

TWIN FALLS SCHOOL DISTRICT #411

2015-2020 STRATEGIC PLAN (CONTINUOUS IMPROVEMENT PLAN)

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

VISION 2015-2020

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

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

AREAS OF FOCUS

HIGHER EDUCATION, WORK AND LIFE READY

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

STRATEGIES:

Promote work preparation.

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

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

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

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

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

2015-16 SCHOOL BOARD TASKS:

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

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

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

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

Schools	2012	2013	2014	2015	2016
	Percent Tested – 87% CRHS & 92% TFHS	Percent Tested – 71% CRHS & 89% TFHS	Percent Tested – 78% CRHS & 83% TFHS	Percent Tested – 84% CRHS & 84% TFHS	Percent Tested - 77.2% CRHS & 81.4% TFHS

	Reading	Math	Writing	Evidenced Based Reading and Writing (EBRW)	Math									
TFHS	461	473	454	475	482	473	488	482	461	475	479	465	545	536
CRHS	414	423	421	438	443	431	439	446	409	427	421	417	510	487

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

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

SAT Longitudinal Data by Percentage of Students Scoring at C & CR Level															
Schools	2012			2013			2014			2015			2016		
	Percent Tested - 87% CRHS & 92% TFHS			Percent Tested - 71% CRHS & 89% TFHS			Percent Tested - 78% CRHS & 83% TFHS			Percent Tested – 84% CRHS & 84% TFHS			Percent Tested – 77.2% CRHS & 81.4% TFHS		
	Reading	Math	Writing	Evidence Based Reading and Writing(EBRW)	Math	Percentage of Students at the College and Career Ready Level on both Sub-Tests									
TFHS	35%	38%	31%	40%	42%	38%	47%	40%	34%	42%	37%	36%	79%	51%	50%
CRHS	23%	25%	18%	28%	24%	21%	28%	29%	13%	22%	20%	20%	61%	32%	30%

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

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

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

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

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

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

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

2016-17 SCHOOL BOARD TASKS:

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

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

July Status Update:

SAT Longitudinal Data by Sub-test Scores (CCR for EBRW = 460 & CCR for Math = 510)																	
Schools	2012			2013			2014			2015			2016			2017	
	Percent Tested – 87% CRHS & 92% TFHS			Percent Tested – 71% CRHS & 89% TFHS			Percent Tested – 78% CRHS & 83% TFHS			Percent Tested – 84% CRHS & 84% TFHS			Percent Tested - 77.2% CRHS & 81.4% TFHS			Percent Tested - % CRHS & % TFHS	
	Reading	Math	Writing	Evidenced Based Reading and Writing (EBRW)	Math	EBRW	Math										
TFHS	461	473	454	475	482	473	488	482	461	475	479	465	545	536	529	515	
CRHS	414	423	421	438	443	431	439	446	409	427	421	417	510	487	480	474	

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

January Status Update: Students will be taking the SAT April 11. Students also had the opportunity to take the ACT at no cost on December 10, 2016. 96 students participated in this testing day. Students will have additional opportunities to take the ACT, February

11 and April 8, 2017. After delving into College entrance data, presented to the State Board of Education, Secondary Programs Director, Dr. LT Erickson has determined that financial barriers may be part of the reasoning behind the recent decrease in the college go-on rate. To help combat this, teachers and counselors will be visiting with parents at 8th grade spring student lead conferences to discuss the many available options for financial aid that can be utilized if families and students begin planning early.

July Status Update:

SAT Longitudinal Data by Percentage of Students Scoring at C & CR Level																		
Schools	2012			2013			2014			2015			2016			2017		
	Percent Tested - 87% CRHS & 92% TFHS			Percent Tested - 71% CRHS & 89% TFHS			Percent Tested - 78% CRHS & 83% TFHS			Percent Tested – 84% CRHS & 84% TFHS			Percent Tested – 77.2% CRHS & 81.4% TFHS			Percent Tested - % CRHS & % TFHS		
	Reading	Math	Writing	Evidence Based Reading and Writing(EBRW)	Math	Percentage of Students at the College and Career Ready Level on both Sub-Tests	EBRW	Math	Both									
TFHS	35%	38%	31%	40%	42%	38%	47%	40%	34%	42%	37%	36%	79%	51%	50%	69%	45%	43%
CRHS	23%	25%	18%	28%	24%	21%	28%	29%	13%	22%	20%	20%	61%	32%	30%	48%	27%	24%

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

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

July Status Update:

	2014				2015				2016		
Average Score by Sub-test	Reading	Math	Writing	Composite	Reading	Math	Writing	Composite	EBRW	Math	Composite
TFHS	42	43	40	125	42.6	43.6	40.2	126.4	491	480	923
CRHS	39	40	38	117	41.3	40.3	38.3	119.1	435	426	861
College and Career Ready Scores	42	44	42	133	42	44	42	133	430	480	920

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

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

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

July Status Update: Oregon Trail received their Leader in Me grant and will be implementing the program for the 2017-18 school year. Career and Technical Education students who were seniors took the Workplace Readiness Skills Assessment with a pass rate of 90 percent.

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

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

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

July Status Update: Counselors at the secondary level are working to have their programs certified under the American School Counselor Association model. They attended a national conference during the week of July 10 to help align their program with this national model.

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

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

July Status Update:

School	3rd grade		4th grade		5th grade		6th grade		7th grade		8th grade		9th grade		10th grade	
	ELA	Math	ELA	Math												
State of ID	47	50	48	47	54	41	51	40	54	42	52	39	55	30	59	32
TFSD	46	51	50	51	55	44	40	30	47	35	51	33	61	30	56	28

2017-18 SCHOOL BOARD TASKS:

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

January Status Update: Students are preparing to take the SAT in April. All juniors will take the SAT.

July Status Update:

SAT Longitudinal Data by Sub-test Scores (CCR for EBRW = 460 & CCR for Math = 510)																			
Schools	2012			2013			2014			2015			2016		2017		2018		
	Percent Tested -			Percent Tested -			Percent Tested -			Percent Tested -			Percent Tested - 77.2% CRHS & 81.4% TFHS		Percent Tested - 81% CRHS & 77% TFHS		Percent Tested - 80% CRHS & 80% TFHS		
	87% CRHS & 92% TFHS			71% CRHS & 89% TFHS			78% CRHS & 83% TFHS			84% CRHS & 84% TFHS			Evidenced Based Reading and Writing (EBRW)	Math	EBRW	Math	EBRW	Math	
	Reading	Math	Writing																
TFHS	461	473	454	475	482	473	488	482	461	475	479	465	545	536	529	515	521	515	
CRHS	414	423	421	438	443	431	439	446	409	427	421	417	510	487	480	474	498	477	

- Both Twin Falls and Canyon Ridge high schools will increase the percent of students who are college ready to 60% by 2020, which mirrors the State Dept. of Education’s goal.

January Status Update: Students will take the SAT in April. In addition students had the opportunity to take the ACT at no cost in November. To address the number of students not going on to college due to financial barriers, teachers and counselors will be visiting with parents at 8th grade spring student-led conferences to discuss the many available options for advanced opportunities.

July Status Update:

SAT Longitudinal Data by Percentage of Students Scoring at C & CR Level																					
Schools	2012			2013			2014			2015			2016			2017			2018		
	Percent Tested - 87% CRHS & 92% TFHS			Percent Tested - 71% CRHS & 89% TFHS			Percent Tested - 78% CRHS & 83% TFHS			Percent Tested - 84% CRHS & 84% TFHS			Percent Tested - 77.2% CRHS & 81.4% TFHS			Percent Tested - 81% CRHS & 77% TFHS			Percent Tested - 80% CRHS & 80% TFHS		
	Reading	Math	Writing	Evidence Based Reading and Writing (EBRW)	Math	Percentage of Students at the College and Career Ready Level on both Sub-	EBRW	Math	Both	EBRW	Math	Both									
	TFHS	35%	38%	31%	40%	42%	38%	47%	40%	34%	42%	37%	36%	79%	51%	50%	69%	45%	43%	79%	58%
CRHS	23%	25%	18%	28%	24%	21%	28%	29%	13%	22%	20%	20%	61%	32%	30%	48%	27%	24%	66%	38%	36%

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

January Status Update: Sophomores took the PSAT in October. Results are expected by February.

July Status Update:

Average Score by Sub-test	2014				2015				2016			2017		
	Reading	Math	Writing	Composite	Reading	Math	Writing	Composite	EBRW	Math	Composite	EBRW	Math	Composite
TFHS	42	43	40	125	42.6	43.6	40.2	126.4	491	480	923	488	471	959
CRHS	39	40	38	117	41.3	40.3	38.3	119.1	435	426	861	435	425	861
College and Career Ready Scores	42	44	42	133	42	44	42	133	430	480	920	430	480	920

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

January Status Update: At the elementary level, programs such as “We Have Skills,” and “Safe, Smart Kids,” are being utilized for the second year in all schools. A program called SCUTA is now in place to help counselors track the time they spend throughout the day on various tasks. Lincoln, Harrison, Perrine, and Oregon Trail Elementary Schools are still participating with the Leader in Me Program.

At the secondary level, schools continue to utilize freshman transition classes and middle school essentials classes. These programs assist students with time management, study skills, collaboration and other life skills. The district has also implemented a class for 8th graders called career exploration where students have an opportunity to learn about their interests and gain life skills. All career and technical education students are required to learn the Workplace Readiness Skills. All students taking a CTE class during their senior year will take the Workplace Readiness Assessment.

July Status Update: Second Step Curriculum has been purchased for all elementary school counselors so that all schools can utilize this program for the 2018-19 school year. This curriculum focuses specifically on social and emotional learning. In addition elementary school counselors are being provided with training on suicide assessment and will receive a training from the Department of Health and Welfare’s Department of Children’s Mental Health at Summer Institute.

The TFSD has formed the Innovative Practices Committee to explore the integration of 21st century skills in our secondary schools. They are utilizing focus groups to evaluate what stakeholders in our community are looking for of recent high school graduates when it comes to soft skills and career skills.

5. The Twin Falls School District will increase counseling efforts to address nonacademic assistance for students.

January Status Update: The implementation of college and career advisors has allowed more time for school counselors to focus on nonacademic needs. The college and career advisory have implemented a program where students receive more exposure to a variety of career options. Counselors at the secondary level, continue to work to have their programs certified under the American School Counselor Association model, which places a priority on nonacademic advising.

July Status Update: As mentioned above, the TFSD is providing trainings at Summer Institute for elementary school counselors about suicide assessment and trainings from the Department of Health and Welfare’s Department of Children’s Mental Health.

Secondary school counselors spent significant time on suicide prevention training this year. In addition, TFHS piloted Mental Health Awareness Week as a partnership between counselors, administrators, and students. Further both TFHS assistance principals went to LGBT conference to learn how their school can be more inclusive of all students.

- 6. The Twin Falls School District will strive to be above the State of Idaho averages for each grade level on both ELA and Math ISATs.

January Status Update: The ISAT testing window opens in the spring. Schools are intentionally utilizing the interim assessment throughout the year, which the district believes will improve student achievement.

July Status Update:

17-18	3rd grade		4th grade		5th grade			6th grade		7th grade			8th grade		9th grade		10th grade	
	ELA	Math	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math	ELA	Math
State of Idaho	50	52	50	48	55	42	65	54	44	54	44	51	54	40	57	31	59	33
TFSD	48	50	48	49	56	45	63	54	42	42	35	44	54	32	64	31	63	32

- 7. The Twin Falls School District will strive to achieve state goals on the IRI so that at least 84% of students are proficient in the spring of their kindergarten year, 71% of students are proficient in the spring of their 1st grade year, 75% of students are proficient in the spring of their 2nd grade year, and 80% are proficient in the spring of their 3rd grade year.

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

July Status Update:

Grade	Percent Proficient	Goal
Kindergarten	83%	84%
First	64%	71%
Second	70%	75%
Third	72%	80%

2018-19 SCHOOL BOARD TASKS

1. Increase the number of grade levels at or above the state average based on the percent of students who are proficient on the ISAT (more than 8 grade level areas).
2. Increase the percent of students who are college ready based on the SAT scores to 47percent.
3. Increase the 4-year cohort grad rate to 80 percent.
4. Increase the percent of student who are proficient in the 8th grade math based on ISAT to 40 percent.
5. Increase the percent of students who are proficient in the 8th grade ELA based on ISAT to 58 percent.
6. Increase the percent of students who are proficient in the 6th grade math based on ISAT to 45 percent.
7. Increase the percent of students who are proficient in the 6th grade ELA based on ISAT to 58 percent

QUALITY EDUCATION AND LEARNING OPPORTUNITIES

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

STRATEGIES:

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

- Develop curriculum that mirrors growing areas such as science, technology, engineering, and math.
- Expand dual credit options.

- Develop and increase availability of after-school, academic help programs.

Explore and provide opportunities that challenge and support all students.

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

2015-16 SCHOOL BOARD TASKS:

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

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

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

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

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

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

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

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

2016-17 SCHOOL BOARD TASKS

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

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

July Status Update: For the 2016-17 school year, 2,236 courses were taken by 833 students. These numbers include dual credit courses taken over the summer.

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

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

July Status Update: At the April 26 board meeting recommendations were made to adopt Bridges as the K-5 math curriculum and Ready Math as the 6-8 math curriculum. The board approved this recommendation, and training will be provided for teachers in the fall. In addition, the district has adopted Math 180 as its math intervention tool.

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

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

July Status Update: Same as above.

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

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

July Status Update: Elementary Programs Director, Teresa Jones, will be working on a new literacy plan for the 2017-18 school year to be submitted to the state in the fall.

2017-18 SCHOOL BOARD TASKS:

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

January Status Update: At the end of the first semester, 673 students had taken 850 dual credit courses in the TFSD. Many of these courses were taken through CSI. School Counselors work with students before enrolling them in dual credit courses to make sure they are capable of the high level of the work required in dual credit courses and to determine which courses will be most beneficial to the student as they plan they transition to post-secondary education.

July Status Update: Students took 1334 dual credit courses to receive 4232 credits during the 2017-18 school year.

2. The Twin Falls School District will work to align Career Technical Education programs so they create pathways towards certifications rather than clusters of classes without a certification.

January Status Update: Work has begun to align Career Technical Education programs to create pathways towards certifications. TFHS has revived the accounting pathway and CRHS is working to develop an engineering pathway, which will launch in 2018-19.

July Status Update: THE TFSD has added several ARTEC programs that will go into effect during the 2018-19 school year. In order to add these programs existing programs were required to become pathways. Digital graphics, welding, EMT, accounting, and marketing programs at TFHS are all configured in pathways towards certification. At CRHS automated manufacturing, engineering, digital graphics and CNA programs all have pathways towards certifications. Overall the district added five new CTE pathways this year.

3. The Twin Falls School District Elementary and Secondary program directors will explore the possibility of a science curriculum adoption for grades K through 12.

January Status Update: At the elementary level, staff will wait until it becomes economically feasible to move forward with this task. Teachers have access to an online tool called Mystery Science as a supplement.

At the secondary level, Dr. Erickson is working to develop a committee of science teachers who will begin to explore curriculum options that are in line with the new standards.

July Status Update: At the elementary level, Mystery Science has once again been purchased to assist teachers as a supplement to science curriculum for the 2018-19 school year.

At the secondary level science teachers continue to explore curriculum options. Sixth-grade teachers are piloting a potential programs.

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

January Status Update: For the 2017-18 school year, the TFSD #411 has \$168,428 allocated for positions at the elementary level and \$170,588 allocated for positions at the secondary level. These amounts include after school tutors, robotics clubs, professional development, grade level and department representatives and leaders, Milepost leaders, teachers who train other teachers on district initiatives and many more.

July Status Update: For the 2017-18 school year \$139,111 has been spent on 90 different teacher stipends at the elementary school level and \$210,601.95 has been spent for 143 different teacher stipends at the secondary school level.

5. Literacy money from the state will be utilized to hire staff who will provide additional interventions for students during the school day. The Twin Falls School District will also continue to provide extended day opportunities for students to participate in interventions at the K-3 level. In addition, the Twin Falls School District will continue to purchase IStation as an intervention resource.

January Status Update: The TFSD hired four half-time kindergarten teachers and seven paraeducators to help provide reading interventions during the schools day. Schools have designed extended time programs to best serve their populations. All elementary schools utilize Istation as an intervention resource.

July Status Update: Same as above.

2018-19 SCHOOL BOARD TASKS

1. The TFSD will promote dual credit options to increase the number of students utilizing the Advanced Opportunities program and streamline the process for students to receive their associate's degree while attending high school.
2. Increase enrollment in Career Technical Education programs and expand program offerings.
3. Promote innovative practices throughout the district by exploring mastery learning, project based learning, blended learning, 21st century skills among others.

QUALITY PERSONNEL

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

STRATEGIES:

Actively recruit the best team members.

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

Cultivate and sustain a strong focus on professional development.

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

2015-16 SCHOOL BOARD TASKS:

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

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

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

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

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

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

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

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

2016-17 SCHOOL BOARD TASKS:

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

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

July Status Update: Same as above.

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

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

July Status Update: The TFSD Human Resources Team attended one career fair hosted by the State Department of Education geared specifically at recruiting teachers. The HR team also partnered with Idaho State University to provide a tour of district facilities to teachers in training who were preparing to select schools where they would be interested in student teaching.

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

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

July Status Update: The TFSD Website now hosts a human resources section with easy to access information about pertinent work information. In addition, an internal calendar has been created on Outlook where professional development opportunities are added.

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

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

July Status Update: The third-year teacher training was completed in the spring. These teachers received professional development on MilePost, PowerSchool and other computer programs utilized by the district for efficiency and interventions.

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

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

July Status Update: Same as above. Plans are being developed to bring in similar professional development for the 2017-18 school year.

2017-18 SCHOOL BOARD TASKS:

1. The Twin Falls School District will continue to utilize the classified compensation committee to evaluate the effectiveness of the recent change to the classified salary schedule and recommend future changes as needed.

January Status Update: The Human Resources Department is working on reconfiguring the Classified Compensation Committee. They want to ensure that all types of classified staff members are represented. They plan to bring the group together in the spring to gather data and discuss possibilities. Any plans for the classified salary schedule would be contingent on funding from the state.

July Status Update: The TFSD Human Resources Department has started to recruit new Classified Compensation Committee members. They plan to assemble a committee after school starts and have a first meeting in early fall, between September and October.

2. The Human Resources Department will continue a teacher recruitment plan that reaches out to area universities and colleges and utilizes the exemplary staff members already in our district. This plan will be broadened to involve a greater number of universities and develop more partnerships.

January Status Update: The Human Resources Department will be working with ISU in the spring to once again provide tours of TFSD schools to education students prior to their selection of a school for student teaching. These tours highlight expert teachers already in the district and showcase the benefit of choosing the TFSD as an employer.

July Status Update: Due to conflicts with ISU's scheduled classes and the TFSD Spring Break it was not possible to complete a school tour this spring. However, communications have happened and dates are being selected for next year when the TFSD hopes to develop a system for providing these tours in the fall and in the spring. In the interim, the TFSD HR department has worked with College of Southern Idaho to hire three teachers in training through their new alternate authorization certification program.

3. The Human Resources Department will work with Instructional Coaches to provide specialized training for teachers working on alternate route certifications.

January Status Update: Instructional Coaches have provided a training session for teachers working on alternative route certifications this fall. These trainings include lessons on the importance of establishing expectations and boundaries as a basis of managing a classroom, responding to student misbehavior effectively, developing their teaching tool belts with engaging and student centered instructional strategies, professionalism in teaching, and Charlotte Danielson domains. In addition, a state ABCTE representative attended the session to go over the certification process, answer questions, and make contact with the teachers. The Instructional Coaches are planning another training session in the spring.

July Status Update: Instructional Coaches continued their training schedule in the spring. They held after school meetings to review expectations for ABCTE teachers. They developed timelines that detailed the work that needs to be completed by these teachers over the summer to complete the ABCTE process.

4. Twin Falls School District Instructional Coaches will continue to implement coursework for first, second, and third-year teachers to bring them up to speed with district best practices and procedures. Training for classified staff will be offered to educate them on best pedagogical practices and invest in those staff members.

January Status Update: Instructional Coaches are completing training with first, second, and third-year teachers. These trainings include four full-day, quarterly training sessions for first year teachers covering subjects like classroom management skills, best practices, and engaging instructional strategies. Second-year teachers have two training days, one in each semester that cover similar subjects but go more in depth. Instructional Coaches also survey and provide trainings on topics with which the teachers indicate they need additional assistance. Third-year teachers receive in building trainings from the instructional coaches.

Each instructional coach is working with classified staff to address training needs specific to their school's needs. The instructional coaches also held paraeducator trainings at both elementary and secondary levels this fall. At the secondary level, they addressed para responsibilities in the classroom, building student independence through the gradual release of responsibility, a para's role in supporting the teacher through clear communication, and fostering a growth mindset to help struggling students get unstuck.

July Status Update: Same as above.

2018-19 SCHOOL BOARD TASKS

1. The TFSD will continue to recruit and retain qualified staff for certified and classified positions by working closely with universities and providing professional development and mentoring opportunities.

SCHOOL/COMMUNITY/PUBLIC RELATIONS

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

STRATEGIES:

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

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

- Develop and implement a strategy to enhance communication with non-English speaking students.

Cultivate community input and collaboration.

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

Strengthen parent and guardian involvement to enhance awareness and participation.

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

2015-16 SCHOOL BOARD TASKS:

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

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

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

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

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

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

2016-17 SCHOOL BOARD TASKS:

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

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

July Status Update: TFSD webmasters have provided feedback for improvements to be made to the new district website and school sites. TFSD Director of Public Relations is working with the website developers, Pluto, to evaluate the most pressing and cost effective updates to happen prior to school starting in the fall. Additional trainings and evaluations will take place early in the year so that the district website can continue to become a robust source of information for all stakeholders.

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

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

July Status Update: The TFSD Communication Committee finalized the TFSD Social Media Guidelines for Employees. The guidelines were presented to the school board at the July 10 board meeting as a supporting document to a recommended change to Policy Number 5325 Employee Use of Social Media Sites, Including Personal Sites.

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

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

July Status Update: Same as above. The district is already working with the Chamber of Commerce to plan for the 2017 Legislative Tour for October of 2017.

2017-18 SCHOOL BOARD TASKS:

1. The Twin Falls School District will continue to make improvements on the district website and will integrate improvements on all school websites to make the sites more user friendly for all users.

January Status Update: Plugins on the district website have been updated. Improvements, including social media integration, calendar improvements, and other requests made by school web-mangers are being tested and will go live early in the spring.

July Status Update: The TFSD is working with the website developers to focus on issues that impede accessibility for all users.

2. The Director of Public Relations will work to educate staff about social media policies and guidelines.

January Status Update: An informational session was provided for new teachers during New Teacher Orientation discussing social media. Teachers pursuing an alternate certification were also offered a class on social media etiquette during their first-year training from instructional coaches. In addition, all new guest teachers are being provided with Social Media Guidelines at their training.

July Status Update: The Director of Public Relations has provided social media training for coaches at their annual coaches clinic. In addition all newly hired employees are provided with the TFSD Guidelines for Social Media Use.

3. The Twin Falls School District will partner with the Chamber of Commerce to provide area legislators with a tour of our school district.

January Status Update: Nov. 29 the TFSD hosted the annual Legislative Tour. The attendees visited Twin Falls High School and Harrison Elementary School. At TFHS, attendees were treated to breakfast by the culinary arts department, witnessed a welding class, and took part in a hands on training in the EMT class. At Harrison Elementary School, attendees were given tours of the school by student-

leaders and took part in a panel where students from the elementary and secondary level were available to answer questions about their experience in the TFSD.

July Status Update: Same as above.

2018-19 SCHOOL BOARD TASKS

1. The TFSD will continue to promote its schools, teachers and students through various channels of communication including weekly highlights from the superintendent, monthly employee newsletters, a robust and up-to-date website, engaging social media posts, and community events.

SCHOOL ENVIRONMENT AND FACILITIES

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

STRATEGIES:

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

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

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

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

2015-16 SCHOOL BOARD TASKS:

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

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

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

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

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

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

2016-17 SCHOOL BOARD TASKS:

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

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

July Status Update: The camera upgrades are nearly complete at all secondary and elementary school buildings. Work remains at South Hills Middle School and Bickel Elementary School but will be completed before the start of the school year.

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

January Status Update: Electronic access controls have been installed at our three new schools and CRHS and TFHS. In addition, access controls are currently being updated at Oregon Trail Elementary School. Installers will continue to cycle through the remaining

buildings, however, it is unlikely this project will be completed by the end of the year. The project will accelerate once all other bond project budgets are closed.

July Status Update: Work continues on the electronic access controls. Plans are in place for staff to receive badges and Plant Facilities Funding will be utilized to finish this project.

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

January Status Update: Work has begun to design and build a storage facility so that additional space is available for the expansion of MVHS. The TFSD has enlisted the help of Starr Corp., Hummel Architects, and Paradigm of Idaho to manage the process. A priority has been placed on the work at MVHS so this work will begin before plans are made for the consolidation of District Administrative Offices.

July Status Update: The TFSD has leased a food storage facility with plans to buy the facility. As plans to build a facility were solidifying, a building that met the district's needs became available. Child nutrition offices have been relocated to this facility.

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

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

July Status Update: Construction has started on MVHS and the construction team plans to have the buildings complete in the fall. It is likely that this project will not be completed when school starts in August, however, the construction team has prioritized classroom space so that those rooms will be available at the start of the school year. Contingency plans for the cafeteria are in place and the Director of Secondary Programs and the Director of Food Service have partnered to make sure lunch services are uninterrupted.

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

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

July Status Update: The TFSD and Mid-Columbia Bus Services have begun work to develop routes. Numerous alerts have gone out to parents asking them to register if they plan to use the bus service. The development of efficient routes requires prior knowledge of where students who will be using the bus services live. The partnership between the district and the bus company have garnered over 2,000 bus service registrants.

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

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

July Status Update: Incoming Director of Operations, Ryan Bowman will be working on the updated Emergency Operations Plan to include a district-wide handheld radio system, district-wide employee badging, and a uniform check in system.

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

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

July Status Update: Same as above.

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

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

July Status Update: Same as above.

2017-18 SCHOOL BOARD TASKS:

1. The Twin Falls School District will continue with the updates to access controls by cycling through buildings as funding allows.

January Status Update: The access control project will continue provided funding is available through the Plant Facilities Levy.

July Status Update: Director of Operations, Ryan Bowman, will be presenting to the school board on July 25 regarding the work being done to secure an architect and construction manager to tackle this project. With the help of these professionals the district will develop a long range plan to complete this project.

2. The Twin Falls School District will continue to strengthen the partnership with its bus service provider to ensure continuous improvement of services.

January Status Update: The TFSD is in the process of putting out a Request for Proposal for bussing services. Director of Operations, Ryan Bowman has worked with area school districts to align the requirements for service. Bids from interested companies should be submitted by February.

July Status Update: Through the Request for Proposal Process the TFSD has hired Mid-Columbia Bus for the coming year. The district will continue to work closely with the company to assist with communication to parents about bus services and the bus company will continue work to make routes effective and improve their processes.

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

January Status Update: As prescribed with the update of the Emergency Operations Plan, the district-wide employee badging system has been established and provides a quick and easy way for staff members to be identified. Each school has access to a school resource officer who provides assistance to administrators and education for students.

July Status Update: In addition to the work being done in conjunction with the TFPD, the TFSD is exploring the possibility of hiring unarmed security personnel for every building. The district has also taken steps to implement an online emergency management system, which will allow the district to better manage emergency drills and assists with the procedure for reunifying students with parents in the event of an emergency. Further the district is implementing a new system that will allow volunteer management to be done electronically and will assist with background checks.

4. The Twin Falls School District Board of Trustees will monitor ongoing maintenance projects through regular reporting. This process will allow the board to monitor and maintain that they are completed on or under budget and on time.

January Status Update: Director of Operations, Ryan Bowman, gave a presentation to the school board at the December board meeting discussing facilities needs within the district. These needs include roofing projects, updates to HVAC systems, and improvements to buildings that currently lack entrance controls. This spring, the district will be identifying projects that are the most pressing, which will be completed over the summer.

July Status Update: The replacement of the Bickel Elementary School roof is underway. At the July 25 board meeting Director of Operations, Ryan Bowman will be presenting the timeline for securing an architect and construction manager to develop a long range facilities plan which will address many parity issues throughout the district.

2018-19 SCHOOL BOARD TASKS

1. The TFSD will create a 10-year facilities plan that includes security, HVAC, furniture, and technology updates.

STEWARDSHIP OF RESOURCES

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

STRATEGIES:

Streamline practices and policies to best utilize staff and resources.

Collaborate with community partners for shared use of resources.

Coordinate grant writing between schools and community organizations.

2015-16 SCHOOL BOARD TASKS:

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

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

2016-17 SCHOOL BOARD TASKS:

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

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

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

July Status Update: The 2017 supplemental levy was approved by the community at a rate of 67.9 percent. New members have been recruited for the TFSD Budget Advisory Committee to ensure that the committee has a robust membership for the coming year.

2017-18 SCHOOL BOARD TASKS:

1. The Budget Advisory Committee will continue to meet as needed to provide recommendations for the need and timing for future levies. The committee will stay current on legislative decisions regarding education funding.

January Status Update: The TFSD Budget Advisory Committee met three times this fall to evaluate the district's financial situation. They heard presentations from Eric Heringer, Managing Director at Piper Jaffray, who assists with school district financial planning,

and Ryan Bowman, Director of Operations, who discussed facilities needs in the district. The committee recommended the district pursue a renewal of the plant facilities levy at \$4.75 million per year, which would lower the combined bond and plant tax rate to 2.99 percent. This ballot measure will go before the voters March 13, 2018.

July Status Update: The plant facilities levy was approved by a 70.9 percent majority in the March 13 election increasing the amount collected by the district to \$4.75 million per year. This increase in funds actually lowers the tax rate paid by community members and allows the district to more aggressively address building and maintenance needs.

2018-19 SCHOOL BOARD TASKS

1. The TFSD will maintain a budget that supports the mission of the district; increase carryover by at least 5 percent.
2. The TFSD will utilize the Budget Advisory Committee to provide recommendations for the need and timing of future levies, including the emergency levy and supplemental levy.

STATEWIDE STUDENT READINESS AND IMPROVEMENT METRICS

	Description of Metric	2014-15	2015-16	Improvement	2016-17	Improvement	2017-18	Improvement	Benchmark	2018-19	Improvement
Career and College Readiness											
Math	Percent Scoring at or above College and Career Ready in the Math portion of the SAT	29%	48%	19%	36%	-12%	48%	12%	N/A	N/A	N/A
	Number of students scoring at or above College and Career Ready in the Math portion of the SAT	129	213	84	165	-48	N/A	N/A	N/A	N/A	N/A
Reading/Writing/ Evidence Based Reading and Writing	Percent scoring at or above College and Career Ready in the Reading and Writing portions (2014-15) and the Evidence Based Reading and Writing portion (2015-16) of the SAT	32% reading /28% writing	70%	38%/42%	59%	-11%	73%	14%	N/A	N/A	N/A

	Number of students scoring at or above College and Career Ready in the Reading and Writing portions (2014-15) and the Evidence Based Reading and Writing portion (2015-16) of the SAT	135	326	191	269	-57	N/A	N/A	N/A	N/A	N/A
College and Career Ready	Percent scoring at or above College and Career Ready in both EBRW and Math	N/A	N/A	N/A	34%	N/A	29%	-5%	47%		
	Number scoring at or above College and Career Ready in both EBRW and Math	N/A	N/A	N/A	N/A	N/A	146	N/A	N/A		N/A
Cohort Graduation Rate	Percent of students graduation from high-school as part of their 4-year cohort	81%	76%	-5%	76%	0	Will be available Spring 2019		80%		
One Year Go-On Rate	Percent of graduates going on to postsecondary education within one year of graduation	-	49%				See 2017-18 College and Career Advising and Mentoring Plan		See 2018-19 College and Career Advising and Mentoring Plan		
	Number of graduates going on to postsecondary education within one year of graduation	-	252	N/A		N/A	See 2017-18 College and Career Advising and Mentoring Plan	N/A	N/A	See 2018-19 College and Career Advising and Mentoring Plan	N/A
Two Year Go On Rate	Percent of graduates going on to postsecondary education within two years of graduation	51%					See 2017-18 College and Career Advising and Mentoring Plan		See 2018-19 College and Career Advising and Mentoring Plan		
	Number of graduates going on to postsecondary education within two years of graduation	252		N/A		N/A	See 2017-18 College and Career Advising and	N/A	N/A	See 2018-19 College and Career Advising and	N/A

								Mentoring Plan			Mentoring Plan	
High School Readiness												
ELA	ISAT - Percent of eighth graders above state average in ELA	46%	49%	3%	51%	1%	54%	3%	58%			
	ISAT - number of eighth graders scoring proficient or advanced in ELA	297	315	18	314	-1	388	N/A	N/A			N/A
Math	ISAT - Percent of eighth graders above state average in math	34%	35%	1%	33%	-2%	32%	-1%	40%			
	ISAT - Number of eighth graders scoring proficient or advanced in math	221	224	3	204	-20	304	N/A	N/A			N/A
Grade 7 Readiness												
Math	ISAT - Percent of sixth graders above state average in math	25%	29%	4%	30%	1%	54%	24%	45%			
	ISAT - Number of sixth graders scoring proficient or advanced in math	146	211	65	200	-11	231	N/A	N/A			N/A
Reading	ISAT - Percent of sixth graders above state average in ELA	43%	41%	-2%	40%	-1%	42%	2%	58%			
	ISAT - Number of sixth graders scoring proficient or advanced in ELA	251	293	42	269	-24	387	N/A	N/A			N/A
Grade 4 Reading Readiness	Idaho Reading Indicator - Percent of Third Graders at Benchmark District-Wide on Spring Test	79%	80%	1%	75%	-5%	72%	-3	See 2018-19 Literacy Plan			
	Idaho Reading Indicator - Number of Third Graders at Benchmark District-Wide on Spring Test	548	596	48	570	-26	555	-15	N/A	See 2018-19 Literacy Plan	N/A	

Grade 3 Reading Readiness	Idaho Reading Indicator - Percent of Second Graders at Benchmark District-Wide on Spring Test	77%	73%	-4%	70%	-3%	70%	0	See 2018-19 Literacy Plan		
	Idaho Reading Indicator - Number of Second Graders at Benchmark District-Wide on Spring Test	575	566	9	525	-41	523	-3	N/A	See 2018-19 Literacy Plan	N/A
Grade 2 Reading Readiness	Idaho Reading Indicator - Percent of First Graders at Benchmark District-Wide on Spring Test	72%	70%	-2%	69%	-1%	64%	-5%	See 2018-19 Literacy Plan		
	Idaho Reading Indicator - Number of First Graders at Benchmark District-Wide on Spring Test	550	542	8	498	-44	496	-2	N/A	See 2018-19 Literacy Plan	N/A
Grade 1 Reading Readiness	Idaho Reading Indicator - Percent of Kindergartners at Benchmark District-Wide on Spring Test	85%	86%	1%	74%	-12%	83%	9%	See 2018-19 Literacy Plan		
	Idaho Reading Indicator - Number of Kindergartners at Benchmark District-Wide on Spring Test	623	600	-23	604	4	615	11	N/A	See 2018-19 Literacy Plan	N/A
Demographic Data											
Male		51%	51%		52%		51%		51%		
Female		49%	49%		48%		49%		49%		
White		73%	73%		73%		72%		72%		
Black/ African American		2%	2%		3%		3%		3%		
Asian		3%	3%		3%		3%		3%		
Native American		1%	1%		1%		1%		1%		
Hispanic/Latino		20%	20%		20%		20%		20%		
Free/Reduced Lunch Program		65%	65%		64%		64%		64%		
Received Special Education (IEP Students)		10%	10%		10%		11%		Will not be available until the end of the 2018-19 school year		

Literacy Plan:

<https://s3-us-west-2.amazonaws.com/tfsd-multisite/wp-content/uploads/2017/09/28102456/Literacy-Intervention-Plan-2017-18-1.docx>

Literacy Plan Budget:

<https://s3-us-west-2.amazonaws.com/tfsd-multisite/wp-content/uploads/2017/09/29091757/Final-Literacy-Intervention-Plan-Budget-2017-18-1.xlsx>

College and Career Advising and Mentoring Plan:

<https://s3-us-west-2.amazonaws.com/tfsd-multisite/wp-content/uploads/2018/01/15132218/TFSD-17-18-3-College-and-Career-Advising-Mentoring-Plan-updated.docx>

College and Career Advising and Mentoring Plan Budget:

<https://s3-us-west-2.amazonaws.com/tfsd-multisite/wp-content/uploads/2018/01/15132220/TFSD-17-18-4-College-and-Career-Advising-Mentoring-Plan-Budget.xlsx>

The Strategic Planning Process:

<https://s3-us-west-2.amazonaws.com/tfsd-multisite/wp-content/uploads/2017/09/29092819/strategic-plan-graphic.pdf>

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Literacy Plan

<https://s3-us-west-2.amazonaws.com/tfsd-multisite/wp-content/uploads/2018/10/03120320/2018-19-Literacy-Plan-Narrative-Template-Part-1.pdf>

Literacy Plan Budget

<https://s3-us-west-2.amazonaws.com/tfsd-multisite/wp-content/uploads/2018/09/25101942/2018-19-Literacy-Plan-Proposed-Budget-Template-Part-3.pdf>

College and Career Advising and Mentoring Plan

<https://s3-us-west-2.amazonaws.com/tfsd-multisite/wp-content/uploads/2018/09/28122851/2018-19-Advising-Plan.pdf>

College and Career Advising and Mentoring Plan Budget

<https://s3-us-west-2.amazonaws.com/tfsd-multisite/wp-content/uploads/2018/09/28122855/TFSD-411-2018-19-Advising-Plan-Budget-Template-Part-3-OPTIONAL-1.pdf>

The Strategic Planning Process

<https://s3-us-west-2.amazonaws.com/tfsd-multisite/wp-content/uploads/2017/09/29092819/strategic-plan-graphic.pdf>