

TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
BICKEL ELEMENTARY SCHOOL
607 2ND Ave. East, Room # 5
February 21, 2018
Regular Meeting Begins at 7:00 P.M.
AGENDA - AMENDED

The Board of Trustees of Twin Falls School District No. 411, Twin Falls County, State of Idaho, will meet in regular session at 7:00 p.m., Wednesday, February 21, 2018, in the library at Bickel Elementary School, located at 607 2nd Ave. East, Room #5, Twin Falls, Idaho.

The agenda for the meeting is as follows:

- I. 7:00 Call to Order
- II. Pledge of Allegiance
- III. Procedural Matters
 - A. Action Items:
 - 1. Approval of Agenda (Additions and Deletions)
- IV. Unscheduled Delegations (Audience to Address the Board)
- V. Board In-service
 - A. Building Board Reports
 - 1. Kelli Schroeder, Bickel Elementary School
 - 2. Beth Olmstead, Lincoln Elementary School
 - 3. Steve Hoy, Morningside Elementary School
 - 4. Tyler Matlock, Oregon Trail Elementary School
 - 5. Shari Cowger, Rock Creek Elementary School
- VI. Executive Session as per Idaho Code 74-206(1) Subsections (b) and (c)
 - (b) to consider the dismissal of personnel; to consider personnel discipline; to consider student discipline; and
 - (c) to discuss labor negotiations
- VII. Resume Open Session:
 - A. Board Action Items:
 - 1. Consideration of dismissal of personnel, if needed
 - 2. Personnel Discipline, if needed
 - 3. Student Discipline
 - 4. Negotiations Action, if needed
- VIII. 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
Board Report Form
2017-2018

School: Bickel Elementary School

Idaho Standards Achievement Test Spring
2016 and 2017
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2016	54%	54%	52%
3 rd 2017	41%	51%	50%
4 th 2016	33%	48%	47%
4 th 2017	36%	51%	47%
5 th 2016	35%	37%	40%
5 th 2017	18%	44%	41%

Idaho Standards Achievement Test Spring
2016 and 2017
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2016	62%	52%	49%
3 rd 2017	38%	46%	47%
4 th 2016	45%	52%	50%
4 th 2017	47%	50%	48%
5 th 2016	55%	57%	54%
5 th 2017	52%	55%	54%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2015	50%	48%	52%
Kindergarten	Spring 2016	85%	86%	78%
Kindergarten	Fall 2016	32%	49%	51%
Kindergarten	Spring 2017	84%	83%	80%
Kindergarten	Fall 2017	29%	42%	50%
1 st Grade	Fall 2015	35%	60%	63%
1 st Grade	Spring 2016	46%	72%	68%
1 st Grade	Fall 2016	43%	62%	62%
1 st Grade	Spring 2017	47%	69%	67%
1 st Grade	Fall 2017	35%	56%	63%
2 nd Grade	Fall 2015	28%	54%	55%
2 nd Grade	Spring 2016	60%	74%	69%
2 nd Grade	Fall 2016	42%	51%	56%
2 nd Grade	Spring 2017	50%	70%	70%
2 nd Grade	Fall 2017	29%	51%	54%
3 rd Grade	Fall 2015	62%	65%	64%
3 rd Grade	Spring 2016	78%	81%	73%
3 rd Grade	Fall 2016	48%	62%	65%
3 rd Grade	Spring 2017	60%	75%	75%
3 rd Grade	Fall 2017	40%	62%	66%

1. Building Goals:

Spring 2018 ELA ISAT 2.0 proficiency scores will be:

- Third grade = 50%
- Fourth grade = 50%
- Fifth grade = 60%

Spring 2018 Math ISAT 2.0 proficiency scores will be:

- Third grade = 50%
- Fourth grade = 50%
- Fifth grade = 40%

Spring 2018 IRI proficiency scores will be:

- Kindergarten = 85%
- First grade = 70%
- Second grade = 65%
- Third grade = 85%

2. Growth Towards Goals: Teachers have analyzed the ISAT data from last year and past/present IRI data. This information is used to guide instruction and form groups. Lessons are focused on the standards. Progress monitoring is completed regularly on students to determine if interventions are successful. Data boards track students on a weekly basis to monitor interventions and whether or not students are making adequate progress toward their goals. Additional phonics and phonemic awareness lessons are incorporated into daily core reading instruction.

3. Growth Indicators: Bickel staff utilizes benchmark testing to determine progress toward spring goals. The chart below indicates the percentage of students who have already met their spring goal in the fall and winter.

	<u>Fall</u>	<u>Winter</u>	<u>Spring Goal</u>
K=	0%	44%	(75%)
1 st =	8%	14%	(70%)
2 nd =	10%	35%	(80%)
3 rd =	15%	39%	(85%)

ISAT block interim assessments are being used this year to determine how students are progressing toward end of the year test.

4. Instructional Focus/Priorities: The instructional focus at Bickel is to ensure there is deep understanding and implementation of the ELA (English/Language Arts) and Math Common Core State Standards. Standards, lessons, and assessments should be in complete alignment. Grade level teachers and support staff work together to ensure interventions are aligned with standards. This team also monitors progress and makes changes as needed.

5. School Improvement Initiatives:

- ✓ Character Education/Community Building (Habits of Mind)
- ✓ Bridges
- ✓ Additional phonics and phonemic awareness during core instruction time
- ✓ Trauma informed classroom/school
- ✓ Extended day for kindergarten

6. Interventions and Extensions: Each grade level has 45 minutes per day of intense intervention time for reading skills. There is both a push in and pull out model depending on the needs of the students. Title 1 teacher and paras, along with ELL (English Language Learners) teacher and Special Education staff help service students. Robotics, books clubs, and Battle of the Books are offered to the students.

7. Leadership Premium Usage:

- Web page administrator
- Milepost lead
- Robotics club
- After school book club
- RtI (Response to Intervention) coordinators
- Grade level reps

8. Challenges:

- ✓ Ensuring the Common Core State Standards are understood and taught
- ✓ Proficiency on tests
- ✓ PTA
- ✓ Standards Based Report Card implementation
- ✓ Meeting the basic needs of all students

9. Bright Spots:

- ✓ Character Education/Community Building
- ✓ Cohesive staff
- ✓ Data boards
- ✓ Willingness to implement changes
- ✓ Bubble Block on Fridays
- ✓ Field trip to the pumpkin patch
- ✓ Upcoming field trip to the Herrett Center
- ✓ All of the donations this year! (Churches, businesses, individuals)

Twin Falls School District
Board Report Form
2017-2018
School: Lincoln Elementary

Idaho Standards Achievement Test Spring
2016 and 2017
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2016	34%	54%	52%
3 rd 2017	31%	51%	50%
4 th 2016	26%	48%	47%
4 th 2017	28%	51%	47%
5 th 2016	23%	37%	40%
5 th 2017	28%	44%	41%

Idaho Standards Achievement Test Spring
2016 and 2017
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2016	36%	52%	49%
3 rd 2017	27%	46%	47%
4 th 2016	38%	52%	50%
4 th 2017	24%	50%	48%
5 th 2016	52%	57%	54%
5 th 2017	41%	55%	54%

Idaho Reading Indicator – Longitudinal Data

		Percent of Students Proficient		
Grade	Administration	School	District	State
Kindergarten	Fall 2015	40%	48%	52%
Kindergarten	Spring 2016	97%	86%	78%
Kindergarten	Fall 2016	42%	49%	51%
Kindergarten	Spring 2017	94%	83%	80%
Kindergarten	Fall 2017	29%	42%	50%
1st Grade	Fall 2015	64%	60%	63%
1st Grade	Spring 2016	67%	72%	68%
1st Grade	Fall 2016	68%	62%	62%
1 st Grade	Spring 2017	62%	69%	67%
1 st Grade	Fall 2017	61%	56%	63%
2nd Grade	Fall 2015	50%	54%	55%
2nd Grade	Spring 2016	65%	74%	69%
2nd Grade	Fall 2016	47%	51%	56%
2 nd Grade	Spring 2017	55%	70%	70%
2 nd Grade	Fall 2017	34%	51%	54%
3rd Grade	Fall 2015	56%	65%	64%
3rd Grade	Spring 2016	70%	81%	73%
3rd Grade	Fall 2016	51%	62%	65%
3 rd Grade	Spring 2017	57%	75%	75%
3 rd Grade	Fall 2017	40%	62%	66%

1. Building Goals: #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)
3 rd –	27%	32%
4 th –	24%	29%
5 th –	41%	46%

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

2. Growth Towards Goals

Student achievement: Teachers have been strategic in their use of the ISAT Interim Practice Assessments, by taking the entire class through questions and having the students work together in small groups to solve math problems and answer ELA questions.

The Leader in Me is in the second year of implementation. We are working on our “Wildly Important Goals” of 2,000 books read.

Our Schoolwide Discipline Committee is working on promoting leadership behaviors throughout the school.

3. Growth Indicators

IRI from Fall 2017 to Winter 2018

Kinder –	Fall	29%	Winter	77%
1 st	Fall	61%	Winter	56%
2 nd	Fall	34%	Winter	49%
3 rd	Fall	40%	Winter	51%

Maze – from Fall 2017 to Winter 2018 – average growth on a 3 minute Cloze monitor

4th – 7.5
5th – 3.9

4. Instructional Focus/Priorities

Our school has used their Title I funds to provide an Instructional Coach full time in our building. We are focusing on increasing student engagement and thereby increasing student achievement as measured by the IRI, ISAT, and ongoing progress monitors.

By providing structured practice on the ISAT Interim Assessments, our school is addressing the standards for every grade level and giving the students the opportunity to show the growth they have been making throughout the year.

We have implemented a “Push In” model for our special education students who are close to grade level in reading, written language, and math.

Every grade level has the co-teaching model implemented for ELL and our “Newcomer” populations. This co-teaching model is implemented in the area of written language; however strategies are enacted in all content areas. ELs are still being pulled for interventions.

5. School Improvement Initiatives

- Implement the Kagan Structures schoolwide to increase student achievement through cooperative learning
- Use the Bridges Intervention Program for math intervention
- Istations for reading and math will be used schoolwide
- Teaming every Thursday with every grade – Rotate between RTI teaming and Professional Development
- Peer observation visits continue quarterly
- Co-Teaching for ELL – Keep “Newcomer” students the entire year
- Provide for the needs of our homeless population

6. Interventions and Extensions

Two thirty minute intervention times are built into the day for reading and for math. Students are grouped into achievement groups and their “gaps” are addressed through direct instruction by teachers and paras. Students use IStation throughout the day.

We have a morning tutoring program for approximately 25 students (mostly 1st graders) and an after school tutoring program for approximately 10 students (mostly 4th graders).

Data is reviewed regularly and students move to different intervention groups based on growth.

7. Leadership Premium Usage

- Robotics Club
- Tutoring
- EL Classes for Refugee Parents
- The Leader in Me Coordinator
- Milepost Lead

8. Challenges

- Special Education – 14% (76 Student)
- LEP – 20% (108 Students)
- Homeless – 5% (30 Students)
- 504 - 3% (18 Students)
- Attracting high quality teachers
- 93% Poverty (Our school ranks 5th from the bottom in the state of Idaho for poverty levels)
- Transiency – 2016-17 we had 148 students move into our school and 112 students exit our school
- Providing for the needs of our school population - families

9. Bright Spots

The culture of our school – we are a fun, exciting and cohesive staff, and our students reflect this. They are happy and glad to be at school.

The Leader in Me has been a positive change in our school, helping us to have a common focus.

Having a full time instructional coach has been phenomenal! We have focused professional development and data discussions.

Having music and PE teachers at our school full time has allowed us to do more in these areas –

4th and 5th grade do piano lessons weekly

Twin Falls School District
Board Report Form
2017-2018
School: Morningside Elementary

Idaho Standards Achievement Test Spring
2016 and 2017
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2016	60%	54%	52%
3 rd 2017	55%	51%	50%
4 th 2016	51%	48%	47%
4 th 2017	48%	51%	47%
5 th 2016	42%	37%	40%
5 th 2017	26%	44%	41%

Idaho Standards Achievement Test Spring
2016 and 2017
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2016	64%	52%	49%
3 rd 2017	45%	46%	47%
4 th 2016	48%	52%	50%
4 th 2017	55%	50%	48%
5 th 2016	56%	57%	54%
5 th 2017	40%	55%	54%

Idaho Reading Indicator – Longitudinal Data

		Percent of Students Proficient		
Grade	Administration	School	District	State
Kindergarten	Fall 2015	46%	48%	52%
Kindergarten	Spring 2016	86%	86%	78%
Kindergarten	Fall 2016	49%	49%	51%
Kindergarten	Spring 2017	86%	83%	80%
Kindergarten	Fall 2017	45%	42%	50%
1 st Grade	Fall 2015	69%	60%	63%
1 st Grade	Spring 2016	80%	72%	68%
1 st Grade	Fall 2016	62%	62%	62%
1 st Grade	Spring 2017	90%	69%	67%
1 st Grade	Fall 2017	49%	56%	63%
2 nd Grade	Fall 2015	59%	54%	55%
2 nd Grade	Spring 2016	86%	74%	69%
2 nd Grade	Fall 2016	49%	51%	56%
2 nd Grade	Spring 2017	71%	70%	70%
2 nd Grade	Fall 2017	50%	51%	54%
3 rd Grade	Fall 2015	68%	65%	64%
3 rd Grade	Spring 2016	82%	81%	73%
3 rd Grade	Fall 2016	63%	62%	65%
3 rd Grade	Spring 2017	80%	75%	75%
3 rd Grade	Fall 2017	60%	62%	66%

1. Building Goals:

Goal #1

Current baseline data indicates that Morningside School is performing at 46% proficiency on the ELA ISAT. Our school will go to at or above the state average which is: 3rd grade 47%, 4th grade 48%, and 5th grade 54% on the ELA ISAT by the end of the 2017-18 school year. Growth will be measured by comparing scores on the Spring ELA ISAT 2017 to Spring ELA ISAT 2018 administered to all students 3rd through 5th grade.

Goal #2

Current baseline data indicates that Morningside School is performing at 42% proficiency on the Math ISAT. Our school will go to at or above the state average which is: 3rd grade 50%, 4th grade 47%, and 5th grade 41% on the Math ISAT by the end of the 2017-18 school year. Growth will be measured by comparing scores on the Spring ISAT 2017 to Spring ISAT 2018 administered to all students 3rd through 5th grade.

Goal #3

Current baseline data indicates that Morningside kindergarten through third graders are performing at 83.3% fluency in reading. Our kindergarten through third graders will maintain benchmark of 80% or exceed benchmark fluency in reading by the end of the 2017-18 school year.

2. Growth Towards Goals

We continue to track every at risk student not at grade level on the IRI, MAZE, MCOMP or ISAT interim assessments. The Title 1 team consists of four Title 1 paras, a literacy para and a Title 1 teacher. Our building is hosting after school tutoring twice a week through leadership premiums. Our teachers currently use Imagine Learning, IRI, I Station Math and Reading, Prodigy, and MobyMax interventions for reading, math and language to improve IRI/MAZE/MCOMP/ISAT scores and to drive instruction.

3. Growth Indicators:

IRI from Fall 2017 - Winter 2018

➤ Kindergarten:	Fall	44.8%	Winter	89.7%
➤ 1st Grade:	Fall	48.5%	Winter	78.9%
➤ 2nd Grade:	Fall	50.0%	Winter	67.6%
➤ 3rd Grade:	Fall	60.0%	Winter	77.8%

MAZE

4 th Grade	Fall	57.3%	Winter	76.3%
5 th Grade	Fall	59.8%	Winter	80.7%

4. Instructional Focus/Priorities

- ❖ IRI – Maintain at above or at state/district level of performance
- ❖ ISAT – We are reviewing the interim assessments to track the students that are still below grade level and to assist them in improving. Every student basic or below, during the 2016-17 school year, will have a plan on MilePost. Teachers are expected to maintain or improve the number of students that are proficient or advanced. Each teacher in 3rd to 5th grade has a goal as to how many students need to be proficient or above on the ELA and Math ISAT spring tests.
- ❖ We will use SpEd, ELL, Title 1 interventions, after school tutoring, Imagine Learning, TTM math, IStation Math and Reading as well as MobyMax.
- ❖ All Milepost plans are reviewed and monitored by the building administrator. All special education teachers work on their student's plans and all student plans are reviewed by the administrator. All teachers will have plans reviewed by our Milepost coordinator and myself for correct interventions, probes, baseline data and goals. If the plans need to be revised, I get with the individual staff member during teaming meetings with the help from our Instructional Coach.

5. School Improvement Initiatives

- ❖ Meet regularly with all grade level teams to discuss last year's students/scores and current students/scores. Each student will know their last year's scores, and what score they need to be proficient at their current grade.
- ❖ Collect, review ISAT, MAZE and MCOMP data and compile it for the 3rd – 5th grade teachers and IRI, MCOMP for the K-3 teachers.
- ❖ Meet with Title 1 team/teacher to tighten up the Title 1 schedule, intervention process, data collection and Milepost plan review and revisions.
- ❖ Every student K - 5th is using Plato in the computer lab and they are in the process of being tested.
- ❖ Coordinate test preparation and ISAT progress of every classroom 3rd - 5th with the help of our Instructional coach and vice principal. We will coordinate the IRI testing with the Title 1 teacher to track and process grade level results as they become available.
- ❖ Meet with building staff at bi-monthly teaming meetings to review every Milepost plan and make sure it is being monitored, and the data is being entered timely and accurately.

6. Interventions and Extensions

Our teachers implement ability grouping for reading and math skills based on data from the classroom, chapter and unit testing, MCOMP, MAZE, ISAT interim and IRI. Aimesweb probes are implemented for reinforcement and practiced at the K-3 levels. The struggling readers work within the WonderWorks Program, SIPPS and Bridges interventions strategies for struggling math students. Our building extension activities include TTM math, IStation Math and Reading, MobyMax, Plato and Imagine Learning for our ELL and general education students. All intervention programs are designed to help the students get to a level higher than they are working within the classroom.

7. Leadership Premium Usage

STEM/Robotics – 3 teachers

Tutoring – 9 teachers with afterschool programs approximately 88 students depending on the needs/intervention.

Website coordinator and Honor Choir director – 1 teacher

8. Challenges

One challenge has been our declining student population. Our kindergarten count is the lowest we have had in over twelve years. As a result, we had to reassign a staff member to Oregon Trail right before school started. We are striving to meet the academic challenge of our 3rd - 5th grade students. Our building goal is to be at or above the district and state averages on ISAT math and ELA. We have challenging students on IEP's (high needs and emotionally disturbed) and 504 plans; thus posing an increased challenge to meet the rigorous academic requirements and behavior challenges to our Special Education staff.

9. Bright Spots

Morningside has been actively working to increase technology within the classrooms. We have partnered with our PTA to purchase several ChromeBooks and carts. We purchased 13 new PC's to continue replacing our general education teacher pc's this past October. Morningside's 2016-17 K-3 IRI scores were higher or near the district and state percentages in 3rd, 2nd 1st and kindergarten. Our 3rd and 4th grade math and ELA ISAT scores were better than the state averages. Our PTA is actively trying to help as much as possible with parent support within the classrooms to collect data, Pancakes with Parents, Title 1 math and reading nights, coordinate and organize a school wide spelling bee fundraiser. The PTA has funded several large projects at Morningside including bus trips to Boise for 4th grade and skiing for 5th grade, Honor Choir trip to Boise, student fees at JIVE performances, and help with providing Turkey dinners at Thanksgiving and Christmas gifts to our needy families. Our PTA also provides several grants to teachers who applied for classroom improvements.

Twin Falls School District
Board Report Form
2017-2018
School: Oregon Trail Elementary

Idaho Standards Achievement Test Spring
2016 and 2017
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2016	53%	54%	52%
3 rd 2017	43%	51%	50%
4 th 2016	42%	48%	47%
4 th 2017	46%	51%	47%
5 th 2016	25%	37%	40%
5 th 2017	42 %	44%	41%

Idaho Standards Achievement Test Spring
2016 and 2017
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2016	47%	52%	49%
3 rd 2017	37%	46%	47%
4 th 2016	45%	52%	50%
4 th 2017	49%	50%	48%
5 th 2016	49%	57%	54%
5 th 2017	51%	55%	54%

Idaho Reading Indicator – Longitudinal Data

		Percent of Students Proficient		
Grade	Administration	School	District	State
Kindergarten	Fall 2015	53%	48%	52%
Kindergarten	Spring 2016	86%	86%	78%
Kindergarten	Fall 2016	33%	49%	51%
Kindergarten	Spring 2017	76%	83%	80%
Kindergarten	Fall 2017	33%	42%	50%
1 st Grade	Fall 2015	64%	60%	63%
1 st Grade	Spring 2016	62%	72%	68%
1 st Grade	Fall 2016	67%	62%	62%
1 st Grade	Spring 2017	66%	69%	67%
1 st Grade	Fall 2017	57%	56%	63%
2 nd Grade	Fall 2015	38%	54%	55%
2 nd Grade	Spring 2016	65%	74%	69%
2 nd Grade	Fall 2016	47%	51%	56%
2 nd Grade	Spring 2017	75%	70%	70%
2 nd Grade	Fall 2017	50%	51%	54%
3 rd Grade	Fall 2015	57%	65%	64%
3 rd Grade	Spring 2016	80%	81%	73%
3 rd Grade	Fall 2016	45%	62%	65%
3 rd Grade	Spring 2017	68%	75%	75%
3 rd Grade	Fall 2017	66%	62%	66%

1. Building Goals: Oregon Trail will increase spring ISAT/ELA and MATH scores to be above the State of Idaho average, for each grade level using spring 2017-18 ISAT results. 2016-17 scores for ELA were: 3rd - 37%, 4th - 49% and 5th - 51%. 2016-17 scores for Math were: 3rd - 43%, 4th - 46% and 5th - 42%
2. Oregon Trail will continue to show 20 % growth from fall to spring in the areas of math and reading as measured by the following: CBM, MCOMP, QDF, MAZE, LSF, LNF.
3. Oregon Trail will build partnerships with parents and community to help Oregon Trail students become successful both academically and socially.

We are adjusting our goals next year to work toward longitudinal cohort growth.

2. Growth Towards Goals: We made growth toward ISAT goals in 4th and 5th grades on the 2017 ISAT. 3rd grade scores went down. That group however will be looked at closely this year to determine cohort growth. This grade has the largest SPED numbers. We will be looking at their growth in particular as well.

IRI data shows that most grade levels are making growth with all grade levels being right at or above where they were last year.

3. Growth Indicators: Fall to winter data, interim assessment data – progress monitoring students yet reach benchmark weekly or biweekly

4. Instructional Focus/Priorities : Math – Bridges Curriculum – We have provided additional planning days for teachers to ensure proper program usage. ELA – Additional focus on Tier 1 instruction through the grade level teaming process. We push in for special education students in 3-5 reading instruction and provide support for students with paras or SPED teachers.

5. School Improvement Initiatives – The Leader In Me is our biggest improvement initiative. Through this program we hope to increase student perseverance and independence which will improve the culture of the school and increase academic performance. Special Education push in model for grade 3-5 provides grade level instruction and peer integration for students who previously didn't receive either. The new intervention model described below provides a more effective intervention for all students.

6. Interventions and Extensions: Our intervention system is a walk to intervention system that utilizes all school resources including Special Education teachers, ELL teacher, Title One Teachers, and para-educators. For reading intervention, all students are divided based on strengths and weaknesses. This puts special education and ELL students with their grade level peers because many of the weaknesses are very similar. Through this model the specialists serve their students and provide their specialized expertise with general education students as well.

7. Leadership Premium Usage: Tutoring at every grade level, Honor Choir, Afterschool Sports, Art Club,

8. Challenges: We are struggling with maintaining momentum with enthusiasm for some of our initiatives including SBRC, Bridges, Literacy Plans, and others.

9. Bright Spots : Great Kids, Ed Foundation January Teacher of the Month – Shannon Youngman, The Leader in Me Grant and Implementation, Successful Family Nights, Great PTA,

Twin Falls School District
Board Report Form
2017-2018
School: Rock Creek Elementary

Idaho Standards Achievement Test Spring
2016 and 2017
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2016	N/A	54%	52%
3 rd 2017	53%	51%	50%
4 th 2016	N/A	48%	47%
4 th 2017	57%	51%	47%
5 th 2016	N/A	37%	40%
5 th 2017	69%	44%	41%

Idaho Standards Achievement Test Spring
2016 and 2017
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2016	N/A	52%	49%
3 rd 2017	49%	46%	47%
4 th 2016	N/A	52%	50%
4 th 2017	53%	50%	48%
5 th 2016	N/A	57%	54%
5 th 2017	72%	55%	54%

Idaho Reading Indicator – Longitudinal Data

		Percent of Students Proficient		
Grade	Administration	School	District	State
Kindergarten	Fall 2015	N/A	48%	52%
Kindergarten	Spring 2016	N/A	86%	78%
Kindergarten	Fall 2016	69%	49%	51%
Kindergarten	Spring 2017	80%	83%	80%
Kindergarten	Fall 2017	57%	42%	50%
1 st Grade	Fall 2015	N/A	60%	63%
1 st Grade	Spring 2016	N/A	72%	68%
1 st Grade	Fall 2016	71%	62%	62%
1 st Grade	Spring 2017	75%	69%	67%
1 st Grade	Fall 2017	58%	56%	63%
2 nd Grade	Fall 2015	N/A	54%	55%
2 nd Grade	Spring 2016	N/A	74%	69%
2 nd Grade	Fall 2016	51%	51%	56%
2 nd Grade	Spring 2017	76%	70%	70%
2 nd Grade	Fall 2017	58%	51%	54%
3 rd Grade	Fall 2015	N/A	65%	64%
3 rd Grade	Spring 2016	N/A	81%	73%
3 rd Grade	Fall 2016	71%	62%	65%
3 rd Grade	Spring 2017	78%	75%	75%
3 rd Grade	Fall 2017	69%	62%	66%

1. **Building Goals:** 1. Rock Creek Elementary Students will show 10% proficiency growth on the spring ISAT/ELA and MATH State testing. ISAT results from spring 2017 were: ELA: 3rd – 49%, 4th – 53%, Math: 3rd – 53%, 4th – 57%. 2. Rock Creek Elementary will achieve 85% proficient on the spring IRI test. The fall IRI test showed the following: Kindergarten – 57%, first grade – 58%, second grade 58% and third grade 71%. 3. Rock Creek Elementary will build partnerships with parents and community to help Rock Creek students become successful both academically and socially. We will increase our rate of attendance at family events by 10%.

2. **Growth Towards Goals:** SBAC testing timeline is utilized throughout the year. 3rd, 4th and 5th grade students all have chromebooks and they have been using them throughout the ISAT Interim testing. Along with small group interventions, we utilized our EL para, literacy paras and various tutoring options to help students become successful as evidenced by the IRI Winter results. We have been very pleased with our winter results, but completely acknowledge we must keep working. Teachers use the PLC Data form to determine their next steps with each group of students.

3. **Growth Indicators** IRI Kinder: Fall 57%, Winter 87%; First grade: Fall 58%, Winter 73%; Second Grade: Fall – 57%, Winter 68%; Third Grade: Fall: 69%, Winter 89%. MAZE: Fourth Grade: Fall – 76%, Winter 89%; Fifth Grade: Fall – 73%, Winter – 85%.

4. **Instructional Focus/Priorities:** We continue to establish the instructional routines and strategies necessary to help all students be successful in a non-Title One/ELL school. The staff has worked together to determine best practices and continue to look outside the box to make adjustments for small group instruction. They are utilizing the PLC Model and also vertical teaming with other grade levels to ensure student success. We have received a three year EL grant to help support our 45 EL students.

5. **School Improvement Initiatives** – PLC (Professional Learning Community) Model – Academic and Behavior Rti; Vertical Teaming once a month

6. **Interventions and Extensions** Utilization of the walk to intervention model in many grade levels, multiple volunteers in grade levels, 2 K-3 Literacy paras and an EL para. A variety of interventions are used such as SIPPS, Read Naturally, iStation Reading and Math and small group instruction with a certified teacher. We were also able to provide a full day kindergarten session. Genius Hour is also utilized as an extension for many grade levels during the week. There is also a 4th/5th grade Robotics club that meets weekly. PLC and vertical teaming are utilized to better examine student data and instruction.

7. **Leadership Premium Usage:** EL Tutoring, K-3 Literacy Tutoring, Choir, Counseling Groups, 4/5 Robotics, 4/5 Student Council

8. **Challenges** – Rock Creek is not a Title One school so we need to think outside the box in terms of providing support during interventions/extensions. We also have 45 EL students, but do not have a certified EL teacher for daily intervention/support.

9. **Bright Spots** 1 – Beginning to implement the PLC Model; 2 – Monthly Vertical Teaming; 3 – Parental Support; 4 – Positive Culture; 5 – Weekly recognition of students followed by a monthly luncheon with the principal

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) & (c);

- (b) to consider the dismissal of personnel;
to consider personnel discipline;
to consider student discipline
- (c) to discuss labor negotiations

Action:

- 1) consideration of dismissal of personnel, if needed
- 2) personnel discipline action, if needed
- 3) student discipline action
- 4) labor negotiations action, if needed