

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING**

Held at:

***South Hills Middle School, Room A8
1550 Harrison Street South***

**March 21, 2018
7:00 P.M.**

AGENDA

- 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. Consent Calendar
 - A. Approval of Alternative Authorization/Provisional
 - B. Approval of Out of State Travel Request
- VI. Budget and Finance
 - A. Information Items:
 - 1. Plant Facilities Levy Election County Canvassed Results
 - B. Action Items:
 - 1. Plant Facilities Levy Election County Canvassed Results Board Acknowledgement
- VII. Board In-service
 - A. Report on Building Goals
 - 1. Melissa Ardito, Harrison Elementary School
 - 2. Roger Keller, Magic Valley High School
 - 3. Ace Marcellus, O'Leary Middle School
 - 4. Jim Brown, Bridge Academy
 - 5. Ryan Ellsworth, South Hills Middle School
 - 6. Justin White, Robert Stuart Middle School
- VIII. Executive Session as per ID Code 74-206(1) subsections (b):
(b) to consider personnel issue;

Action items after executive session:
 - 1. Personnel discipline action, if needed.
- IX. Adjournment

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

WORKING WITH YOUR SCHOOL BOARD

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

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

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

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

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

Thank you for coming. Please come again.

Your Board of Trustees



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

P 208.733.6900
F 208.733.6987
www.tfsd.k12.id.us

HUMAN RESOURCES DEPARTMENT

OUR MISSION is to maintain a balanced approach while providing leadership, guidance and quality, customer-driven human resources services to support Twin Falls School District employees.

March 16, 2018

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

From: Sonia DeLeon, Human Resource Manager

Re: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of an Emergency Provisional Certificate from the State Board of Education for the following individual:

| Name | Position | School |
|---------------|--------------|-----------------------------|
| Megan Hinojos | Math Teacher | Robert Stuart Middle School |

The above individual has been hired as a Math Teacher for the remainder of the 2017-18 school year. Ms. Hinojos has completed her course work and is applying for her Instructional Certificate with an English endorsement. In order for this employee to be employed as a Math teacher, the board will need to declare an "area of need." To declare an area of the Twin Falls School District Human Resource Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they "declare an area of need" for the individual listed above.

TRAVEL - EXTENDED & OUT-OF-STATE

REQUEST FOR EXTENDED & OUT-OF-STATE TRAVEL

Name of Organization Making Request DECA

Proposed Travel Dates From April 21st - April 25th 2018

Brief Explanation of Proposed Trip (including destination) DECA International Competition

Sponsor Signature(s) Carrie Z. Cross Date Mar 9, 18

Number of Students Attending 8 Number of Supervising Adults 3

Amount of School Time to be Missed 3 days

The Following Requests are Made Relative to this Proposed Trip:

(Waivers required for overnight out of state trips with the exception of IHSA activities)

1. Bus: Yes _____ No X Bus Capacity Needed _____
2. Finances: Yes _____ No X If Yes, Total Amount _____
3. Transportation Expenses: Yes _____ No _____ CTE for Advisor
4. Bus Request Submitted: Yes _____ No X See attached invoices
5. Financial Breakout: Student/Parent \$ _____ Club \$ _____ Organization \$ _____ School \$ _____
6. Organization: DECA
7. Destination: Atlanta GA

Principal's Recommendation enhances the program

Principal's Signature Don Velt Date 3-9-2018

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

Superintendent's Recommendation Approved

Superintendent's Signature Brendy R. Hickman Date: 3/12/18

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

Total Student Cost: \$ _____

School Costs:

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

Total School Cost: \$ _____

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.

2018 Idaho DECA ICDC Leadership Conference

Online Registration

[\[Home\]](#)

Invoice

CHAPTER INFORMATION

Twin Falls High School (114H-863)
 Carrie Ploss
 1615 Filer Avenue East
 Twin Falls, ID 83301-4299
 Phone: (208) 733-6551
 Cell: (208) 539-1072
 Email: PlossCa@tfstd.org

REMIT TO

Idaho DECA
 Attn: Sara Cole
 650 W. State Street Suite 324
 Boise, ID 83720

| Invoice # | School # | Date | Chapter ID | P.O./Check # |
|-----------|----------|----------|------------|--------------|
| 01116023 | 116 | 3/9/2018 | 114H-863 | 3103/P |

| Quantity | Description | Each | Total |
|----------|--------------------------------------|------------|------------|
| 1 | Advisor | \$150.00 | \$150.00 |
| 1 | Chaperone | \$150.00 | \$150.00 |
| 1 | Guest | \$150.00 | \$150.00 |
| 8 | Student | \$150.00 | \$1,200.00 |
| | HOTEL [View Details] | \$2,940.00 | \$2,940.00 |
| | 11 Participants | TOTAL | \$4,590.00 |

View By Event

| INDIVIDUALS | | |
|---|---|---------|
| ID/Name | Event(s) / Items | No Show |
| 1160009 Parke, Catherine (Guest) | | |
| 1160012 Burch, Kerrienne (Chaperone) | | |
| 1160008 Ploss, Carrie (Advisor) | | |
| 1160007 Bartlett, Brekyn (Student) | PHT : Principles of Hospitality and Tourism | |
| 1160010 Burch, Tate (Student) | VBCHM : Virtual Business Challenge Hotel Management (Team #1) | |
| 1160011 Casperson, Taryn (Student) | VBCHM : Virtual Business Challenge Hotel Management (Team #1) | |
| 1160004 Jacobsen, Lindsey (Student) | FTDM : Financial Services Team Decision Making Event (Team #2) | |
| 1160003 Jensen, Danielle (Student) | FTDM : Financial Services Team Decision Making Event (Team #2) | |
| 1160001 Traveller, Cache (Student) | EBG : Business Growth Plan (Team #1) | |
| 1160002 Traveller, Cooper (Student) | EBG : Business Growth Plan (Team #1) | |
| 1160006 Williams, Katelyn (Student) | ASP : ASPIRE | |

If you have problems with registration, e-mail Shauna.Williams@cte.idaho.gov



2018 Idaho DECA ICDC Leadership Conference

Online Registration

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[Registration](#)
[Help](#)
[Log Out](#)

Housing for Twin Falls High School (114H-863)

Your Reservation Has Been Submitted.

[Add from another chapter](#) (Allows you to add someone from another chapter to this reservation)

Housing Invoice Detail

| CHAPTER INFORMATION | REMIT TO |
|---|---|
| Twin Falls High School (114H-863) Carrie Ploss 1615 Filer Avenue East Twin Falls, ID 83301-4299 (208) 733-6551 Email: PlossCa@tfstd.org | Idaho DECA Attn: Sara Cole 650 W. State Street Suite 324 Boise, ID 83720 |

Hotel Name: Hilton Garden Inn

Chapter Arriving 4/21/2018 3:00 PM Departing 4/25/2018 10:00 AM [\[Edit\]](#)

* NGS = No Gender Selected

| Room | Name |
|-----------------|--|
| #1 (S/D/T/Q) | F – Brekyn Bartlett (Student) (\$245.00) (4/21 – 4/25 [4 Nights]) [Remove] |
| | F – Lindsey Jacobsen (Student) (\$245.00) (4/21 – 4/25 [4 Nights]) [Remove] |
| | F – Danielle Jensen (Student) (\$245.00) (4/21 – 4/25 [4 Nights]) [Remove] |
| | |

| | |
|-----------------|--|
| | F – Katelyn Williams (Student) (\$245.00) (4/21 – 4/25 [4 Nights]) [Remove] |
| #2 (S/D/T/Q) | F – Kerriane Burch (Chaperone) (\$326.67) (4/21 – 4/25 [4 Nights]) [Remove] F – Catherine Parke (Guest) (\$326.67) (4/21 – 4/25 [4 Nights]) [Remove] F – Carrie Ploss (Advisor) (\$326.67) (4/21 – 4/25 [4 Nights]) [Remove] |
| #3 (S/D/T/Q) | M – Tate Burch (Student) (\$245.00) (4/21 – 4/25 [4 Nights]) [Remove] M – Taryn Casperson (Student) (\$245.00) (4/21 – 4/25 [4 Nights]) [Remove] M – Cache Traveller (Student) (\$245.00) (4/21 – 4/25 [4 Nights]) [Remove] M – Cooper Traveller (Student) (\$245.00) (4/21 – 4/25 [4 Nights]) [Remove] |

| HOTEL CHARGES | |
|---------------|------------|
| Room Charge | \$2,940.00 |
| Housing Total | \$2,940.00 |

[Back to Registration List](#)

If you have problems with registration, e-mail Shauna.Williams@cte.idaho.gov



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CERTIFICATE OF ELECTION

STATE OF IDAHO)
) ss.
County of Twin Falls)

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

I am the duly appointed, qualified and acting Clerk of Twin Falls School District No. 411, Twin Falls County, State of Idaho (the "District") and Twin Falls County Clerk Kristina Glascock supervised the Board of Election for the School Plant Facilities Reserve Fund Levy Election duly called and held in the District on Tuesday, March 13, 2018, for the purpose of voting on the question whether the District should levy a School Plant Facilities Reserve Fund Levy in the amount of up to Four Million Seven Hundred Fifty Thousand and no/100 Dollars (\$4,750,000.00), for fiscal year beginning July 1, 2018, and continuing each year in the amount of up to Four Million Seven Hundred Fifty Thousand and no/100 Dollars (\$4,750,000.00) for ten (10) years through fiscal year ending June 30, 2028, for the purposes of financing the acquisition of school site(s) and/or the construction, furnishing and equipping of schools and/or the improvement to any existing building for the District, including all lighting, heating, ventilation and sanitation facilities and appliances necessary to maintain and operate said buildings and facilities, the purchase of school buses, the payment of lease purchase agreements for any of the above purposes, and the payment of loans from commercial lending institutions extended to pay for the construction of school plant facilities as set forth in the Resolution Calling for School Plant Facilities Reserve Fund Levy of the District passed on January 8, 2018.

That the School Plant Facilities Reserve Fund Levy Election was in all respects conducted in the manner prescribed by the laws of Idaho and pursuant to the School Plant Facilities Reserve Fund Levy Election Resolution.

I hereby certify that a canvassed election results have been provided to me by Twin Falls County Clerk Kristina Glascock on or before March 21, 2018 with School Plant Facilities Reserve Fund Levy Election results as follows:

TOTAL VOTES CAST IN FAVOR OF
SCHOOL PLANT FACILITIES RESERVE FUND LEVY
IN THE AMOUNT OF \$4,750,000 EACH YEAR FOR
TEN YEARS FOR FISCAL YEARS BEGINNING
JULY 1, 2018 AND ENDING JUNE 30, 2028.

1,403

TOTAL VOTES CAST AGAINST
SCHOOL PLANT FACILITIES RESERVE FUND LEVY
IN THE AMOUNT OF \$4,750,000 EACH YEAR FOR
TEN YEARS FOR FISCAL YEARS BEGINNING
JULY 1, 2018 AND ENDING JUNE 30, 2028. 577

TOTAL OVER VOTES 0

TOTAL UNDER VOTES 0

TOTAL ALL VOTES CAST 1,980

IN WITNESS WHEREOF, I have hereunto subscribed my hand this 21ST day of
March, 2018.

Michelle Lucas, Clerk

Twin Falls School District
Board Report Form
2017-2018

School: Harrison 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 | 55.6% | 54% | 52% |
| 3 rd 2017 | 52.5% | 51% | 50% |
| 4 th 2016 | 49.5% | 48% | 47% |
| 4 th 2017 | 53.8% | 51% | 47% |
| 5 th 2016 | 46.4% | 37% | 40% |
| 5 th 2017 | 47.7% | 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 | 48.8% | 52% | 49% |
| 3 rd 2017 | 50.9% | 46% | 47% |
| 4 th 2016 | 56% | 52% | 50% |
| 4 th 2017 | 46% | 50% | 48% |
| 5 th 2016 | 61% | 57% | 54% |
| 5 th 2017 | 60.3% | 55% | 54% |

Idaho Reading Indicator – Longitudinal Data

| Grade | Administration | Percent of Students Proficient | | |
|-----------------------|----------------|--------------------------------|----------|-------|
| | | School | District | State |
| Kindergarten | Fall 2015 | 38.3% | 48% | 52% |
| Kindergarten | Spring 2016 | 90% | 86% | 78% |
| Kindergarten | Fall 2016 | 42.65% | 49% | 51% |
| Kindergarten | Spring 2017 | 95% | 83% | 80% |
| Kindergarten | Fall 2017 | 26% | 42% | 50% |
| Kindergarten | Winter 2018 | 74.2% | | |
| 1 st Grade | Fall 2015 | 69.57% | 60% | 63% |
| 1 st Grade | Spring 2016 | 82% | 72% | 68% |
| 1 st Grade | Fall 2016 | 53.13% | 62% | 62% |
| 1 st Grade | Spring 2017 | 62% | 69% | 67% |
| 1 st Grade | Fall 2017 | 59% | 56% | 63% |
| 1 st Grade | Winter 2018 | 76.8% | | |
| 2 nd Grade | Fall 2015 | 56.31% | 54% | 55% |
| 2 nd Grade | Spring 2016 | 78% | 74% | 69% |
| 2 nd Grade | Fall 2016 | 48.72% | 51% | 56% |
| 2 nd Grade | Spring 2017 | 78% | 70% | 70% |
| 2 nd Grade | Fall 2017 | 38% | 51% | 54% |
| 2 nd Grade | Winter 2018 | 57.8% | | |
| 3 rd Grade | Fall 2015 | 87.91% | 65% | 64% |
| 3 rd Grade | Spring 2016 | 88% | 81% | 73% |
| 3 rd Grade | Fall 2016 | 60% | 62% | 65% |
| 3 rd Grade | Spring 2017 | 81% | 75% | 75% |
| 3 rd Grade | Fall 2017 | 62% | 62% | 66% |
| 3 rd Grade | Winter 2018 | 68.4% | | |

1. Building Goals:

1. The number of First Grade students who have met the Spring IRI Proficient Benchmark will increase from Fall 2017 to Spring 2018, from 8% currently at Spring benchmark in Fall 2017, to 75% at benchmark in Spring 2018. The number of Second Grade students who have met the Spring IRI Proficient Benchmark will increase from Fall 2017 to Spring 2018, from 12% currently at Spring benchmark in Fall 2017, to 80% at benchmark in Spring 2018.
2. The number of students proficient on the Spring ISAT/SBAC will increase by at least 5%.
 - a. 3rd Grade ELA will increase from 51% proficient Spring 2017 to at least 56% proficient Spring 2018.
 - b. 3rd Grade Math will increase from 53% proficient Spring 2017 to at least 58% proficient Spring 2018.
 - c. 4th Grade ELA will increase from 46% proficient Spring 2017 to at least 51% proficient Spring 2018.
 - d. 4th Grade Math will increase from 54% proficient Spring 2017 to at least 59% proficient Spring 2018.
 - e. 5th Grade ELA will increase from 58% proficient Spring 2017 to at least 63% proficient Spring 2018.
 - f. 5th Grade Math will increase from 46% proficient Spring 2017 to at least 51% proficient Spring 2018.

2. Growth Towards Goals:

We haven't received Spring ISAT or Spring IRI scores. However, weekly and monthly progress monitoring indicates we are on the right track and close to the goals. We have also been utilizing ISAT interim practice tests, performance task practices (K-5), Thinking Maps for writing, writing across all content areas, and week 6 research/performance tasks of Wonders (1st-5th).

3. Growth Indicators:

Growth indicators include IRI and ISAT

4. Instructional Focus/Priorities:

1. Every certified staff member completes one peer observation every semester. Teachers can choose from any of these topics:
 1. Innovation, Integration of Technology Devices, GAFE, Blended Learning
 2. Interventions
 3. Math Talks, Academic Language, Speaking and Listening Standards
 4. Writing, Leadership Notebooks
2. Writing has also been a focus this year, particularly with Thinking Maps. We have strived to integrate writing across all content areas, as well as with ESL, Resource, and Title 1.
3. We have continued our efforts to push in as much as possible for students who receive ESL and Resource support. This has also created daily professional development for our classified staff, as they learn from certified teachers.

5. School Improvement Initiatives:

1. Created a schedule for ISAT/SBAC Preparation, as well as a comprehensive assessment schedule for testing/progress monitoring for all grades K-5th.
2. Cross collaboration and teaming meetings with Resource Teachers, Title 1, ESL Teacher, Classroom Teachers, and Administrators.
3. Every grade level has 1-2 SMART goals that relate to the school goals, and we have smart goals from content areas/ resource/federal programs (they did together), and preschool. We discuss during grade level teaming meetings, and we strive to identify and implement that which is effective and evidence based.
4. Instructional Coach assists and checks in frequently with teachers, especially new teachers. As we have had new teachers join our school, and experienced teachers retire, a goal for the 2018-2019 school year is for the Instructional Coach to be in classrooms more.
5. Frequent classroom visits by administrators, with feedback to teachers
6. Capacity Builder visits and provides feedback at teaming meetings, intervention classes, ESL classes, resource classes, and anywhere needs are observed.
7. SIOP embedded with all curriculum, instruction, lessons, and activities.
8. We are always strengthening school climate and culture, and addressing and integrating social-emotional skills with lessons.
9. We know that our areas that have struggled are second language students, students who receive special education services, and students who are refugees. We also know that writing is an area that needs more instruction and practice. Because of those noticings, and data supporting, our school improvement focuses are continually addressing these identified needs. All of our teachers, not just those who teach ISAT tested grades, are continually addressing these areas, and professional development in house and at staff meetings have focused on these items.

6. Interventions and Extensions:

- a. Before school and After school programs through 21st Century Community Learning Center Grant: STEM, Arts, academic tutoring, homework assistance, counseling, social-emotional development of skills, leadership development of skills, CSI and U of I 4-H extensions and field trips, and more!
- b. All students K-5 receive interventions. This includes extensions for higher performing students. ELA, math, and social-emotional skills. We utilized IRI literacy intervention money during the 2016-2017 school year to purchase materials and books that would assist students who were not at grade level, for grades K-3. We have continued to use those resources during the 2017-2018 school year, and we had a K-3 para funded with IRI intervention money for this current school year. We used school improvement money to purchase SIPPS, and that has been integrated K-5 with intervention groups. We also noticed that Wonders ELA curriculum has an ELL teacher support manual, so that has been purchased and used K-5, including Resource and Title 1. We have integrated Thinking Maps with all instruction, all content areas, to assist with writing.
- c. Technology integration with devices: blended learning, Google Apps for Education, chromebooks, iPads, and tablets. We are one-one with devices.
- d. Grants for STEM with Pre/k and Kindergarten through Library Commission.
- e. All students Pre/k-5th check out school library books every week.
- f. Social-emotional has continued to be an intervention this year. Almost every classroom has morning meetings or some type of check in during the day that relates to the Responsive Classroom program.
- g. Full day Kindergarten.
- h. After school tutoring with leadership money for first grade students.

Interventions and Extensions Continued:

- i. School mentor and behavior para have weekly social skills groups, check in with individual students and small groups
- j. Leader in Me and restorative justice skills/practices, trauma informed discipline, student voice, Culturally Responsive Teaching and Professional Development.
- k. Leader in Me for staff training, family training and resources, and classroom resources for students/teachers.
- l. Finding the root cause with discipline/what the student and the behavior are trying to communicate, and using alternative plans/supportive school discipline instead of traditional out of school suspensions.
- m. Creating opportunities: choir, arts, STEM, global learning and integration with lessons (maps in every classroom), diversity lessons, and books/posters that look like our students.
- n. Counselor integrates non-academic needs, like social skills and growth mindset/brain development lessons. The counselor focuses on being with kids, reaching out to families, and connecting families to community resources.
- o. Home visits
- p. Mixed age group activities/inclusion and push in with diverse student populations, students leading/learning/teaching/peers- Like at recess, lunch, classroom buddies, PRC classroom, leadership roles, Sharpen the Paw- Helps as a proactive preventative way to counter bullying.

7. Leadership Premium Usage:

- 1. After school tutoring for first grade students
- 2. Choir
- 3 Kindness
- 4. Milepost building lead
- 5. Fine arts production with Spring Play
- 6. Weekly intervention meeting/RTI/MTSS

8. Challenges

- 1. High mobility- We enroll and lose students every week. We have an immediate triage to assess students, put interventions into place, and progress monitor students. Then students move, or more students enroll. This creates a teacher burn out concern, but they are amazing and get impressive results.
- 2. Lack of public transportation- We bring the Twin Falls public library to the school, dentist and other resources are provided at the school. Most of our students walk, but not all. If students miss the school bus, families often don't have a car to get a student to school, or there are busy streets for students to cross if they do try walking. We have two building WIG's, widely important goals. One is increasing reading. The second relates the challenge of transportation, absences and tardies. We have been trying to decrease tardies this year.
- 3. Limited financial resources to update, maintain, and renovate the school building and materials. Like: carpet (stained, holes, and many years old), playground (2 more large pieces were removed in September due to safety concerns per the school district insurance companies), desks, and updating technology (our chromebooks are going out since most are over 5 years old).
- 4. Trauma in the home, incarceration and recidivism, and past traumatic situations. Our counselor usually has a waiting list.
- 5. New certified staff, and experienced staff retiring. We are constantly trying to get all of staff familiar with instruction and curriculum, like ISAT interim assessments and teaching strategies for interventions. We really need 1 or 2 days in August, full days, just for our building staff, both certified and classified, to all have a building retreat together.
- 6. Two areas of concern include: the lack of second language students receiving special education services. We currently have only two students, and those students are on the IRI alternative assessment. It has been a struggle to qualify second language students for special education students. The second concern is the high caseload of our resource teacher. This year we have one teacher K-5, instead of two teachers. Our PRC resource teacher also has had a high caseload this year.

9. Bright Spots

1. We love and appreciate the diversity of our staff and students. This includes the 18 or so languages that our students and staff speak, the special needs programs our building supports (both preschool and prc), and the talents and strengths that every student and staff member has.
2. We have an impressive staff. We are constantly teaching, listening, mentoring, advocating, supporting, and providing exposure/opportunities for all of our students.
3. We have a great school culture and climate. Staff and students are always welcoming and helping. With frequent enrollment, immediate enrollment if possible is the goal. We always have room for one more, and that is because of our school climate and culture.
4. Emotional and behavioral needs of students- In every classroom, but we still have seen great growth and progress, others still achieving despite the number of classroom disruptions, and very kind and accepting children. We try to keep students in class as much as possible.
5. Teamwork and collaboration of staff- passionate and high expectations
6. Winter IRI scores- Our Fall IRI scores are very low, but we see great growth as the year progresses.
7. PRC/ERC and Resources classrooms- work well together placing students where they are able to grow, flexible groupings and mixed classrooms.
8. Retired teachers and paras who come back to work and help.
9. Instructional Coach
10. Interventions, master schedule, and school improvement- School improvement has been a great thing for our school.
11. Student led conferences with leadership notebooks.
12. Before and after school program and includes more community partners- extended day and extended school year work.
13. Leader in Me
14. Parent/family support and involvement- new events and activities, more diversity in those leading, and students leading. We have had at least one family involvement activity every month, like Breakfast with Books, BINGO with books, and Family Nights.
15. STEM and the arts focus every week with block/specials: Innovation lab, Library/Media Center, PE, Music, and STEM. Our school strives to provide a well-rounded education beyond regular academic standards. We strive to close both the academic gaps and the opportunity gaps. Every student preschool- Fifth grade has daily opportunities with the arts, STEAM/STEM, social-emotional skills, technology integration/one to one with devices that includes chromebooks/ipads, and global literacy.
16. We strive to be a neighborhood community school that provides wrap around services. This includes providing dental services once a year on site, partnering with the Idaho Food Bank to provide 30 food bags every Friday (We often send food home for dinner), a school pantry with food and hygiene supplies for our students/families/local neighborhood, clothing donations, and school supplies through donations.
17. We recognize students daily, often on the intercom: reading, growth with goals, leadership, behavior growth, kindness, and more.
18. We recognize staff often: on the intercom for things like Kindness and Leadership, and in person.
19. English night classes for adults- 2 nights every week, with 3 certified teachers assisting, part of our 21st Century grant.
20. We start learning about college and different career opportunities in preschool. All classrooms have their high school graduation year posted outside their classroom. We include opportunities daily to learn and develop soft skills, communication skills, working with diverse groups and perspectives, and other personal/relationship skills.
21. All students Kindergarten- Fifth grade have a leadership notebook. This includes personal and academic goals, data tracking, and victories/leadership opportunities.
22. All that the school offers for students, from 7:15 am-5:15 pm. Extended day works and our students have a safe place to be.

Twin Falls School District
High School Board Report Form
2017-2018

School: Magic Valley High School

| <div>Idaho Standards Achievement Test - Spring 2017 Mathematics</div> <table> <tr> <th></th><th colspan="3">Percent of Students that were Proficient and Advanced</th></tr> <tr> <th>Grade</th><th>School</th><th>District</th><th>State</th></tr> <tr> <td>9th</td><td>N/A</td><td>30</td><td>30</td></tr> <tr> <td>10th</td><td>0</td><td>28</td><td>32</td></tr> </table> | | | | | Percent of Students that were Proficient and Advanced | | | Grade | School | District | State | 9th | N/A | 30 | 30 | 10th | 0 | 28 | 32 |
|---|---|----------|-------|--|---|--|--|-------|--------|----------|-------|-----|-----|----|----|------|----|----|----|
| | Percent of Students that were Proficient and Advanced | | | | | | | | | | | | | | | | | | |
| Grade | School | District | State | | | | | | | | | | | | | | | | |
| 9th | N/A | 30 | 30 | | | | | | | | | | | | | | | | |
| 10th | 0 | 28 | 32 | | | | | | | | | | | | | | | | |
| <div>Idaho Standards Achievement Test - Spring 2017 English Language Arts</div> <table> <tr> <th></th><th colspan="3">Percent of Students that were Proficient and Advanced</th></tr> <tr> <th>Grade</th><th>School</th><th>District</th><th>State</th></tr> <tr> <td>9th</td><td>N/A</td><td>61</td><td>55</td></tr> <tr> <td>10th</td><td>11</td><td>56</td><td>59</td></tr> </table> | | | | | Percent of Students that were Proficient and Advanced | | | Grade | School | District | State | 9th | N/A | 61 | 55 | 10th | 11 | 56 | 59 |
| | Percent of Students that were Proficient and Advanced | | | | | | | | | | | | | | | | | | |
| Grade | School | District | State | | | | | | | | | | | | | | | | |
| 9th | N/A | 61 | 55 | | | | | | | | | | | | | | | | |
| 10th | 11 | 56 | 59 | | | | | | | | | | | | | | | | |

| <div>Science EOCs 2017</div> <table> <tr> <th></th><th colspan="3">Percent of Students that were Proficient and Advanced</th></tr> <tr> <th>Course</th><th>School</th><th>District</th><th>State</th></tr> <tr> <td>Biology</td><td>36</td><td>61</td><td>59</td></tr> <tr> <td>Chemistry</td><td>N/A</td><td>73</td><td>69</td></tr> </table> | | | | | Percent of Students that were Proficient and Advanced | | | Course | School | District | State | Biology | 36 | 61 | 59 | Chemistry | N/A | 73 | 69 |
|--|---|----------|-------|--|---|--|--|--------|--------|----------|-------|---------|----|----|----|-----------|-----|----|----|
| | Percent of Students that were Proficient and Advanced | | | | | | | | | | | | | | | | | | |
| Course | School | District | State | | | | | | | | | | | | | | | | |
| Biology | 36 | 61 | 59 | | | | | | | | | | | | | | | | |
| Chemistry | N/A | 73 | 69 | | | | | | | | | | | | | | | | |

1. Building Goals:

The Leadership Team at Magic Valley High School, which includes all teachers, has agreed to focus on the following goals this year:

- Students will increase their reading lexile one grade level
- Students will improve their writing skills
- Students will improve their math skills
- We will incorporate technology as part of our daily instruction
- To support a positive culture for students and staff

2. Growth Towards Goals:

Reading: We have utilized Achieve 3000 as our primary reading support and intervention program this school year. All teachers have their students participate in Achieve 3000 activities two times per week for approximately 45 minutes each session. As of March 7, 2018 the average of all students' lexile scores shows a growth of 53.1 points. With 40 points representing one grade level increase, our average

student scores have already improved over one grade level and we still have over one fourth of the year remaining.

Writing: All teachers teach and utilize Write Tools strategies in their classrooms. We are finding that when students are receiving the same message across the curriculum that we are getting a better quality writing product.

Math: We are in our second year of implementing morning math the first fifteen minutes of every day. Math problems are based on what students will see on the ISAT math test, and are provided by one of our math teachers on a weekly basis. Student scores are turned in and we are tracking progress to judge the effectiveness of the program.

Technology: We have improved our technology infrastructure to the point that we now have a device for every student in every classroom. Students are using technology more than in previous years, and we plan to seek additional training for teachers on the most effective ways to incorporate technology into their curriculum.

Positive Culture: We have a student recognition assembly on the first day of every block. During this assembly teachers are encouraged to give an award to deserving students based on their own criteria. We also hand out perfect attendance certificates to recognize those students that have not missed any time during the previous block. During staff meetings I try to come up with little activities that will make teachers smile and recognize the great work they do with students. Our instructional coach also provides various activities to promote staff morale.

3. **Growth Indicators:** Based on pre and post test scores students are exhibiting adequate growth in each classroom at MVHS. As stated earlier, we are seeing very good gains in our students reading lexiles, as our average growth is over 53 points, which is more than one grade level. We are identifying students that are not improving, or have very low reading levels, and providing them with more intense interventions within the classroom or in pullout groups. All students participate in all-school-writes every quarter at MVHS. Students are provided with a topic and writing type and we allow them time to write during a designated time and day. All student's writings are graded by two staff members and the average score is recorded in Mileposts. We are seeing close to a point improvement on student scores. We are tracking student scores in morning math to determine student growth and the effectiveness of this program.
4. **Instructional Focus/Priorities:** Getting students to buy in to their own education is something we always stress. Many students come to us not really believing in themselves and their ability to be successful. We try to build them up and provide the supports that will give them the opportunity to be successful, but also stress that they have to take a vested interest in their own education if they are going to be successful. If we get the buy in from students it enhances their motivation and engagement in the classroom, which in turn improves their outcomes.
5. **School Improvement Initiatives:** Technology infrastructure has been a focus the last four years, and we're at the point now of having a cart with chromebooks in every classroom. Student use of technology to enhance their education is improving with the availability of devices. Teachers are receptive to additional ways to use the technology to aid instruction.

As mentioned earlier, we want to improve our students' levels in reading, writing and math. We are using Achieve 3000 in every classroom at least two times a week, and offer additional interventions to

students deemed to need more intense help. We believe that students will not be successful in future endeavors if they are not able to read at a certain level. Another activity which is unique to Magic Valley High School is called One-Book-One-School. In this activity we purchase the same selected book for each of our students and provide a schedule for reading and completing work associated with the book. Teachers lead discussions and help students' complete activities every week. This is our third year doing this project and have found it to be a positive way to engage students in reading and writing activities.

- 6. Interventions and Extensions:** Due to the varied abilities of the students that enroll at MVHS, we level set students in reading, have them provide a writing sample upon enrollment, and level set them in morning math. We record scores in Mileposts and utilize data to determine what students we need to design interventions for. Students that have very low reading levels are provided assistance within the classroom or assigned to pullout group for more intense intervention.

We meet in grade level RTI teams once every block to look at student data and to analyze RTI requests from teachers. The RTI teams discuss what strategies we need to try to help a referred student be more successful. The plan is put in Mileposts and monitored throughout the year to determine its effectiveness. Within each classroom teachers also design instruction to meet the unique needs of their students.

7. Leadership Premium Usage:

- Mileposts Lead
- Website managers (two teachers share this duty)
- Administrative Support
- Morning Math Coordinator
- RTI Coordinator
- Homework Club
- Student Ambassadors Advisor
- Department Heads

8. Challenges:

Graduation Rate: Our graduation rate took a dip last year over previous years which is somewhat concerning, but not alarming due the fact that many of the students listed as non-grads are still attending school and will graduate this year, or possibly next year. We always tell students that most important thing is that they do graduate, not when they graduate.

Safety: Due to the the layout of our campus and the accessibility to our buildings safety is a concern. We have a lot of foot traffic traveling through our parking lot every day and it would be easy for someone to enter one of our buildings without our knowledge. Staff members do a good job of supervising at breaks and lunch, but when they are teaching it becomes more difficult to monitor all entrances.

9. Bright Spots:

New Construction: We are very appreciative of the investment the school district made to expand Magic Valley High School. The new lunchroom, classrooms, meeting rooms etc. are wonderful.

College and Career Advisor: Our college and career advisor has provided our students with numerous opportunities to visit college campuses, explore post-secondary programs, organized career events at school, registered students for college, provided FAFSA nights for students and parents, etc. As a result of her efforts, I really believe that we are going to see more of our students pursuing additional education or training in the future.

Graduation: We get to witness firsthand the struggles our students face in their educational pursuits. When they reach their goal and graduate it is “big deal” for the student and their family and very rewarding for our staff.

Culinary Arts Program: Our culinary arts program continues to shine a very bright light on Magic Valley High School. From winning top awards in Death by Chocolate, to preparing breakfast and lunch for civic and leadership groups, students gain confidence and take pride in themselves and the program.

Twin Falls School District
Middle School Board Report Form
2017-2018

School: Vera C. O'Leary Middle School

| Idaho Standards Achievement Test - Spring 2017 Mathematics | | | | Idaho Standards Achievement Test - Spring 2017 English Language Arts | | | |
|---|---|----------|-------|---|---|----------|-------|
| | Percent of Students that were Proficient and Advanced | | | | Percent of Students that were Proficient and Advanced | | |
| Grade | School | District | State | Grade | School | District | State |
| 6th | 36 | 30 | 40 | 6th | 44 | 40 | 50.7 |
| 7th | 50 | 35 | 42.2 | 7th | 61 | 47 | 53.8 |
| 8th | 49 | 33 | 38.7 | 8th | 69 | 51 | 52.3 |

| Idaho Standards Achievement Test - Spring 2017 Science | | | |
|---|---|----------|-------|
| | Percent of Students that were Proficient and Advanced | | |
| Grade | School | District | State |
| 7th | 59 | 51 | 52.6 |

1. Building Goals:

- A. Increase growth on ISAT scores by 25 to 30 points in at least 70% of our population. To prepare for this, we plan to use interim tests, incorporate math into all classrooms and help our PrimeTime students create a goal for the ISAT test.
- B. Create an overall 10% reduction in behavior incidents from last year by using PBIS rewards and positive reinforcement. To measure the accountability, we ask that all teachers assign at least 10 Cubs Cash to students bi-weekly and reinforce good behavior.

2. Growth Towards Goals:

- A. We are using interim tests, and iReady to monitor our progress.
- B. We are using Mileposts discipline entries and the PBIS Rewards system to monitor behavior.

3. Growth Indicators:

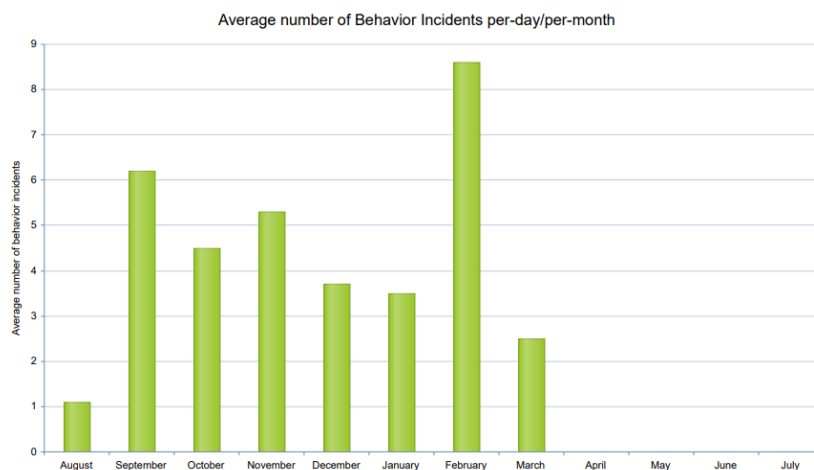
A. Academic

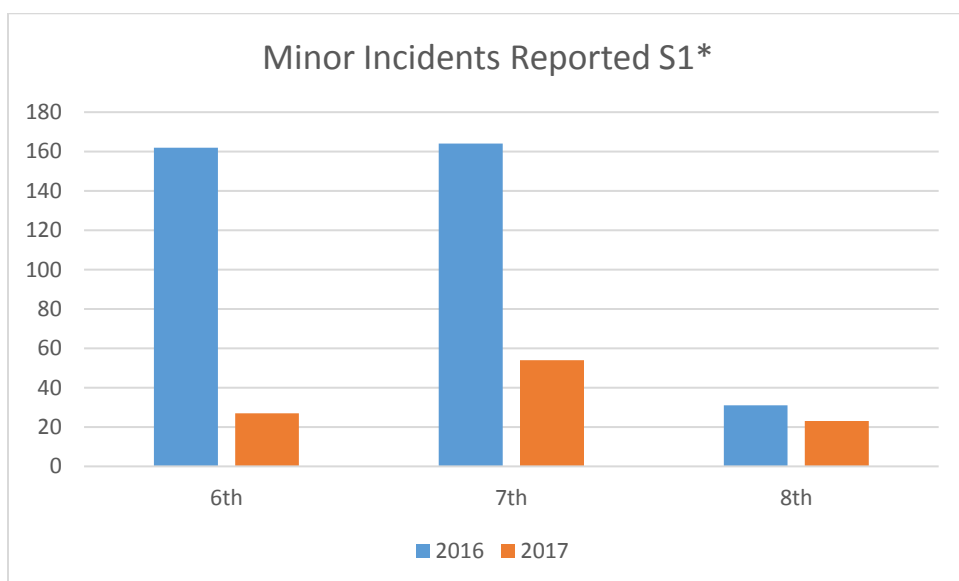
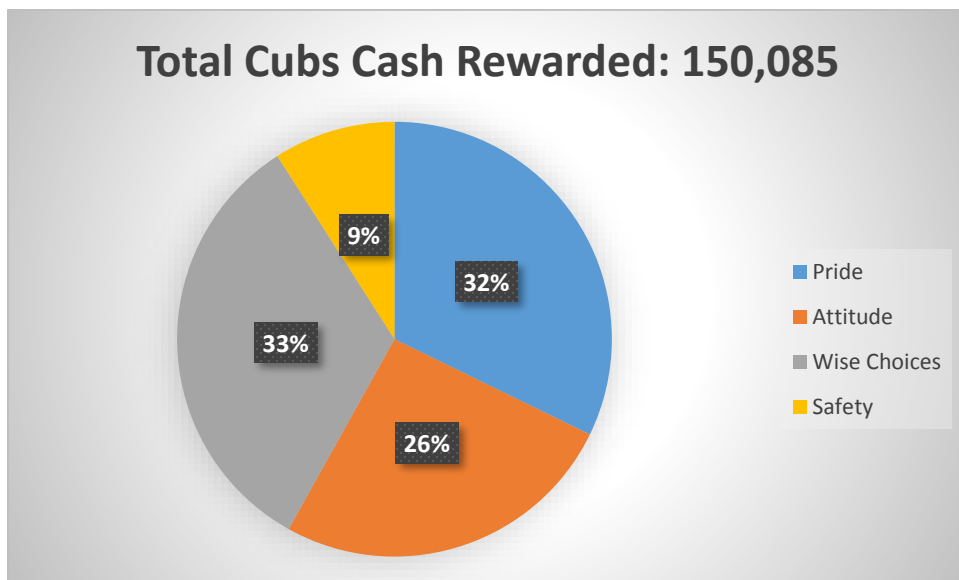
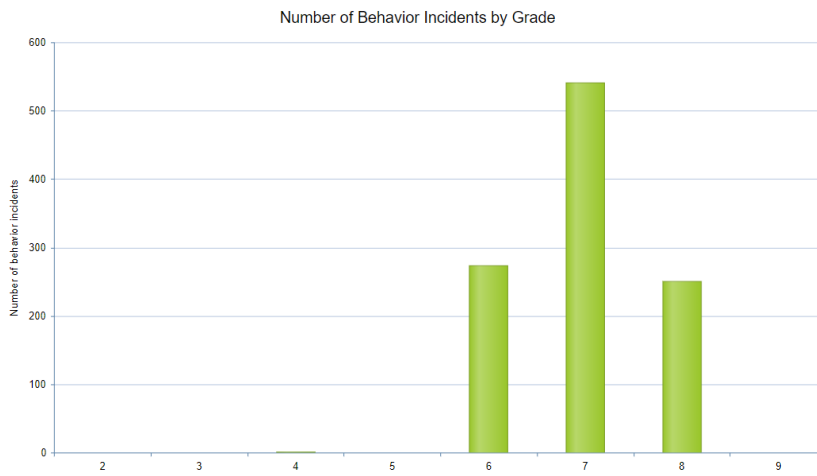
| iReady Screener | 6th Grade | 7th Grade | 8th Grade* |
|------------------------|---|---|---|
| Fall 2017 | Avg GL 5.22 Mode: 5 | Avg GL 5.82 Mode: 6 | Avg GL 6.39 Mode: 7 |
| Winter 2018 | Avg GL 5.32 Mode: 5 <ul style="list-style-type: none"> Students making progress toward target 30% | Avg GL 6.21 Mode: 6 <ul style="list-style-type: none"> Students making progress toward target 16% | Avg GL 6.35 Mode: 7 <ul style="list-style-type: none"> Students making progress toward target 58% |

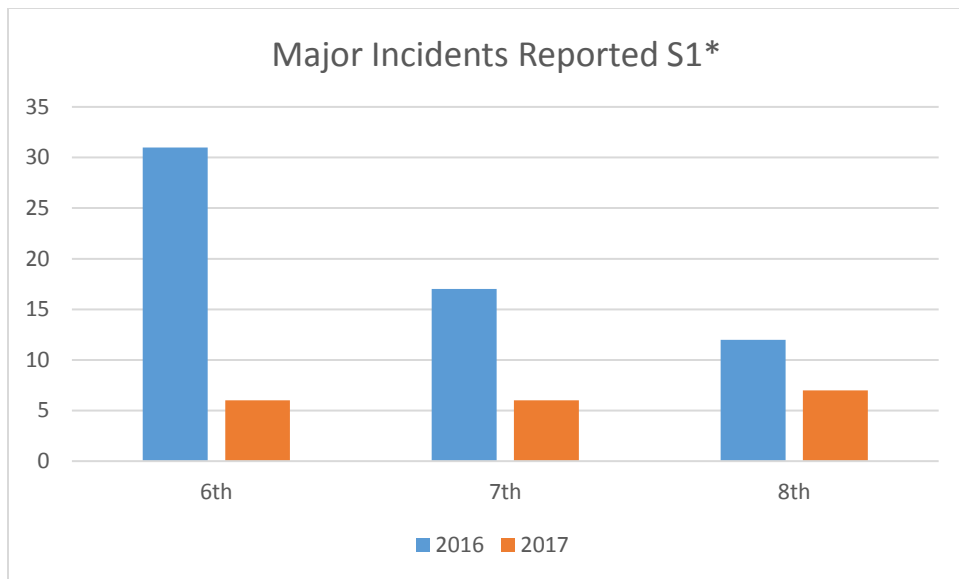
*8th Grade scores do not include students enrolled in Algebra I

| Write Tools Screener | 6th Grade | 7th Grade | 8th Grade* |
|-----------------------------|---|---|---|
| Fall 2017 | Avg 2 Mode: 2 % Proficient 18% | Avg 1.8 Mode: 2 % Proficient 16% | Avg 2 Mode: 2 % Proficient 29% |
| Winter 2018 | Avg 2.5 Mode: 2 % Proficient 40% | Avg 2.6 Mode: 3 % Proficient 50% | Avg 2.5 Mode: 3 % Proficient 47% |

B. Behavioral







***71% drop in major/minor referrals**

4. Instructional Focus/Priorities:

- New Math Curriculum
- Write Tools in all subjects
- Credit Recovery
- PBIS fully implemented

5. School Improvement Initiatives:

- New Math Curriculum
- Write Tools in all subjects
- Credit Recovery
- PBIS fully implemented

6. Interventions and Extensions:

- Credit recovery
- Homework Club
- Zero Hour/Advanced Opportunities
- Cub Essentials – our targeted 6th grade transition class
- Clubs

7. Leadership Premium Usage:

- 3 – Credit recovery
- 3 – Homework club
- 2 – Student Leadership
- 2 – Grants/Fundraising
- 2 – Zero Hour Supervisor
- 2 – Robotics Club Coach

8. Challenges:

- Teaming is a challenge with the smaller number of teachers.

9. Bright Spots:

- **The number of students with F grades in semester 1 dropped to 40 school wide (down from 68 last year)**
- **71% drop of major/minor incidents reported**
- **Over \$14,000 collected for technology**
- **Adobe certification for our 7th graders**
- **Synergy – everyone working together!!**

Twin Falls School District
Middle School Board Report Form
2017-2018
School: Bridge Academy

| Idaho Standards Achievement Test - Spring 2017 Mathematics | | | | Idaho Standards Achievement Test - Spring 2017 English Language Arts | | | |
|---|---|----------|-------|---|---|----------|-------|
| | Percent of Students that were Proficient and Advanced | | | | Percent of Students that were Proficient and Advanced | | |
| Grade | School | District | State | Grade | School | District | State |
| 6th | 6 | 30 | 40 | 6th | 0 | 40 | 50.7 |
| 7th | 3 | 35 | 42.2 | 7th | 11 | 47 | 53.8 |
| 8th | 2 | 33 | 38.7 | 8th | 11 | 51 | 52.3 |

| Idaho Standards Achievement Test - Spring 2017 Science | | | |
|---|---|----------|-------|
| | Percent of Students that were Proficient and Advanced | | |
| Grade | School | District | State |
| 7th | 26 | 51 | 52.6 |

1. Building Goals:

1. 70% of our students will show 1.5 years of growth in both ELA & Math scores from 2016-2017.
 - a. Implementing Write Tools paragraph writing assessment quarterly from all staff using content specific language.
 - b. Implement two interim block assessments during 1st and 2nd quarter.
 - c. Implement ISAT practice tests questions aligned with ISAT and interim assessments.

Monday – Lockwood

Tuesday – Wellard

Wednesday – Parks

Thursday – Hensley

Friday - Burnum

- d. Implement a pre and post paragraph writing piece that is scored using a 4 scale rubric scored by two staff.
 - e. Provide a reading and math pre and post assessment.
 - f. Provide training to all staff utilizing a 4 point rubric scoring guide to assess writing.
2. Decrease office referrals from 1st quarter to 4th quarter by 20% by enforcing and clarifying rules and expectations from all staff. In addition, we will provide Behavior Rubric weekly, in conjunction with progress reports.
- a. All staff will correct students who do not follow classroom rules and procedures.
 - b. All teachers will reinforce classroom rules and procedures by positively teaching them.
3. Parental Involvement: A minimum of 75% of our parents will participate in two activities per semester including outreaches, guest speaker presentations, late start, tutoring or recovery help, open house, BLT meetings, quarterly incentives, family night activities, field trips, and parent advisory board, classroom participation, fundraisers, and/or other approved activities by May 2018 tracked by each advisory teacher and reviewed by principal.
- a) Revisit expectations with parents during open house, newsletter, and letter home.
- Kathy will revisit with staff the parental involvement spreadsheet.

2. Growth Toward Goals:

*ISAT Growth 2015/16-2016/17: Math/ELA

| | | | |
|-----------------|-----------------|------------|--------------|
| Burnum 12 Math; | Hensley 7 Math; | Parks -69; | Lockwood -76 |
| 16.1 ELA | 15.4 ELA | 61.3 ELA | 4.6 ELA |

*Office Referrals increased 1st thru 3rd quarter – Directly related to Progress Reports, thus, changed policy.

| | | | |
|------------|----------------------|----------------------|----------------------|
| Refocuses: | 1 st Qtr. | 2 nd Qtr. | 3 rd Qtr. |
| | 328 | 753 | 562 |

| | | | |
|---|-----------------|-----------------|-----|
| *Parental Involvement – 1 st | 2 nd | 3 rd | |
| Lockwood | 75% | 50% | 36% |
| Burnum | 67% | 72% | 75% |
| Hensley | 67% | 91% | 67% |
| Parks | 27% | 41% | 50% |
| Ave. | 59% | 64% | 57% |

Growth Indicators:

*Math Inventory: 7th Grade 22% growth Fall to Winter

8th Grade 10.25% growth fall to Winter

*I-Ready Fall to Winter Growth (11 pts/year =target growth) Ave. scale score increase/actual increase

Parks 5/-15 Lockwood 6.4/14 Hensley 10/-2.3 Burnum 5/-17 pts

*Read 180 Lexile

Burnum = 3%; Hensley = -9.5%; Lockwood = -14%; Parks = -10.9%

*Write Tools (Class Average/Growth)

Lockwood = 2.9/1.5; Parks = 3.2/1.7; Burnum = 3.4/.7; Hensley =3.5/1.1

3. Instructional Focus/Priorities:

ISAT Practice Questions; Project-Based Learning/STEM; (Restructuring)

4. School Improvement Initiatives:

Write Tools – Paragraph Writing

Project-Based Learning – STEM

TRY – 1. Turn Negatives into Positives

2. Round up really cool people

3. Yearn to learn

5. Interventions and Extensions: Read 180; Math 180; Homework Club; After School Tutoring; Study Hall

6. Leadership Premium Usage:

Milepost; Team Leader; Parent Liaison; Web Site Coordinator; Grant Writer/Project-Based Learning; 4 Tutoring;

7. Challenges: student accountability; staffing; facilities; curriculum; support

8th Grade Rdg. Lexile = 870 equates to 5th grade level

7th Grade Rdg. Lexile = 455 equates to second grade level

8. Bright Spots: Matriculation percentage 95%, structure, staff, TFSVH, TFSVH Alt.

Twin Falls School District
Middle School Board Report Form
2017-2018

School: South Hills Middle School

| | | | | | | | |
|--|---|----------|-------|--|---|----------|-------|
| Idaho Standards Achievement Test - Spring 2017 Mathematics | | | | Idaho Standards Achievement Test - Spring 2017 English Language Arts | | | |
| | Percent of Students that were Proficient and Advanced | | | | Percent of Students that were Proficient and Advanced | | |
| Grade | School | District | State | Grade | School | District | State |
| 6th | 19 | 30 | 40 | 6th | 27 | 40 | 50.7 |
| 7th | 22 | 35 | 42.2 | 7th | 36 | 47 | 53.8 |
| 8th | | 33 | 38.7 | 8th | | 51 | 52.3 |

| | | | |
|--|---|----------|-------|
| Idaho Standards Achievement Test - Spring 2017 Science | | | |
| | Percent of Students that were Proficient and Advanced | | |
| Grade | School | District | State |
| 7th | 42 | 51 | 52.6 |

1. Building Goals:

- 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%.

Action plan:

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

- Assessment redesign to reflect ISAT question stems (full implementation by 2nd Semester) (On Going) – department collaborations day being use to focus on assessment redesign.
- Project Based Learning to reach higher levels of DoK - moving away from multiple choice. (full implementation date by 2nd Semester) (On Going)
- Writing and research in every classroom - even “off” testing years include standards from Science and History. (full implementation by November 1st) (On Going)
- Cross-Curricular projects and Testing (full implementation 2nd semester. (On Going)
- 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.

Action plan:

- Establish after school help classes. (Completed)
 - 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. (Completed)
 - 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. (Completed)
 - 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. (On Going)
 - (full implementation 2nd semester) (Many behavioral interventions are in place and are working however, work is still being done to establish effective documentation of the interventions being used.)
- Establish an effective MTSS program. (On Going)
 - Implementation of common meeting times with MTSS leader beginning October 1st. (Completed)
 - Implementation of grading screener through advisory classes. (Full implementation October 1st.) (Completed)
 - MTSS referral process in place. (full implementation November 1st) (While a referral process is in place it is not entirely effective. More work needs to be done in this area to make the process effective.)

2. Growth Towards Goals:

Growth toward the ISAT goals continue to be ongoing as we begin to implement instructional supports and make curriculum changes that better reflect what students will experience on the ISATs. Many of these changes require an approach to instruction that is very different from what teachers are used to and may take some time to reach full implementation. To that end, our instructional coach along with department leaders are working hard to provide teachers with the tools and professional development needed to make the shift.

3. Growth Indicators:

| 6th Grade | STAR Reading Comprehension | Write Tools Paragraph | iReady Math Quantile | iReady Math Level |
|-----------|----------------------------|-----------------------|----------------------|-------------------|
| Fall | 5.1 | 1.6 | 470.1 | Level 5 |
| Winter | 5.4 | 2.1 | 474.3 | Level 5 |
| Growth | 0.3 | 0.5 | 4.2 | |
| 7th Grade | STAR Reading Comprehension | Write Tools Paragraph | iReady Math Quantile | iReady Math Level |
| Fall | 5.5 | 1.7 | 471.3 | Level 5 |
| Winter | 5.1 | 2.2 | 478.8 | Level 5 |
| Growth | -0.4 | 0.5 | 7.5 | |
| 8th Grade | STAR Reading Comprehension | Write Tools Paragraph | iReady Math Quantile | iReady Math Level |
| Fall | 6.4 | 1.8 | 480.1 | Level 6 |
| Winter | 6.7 | 2.3 | 483.6 | Level 6 |
| Growth | 0.3 | 0.5 | 3.5 | |

Percent of students who failed one or more classes during 1st Semester:

| | |
|-----------|--------|
| 6th grade | 13.03% |
| 7th Grade | 11.18% |
| 8th | 12.76% |

4. Instructional Focus/Priorities:

The instructional focus at SHMS has been in the areas of math and Language arts with the goal of improving ISAT scores. To support our goals we have also implemented many strategies not listed above. Here are a few of those strategies:

Integrations of Write Tool Curriculum

All teachers are required to use the write tools curriculum in all subject areas.

Tier Two Supports:

Read 180 and Math 180 are programs that we have relied heavily on to provide individualized supports to students who were found to be significantly behind in math and/or reading.

After School Tutoring and Credit Recovery:

The after school tutoring classes are in place for students who need additional help with their homework or one on one academic support. Credit recovery is not only a way for students to recovery credits for failed classes but is a way of giving them a second opportunity to learn material they struggled to learn.

Peer observations:

Teachers required to conduct two observations each quarter and conduct a reflection session with the instructional coach. The instructional coach also conducts observations with grade level teams monthly and conducts instructional rounds by department once a year.

Bell Work:

Teachers are asked to incorporate math and LA concepts as part of bell work in all courses.

Grading Policy

A school wide grading policy was established at the beginning of the school in an effort to create consistency in our grading practices.

5. School Improvement Initiatives:

Creating a Positive Inclusive Culture at SHMS:

Advisory is at the center of creating a positive community of learners. Activities in advisory center around building trust, creating a sense of purpose, and individualizing learning. It is an opportunity for students to make close connections with adults and peers with the hope of creating positive outlooks about school their future.

Teaming:

Every advisory class is on a team – Purple or Silver. School wide we have set up fun activities that involve each team. Our hope is to create opportunities for classes to work together toward common goals. Team receive points for having the fewest amount of tardies each week or for winning various school wide competitions. It has created a sense of team work and purpose for many of our students.

Advisory Math Problem Review:

In an effort to boost math scores we have asked all teachers to model a math problem with their advisory classes every week. The math problem is created by our instructional coach and designed to simulate a question that students would see on the ISAT's. Teachers have been asked to model the question with their class, to review the math vocabulary associated with each problem and model thinking processes as they complete the problem as a class.

ISAT Interim Assessments:

Both math and language arts have been utilizing the ISAT interim block assessments throughout the school year to assess student proficiency levels on the ISAT as well as give some familiarity to the ISAT platform.

6. Interventions and Extensions:

Many intervention and extension programs are established at SHMS. The following are some of those programs.

Interventions:

MTSS Committee – this committee reviews screening data for students who are struggling in core subject areas and makes recommendations for accommodations and modifications for instruction. It also monitors student intervention progress.

Weekly School Wide Math Problem – Once a week teachers model and work with students to complete a math problem. Math problems are similar to problem students will experience on the ISAT.

PBIS – incentive program for positive behaviors. Students receive points for positive behaviors and can spend them for rewards.

Advisory – Every Monday teachers review grades with individual students and students are given time each Friday to improve their grades. Advisory is also used to build student culture.

After School Tutoring – Students are offered the opportunity to receive additional homework and instructional support a couple times a week after school.

Credit Recovery – Students who failed a class during the first semester are offered an opportunity to recover credits in the mornings. These students are required to redo work not done well the first time.

Extensions:

Accelerated Math – two sections of 6th and one for both 7th and 8th grade.

Honors English Course – one section at all grade levels.

Robotics Club – competed in the CSI robotics competition.

Battle of the Books Club – Competed at the Twin Falls library.

Student Council – Student council meets most Fridays to discuss school issues.

7. Leadership Premium Usage:

| | |
|-------------------|----------------------------------|
| Scott Clark | Credit Recovery |
| Christine Godfrey | Credit Recovery |
| Vicci Archer | After school study class |
| Maureen Padilh | After school study class |
| Scott Clark | BLT leader |
| Shannon Greene | Activities Director |
| Jessica Miller | MTSS Leader |
| Jessica Miller | PBIS |
| Whittney Moses | spelling bee/battle of the books |
| Sherri Remming | Year Book |
| Shannon Greene | ISAT schoolwide questions |

8. Challenges:

SHMS has had many challenges this year. Many of those challenges center around starting up a new school which consisted of hiring staff, supplying the building, creating procedures and routines, creating

support programs, making schedules, and attending to the many many many other details that involve getting a school up and running. Our student population is another challenge that we have struggled with this year. Most students are behind one or two years in both reading and math. This is a challenging issue as teachers attempt to close the gap. Another challenge has been the high percentage of students on IEP's and 504's with limited staffing and support para's.

9. Bright Spots:

There have been so many many bright spots this year at SHMS! The support that SHMS has received has been overwhelming! The district office, other building administrators, support services, staff from across the district, students, and parents have been amazing in their efforts to get us off the ground and functioning! It has been a great experience to see it all come together. We have a great staff at SHMS who have worked hard to build cohesion and comradery with all staff, students, and the community.

Twin Falls School District
Middle School Board Report Form
2017-2018

School: Robert Stuart Middle School

| Idaho Standards Achievement Test - Spring 2017 Mathematics | | | | Idaho Standards Achievement Test - Spring 2017 English Language Arts | | | |
|---|---|----------|-------|---|---|----------|-------|
| | Percent of Students that were Proficient and Advanced | | | | Percent of Students that were Proficient and Advanced | | |
| Grade | School | District | State | Grade | School | District | State |
| 6th | 25 | 30 | 40 | 6th | 38 | 40 | 50.7 |
| 7th | 24 | 35 | 42.2 | 7th | 39 | 47 | 53.8 |
| 8th | 24 | 33 | 38.7 | 8th | 42 | 51 | 52.3 |

| Idaho Standards Achievement Test - Spring 2017 Science | | | |
|---|---|----------|-------|
| | Percent of Students that were Proficient and Advanced | | |
| Grade | School | District | State |
| 7th | 47 | 51 | 52.6 |

1. Building Goals:

RSMS will increase the percent of students scoring proficient or higher on the 2018 math ISAT by 15%, from 27% to 42%.

RSMS will increase the percent of students scoring proficient or higher on the 2018 ELA ISAT by 17%, from 37% to 52%.

2. Growth Towards Goals:

We have used the ISAT practice tests, interim and block assessments, and unit assessments in both math and language arts to gather information about our students' progress towards the

standards, to familiarize students on how they will be assessed, and to adjust curriculum and instruction based on the data gathered.

3. Growth Indicators:

| I-Ready Math Assessments As of January 2018 | Average percent of students making progress toward targeted growth | Percent of students who have achieved target |
|--|---|---|
| 6th grade | 94% | 42% |
| 7th grade | 92% | 30% |
| 8th grade | 94% | 30%* |

| Write Tools Paragraph | Percent Proficient Spring 2017 | Percent Proficient Fall 2017 | Percent Proficient Winter 2018 |
|----------------------------------|---|---|---|
| 6th grade | NA | 8% | 16% |
| 7th grade | 40% | NA | 42% |
| 8th grade | 56% | NA | 73% |

4. Instructional Focus/Priorities:

Our instructional focus has been continuing the implementation of the Write Tools across all subjects while building the capacity for all teachers to assign and assess the writing. The school-wide expectation was for all LA teachers to teach the writing process, note-taking using 2 column notes, highlighting, summarizing, and close reading strategies. All other content area teachers were responsible for having students write 1 paragraph and complete 1 close-read of an article each quarter. All of our teachers met this expectation. In addition we met multiple times in grade level teams to “calibrate” our assessing of the writing, insuring that all teachers have the same language and expectations for proficient writing.

5. School Improvement Initiatives:

Becoming a Leader in Me school has been our major school improvement initiative this year. Our goals have been to help teachers and students have more ownership in their school. We have 6 new action teams working on Professional Learning, Student Learning, Family Learning, Leadership Environment, Shared Leadership, and Leadership Events. All of these teams are focused on learning, teaching, and living the principles of the 7 Habits of Highly Effective

People in an authentic way, while building student and teacher ownership of themselves, their learning and teaching, and our school and community.

6. Interventions and Extensions:

Based on our ISAT data, we implemented Math 180 in our math intervention labs and we used a more strategic screening process to determine which student were most in need. We offered before school extra help on Tuesdays and Thursdays and we continued our behavioral RTI process, addressing the needs of students who were failing for behavioral reasons. Lastly, we strengthened our Tier III interventions for our students most in need of help.

For extensions, we offer a number of honors and advanced classes in language arts, math, and science where students are challenged to go beyond the grade level curriculum and deepen their learning. In addition, we have had a number of teachers volunteer to provide club opportunities for student before school. We have a walking club, drama club, reading club, book study club, anime club, and coding club. Most impressively, we have a fun chess club and a competitive chess club that had three members qualify at regionals to compete at the state level.

7. Leadership Premium Usage:

We used our leadership premiums to move our Leader in Me initiative forward and to help us make progress academically. We used leadership stipends to support teacher leadership positions, student leadership, RTI, PBIS, and summer curriculum work, as well as some additional extensions in chess and drama.

8. Challenges:

Our plans for revitalizing our older school: Engage students' ideas, designs, and assistance in implementing a "Beautification" of the front of the building and later the rest of our physical space

9. Bright Spots:

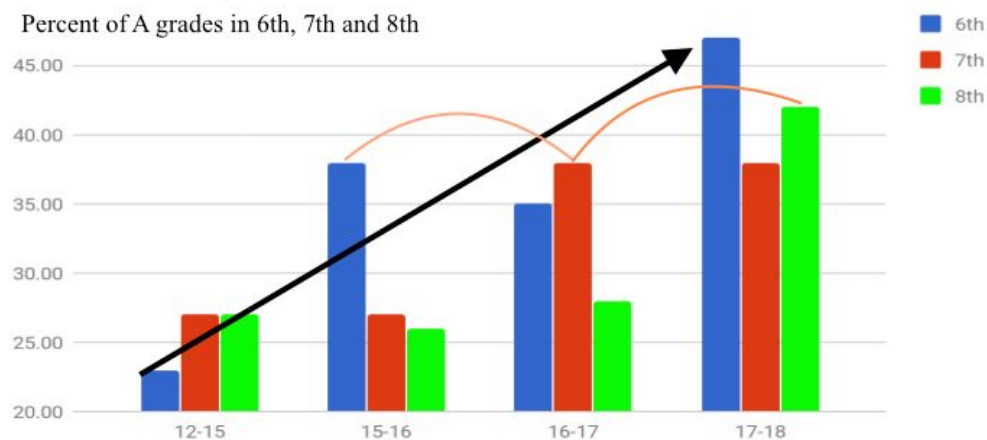
Community Connections

- Local community business invested in RSMS programming, specific to anti-bullying efforts.
- Received over \$4500 in support from local businesses.
 - Rotary club
 - Kober Imaging
 - Black Bear Diner
 - Hyder Electric

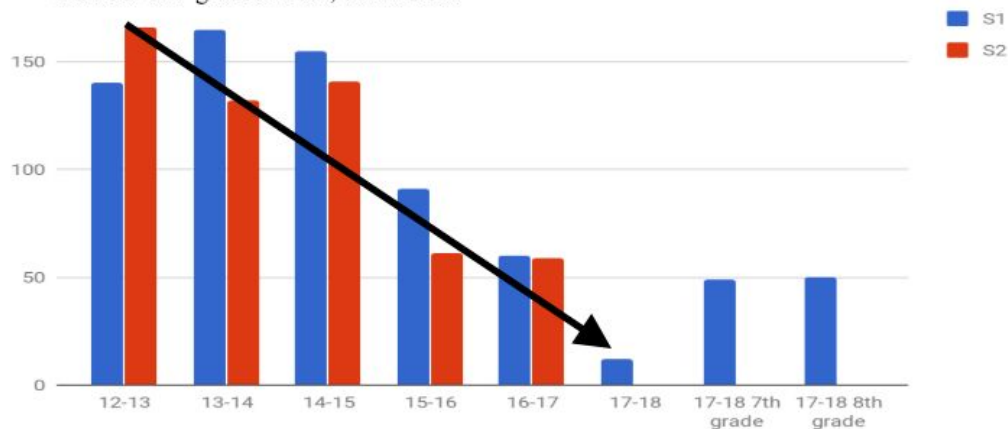
Creating successes breeds success and changes the culture of the entire school - Students AND Teachers

- Significantly increased the percent of grades that are A's
 - 48% of 6th grade grades were A's first semester
- Drastic reduction in F grades in all grades since implementing Bear Essentials,
 - all time low of only 13 F grades in the entire 6th grade.
- Discipline has gone down significantly.
 - Previous years, on any given semester, we had anywhere from 250 to as many as 618 major incidents (in or out of school suspensions). Since 2015, we have gone from under 200 down to only 50 this first semester.

Percent of A grades in 6th, 7th and 8th



Number of F grades in 6th, 7th and 8th



Discipline Data



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 personnel discipline;

Action:

1) personnel discipline action, if needed