part in a hands on training in the EMT class. At Harrison Elementary School, attendees were given tours of the school by student-leaders and took part in a panel where students from the elementary and secondary levels were available to answer questions about their experience in the TFSD.

School Environment and Facilities

- The Twin Falls School District will continue with the updates to access controls by cycling through buildings as funding allows.
  - The access control project will continue provided funding is available through the Plant Facilities Levy.
- The Twin Falls School District will continue to strengthen the partnership with its bus service provider to ensure continuous improvement of services.
  - The TFSD is in the process of putting out a Request for Proposal for bussing services. Director of Operations, Ryan Bowman has worked with area school districts to align the requirements for service. Bids from interested companies should be submitted by February.
- The Twin Falls School District will work in partnership with the City of Twin Falls to maintain school resource officers throughout the district and to continue with the update of the Emergency Operations Plan.
  - As prescribed with the update of the Emergency Operations Plan, the district-wide employee badging system has been established and provides a quick and easy way for staff members to be identified. Each school has access to a school resource officer who provides legal assistance to administrators and education for students.
- The Twin Falls School District Board of Trustees will monitor ongoing maintenance projects through regular reporting. This process will allow the board to monitor and maintain that they are completed on or under budget and on time.
  - Director of Operations, Ryan Bowman, gave a presentation to the school board at the December board meeting discussing facilities needs within the district. These needs include roofing projects, updates to HVAC systems, and improvements to buildings that currently lack entrance

controls. This spring, the district will be identifying projects that are the most pressing, which will be completed over the summer.

Stewardship of Resources

- The Budget Advisory Committee will continue to meet as needed to provide recommendations for the need and timing for future levies. The committee will stay current on legislative decisions regarding education funding.
  - The TFSD Budget Advisory Committee met three times this fall to evaluate the district's financial situation. They heard presentations from Eric Heringer, Managing Director at Piper Jaffray, who assists with school district financial planning, and Ryan Bowman, Director of Operations, who discussed facilities needs in the district. The committee recommended the district pursue a renewal of the plant facilities levy at $4.75 million per year, which would lower the combined bond and plant tax rate to 2.99 percent. This ballot measure will go before the voters March 13, 2018.

Response to Intervention or Multi-Tier System of Support Building-level Framework

School Name____Lincoln Elementary_____ School Year __2017-18_____

Purpose

- To guide instructional teaming discussions as you think through and monitor school improvement planning and program effectiveness
- To support buildings with resource allocation based on analysis of data.

Instructions:

- Please use this framework as a guide for reviewing data after each Universal Screening cycle – Fall, Winter, Spring. **Please date entries!**
- If you have documents that address these same areas, please mark box and attach to end of this document.
- Review Universal Screener Data (record findings below)
  - Review Milepost & Star Math for percentage of students performing at each tier in every grade to determine CORE curriculum/instruction effectiveness
- Review Other Assessment Data (ISAT2, EOC, DLA, etc.)

Are school teams (BLT, Content and Grade-level, etc.) in place and meeting regularly? Yes X No

Do all certified and "instructional" classified staff meet HQT requirements? Yes No X

SMART GOALS

Academic SMART Goal for **previous** school year 20_16___- 20_17____

SMART GOAL #1

The number of Students in 3 through 5 will increase their proficiency from Spring 2016 level stated below to spring 2017 level which will meet or exceed the state proficiency in ISAT and will increase their reading proficiency for K-3 in the IRI by 5 percentage points – Goals are as follows:

ELA – Spring 2016		**2017 (Goal)**
3rd –	36%	49%
4th –	38%	50%
5th –	52%	54%

Math – Spring 2016		**2017**
3rd –	34%	52%
4th –	26%	47%
5th –	23%	40%

IRI -	Spring 2016	Spring 2017 (Goal)
K -	98%	90%
1st -	73%	78%
2nd -	72%	77%
3rd -	74%	79%

SMART GOAL #2

Students in K through 5 will receive instruction in the 7 Habits of Highly Effective People. Office behavioral referrals for the 2016-17 school year will decrease from the 2015-16 reported violations by 50%.

Academic SMART Goal for current school year 2017-18

#1 -Lincoln Elementary will increase the number of students proficient in ISAT ELA, ISAT Math, and the IRI by five percentile points as measured by the spring 2018 state assessments.

ELA –	Spring 2017	2018 (Goal)
3rd –	27%	32%
4th –	24%	29%
5th –	41%	46%

Math –	Spring 2017	2018
3rd –	31%	36%
4th –	28%	33%
5th –	28%	33%

IRI -	Spring 2017	Spring 2018 (Goal)
K -	94%	99%
1st -	62%	67%
2nd -	55%	60%
3rd -	57%	62%

#2 -Students in K through 5 will receive instruction in the 7 Habits of Highly Effective People. The level 4 incidents of behavioral referrals for the 2017-18 school year will decrease from 2016-17 of 258 to 206 in 2017-18. (Milepost Data)

Tier 1 Curriculum/Instruction Effectiveness

READING	
Assessments Fall, Winter, Spring	• **What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?** • Has everyone involved in the administration of assessment been properly trained? • Are our assessments properly identifying student needs? Fall: Are 80% or more scoring benchmark or above? Yes **NO** Winter: Are 80% or more scoring benchmark or above? Yes **NO** Spring: Are 80% or more scoring benchmark or above? Yes **NO** • Assessment measures used for reading are unit assessments from Wonders and progress monitoring for fluency and maze for benchmark in comprehension. We also use the CORE Phonics assessments to test students who are showing difficulty based on the universal screener that is conducted in the first two weeks of school (RCBM and MAZE) IStation placement (ISIP) was given to all students K-5, and SIPPS screener was given to intensive students. • All staff who give these assessments are properly trained
Curriculum Fall, Winter, Spring	• **What curriculum is being used? (per grade level)** • According to the data, what adjustments need to be made to the core curriculum to support learning? We are using the Wonders curriculum in reading. One area of improvement is to be sure that all teachers are using this with fidelity. It was discovered that some teachers are using Wonder Works to supplement the core. Wonderworks is now available for intervention only. We will now be collecting data from the Wonders assessments from weekly tests from all grade levels to check for fidelity and to align our instruction. Individual, class, and schoolwide goal setting in the area of fluency will be conducted and students will track their progress in their leadership binders. The teachers determined that we will set a WIG (Wildly Important Goal) on number of books read.
Instruction Fall, Winter, Spring	• How is instruction monitored? (per grade level) • According to the data, what adjustments need to be made to instruction to support learning? Instruction is monitored through administration walk through evaluations. Instructional coach conducts walk through observations, along with focused "POP" days to work with each team on focus areas and non-negotiables. Teachers have requested more time to observe each other's' teaching. We now have our instructional coach at our school full time. She is in classrooms more and is working closely with grade levels to make sure that instruction is meaningful and engaging. She attended the Kagan Institute for student engagement along with several other teachers. Teachers are using these strategies and improving their instruction. Teachers will be held tightly to the master schedule. Intervention time has been fine-tuned this year to be more laser-like focused on skills. This came from the instructional rounds that were conducted last year. Teacher Vitae is used by teachers and administrators to set goals and to conduct self-evaluations. This will help teachers fully understand what is being evaluated as quality instruction.

Data	• According to the data, which grades/departments might need additional support? • According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? All grades are using the Walk to Intervention model for reading and math. Students are grouped into intensive, strategic and benchmark. The intensive groups are progress monitored weekly, and strategic at least monthly or more often. **5th Grade** – There are two teachers who are in their second year in fifth grade. One teacher has been teaching first grade for the past few years, and the other teacher is an ABCTE coming from a social work background. Our new teacher has experience as an instructional coach and kindergarten teaching. This team has been working on using Bridges Intervention for math intervention time. **4th Grade** – We have a new teacher who is ABCTE – this is her very first time teaching, and is supported by her team, the instructional coach, administration, a retired teacher mentor. **3rd Grade** – Only one teacher will be returning next year. We have taken on a teacher from another school, hired a new teacher (right out of college) and have another teacher who moved here with 7 years experience. **2nd Grade** – We have two returning teachers, one teacher who changed grade levels from 4th grade, and one new hire who has been a kindergarten teacher for over 5 years, **1st Grade** – There are two teachers who are new to our school. One with over 30 years experience moving from another school in the district, and one with over 7 years experience moving from out of state. **Kinder** – We will have four half day sessions of kindergarten and two full day offerings for at risk students and ELL. There are no new teachers in this grade level. **SPED** – We have one returning teacher, and have one new teacher who is ABCTE. With so many teachers who are new to our building/district, ongoing professional development and support in the teaming process is necessary. This is one reason why we have our instructional coach full time.
MATH	
Assessments Fall, Winter, Spring	• **What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?** • Has everyone involved in the administration of assessment been properly trained? • Are our assessments properly identifying student needs? Fall: Are 80% or more scoring benchmark or above? Yes **NO** Winter: Are 80% or more scoring benchmark or above? Yes **NO** Spring: Are 80% or more scoring benchmark or above? Yes **NO** We use the MComp and NIM and QD as the universal screener and progress monitor for math. Bridges intervention placement tests are used to place students into their intervention math groups. Progress Monitoring is conducted after every 5th lesson using Bridges Intervention.
Curriculum Fall, Winter, Spring	• **What curriculum is being used? (per grade level)** • According to the data, what adjustments need to be made to the core curriculum to support learning? Bridges Math is the curriculum that is being used for the core program and for interventions for all grade levels. Number Corners are scheduled into the day for every grade level, as is math intervention time. We have peer observations set up to review math instruction.

Instruction Fall, Winter, Spring	• How is instruction monitored? (per grade level) • According to the data, what adjustments need to be made to instruction to support learning? Administration, instructional coach, and peer observations are all a part of the monitoring. Teachers receive on-going professional development in the area of math and the use of the Bridges curriculum. Unit assessments are required to be submitted to the administration. Progress monitoring on our students who are intensive will be entered in weekly. Bridges Intervention program is used for 2nd through 5th. Title I staff "push in" during intervention time to provide small group instruction.
Data	• According to the data, which grades/departments might need additional support? • According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion) According our ISAT data in math, 3rd, 4th and 5th grades all need to improve in math instruction. The implementation of the new curriculum will help in these grades, along with the use of Kagan Structures and Number Corners. Tier II and Tier III instruction will focus on the Bridges Intervention Program. All students take the placement assessment for this, and are placed in intervention groups according to how they performed. This is for all students, including the advanced students. The data we will use for placement in intervention groups will be the results of the Bridges Intervention Placement tests. Interim assessments will be given regularly throughout the year in grades 3 through 5. These will be used as "teach-to" lessons to help our students gain a better understanding of how they will be tested.
WRITING	
Assessments Fall, Winter, Spring	• **What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?** • Has everyone involved in the administration of assessment been properly trained? • Are our assessments properly identifying student need? Writing is an area that is monitored closely this year. Teachers are required to display evidence of student writing. Teachers tend to skip over "week 6" in Wonders Curriculum which is the writing part. This has been addressed and is now an expectation from the district level. We will be using the RACE acronym schoolwide (Restate, Answer, Cite, Explain or End). We have a "writer's spotlight" in the front hall to display quality writing. Co-teaching occurs during this block, so all teachers will be planning with the EL teacher to use SIOP strategies and discuss techniques, interventions, scaffolding, etc.
Curriculum Fall, Winter, Spring	• **What resources are being used to integrate writing? (per grade level)** • According to the data, what adjustments need to be made to these resources to support learning? Chromebooks – increasing writing in response to reading and to explain math. What curriculum? – Wonders and Bridges - IStation has a writing mini lesson piece. We will be investigating whether or not to use this for instruction.

Instruction Fall, Winter, Spring	• How is instruction monitored? (per grade level) • According to the data, what adjustments need to be made to instruction to support learning? We will require writing samples to be displayed. We will also be increasing the use of Chromebooks for taking reading assessments.
Data	• According to the data, which grades/departments might need additional support? • According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion) Standards will be reported out on student report cards. Teachers will gather at least three pieces of evidence to justify the progress indicated.

What does instruction and the classroom setting look like in grade levels and classrooms in which there are a high percent of students who are scoring at Benchmark or above? (Fall, Winter, Spring) What differentiation is occurring for students who are above benchmark?

Classrooms who have a high percentage of students who are scoring at benchmark use highly engaging strategies, physical space is organized to promote varied learning tasks, and high expectations are held for all students. Students are taught and retaught routines and procedures and hold each other accountable for their learning and behaviors. Teachers in these classrooms are data driven and use results to plan their instruction. Students who continually score above benchmark are given extension activities such as curriculum compacting, cross grade level placement, and coordinate with the GT facilitator.

What differentiated instruction could be implemented in grade level/classrooms where there is a high percent of struggling students? (Fall, Winter, Spring)

Last year, every grade level came up with non-negotiables. These focus on instruction, curriculum, and assessment and scaffolding the learning for our struggling students. We are also using Kagan Structures to increase engagement, and the co-teaching model for EL learners is implemented in every grade level. More professional development in Kagan Structures, using Milepost for data management, SIOP training, and using data to drive the intervention groups.

School Data

From Milepost - Growth Fall to SPRING 2016-17

	READING	MATH
SPED 3 to 5 –	32.5 WPM	14.9 MCOMP
SPED K to 2 –	27.7 WPM	16.7 MCOMP
ELP PLAN –	39.8 WPM	17.0 MCOMP
HOMELESS –	42.2 WPM	21.5 MCOMP
MIGRANT –	43.2 WPM	26.9 MCOMP
ALL –	43.6 WPM	20.8 MCOMP

AFTER SCHOOL TUTORING – K-3 – 41.7 WPM
AFTER SCHOOL TUTORING – 4-5 - 35.1 WPM

Instruction/Intervention Effectiveness

		Fall 2017				Winter				Spring			
		R-CBM/ IRI	MAZE	MComp Math		R-CBM/ IRI	MAZE	STAR Math	Writing	R-CBM/ IRI	MAZE	STAR Math	Writing
Students in Poverty	>50%ile												
	25-49%ile												

	24-11%ile												
	<10%ile												
Homeless Students	>50%ile	22%	44%	30%									
	25-49%ile	22%											
	24-11%ile	22%	22%	20%									
	<10%ile	33%	33%	50%									
Special Education Students	>50%ile			40%									
	25-49%ile			20%									
	24-11%ile			10%									
	<10%ile			30%									
English Language Learners	50%ile			16%									
	25-49%ile	24%		13%									
	24-11%ile	21%	8%	23%									
	<10%ile	56%	92%	48%									
Migrant Students	50%ile												
	25-49%ile												
	24-11%ile												
	<10%ile												
All Students	50%ile	28%											
	25-49%ile	25%											
	24-11%ile	19%											
	<10%ile	27%											

Are current supports having a positive effect on student growth?

Yes __X__ Continue what you are doing!

No ____ Analyze the possible reasons. Develop & implement solutions bases on those hypotheses.:

Instructional Support & Progress Monitoring

1. To what degree did students who need additional support receive that support? (Fall, Winter, Spring)

100% of students who needed additional support received support. Every student in the school goes to intervention based on their skills deficits. Advanced students receive enrichment during this time.

2. Do we need to adjust the intervention system regarding systems conditions for successful Intervention, e.g., (student placement, schedule, amount of time, evidence based materials, well trained interventionists, students placed by using data, etc.? (Fall, Winter, Spring)

We have made an adjustment in our intervention system for math. Every student (2nd through 5th) is in a Bridges Intervention group. We have para-educators and Title 1 and EL Teachers into the classrooms for small group interventions. Support staff has been trained. For 1st grade, intervention is used to fine-tune number corner. For Kindergarten, there is a weekly math-focused intervention group.

3. To what degree did staff use/analyze progress monitoring and informal diagnostics to examine student learning? (students receiving intervention)What system is in place? (Fall, Winter, Spring)

At Data Day all grade levels worked in one room with the instructional coach, capacity builder, Title I teacher and both EL teachers to determine appropriate grouping and interventions needed for all students. Data was reviewed for placement process. Teachers enter progress monitoring into Milepost. Changes in intervention are made when there are three data points below the aim line. Administration, Title 1 and instructional coach also assist in making sure changes in intervention are taking place.

Data is also reviewed in weekly teaming meetings. Benchmark testing takes place in the fall, winter and spring. Quarterly testing is given before each reporting period. Monthly progress monitoring for reading using IStation is scheduled using our computer lab.

Do all Tier 2 & Tier 3 students have appropriate goals set which reflect *Reasonable* or *Ambitious* growth rates? Yes X No
Is there a system in place to regularly review student Progress Monitoring data? Yes X No

Are Tiered Interventions having a positive effect on student outcomes? (Fall, Winter, Spring)
Yes __X_ Continue what you are doing!
No ____ Analyze the possible reasons. Develop & implement solutions bases on those hypotheses.

Professional Development

	Needs	Plan
Fall - Current school year	Tier 1* – Bridges – Math Kagan Engagement Wonders – Peer Observations Bridges Intervention TLIM	Summer Institute – Bridges (completed – next training November Stipend Days) July Training (Kagan Structures – completed) Faculty Meetings – throughout the year (Kagan Structures) Peer Observations – Scheduled throughout the year – 4 times. TLIM ongoing during faculty meetings. Staff who have not received training attend a training in October. Professional Development is given bi-monthly by instructional coach. Areas covered are literacy, writing, program specific, data review…
	Tier 2 – iStation- Reading Bridges Intervention Wonderworks Imagine Learning	Instruction Coach provides training in IStation during PD sessions bi-monthly Bridges Intervention – training was given to all support staff by instructional coach in September. Wonderworks – we need to provide a training for those teachers who are using this for reading intervention. The instructional coach will plan this training to take place in the winter. Training has been provided by the company rep. EL teacher will work with the instructional coach to determine if more training is needed/desired.

	Tier 3 – Wonderworks Bridges Intervention for SPED	Wonder Works - School purchased another set for Special Education– Instructional coach will provide more training. All special education staff has been trained in Bridges Intervention.
	Other+ - Peer Observations New Teacher Training 7 Habits Kagan Structures Ongoing PD	Will be set up quarterly Throughout the year by district Instructional Coaches Booster every faculty meeting Videos shared at faculty meetings Every-other weekly teaming will be focused on PD
Winter – Adjustments to our plan:		
	Needs	**Plan**
Spring - Summer & next year needs:	Tier 1* – Kagan Structures Training	Send a group of teachers to the 4-day training in Las Vegas (February)
	Tier 2 –	
	Tier 3 –	
	Other+ -	

*All staff are included in Tier 1 best practices PD
+Other includes: ELL, Advanced, Tier 4, etc.

Family & Community Involvement

Are parents involved in this review process? **Yes X No**

- Parent Involvement Committee has approved our school Parent Involvement Plan/Policy, Calendar of activities, & Budget for Parent Involvement funds? **Yes X No**
- Is there a system in place for parents to provide feedback **Yes X No**

How was the review process communicated with the parents? How was that feedback disseminated to the staff? What outcomes did the school implement from parent feedback?
Title I information and parent funds budget was shared at September Parent Leadership meeting.
We do surveys at our family nights and will continue to do so. Families have asked for more help in math. We have decided to have parent education nights throughout the year as follows:

Family Involvement – our school not only educates the students we have, but we reach out to provide easy access to families to further their knowledge to become contributing citizens of our community.

a. Parent workshops will be offered throughout the year:
   i. Parenting with Love and Logic (we have two staff members who are certified trainers for this)
   ii. Math Strategies - we will provide training for parents in the MTI methods of mathematics, along with an understanding of our newly adopted math program
   iii. The 7 Habits of Highly Effective People – parents will participate in a book-read
   iv. Technology – parents will be trained in digital citizenship, how to access PowerSchool and other on-line resources
   v. EL classes for our ESL and Refugee parent population
b. Leadership Stipend will be offered to a teacher to head-up these workshops-Parent Outreach Coordinator
   i. Provide babysitting through church groups, key club, etc.
   ii. Provide meal or snacks
   iii. Make sure interpreters are available

Examples of surveys collected or planned:
What kinds of trainings/workshops are planned that are designed to help families establish home environments to support children entering or continuing in our schools?

Needs:	Plan:

Celebrations & Next Steps

Areas of strength:
Our school has a staff who is dedicated to our students and provide a safe and loving environment. We are a Leader in Me school and have embraced this process. We are looking forward to continue teaching our students that "We happen to life, life doesn't happen to us".
Leader in Me – We have established individual, classroom, and schoolwide goals.
Students are keeping leadership binders and tracking goals
Lighthouse team is fully functional with action committees in place
Instruction – Full time instructional coach
One teacher in every grade level is trained in Kagan Structures
Every teacher is implementing the Wonders curriculum with fidelity
30 minute interventions are in the schedule for both reading and math
Math intervention is using Bridges Interventions 2nd through 5th
Reading intervention is using Wonder Works, SIPPS, IStation, Read Naturally – dependent on skill deficit.
Co-teaching classrooms are set in every grade level. ELL teacher plans with the grade levels in the area of language
Assessment - All students K-5 have been given the placement test in IStations
All students 2-5 have been given the placement test in Bridges Intervention
3rd-5th teachers have block interim assessments planned on a regular basis through the year
One teacher in 3rd, 4th, and 5th have been given training in the interim assessments
Progress monitoring is conducted weekly for intensive students and entered into Milepost

Areas of need:
Math – implementing the new curriculum with fidelity
Reading – more focus on the writing process and on phonics instruction
Tech – beginning early with students on Chromebooks – Teachers make sure students have a list of "must dos" when using technology, focusing on programs such as IStation, Imagine Learning, etc.
ISAT – begin early in the year with interim and block assessments – doing a "question of the day" to help students practice answering the questions correctly and writing out responses using RACE process.
Instruction – all teachers need to receive the training in Kagan Structures
ABCTE – 5 teachers are going through the ABCTE process – need additional support in the area of classroom management, instruction, lesson design and delivery.

School Leadership Team

Team Member	Role
Beth Olmstead	Principal
Cindy Braun	Title 1
Kimberly Hansen	SPED
Shawna Murri	3rd
Lisa Honas	K
Becky Fleming	Parent
Jami Humphrey	IC
Tammy Young	Capacity Builder
Michelle Brewer	Asst. Principal
Martha Swallow Melina Ficek Katrina Hall Ashley Remaley Addie Mancari	EL Teacher 4th 1st 5th 2nd

Review Dates

Fall _____10-11-17_____Winter_____Spring_____

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

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Secondary School Improvement Plans

2017-18

South Hills
Ryan Ellsworth
Principal

Brady Dickinson, Ph.D.
Superintendent of Schools

Continuous Improvement Plan – Feedback Form

District:	**Twin Falls School District #411**	As a result of the review, the overall plan:
School:	South Hills Middle School	☒Approved ☐ Needs Revision
Reviewers:	Amy McBride, Jim Brown, LT Erickson	

The following feedback form has been developed in order to facilitate the formal TFSD review of Continuous Improvement Plans. **Buildings are responsible for the quality of Continuous Improvement Plans.** This form is to be be used as part of a meaningful process for reviewing and providing feedback in the school improvement planning process.

Answers to the following questions must be present in the plan, if applicable:

Reflective questions regarding previous year's plan:

- Did previous year's spring data demonstrate growth in implementation? Were SMART Goals met? Cite Evidence.

NA

- What processes has the school implemented that has demonstrated growth? Cite Evidence.

NA

- What has the school accomplished through the improvement process? (Celebrate successes through monitoring). Cite Evidence.

NA

- Has the school communicated data & outcome results with the school board? Date of Board Report

NA

Guiding questions for current year planning:

- Do the 2 SMART Goals meet all "S.M.A.R.T." components? Are they measurable within the **current school year**? Do they include baseline data?

No – need to indicate time and specify test. Yes – data is based on current students. Does not meet board goal of meeting state average on state test scores. Add a section indicating overall goal to reach state average on ISAT testing.

- Is there evidence that the team has implemented the plan from previous year? Cite Evidence

NA

- Are the tasks created simplistic and manageable? Are there enough tasks created to fulfill implementation for the **current school year** (at least two)?

Need to add to more specificity to action items.

- Are timelines staggered and sequential throughout the course of the school year? Cite Evidence

Add timelines to goals within the action items.

- Are there indicators that have been fully implemented evidenced through monitoring? Is there evidence that the fully implemented indicators are sustained and have become routine in the school?

Reading Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

☐ Exceptional	X Acceptable	☐ Needs Revision

Math Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

☐ Exceptional	X Acceptable	☐ Needs Revision

Writing Curriculum/Assessment/Instruction

Tier 1 Effectiveness (rate against rubric)

☐ Exceptional	X Acceptable	☐ Needs Revision

Continuous Improvement Plan Narrative Feedback:
(Answer on next page)

- Strengths:
- Areas for growth:
- Questions/something we still wonder:
- Required Next Steps:

a) Strengths:

Good acknowledgment to define interventions and norms. Good explanation of the three tiers of instructions for math, reading and writing. Good use of data throughout the plan. Good collaboration reviewing the progress of the interventions strategies being implemented.

b) Areas for growth:

Be more specific in goal 1 identifying advanced and proficiency for both ELA and Math ISAT testing.

c) Questions/something we still wonder:

How will action items be completed? How to measure the effectiveness of establishing norms?

d) Required next steps:

Continuous Improvement Plan Scoring Rubric Summary:

☐ Minimum of 2 SMART Goals focusing on student achievement has been completed: X Yes ☐ No

☐ Exceptional	X Acceptable	☐ Needs Revision
Clever evidence is presented to show the current level of implementation. **Each subject area** assessed as fully implemented there is clear evidence that it has become an established practice in the building and is sustainable over time.	Some evidence is presented to show the current level of implementation. **Each subject area** assessed as fully implemented there is some evidence that it has become an established practice in the building.	Little or no evidence is presented to show the current level of implementation. **Each subject area** assessed as fully implemented there is little or no evidence that it has become an established practice in the building.
Created tasks represent a concise focus for improvement and clearly demonstrate the capacity for achieving full implementation by target dates based on available resources. Strategies are clear and likely to increase the quality of instruction, using research-based methods and strategies.	Created tasks represent some focus for improvement. Demonstration of capacity for full implementation by target dates is stated but may not be realistic based on available resources. Strategies are mostly clear and may increase the quality of instruction, using research-based methods and strategies.	Created tasks are not evident or not realistic which demonstrates a perceived inability to successfully implement. Strategies have not been provided, or it is not clear how strategies will increase the quality of instruction, using research-based methods and strategies.
The **building leadership team** has continuously worked toward completion of tasks, adding new subject area tasks throughout the year. Clear evidence is presented that completed tasks have become established practices in the building and are sustainable over time.	The **building leadership team** has continuously worked toward completion of subject area tasks. Clear evidence is presented that completed tasks have become established practice in the building.	There is little or no evidence that planned subject area tasks have been continuously monitored.

Response to Intervention or Multi-Tier System of Support Building-level Framework

School Name: South Hills Middle School **School Year: 2017-18**

Purpose

- To guide instructional teaming discussions as you think through and monitor school improvement planning and program effectiveness
- To support buildings with resource allocation based on analysis of data.

Instructions:

- Please use this framework as a guide for reviewing data after each Universal Screening cycle – Fall, Winter, Spring. **Please date entries!**
- If you have documents that address these same areas, please mark box and attach to end of this document.
- Review Universal Screener Data (record findings below)
  - Review Milepost & Star Math for percentage of students performing at each tier in every grade to determine CORE curriculum/instruction effectiveness
- Review Other Assessment Data (ISAT2, EOC, DLA, etc.)

Are school teams (BLT, Content and Grade-level, etc.) in place and meeting regularly? Yes ☒ No ☐

Do all certified and "instructional" classified staff meet HQT requirements? Yes ☐ No ☒

SMART GOALS

Academic SMART Goal for **current** school year - 2017-18

The South Hills Middle School will work toward bringing school wide advanced and proficiency rates to meet state averages by increasing the English language arts school wide advanced and proficient rate from 36% to 38% and Math school wide advanced and proficient rate from 22.6% to 24.6%.

- **Actions:**
  - **Bell work focused on ISAT claims and targets (full implementation by November 1st)**

- Assessment redesign to reflect ISAT question stems (full implementation by 2nd Semester)
- Project Based Learning to reach higher levels of DoK - moving away from multiple choice. (full implementation date by 2nd Semester)
- Writing and research in every classroom - even "off" testing years include standards from Science and History. (full implementation by November 1st)
- Cross-Curricular projects and Testing (full implementation 2nd semester.

Develop and refine interventions at SHMS by the end of the 1st semester. Effectiveness of the interventions will be measured by the number of failing grades from the 1st quarter to the last quarter.

- Actions:
  - Establish after school help classes.
    - Two after school classes will be established using leadership stipends. Classes will occur after school from 4:00 – 4:25 (full implementation 2nd quarter)
  - Establish a credit recovery classes.
    - Two before school classes will be established using leadership stipends. Classes will be three days a week from 8:00 – 8:30. (full implementation 2nd quarter)
  - Set school wide grading practices norms.
    - BLT is meeting to create these norms and the first presentation to staff will be at the November 1st staff meeting (full implementation 2nd semester)
  - Establish behavioral interventions.
    - (full implementation 2nd semester)
  - Establish an effective MTSS program.
    - Implementation of common meeting times with MTSS leader beginning October 1st.
    - Implementation of grading screener through advisory classes. (Full implementation October 1st.)
    - MTSS referral process in place. (full implementation November 1st)

Tier 1 Curriculum/Instruction Effectiveness

<table>
<tr><th colspan="2">READING</th></tr>
<tr><td>Assessments
Fall, Winter, Spring</td><td>
• What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?
Universal Screeners:
STAR READING
• Has everyone involved in the administration of assessment been properly trained?
• Are our assessments properly identifying student needs?

Fall: Are 80% or more scoring benchmark or above? Yes ☐ NO ☒
Winter: Are 80% or more scoring benchmark or above? Yes ☐ NO ☐
Spring: Are 80% or more scoring benchmark or above? Yes ☐ NO ☐

Fall – 8th averaged 6.4 grade reading level on the fall Star reading test
7th. Averaged 5.4 grade reading level on the fall Star reading test
6th averaged 5.1 grade reading level on the fall Star reading test
</td></tr>
<tr><td>Curriculum
Fall, Winter, Spring</td><td>
• What curriculum is being used? (per grade level)
6th grade:
Wonders Reading
7th grade:
Language arts integrated curriculum
8th grade:
Language arts integrated curriculum

• According to the data, what adjustments need to be made to the core curriculum to support learning?

Bell work focused on ISAT claims and targets
Assessment redesign to reflect ISAT question stems
Project Based Learning to reach higher levels of DoK (moving away from multiple choice)
</td></tr>
<tr><td>Instruction
Fall, Winter, Spring</td><td>
• How is instruction monitored? (per grade level)

Lesson plans submitted weekly
Administration walkthroughs and formal evaluations
Instructional rounds monthly
Instructional coach PD and observations
Department leaders

• According to the data, what adjustments need to be made to instruction to support learning?

Writing and research in every classroom (even “off” testing years include standards from Science and History)
Cross-Curricular projects and Testing
</td></tr>
</table>

Data	• According to the data, which grades/departments might need additional support?
	  • ***The language arts department needs additional supports at all grade levels.***
	
	• According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring?
	  • **Because a majority of students are not proficient in reading, Tier I supports will be addressed through the use of cross curricular instruction and activities in non-core classes using bell work and integration of the language arts curriculum.**
	  • **Tier II supports will be given to students who score just below proficient or those on the bubble. They will placed on a milepost plan to monitor their progress.**
	  • **Tier III support will be given to students who score well below grade level. Those students will be evaluated, given additional pull out supports and monitored using mileposts.**

MATH	
Assessments Fall, Winter, Spring	• **What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?** • Has everyone involved in the administration of assessment been properly trained? o ***Yes. Training was provided at the beginning of the school year to all math teachers who are implementing the iReady curriculum.*** • Are our assessments properly identifying student needs? Fall: Are 80% or more scoring benchmark or above? Yes ☐ NO ☒ Winter: Are 80% or more scoring benchmark or above? Yes ☐ NO ☐ Spring: Are 80% or more scoring benchmark or above? Yes ☐ NO ☐ ***Fall – 8th grade averaged level 5.5 on the iReady Math screener*** ***7th grade averaged level 5.1 on the iReady Math screener*** ***6th grade averaged level 4.3 on the iReady Math screener***

Curriculum
Fall, Winter, Spring
	• **What curriculum is being used? (per grade level)**
	The Twin Falls School District adopted iReady Math this year for grades 6, 7 and 8.
	
	• According to the data, what adjustments need to be made to the core curriculum to support learning?
	  • ***Bell work focused on ISAT claims and targets***
	  • ***Assessment redesign to reflect ISAT question stems***
	  • ***Project Based Learning to reach higher levels of DoK (moving away from multiple choice)***

Instruction Fall, Winter, Spring	• How is instruction monitored? (per grade level) • ***Lesson plans submitted weekly***

	• ***Administration walkthroughs and formal evaluations*** • ***Instructional rounds monthly*** • ***Instructional coach PD and observations*** • ***Department leaders*** • According to the data, what adjustments need to be made to instruction to support learning? • ***Writing and research in every classroom (even "off" testing years include standards from Science and History)*** • ***Cross-Curricular projects and Testing***
Data	• According to the data, which grades/departments might need additional support? • ***Math needs additional supports at all grade levels.*** • According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion) • **Because a majority of students are not proficient in reading and math, Tier I supports will be addressed through the use of cross curricular instruction and activities in non-core classes using bell work and integration of math.** • **Tier II supports will be given to students who score just below proficient or those on the bubble. They will placed on a milepost plan to monitor their progress.** • **Tier III support will be given to students who score well below grade level. Those students will be evaluated, given additional pull out supports and monitored using mileposts.**
WRITING	
Assessments Fall, Winter, Spring	• **What assessment measure(s) are being used to show effectiveness in Tier I: (Universal Screeners, Curricular, Pre-post, EOCA)?** **Universal Screener:** ***The Write Tools Prompt*** • Has everyone involved in the administration of assessment been properly trained? ***All teachers have received or are in the process of receiving training in The Write Tool curriculum. Shannon Greene reviewed the rubric for grading the Write Tools Prompt and then assisted teachers when grading the prompt.*** • Are our assessments properly identifying student need? Fall: Are 80% or more scoring benchmark or above? Yes ☐ NO ☒ Winter: Are 80% or more scoring benchmark or above? Yes ☐ NO ☐ Spring: Are 80% or more scoring benchmark or above? Yes ☐ NO ☐
Curriculum Fall, Winter, Spring	• **What resources are being used to integrate writing? (per grade level)** • **Write tools** • According to the data, what adjustments need to be made to these resources to support learning? • **Close monitoring of the program to insure that it is being used consistently and as designed.**

Instruction
Fall, Winter, Spring
	• How is instruction monitored? (per grade level)
	  • ***Lesson plans submitted weekly***
	  • ***Administration walkthroughs and formal evaluations***
	  • ***Instructional rounds monthly***
	  • ***Instructional coach PD and observations***
	  • ***Department leaders***
	• According to the data, what adjustments need to be made to instruction to support learning?
	  • ***Assessment redesign to reflect ISAT question stems***
	  • ***Project Based Learning to reach higher levels of DoK (moving away from multiple choice***

Data	• According to the data, which grades/departments might need additional support?
	  • ***All grades and departments need additional support incorporating more writing and moving toward more cross-curricular integration of writing.***
	• According to the data, which student groups will be given Tier II and/or Tier III instruction and progress monitoring? (Either by name or data criterion)
	  • **Because a majority of students are not proficient in writing, according to the writing prompt, Tier I supports will be addressed through the use of cross curricular instruction and activities in non-core classes using bell work and integration of language arts standards.**
	  • **Tier II supports will be given to students who score just below proficient or those on the bubble. They will be placed on a milepost plan to monitor their progress.**
	  • **Tier III support will be given to students who score well below grade level. Those students will be evaluated, given additional pull out supports and monitored using mileposts.**

What does instruction and the classroom setting look like in grade levels and classrooms in which there are a high percent of students who are scoring at Benchmark or above? (Fall, Winter, Spring) What differentiation is occurring for students who are above benchmark?

TBD

What differentiated instruction could be implemented in grade level/classrooms where there is a high percent of struggling students? (Fall, Winter, Spring)

TBD

School Data

Instruction/Intervention Effectiveness

		Fall				Winter				Spring			
		Star Reading	iReady Math	Writing	ISAT Reading/ math	R-CBM/ IRI	MAZE	STAR Math	Writing	R-CBM/ IRI	MAZE	STAR Math	Writing
Poverty	Average												
Homeless	Average	4.3	462.2	1.8	2429/2492								
Sped	Average	4.6	457.4	1.5	2473/2428								
ELL	Average	3.4	434.3	1.2	2395/2357								
Migrant	Average	5	463.7	1.6	2474/2452								
All Students	Average	5.6	472.4	1.7	2491/2476								

Are current supports having a positive effect on student growth?

- ***Re-evaluation of the current supports will occur at the end of 1st semester with the intent to make adjustments as needed.***

Yes ____ Continue what you are doing!
No ____ Analyze the possible reasons. Develop & implement solutions bases on those hypotheses.
Hypothesis:

Solution:

Tier 2 & 3 - Intervention Effectiveness (Are students making gains and/or moving out of interventions?)

_____Grade – Tier 2

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____Grade – Tier 3

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____ Grade – Tier 2

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____Grade – Tier 3

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____ Grade – Tier 2

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____Grade – Tier 3

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____Grade – Tier 2

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____ Grade – Tier 3

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____Grade – Tier 2

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____Grade – Tier 3

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____Grade – Tier 2

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____Grade – Tier 3

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____Grade – Tier 2

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

_____Grade – Tier 3

% of students	Fall	Winter	Spring
IRI/R-CBM			
MAZE			
m-comp			

Instructional Support & Progress Monitoring

1. To what degree did students who need additional support receive that support? (Fall, Winter, Spring)

- ***In class accommodations and interventions***
- ***Before and after school extra help***
- ***Credit recover starting 2nd quarter***
- ***Pull out classes for reading and math in addition to their regular reading and/or math classes***

2. Do we need to adjust the intervention system regarding systems conditions for successful

Intervention, e.g., (student placement, schedule, amount of time, evidence based materials, well trained interventionists, students placed by using data, etc.? (Fall, winter, spring)

- ***Re-evaluation of the current supports will occur at the end of 1st semester with the intent to make adjustments as needed.***

3. To what degree did staff use/analyze progress monitoring and informal diagnostics to examine student learning? (Students receiving intervention)What system is in place? (Fall, winter, spring)

- ***Screening results evaluated the first couple of week of school.***
- ***Weekly team meetings following the MTSS process and the use of milepost plans which include progress monitoring data.***
- ***Monitoring of grades weekly using the MTSS grades screener.***

Do all Tier 2 & Tier 3 students have appropriate goals set which reflect *Reasonable* or *Ambitious* growth rates? Yes ☐ No ☐
Is there a system in place to regularly review student Progress Monitoring data? Yes ☐ No ☐

Are Tiered Interventions having a positive effect on student outcomes? (Fall, Winter, Spring)
Yes ____ Continue what you are doing!
No ____ Analyze the possible reasons. Develop & implement solutions bases on those hypotheses.

- ***Re-evaluation of the current supports will occur at the end of 1st semester to analyze if interventions are helping the success of students.***

Next Steps:

Advanced Learners - Enrichment Effectiveness (Are students making appropriate gains?)

Kindergarten grade

% of students receiving Enrichment Support	Fall	Winter	Spring

1-3st grade

% of students receiving Enrichment Support	Fall	Winter	Spring

4-6st grade

% of students receiving Enrichment Support	Fall	Winter	Spring

7-8th grade

	Fall	Winter	Spring

% of students receiving Enrichment Support			

Are Enrichment Supports having a positive effect on student growth?

Yes ____ Continue what you are doing!

No ____ Analyze the possible reasons. Develop & implement solutions bases on those hypotheses.

Next Steps:

Professional Development

Fall - Current school year	**Needs**	**Plan**
	Tier 1* –	
	Tier 2 –	
	Tier 3 –	
	Other+ -	
Winter – Adjustments to our plan:		
Spring - Summer & next year needs:	**Needs**	**Plan**
	Tier 1* –	
	Tier 2 –	

	Tier 3 –	
	Other+ -	

*All staff are included in Tier 1 best practices PD
+Other includes: ELL, Advanced, Tier 4, etc.

Family & Community Involvement

Are parents involved in this review process? **Yes** ☐ **No** ☐

- Parent Involvement Committee has approved our school Parent Involvement Plan/Policy, Calendar of activities, & Budget for Parent Involvement funds? **Yes** ☐ **No** ☐ **Date** _____
- Is there a system in place for parents to provide feedback **Yes** ☐ **No** ☐

How was the review process communicated with the parents? How was that feedback disseminated to the staff? What outcomes did the school implement from parent feedback?

Examples of surveys collected or planned:

What kinds of trainings/workshops are planned that are designed to help families establish home environments to support children entering or continuing in our schools?

Needs:	Plan:

Celebrations & Next Steps

Areas of strength:

Areas of need:

Projected Academic SMART Goal for next school year 20___ -20____

School Leadership Team

Team Member	Role
Ryan Ellsworth	Principal
Scott Clark	Language Arts
Anna Turpin	Math
Desiree Montoya	Science
Joe Bartley	Social Studies
Jessica Miller	Title
Shannon Greene	Instructional Coach
Jerry Guthrie	Principal
Emilia DeLeon	Parent
	Parent

Review Dates

Fall: 10/03/17

Winter: 01/16/17

Spring: 5/15/17

To: School District #411 Board of Trustees

From: Bill Brulotte and Annette McFarlin

Date: January 24, 2018

Re: Workload Committee

The TFSD workload committee has held four meetings this year. The committee is comprised of eight TFEA appointed teachers, eight administrators and Trustee Matsuoka. Meetings have been held on the first and last Tuesday of the month.

The committee began their work by writing out what they felt were the concerns that added to the workload of the staff. In doing so, a pattern became apparent and four distinct areas of concern were developed to review. They are:

Paperwork

Planning Time

After Hours

Meetings

The committee then began looking at paperwork requirements. One area that stood out was the amount of testing/progress monitoring and the use of the testing to help improve student achievement. A list of testing/progress monitoring systems was developed. The team then divided the tests into three categories of state required, district required and building required. Since we cannot do anything about the state required testing, we pulled state required tests out of the discussion. Next the teams talked about what tests gave the most beneficial information in helping teachers establish interventions for student academic growth. In doing so, the team has developed their first survey where we will ask staff to use a Likert's Scale to determine what staff believe as the most effective systems we currently have in place. This ranking will then be shared with administration to determine what, if any, of these monitoring/grading systems can be discontinued. The results will be shared with the negotiations team in the spring.

Next, the committee will begin repeating the process with planning time, after hours assignments, and meetings. Again, the results will be shared with the negotiations team in the Spring.

Elementary Federal/State Assessment List

Rank assessment impact on students' learning (1 low / 5 high)

Federal/State	Additional Information	Rank
IRI (K-3) * one-on-one		
ISAT (3-5)		
WIDA (ELL)		
NAEP (4th)		

Elementary District Assessment List

Rank assessment impact on students' learning (1 low / 5 high)

District	Additional Information	Rank
CBM (1-5)	District Screener required 3 times per year (F,W,S)	
MAZE (4-5)	District Screener required 3 times per year (F,W,S)	
M. Comp (2-5)	District Screener required 3 times per year (F,W,S)	
N-ID (K)	District Screener required 3 times per year (F,W,S)	
Q-D (1)	District Screener required 3 times per year (F,W,S)	
LSF (K)	District Screener required 3 times per year (F,W,S)	
iStation (monthly)	Monthly, in computer lab, some buildings test all students, some test select students	
Reading Unit Assessments		
Math Unit Assessments (pre and post)		
ISAT interim Assessments (3-5)		
Music/PE Assessments (pre and post)		

Elementary School/Building Assessment List

Rank assessment impact on students' learning (1 low / 5 high)

School/Building	Additional Information	Rank
SIPPS (one-on-one)		
Core Phonics (one-on-one)		
STAR (group)		
AR (group or one-on-one)		
CBM (1-5) (one-on-one)	Progress Monitor - Weekly if intensive in the skill – Bi-monthly if strategic in the skill	
MAZE (4-5) (groups)	Progress Monitor - Weekly if intensive in the skill – Bi-monthly if strategic in the skill	
M-Comp (2-5) (groups)	Progress Monitor - Weekly if intensive in the skill – Bi-monthly if strategic in the skill	
N-ID (K) (one-on-one)	Progress Monitor - Weekly if intensive in the skill – Bi-monthly if strategic in the skill	
Q-P (1) (one-on-one)	Progress Monitor - Weekly if intensive in the skill – Bi-monthly if strategic in the skill	
LSF (K-1) (one-on-one)	Progress Monitor - Weekly if intensive in the skill – Bi-monthly if strategic in the skill	

Secondary Federal/State Assessment List

Rank assessment impact on students' learning (1 low / 5 high)

Federal/State	Additional Information	Rank
ISAT (6-10)	Math, Language, Science (7th grade science?)	
CIVICS	Government	
PSAT (10th, 11th)		
SAT (11th)		
WIDA	EL Students	
Workplace Readiness Assessment	CTE Students	
Technical Skills Assessment	CTE Students	**5**
NAEP Assessment		
ACT		

Secondary District Assessment List

Rank assessment impact on students' learning (1 low / 5 high)

District	Additional Information	Rank
ASVAB		0
EOC's		1
Pre-Post Tests		4
Unit Tests		3
ISAT Interim Assessment	3 X per year (Math/LA)	3

Secondary School/Building Assessment List

Rank assessment impact on students' learning (1 low / 5 high)

School/Building	Additional Information	Rank
Write Tools Assessment	Middle School (MVHS) – 3 times per year	**3/4**
Attendance Finals	TFHS	**1**
Reading Screener	Middle School – 3 times per year	**2**
Math Screener	Middle School – 3 times per year	**2**
AR Testing	Middle School	**3/4**

West Ada School District's

CTE Magnet Programs

CTE Career & Technical Education

UPDATED JANUARY 2018

CTE CENTER – RENAISSANCE CAMPUS

1307 E. CENTRAL DRIVE, MERIDIAN, ID 83642

SCHOOL YEAR 2018-19 PROGRAM OFFERINGS:

Certified Nursing Assistant (CNA) prepares students for beginning employment as a CNA. Students are required to participate in clinical experiences to complete 120 of required state hours and must provide their own transportation. Successful completion of Medical Terminology and Health Professions is required.
Industry Certifications: -Nursing Assistant (CNA) -American Heart Association Basic Life Support CPR

✖**Culinary Arts-** is a three-year program. Students, who qualify for the Advanced Culinary Arts class, run a 'live' café in a state-of-the-art culinary arts center where they develop and perform restaurant industry skills. This program is nationally certified by the American Culinary Federation and also is recognized at the State CTE level as an exemplary program.
Industry Certifications: -Idaho Food Safety and Sanitation Certificate (a 'food handler' card)
-American Culinary Federation Certificate of Completion

Emergency Medical Technician (EMT) this course focuses on pre-hospital care at the basic life support level and the entry level for working on an ambulance. Successful completion means students may opt to take the National and State Registry Certification Exams. Industry Certifications: -American Heart Association Basic Life Support CPR
-National Registry of Emergency Medical Technicians (NREMT) -State Emergency Medical Technician

Pharmacy Technician-coursework prepares students for beginning employment as a Pharmacy Technician. Qualifying students gain real world skills through local pharmacy externships and an Idaho State University health science partnership allowing students instructional lessons in a compounding lab.
Industry Certification: Certified Pharmacy Technician

Fire Services students train using real fire gear and coursework aligns to the National Fire Protection Agency guidelines. Students learn basic firefighting preparedness skills including knowledge of fire behavior and equipment, safety, fitness and first aid. Students engage in fieldtrips and business partnership practicums with local fire service agencies to gain real world experience.
Industry Certifications: American Heart Association Basic Life Support CPR

Law Enforcement, Detention and Corrections Students focus on laws, selection and training, the history of law enforcement, drill and ceremony, self-defense and police tactics. Senior level students study police patrol, homeland security, criminal investigation, crowd control, arrest tactics, officer safety and patrol tactics. All coursework includes a fitness readiness component. Practicum experiences and guest presenters representing all aspects of this broad career area provide valuable insight. Industry Certification: American Heart Association Basic Life Support CPR

✖**Pre-Engineering** This exemplary awarded and nationally recognized Project Lead The Way® program teaches students to use math, science and technology to solve engineering problems and design processes to benefit people's lives. Courses offerings cover: Introduction and Principles of Engineering, Computer Integrated Manufacturing, Digital Electronics, Aerospace, Civil Engineering & Architecture plus, the culminating class, Engineering Design and Development. Industry Certifications: Autodesk User (Inventor, Revit and/or AutoCAD)

✖**Residential Construction** students who advance to levels II and III construct a Habitat for Humanity Home or work on a community construction project. Skills taught are framing, roofing, drywall and various installation skills, plus, the ability to solve carpentry math problems. Industry Certification: OSHA 10-Hour Construction Industry Training

✖ Programs aligned to SkillStack badging, giving students the option to earn Technical Competency Credits

Learn more, see your home high school's course handbook!

CTE Center - Meridian Campus

1900 West Pine Avenue, Meridian, ID 83642

Animal Science coursework covers the concepts and principles of animal nutrition, health, behavior, reproduction, and animal science related careers. This program is recognized by the Idaho State Division of Career and Technical Education, as an 'Exemplary' program. Class offerings are numerous and they lead to the senior-level class, Veterinary Assistant Internship. In this capstone class, students engage with area businesses, increasing their exposure to real world veterinary work and related animal science careers. Industry Certification: Animal Care Technologies – Kennel Assistant

✖**Automotive Technology** An awarded 'Outstanding Program of Excellence', students learn industry vehicle diagnostics and repair work. Offerings are Auto Tech I-III. Students begin in the classroom and then in levels II-III apply industry practices while doing 'live' work in an auto shop lab. Industry Certification: SP-2 Safety Training

✖**Collision Repair** The curriculum emphasizes employability skills while learning industry safety standards, use of tools, estimations and heavy equipment plus, identification of automotive bodies, trim accessories, body repair, and inventory practices. Advanced students learn to handle hazardous materials, master panel replacement, painting, refinishing, thermoplastic and fiberglass repairs. Industry Certification: SP-2 Safety Training

NEW **Diesel Technology** The program is designed to give students applied experiences in diagnosing, maintaining and fixing diesel engines over three years of sequenced classes. Students learn teamwork, critical thinking, problem solving and technical skills while training on mock-ups, functional vehicles and diesel equipment. Practices are aligned to industry standards.

Small Gasoline Engines Small Gasoline Engines classes are designed to give students practical experiences in selecting, operating and maintaining small air-cooled engines. Third year students learn to repair and maintain multi-cylinder engines, hydraulics, electric motors, and ag machinery. Industry Certifications:- Equip. and Engine Training Council (EETC)/2-4 Stroke Engine;- STIHL Bronze Level Training

Natural Resources and Plant Sciences Both of these Pathways begin with taking Introduction to Plant Science and Botany/Plant & Soil Science. In a greenhouse environment, students learn to grow plants from start to maturity while learning cell structures, reproduction propagation, plant management, ecology and good stewardship. In the Natural Resources pathway, the interdisciplinary curriculum covers the interrelationship between people, ecosystems and the environment. The Plant Science Pathway focuses on horticulture, landscape design and culminates with a Floral Design and Marketing class and CHS and EHS students will have to travel to take their upper level classes.

✖**Welding Fabrication** Learn blueprint reading and industry welding skills in three years of Welding classes while working hands on with the best equipment available, courtesy of Miller–a major business sponsor. Students in the advanced level solidify their skills by designing, planning and building a welding structure project. Industry Certification: American Welding Society SENSE Level One Certification

Computer Science CTE Center - Centennial Campus

12400 West McMillan, Meridian, ID 83713

www.westada.org/CompSc

✖**Programming** classes offer students the opportunity to explore computer science career options as well as move into an Advanced Placement (AP) class focused on the seven big ideas of computer science. The program culminates with students launching with substantial programming knowledge aligned to industry standards and applied teamwork practices, which is an essential career skill.

✖**Web Design** coursework offers four years of web design classes culminating in database design and programming skills enabling students to create a website to manage a small business with inventory, employees and customers. Students also explore related occupations.

www.westada.org/CTE 208/350-5051 CTE Office

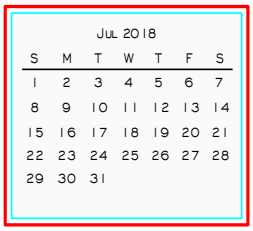
West Ada CTE Program Visit

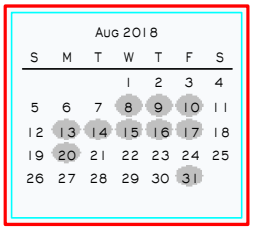
TWIN FALLS SCHOOL DISTRICT #411

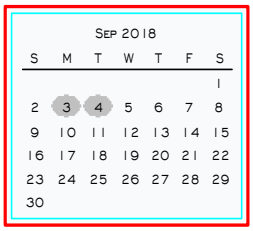
DRAFT

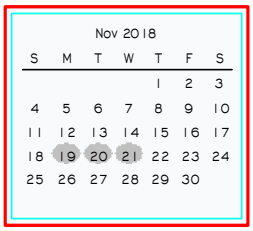
2018-2019 DISTRICT CALENDAR

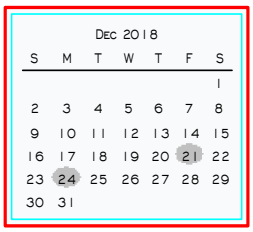
DRAFT











August

8 Middle and High School Registrations
See School Website for Details

9 Middle and High School Registrations
See School Website for Details

10 Middle and High School Registrations
See School Website for Details

13 Summer Institute/In-Service

14 Summer Institute/In-Service

15 1/2 Opening Day
1/2 Day Building Retreat

16 Teacher Workday

17 Teacher Workday

20 First Day of School

31 Early Dismissal for Students and Staff
No School 1/2 Day Kindergarten

September

3 Labor Day - No School

4 Data Day - No School

October

19 End of 1st Quarter (42 Student Days)
Teacher Workday
No School All Grades

24 Kindergarten Parent/Student/Teacher Conferences
No School Kindergarten

25 District Wide Parent/Student/Teacher Conferences
No School for All Grades

26 No School For All Grades

November

19 ICS Teacher In-Service
No School All Grades

20 ICS Teacher In-Service
No School All Grades

21 Thanksgiving Break
No School Nov. 19-23

December

21 End of 2nd Quarter (38 Student Days)
End of 1st Semester (80 Student Days)
Early Dismissal
No School 1/2 Day Kindergarten
1/2 Day Report Cards

24 Christmas Vacation-
No School Dec 24 - Jan 4

January

7 School Resumes

February

18 Presidents' Day - No School

19 ICS Teacher In-Service
No School All Grades

March

8 End of 3rd Quarter (43 Student Days)
Early Dismissal
1/2 Day Report Cards

No School Half Day Kindergarten

19 CRHS/TFHS-Advisor/Parent/Student Registration Conferences

20 CRHS/TFHS-Advisor/Parent/Student Registration Conferences
Kindergarten Parent/Student/Teacher Conferences
No School for Kindergarten

21 CRHS/TFHS - Junior Boards and Senior Projects

Elementary and Middle School Parent/Student/Teacher Conferences

No School For All Grades

22 No School For All Grades

25 Spring Break-No School March 25-29

April

1 School Resumes

May

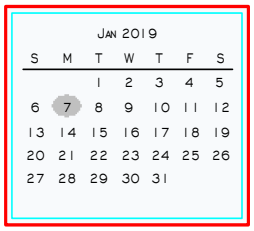
20 CRHS Graduation

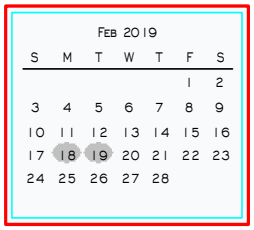
21 TFHS Graduation

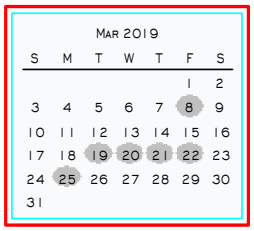
22 MVHS Graduation

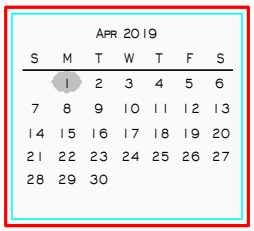
23 End of 4th Quarter (47 Student Days)
End of Semester (90 Student Days)
Last Day of School-Early Dismissal
1/2 Day Report Cards
No School Half Day Kindergarten
School Year - 170 Days

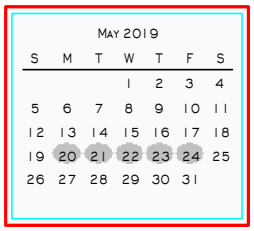
24 1/2 Analyze Assessments and Goals
1/2 Day Teacher Workday

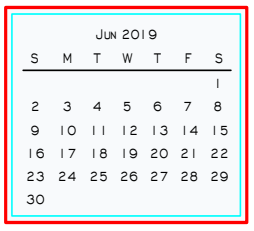












DRAFT #4 - Oct. days as student days and actual student Qtr/Sem. days listed

TWIN FALLS SCHOOL DISTRICT NO. 411
EVALUATION SUMMARY
SUPERINTENDENT

NAME_____ BUILDING/DEPARTMENT

Brief statements including evaluation indicators on criteria that are applicable.

1. **Statements that relate to areas of strength.**

   Goals:

   Leadership Characteristics:

2. **Statements that relate to the implementation of the strategic plan or achieving goals of strategic plan.**

   Goals:

   Leadership Characteristics:

3. **Statements that relate to fulfilling the role and duties of superintendent.**

   Goals:

   Leadership Characteristics:

4. **Areas in Need of Improvement.**

   Comments:

_____
Date

_____ _____
Board Chair, Bernie Jansen Vice Chair, Bryan Matsuoka

_____ _____
Trustee, Mary Barron Trustee, Paul McClintock

_____
Trustee, Todd Hubbard

_____
Superintendent Signature

The signature of the employee does not necessarily imply agreement with the contents of this evaluation report.

DRAFT

Exit this survey

Superintendent Job Performance Survey

Please take a few minutes to complete the following Superintendent Job Performance Survey. Thank you in advance for your time.

***1. You are a:**

- ☐ Board Member
- ☐ District Office Administrator
- ☐ District Office Staff Member
- ☐ Teacher
- ☐ Principal
- ☐ Parent
- ☐ Community Member
- ☐ Building Leadership Team

***2. You are completing this survey for:**

- ☐ Brady Dickinson, Superintendent of Schools

For the seven standards listed below, please read through the indicators and select whether you feel performance is unacceptable, needs improvement, is good, excellent, or outstanding. There is a comment section following each standard.

***3. STANDARD 1: Higher Education, Work and Life Ready**

Indicators:

• Promotes improving the teaching and modeling of life skills in order to improve school, community, and work readiness of our students.

• Promotes maintaining and developing opportunities that will promote TFSD student post-secondary preparation.

- ☐ Unacceptable
- ☐ Needs Improvement
- ☐ Good
- ☐ Excellent
- ☐ Outstanding
- ☐ I have no basis to give input

Comments:

***4. STANDARD 2: Quality Education and Learning Opportunities**

Indicators:

• Promotes a quality curriculum, instruction and assessment that align with state and federal guidelines.
• Promotes the explorations of new ideas that will challenge and support all TFSD students.

- ☐ Unacceptable
- ☐ Needs Improvement
- ☐ Good
- ☐ Excellent
- ☐ Outstanding
- ☐ I have no basis to give input

Comments:

***5. STANDARD 3: Quality Personnel**

Indicators:
• Maintains a strong focus on professional development.
• Supports and promotes evaluation and mentoring that improves performance and accountability.
• Supports the hiring and retaining of quality personnel.

- ☐ Unacceptable
- ☐ Needs Improvement
- ☐ Good
- ☐ Excellent
- ☐ Outstanding
- ☐ I have no basis to give input

Comments:

***6. STANDARD 4: School/Community/Public Relations**

Indicators:
• Promotes student, parent, community and business involvement in the schools
• Maintains and develops partnerships that will promote a sense of community throughout the district.
• Promotes the TFSD as a "District of Choice."

- [ ] Unacceptable
- [ ] Needs Improvement
- [ ] Good
- [ ] Excellent
- [ ] Outstanding
- [ ] I have no basis to give input

Comments:

***7. STANDARD 5: School Environment and Facilities**

Indicators:
• Assesses facility needs and plans accordingly
• Focuses on improving, maintaining, and utilizing district facilities
• Supports and promotes the maintenance of safe school environments that promote learning and positive interactions.

- [ ] Unacceptable
- [ ] Needs Improvement
- [ ] Good
- [ ] Excellent
- [ ] Outstanding
- [ ] I have no basis to give input

Comments:

***8. STANDARD 6: Stewardship of Resources**

Indicators:
• Effectively identifies and responsibly manages all available resources to support district needs.
• Community is involved in the planning process

- [ ] Unacceptable
- [ ] Needs Improvement
- [ ] Good
- [ ] Excellent
- [ ] Outstanding

- [ ] I have no basis to give input

Comments:

***9. STANDARD 7: Board Relations**

Indicators:
• Assists the board in developing clear policies that meet federal and state requirements.
• Supports the board chair to maximize the effectiveness of board operations.
• Regularly informs the board about the business of the district and alerts the board about critical issues and areas that may have an impact on the district.
• Meets deadlines and follows up on commitments and assignments

- [ ] Unacceptable
- [ ] Needs Improvement
- [ ] Good
- [ ] Excellent
- [ ] Outstanding
- [ ] I have no basis to give input

Comments:

***10. Other Strengths:**

***11. Other Areas Where Improvement is Needed:**

12. Other Comments:

- **Classified Staff –**
  - $1.74 for every $1 we receive from the state.
  - Competitive labor market – under 3% unemployment.
    - Necessary Positions: Para educators, custodians, secretaries, food service.
- **Teacher Shortage –**
  - Teacher education programs are not producing enough applicants to fill the need.
  - Students entering college do not see teaching as a viable career choice.
  - Focus on quality as well as quantity applicants.
- **Master Teacher Premiums –**
  - Many teachers are already investing time into their portfolios.
  - Rewarding our master teachers on a performance basis.
- **All Day Kindergarten –**
  - Extended time with students = higher student achievement.
  - Respect the choices of our students' parents.
  - Options to catch low performing students early.
- **Operational Money –**
  - We are still making up for lost ground in curriculum adoption during the recession.
  - Curriculum updates were put on the backburner and we now need to catch up.
    - K-5 Adoptions can cost over $1 million for a district of our size.
- **Teacher Evaluations –**
  - We received more information about expectations.
  - Feedback needs to be provided in a more usable format in a timeframe that allows us to take action on it

West Ada Elementary Schools of Choice

Number of Elementary Schools: 8

Structure: 4 STEM Schools and 4 Fine Arts (lottery system)

Schedule: 6 have a traditional schedule and 2 are on a modified year-round schedule

Logistics: All of the schools of choice have boundaries for busing purposes. These boundaries cross the boundaries for the other elementary school's attendance zones. In other words, all students live in a zone for one of their other "regular" elementary schools. In addition, every student lives in a school of choice boundary; however, they are not guaranteed a spot at that school. The do receive preference in the lottery system should they choose to apply to that school; however, they can apply to any of the schools of choice.

Busing: Busing is provided to schools of choice if they live in the school's busing zone. If they live outside the zone parents are responsible.

Year-Round Schools: Students are off in July as well as 3 weeks in the fall and 3 weeks in the spring. The feedback from the district was that it is difficult having schools on different calendars. Data analysis has shown that the schedule has had a minimal impact on student achievement; however, teachers report they spend less time on teaching procedures due to the reduced amount of time away from school. The district administration anticipates that the two schools will likely be reverting back to a traditional schedule due to the fact there are too many prohibiting factors for secondary schools to change to the schedule.

Curriculum: Schools of Choice utilize the same standards as the traditional elementary schools; however, the delivery is different. For example, at the STEM schools students engage in more project based learning. Units between all of the schools remain relatively consistent ensuring students have access to the same content.

West Ada School District
2018-2019 Modified Student Calendar

Approved by Board of Trustees 11/14/2017
(Subject to change for updates.)

August 6, 2018	**First Day of School - Early Release Grades K-5**
August 20, 2018	No School for District Inservice
September 3, 2018	**Labor Day - No School Grades K-12**
October 3, 2018	No School Grades K-8/Inservice
October 4-5, 2018	No School Grades K-12/State Inservice
October 10, 2018	No School Kindergarten for Parent Teacher Conferences/Tuition Kindergarten In Session
October 10-11, 2018	Evening Parent Teacher Conferences
October 11, 2018	No School Grades K-12 for Parent Teacher Conferences
October 12, 2018	No School Grades K-12/End of First Quarter Grades K-12
October 30, 2018	Early Release Grades K-12 Collaboration
November 5-16, 2018	**Track Break**
November 19-23, 2018	**Thanksgiving Holiday Break - No School Grades K-12**
December 11, 2018	Early Release Grades K-12 Collaboration
December 24-January 4	**Winter Holiday Break - No School Grades K-12**
January 7, 2019	School Resumes
January 18, 2019	End of First Semester/Semester Grades K-12/Early Release Grades K-12/Testing Grades 6-12
January 21, 2019	**Martin Luther King, Jr./Human Rights Day - No School Grades K-12**
February 18, 2019	**Presidents' Day - No School Grades K-12**
February 21, 2019	Early Release Grades K-12 Collaboration
March 11-22, 2019	**Track Break**
March 25-29, 2019	**Spring Break - No School Grades K-12**
April 1, 2019	School Resumes
April 12, 2019	No School Grades K-8/End of Third Quarter/Inservice
April 23, 2019	Early Release Grades K-12 Collaboration
May 27, 2019	**Memorial Day - No School Grades K-12**
June 13, 2019	**Last Day of School - Early Release Grades K-5**

Grading Periods K-12:
First Quarter: August 6-October 12, Second Quarter: October 15-January 18, Third Quarter: January 21-April 12, Fourth Quarter: April 15-June 13

July 2018

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November 2018

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December 2018

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March 2019

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April 2019

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May 2019

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June 2019

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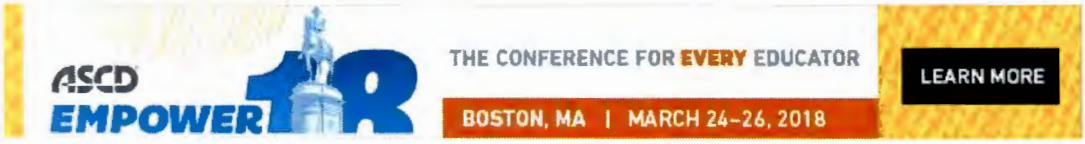

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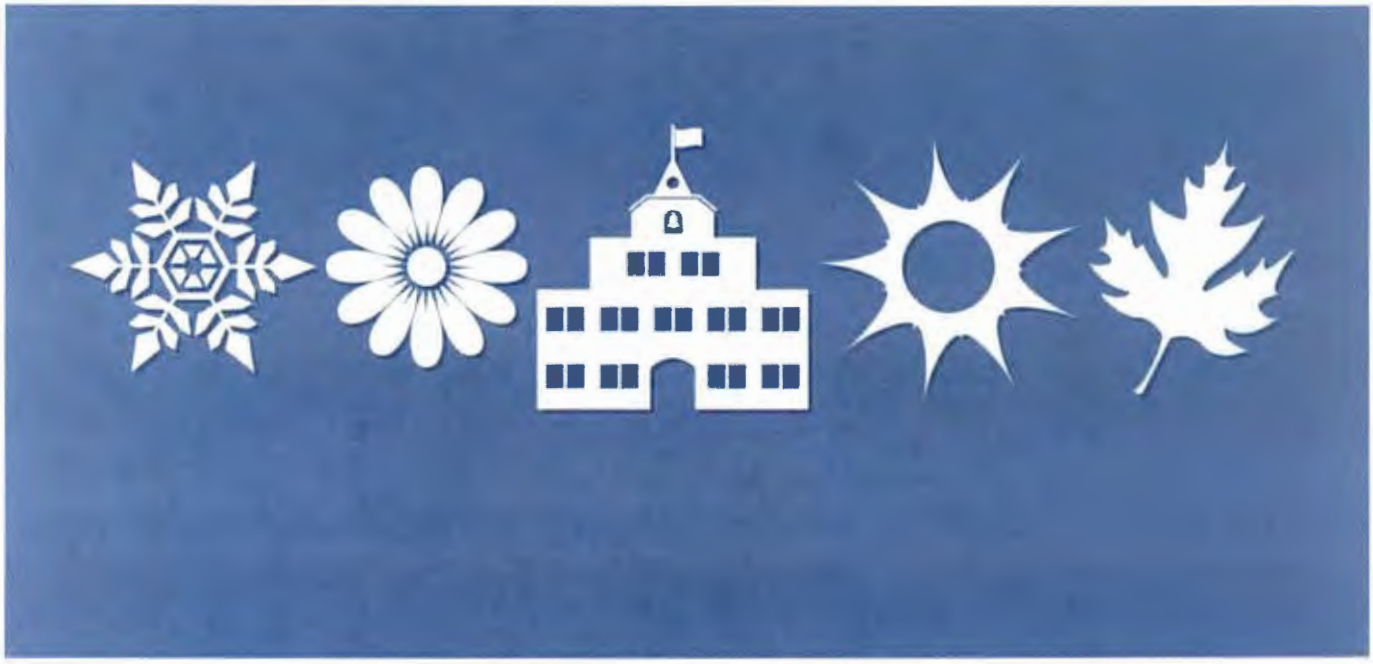
Year-Round Schooling Explained



By Jaclyn Zubrzycki

At more than 3,000 K-12 campuses around the country, school's not necessarily out for the summer.

Year-round schooling, in which a single summer break is swapped out for a series of shorter breaks throughout the year, has become increasingly common, both as an academic improvement strategy and as a solution to overcrowding.

Year-round schooling inspires strong reactions. Advocates argue, among other things, that it can stem summer learning loss, reduce teacher and student burnout, and help working parents manage schedules. Opponents counter that it complicates schedules for parents, takes a financial toll on districts and tourist economies, deprives children of a needed respite from the classroom, and distracts from other, more effective school improvement strategies.

The idea of changing the school year's structure has surfaced in national policy conversations since at least the 1970s. A landmark 1994 report from the National Education Commission on Time and Learning describes the nation's schools as "Prisoners of Time" and advocates for more schools to break away from the traditional Labor Day-to-Memorial Day school year. More recently, a

Jump to a Section

> Year-Round Schooling: The Pros
> Year-Round Schooling: The Cons
> Statistics: How Many Year-Round Schools Are There?
> The Schedule: How Year-Round Schools Work
> Studies: How Year-Round Schooling Affects Students
> Glossary of Terms
> Research and Resources
> *Education Week* Resources

2014 study by the Congressional Research Service, which provides policy and legal analysis to the U.S. House of Representatives and the Senate, surveyed the research and the state of year-round schooling around the country.

Year-round schooling is not necessarily the same as expanded learning time, which entails lengthening school days or the school year. Many year-round schools simply reorganize the standard 180-day school year.

Here are some answers to common questions about year-round school:

Year-Round Schooling: The Pros

Year-round education is sometimes introduced as an academic remedy and sometimes as a logistical necessity. Advocates for both often describe the traditional school year as outdated, based on an agrarian calendar, and not suited to modern society's needs or structure.

The academic argument for year-round school centers around preventing the so-called summer learning loss that occurs when students are out of school for extended periods of time. Others argue that year-round schedules can enrich students' educational experiences by allowing for the addition of intersessions or creative courses.

In other school systems—primarily those looking to avoid overcrowded classrooms—schools and districts organize students into different tracks in order to maximize the use of building space.

In both cases, advocates often point to side benefits of having a school open year-round. In an era when schools are often hubs for health care and other services, year-round schools have the added perk of allowing access to such services to continue throughout the calendar year. **Some also argue that offering more regular breaks prevents burnout of both teachers and students.** Several federal programs, including the School Improvement Grant program and waivers from the requirements of the federal Elementary and Secondary Education Act, have offered financial incentives for expanded learning time. That includes some, but not all, year-round schools.

Year-Round Schooling: The Cons

A major thread of argument against year-round schooling as an academic intervention is basically: If it ain't broke, don't fix it. Since research is mixed as to whether or not year-round schooling actually helps students, the logistical barriers mean it's not worth a change, according to this line of thinking.

Others cite the financial toll involved in switching the calendar. Tourism and other industries that count on summer vacationers might suffer. High schoolers might be less able to get summer jobs. And the transition can bring added costs to school districts, which have to pay for (and sometimes install) utilities in buildings, stipends for teachers, or other associated expenses.

Still others argue that year-round schooling burdens parents, and takes away from students' time to experience anything outside of the classroom, and reduces teachers' time for professional development and growth. In districts where some schools are year-round and others are traditional, families may have to juggle conflicting schedules.

Statistics: How Many Year-Round Schools Are There? Is the Idea Becoming More Popular?

During the 2011-12 school year, the most recent year for which data is available, about 4 percent of public schools were operating on a year-round schedule, according to the National Center for Education Statistics. That's 3,700 schools, 400 of which are charter schools.

That's a marked increase from 1986, when just 408 schools overall were on a year-round schedule. The number of year-round schools increased by 26 percent between the 2006-07 and 2011-12 school years. The Congressional

Four percent of public schools were operating on a year-round schedule in 2011-12.

Research Service reports that year-round schools are more common in the South and West than in the Northeast and Midwest.

The growth in part reflects the traction the idea has gained with state and federal lawmakers in recent years **and the increasing availability of funding to support new schedules.** The National Association for Year-Round Education, which advocates for and collects research on the topic, was also resurrected in 2015 after an eight-year hiatus.

At the same time, some districts that adopted year-round schedules in the past have changed course. The Los Angeles school district, which embraced year-round schooling as the city's population boomed in the 1980s, had just one school that remained on a year-round schedule by 2015.

The Schedule: How Year-Round Schools Work

Instead of having one long summer break, year-round schools break the academic year up with several medium-sized (think two- or three-week) vacations. This is often referred to as a balanced calendar.

The length of breaks and marking periods vary. Some schools have four 45-day sessions followed by 15-day breaks; others have three 60-day academic sessions followed by 20 days of break; and some have two 90-day sessions and two 30-day breaks.

Other schools extend the school year as well as shifting the schedule, sometimes by adding an "intersession" period of a week or two, during which students take academic courses that are outside their normal courseload. The Congressional Research Service found that the average year-round school is open 189 days per year—nine days longer than the standard 180-day year.

Schools in which the entire student body is on a single year-round calendar are called single-track schools. In other schools, especially where year-round schooling has been adopted to reduce overcrowding, groups of students at the same school have different academic calendars. This is referred to as multitracking.

Studies: How Year-Round Schooling Affects Students

The academic case for year-round school stems from studies that show that the achievement gap between low-income students and their higher-income peers is exacerbated during the summer. But the current research on the academic impact of year-round calendars is inconclusive. **One meta-analysis of research from the University of Minnesota**, published in 1999, found that 42 studies showed no positive impact from year-round school, while 27 studies showed a significant positive impact. The authors determined that the overall impact was positive, but cautioned that most research on the topic did not control for other relevant factors, such as students' socioeconomic status.

A review in 2003 **also found a small positive impact from year-round learning.** The authors of that review also raised concerns about the quality of relevant research.

A 2015 study indicates that more advanced students **were more likely to benefit from additional days in school** than their peers who struggled academically. And a 2005 study of multitracked schools in California found that students were more often tracked along racial and **ability levels than in schools with traditional calendars.**

Glossary of Terms

- **Year-round school:** An approach to school calendars in which instructional days are spread over the course of the entire year, instead of broken up by a single long summer break. Some year-round schools have longer-than-average school years; others spread the standard number of days over a longer stretch of time.

- **Extended school year:** A school year that has more than the traditional 180 days of instructional time. An extended school year may also be a year-round school, or it may have a traditional long summer break that is shorter.
- **Expanded learning time:** Adding either hours to the school day or days to the school calendar, usually as part of an effort to improve academics. **The federal government first included a definition of expanded learning time in the Every Student Succeeds Act in 2015.**
- **Balanced Calendar:** An approach to structuring the school calendar in which longer periods of time off are spread throughout the year instead of concentrated in a long summer break. An example would include a school with three 60-day academic sessions and 20-day breaks.
- **Single-track school:** A school in which all students and teachers use the same calendar.
- **Multi-track school:** A school in which courses and students are organized into groups that operate on distinct schedules. Usually used as a way to maximize the use of limited space.

Resources and Research

- **"The Congressional Research Service: Year-Round Schools: In Brief,"** by Rebecca Skinner, a specialist in education policy highlights the current state of year-round schools. June 9, 2014.
- **"Prisoners of Time, Report of the National Education Commission on Time and Learning,"** 1994, encourages schools to consider changing the traditional schedule.
- **"Year-Round Learning Continuity in Education Across Settings and Time Through Expanded Learning Opportunities,"** by the Harvard Family Research Project, December 2012.
- **"Center on Education Policy, Expanded Learning Time: A Summary of Findings from Case Studies in Four States."** January 2015.

Education Week Resources

- ***Education Week's* Time and Learning blog**
- **"Popularity Grows Anew for Year-Round Schooling,"** by Madeline Will. States including Michigan and Virginia set aside money for year-round schools.
- **"New Law Encourages Year-Round Expanded Learning in California,"** by Kathryn Baron, 9/19/2014. California's governor approves new standards for expanded-learning programs and reprioritizes funding to provide incentives for before- and after-school programs to go year round.
- **"Extra School Days Help High Flyers More Than Struggling Students,"** by Jaclyn Zubrzycki. Research found that students who were already doing well in school seem to benefit more from extra time in school than their peers who were already struggling.
- **"New York Awards Grants for Extended Learning Time to Nine Districts,"** by Samantha Stainburn. A state program provides funding to states that increase the length of their school day or year by 25 percent.
- **The "Education Futures" Commentary series on year-round schools**

How to Cite This Article

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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 student discipline

Action Items:
(1) Student discipline action