

TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
OREGON TRAIL ELEMENTARY SCHOOL
660 Park Avenue
February 27, 2019
Regular Meeting Begins at 7:00 P.M.
AGENDA

The Board of Trustees of Twin Falls School District No. 411, Twin Falls County, State of Idaho, will meet in regular session at 7:00 p.m., Wednesday, February 27, 2019, in the **library** at Oregon Trail Elementary School, located at 660 park Ave., Twin Falls, Idaho.

The agenda for the meeting is as follows:

- I. 7:00 p.m. 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 New Certified Contract
 - B. Approval of Certified Retirement
 - C. Approval of Certified Resignations
 - D. Approval of New Classified Employees
 - E. Approval of Classified Resignations
 - F. Approval of Extra-Curricular Employees
 - G. Approval of Extra-Curricular Resignation
 - H. Approval of Alternative Authorization
- VI. Board In-service
 - A. Building Board Reports
 - 1. Tyler Matlock, Oregon Trail Elementary School
 - 2. Steve Hoy, Morningside Elementary School
 - 3. Kelli Schroeder, Bickel Elementary School
 - 4. Cheri McKenzie, Lincoln Elementary School
- VII. Executive Session as per Idaho Code 74-206(1) Subsections (b), (c) and (f)
 - (b) to consider student discipline; to consider personnel issue
 - (c) to discuss labor negotiations;
 - (f) to discuss the legal ramifications of lawsuits imminently likely to be litigated.

Action Items:

 - (1) Student discipline action
 - (2) Action from negotiations discussion if needed
 - (3) Classified administrative leave without pay action
- VIII. Adjournment

OUR MISSION:
TO PROVIDE A QUALITY
EDUCATION NECESSARY FOR
STUDENTS TO BE SUCCESSFUL IN
LIFE.

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

NEW CERTIFIED EMPLOYEE 2018-2019

[illegible]



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

P 208.733.6900
F 208.733.6987
www.tfsd.org

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

Date: February 21, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Retirement – 2019-2020

The following certified employee has submitted her retirement letter resigning her position for the 2019-2020 school year:

- Susan Martens – Teacher – 2nd grade at Sawtooth

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



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Date: February 21, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Resignations – 2018-2019 and 2019-2020

The following certified employees have submitted their resignation letter resigning their position for the 2018-2019 or 2019-2020 school year:

- 2018-2019 - Corina Monoran – Teacher – English at Magic Valley High School
- 2019-2020 – Julia Hiner – Teacher – Extended Resource Room at Sawtooth Elementary

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

Brady D. Dickinson, Ph.D.
Superintendent of Schools

William Brulotte
Associate Superintendent



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Date: February 21, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: New Classified Employees – 2018-2019

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees these individuals listed below be approved for hiring for the 2018- 2019 school year:

John Cameron	Safety & Security Aide at Canyon Ridge High School
Kiauna Huber	Para educator (Special Education) at South Hills Middle School
Jerelyn Duttlinger	Playground Aide at Bickel Elementary School

All are in the process of completing the necessary consent, I-9's, drug free work place form etc., and have met the criteria to become employees of the Twin Falls School District.

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

Brady D. Dickinson, Ph.D.
Superintendent of Schools

William Brulotte
Associate Superintendent



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Date: February 21, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Classified Resignations

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

- Ashleigh Michaud – Para educator (Title) at Lincoln Elementary School
- Lisbeth Henry – Para educator (Title) at Robert Stuart Middle School

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



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

Date: February 21, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Employees

It is the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that these individuals listed below be approved for hiring. An employment letter or supplementary contract has been issued for the 2018-2019 school year.

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

Martin Grindstaff	Assistant Track Coach	Twin Falls High School
Sasha Anderson	Assistant Tennis Coach	Canyon Ridge High School
Brian Ayers	Softball Coach	Twin Falls High School

Brady D. Dickinson, Ph.D.
Superintendent of Schools

William Brulotte
Associate Superintendent



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

Date: February 21, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Resignation for 2019-2020

The following employee has submitted her resignation letter resigning her position for the 2019-2020 school year:

- Corinne Starley– JV Assistant Volleyball Coach (2019-2020) at Twin Falls High School

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that we accept this resignation.



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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.

February 21, 2019

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 Alternative Authorization- Content Specialist from the Professional Standards Commission for the following individual:

Name	Position	School
Jessica Campbell	Teacher – English	Magic Valley High School

The above individual has been hired as an English teacher for the remainder of the 2018-19 school year. Ms. Campbell is currently enrolled in the ABCTE online program. In order for this employee to be employed as an English 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.

Brady D. Dickinson, Ph.D.
Superintendent of Schools

William Brulotte
Associate Superintendent

Twin Falls School District
Board Report Form
2018-2019
School: Oregon Trail Elementary

Idaho Standards Achievement Test Spring
2017 and 2018
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2017	43	52%	50%
3 rd 2018	46	46%	50%
4 th 2017	46	51%	47%
4 th 2018	34	42%	43%
5 th 2017	42	44%	41%
5 th 2018	38	37%	38%

Idaho Standards Achievement Test Spring
2017 and 2018
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2017	37	46%	47%
3 rd 2018	41	50%	48%
4 th 2017	49	50%	48%
4 th 2018	32	45%	46%
5 th 2017	51	55%	54%
5 th 2018	51	55%	52%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2016	33	49%	51%
Kindergarten	Spring 2017	76	83%	80%
Kindergarten	Fall 2017	33	42%	50%
Kindergarten	Spring 2018	87	83%	80%
Kindergarten	Fall 2018	26	43%	43%
1 st Grade	Fall 2016	67	62%	62%
1 st Grade	Spring 2017	66	69%	67%
1 st Grade	Fall 2017	57	56%	63%
1 st Grade	Spring 2018	51	64%	67%
1 st Grade	Fall 2018	29	39%	43%
2 nd Grade	Fall 2016	65	51%	56%
2 nd Grade	Spring 2017	75	70%	70%
2 nd Grade	Fall 2017	50	51%	54%
2 nd Grade	Spring 2018	71	70%	69%
2 nd Grade	Fall 2018	54	59%	60%
3 rd Grade	Fall 2016	45	62%	65%
3 rd Grade	Spring 2017	68	75%	75%
3 rd Grade	Fall 2017	66	62%	66%
3 rd Grade	Spring 2018	74	72%	75%
3 rd Grade	Fall 2018	64	64%	61%

1. Building Goals - Goal 1 - improve every cohort's proficiency on the IRI from the 2017-2018 performance and show adequate growth toward this goal throughout the year. Plan for Goal 1 - K-3 IRI - Each grade level will intervene at the highest leverage skill students are lacking and go forward. They will use iStation data to identify these areas. All intervention instruction will be thoroughly planned and taught using iStation lesson plans and other programs like SIPPS, and Wonders. Goal 2 - improve every cohort's proficiency on the ELA and Math ISAT from the 2017-2018 performance. Plan for Goal 2 - ELA - Grades 3-5 will utilize iStation data to identify intervention needs. They will first intervene with the highest leverage skill students are lacking and go forward. All intervention instruction will be thoroughly planned and taught using iStation lesson plans and other programs like SIPPS, and Wonders. Math - teachers will continue focusing their instruction on helping students gain not only procedural fluency but conceptual understanding and mathematical reasoning skills as well through the utilization of Number Corners.

2. Growth Toward Goals - Goal 1 – We are hoping to see an increase in IRI scores but understand that IRI scores compared to this year will be different due to the change of assessment. We are focusing on growth from Fall scores to the present and have made significant growth on the ISIPP (IRI assessment). Last year's growth was very positive in 3rd grade, 2nd grade, and Kindergarten. Goal 2 – Cohort growth on the ISAT was much better in ELA than Math particularly in 5th grade.

3. Growth Indicators – IRI and ISAT Data

4. Instructional Focus/Priorities - We have teachers piloting the Write Tools program which helps improve student writing. We continue with a focus on improving Tier 1 Math and Reading Instruction. In grades 3-5 Special Education students receive grade level instruction in Reading with support from para-educators in their general education classroom.

5. School Improvement Initiatives – Oregon Trail continues in the Leader In Me process. Through this process we are looking to increase trust, accountability, and overall school performance. We are looking forward to Literacy Professional Development that is upcoming in order to make improvements based on feedback from the Literacy Audit that was recently conducted.

6. Intervention and Extension – We utilize the Walk to Intervention method for reading intervention at all grade levels. In grades K-2 Special Education, ELL, and Title I teachers work with their specifically serviced students alongside students with similar needs. In grades 3-5, special education students receive their intervention with the special education teachers in a pull-out setting because they are receiving core instruction in the general education setting.

7. Leadership Premium Usage – Leadership premiums are utilized for afterschool tutoring, social media leadership, honor choir, and other afterschool activities including Bingo for Books leadership and Spelling Bee Leadership.

8. Challenges – 1. We have 128 ELL students and 77 IEP/504 Students. This translates to 34% of our population demonstrate identifiable high needs. 2. We struggle with teacher workload commitments when there are not guest teachers. While it has greatly improved, we fear that teachers are growing weary of having the extra students. 3. We have several students with considerable behavior issues that have required quick thinking teamwork to find realistic solutions.

9. Bright Spots – 1. While we have many students with high needs, we get to enjoy the success that comes from student growth. This student growth may not correlate with grade level proficiency, but we enjoy being able to see kids grow. 2. Year 2 of Leader In Me implementation. Our Leadership Day was a tremendous success. Our action teams are branching out and making their marks on the school. 3. Teacher retention. All resignations last year were due to retirement or promotion.

Twin Falls School District
Board Report Form
2018-2019

School: Morningside Elementary

Idaho Standards Achievement Test Spring
2017 and 2018
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2017	55%	52%	50%
3 rd 2018	56%	46%	50%
4 th 2017	48%	51%	47%
4 th 2018	53%	42%	43%
5 th 2017	26%	44%	41%
5 th 2018	42%	37%	38%

Idaho Standards Achievement Test Spring
2017 and 2018
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2017	45%	46%	47%
3 rd 2018	52%	50%	48%
4 th 2017	55%	50%	48%
4 th 2018	50%	45%	46%
5 th 2017	40%	55%	54%
5 th 2018	60%	55%	52%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2016	49%	49%	51%
Kindergarten	Spring 2017	86%	83%	80%
Kindergarten	Fall 2017	43%	42%	50%
Kindergarten	Spring 2018	87%	83%	80%
Kindergarten	Fall 2018	40%	43%	43%
1 st Grade	Fall 2016	62%	62%	62%
1 st Grade	Spring 2017	90%	69%	67%
1 st Grade	Fall 2017	49%	56%	63%
1 st Grade	Spring 2018	75%	64%	67%
1 st Grade	Fall 2018	64%	39%	43%
2 nd Grade	Fall 2016	49%	51%	56%
2 nd Grade	Spring 2017	71%	70%	70%
2 nd Grade	Fall 2017	51%	51%	54%
2 nd Grade	Spring 2018	79%	70%	69%
2 nd Grade	Fall 2018	51%	59%	60%
3 rd Grade	Fall 2016	63%	62%	65%
3 rd Grade	Spring 2017	80%	75%	75%
3 rd Grade	Fall 2017	60%	62%	66%
3 rd Grade	Spring 2018	87%	72%	75%
3 rd Grade	Fall 2018	54%	64%	61%

1. Building Goals:

Goal #1 On the spring 2019 ISIP test, 83% of Kindergarten students will be at or above the state benchmark. 64% of first grade students will be at or above the state benchmark. 70% of second grade students will be at or above the state benchmark. 72% of third grade students will be at or above the state benchmark.

Goal #2 The percent of students scoring proficient or advanced on the ELA and Math ISAT will increase a minimum of 2% from Spring 2018 to Spring 2019 while staying at or above the state and district average.

Goal #3 75% of students with disabilities in 4th and 5th grades will increase 20 points on the ELA and Math ISAT test. 75% of 3rd grade students with disabilities will increase 20 points on their reading ISIP test.

2. Growth towards Goals

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

3. Growth Indicators

ISIP from Fall 2018 - Winter 2019

➤	<u>Kindergarten:</u>	<u>Fall</u>	<u>52%</u>	<u>Winter</u>	<u>%</u>
➤	<u>1st Grade:</u>	<u>Fall</u>	<u>61%</u>	<u>Winter</u>	<u>%</u>
➤	<u>2nd Grade:</u>	<u>Fall</u>	<u>56%</u>	<u>Winter</u>	<u>%</u>
➤	<u>3rd Grade:</u>	<u>Fall</u>	<u>63%</u>	<u>Winter</u>	<u>%</u>
➤	<u>4th Grade:</u>	<u>Fall</u>	<u>71%</u>		
➤	<u>5th Grade:</u>	<u>Fall</u>	<u>69%</u>		

4. Instructional Focus/Priorities

- ❖ ISIP – Maintain at above or at state/district level of performance
- ❖ ISAT – We are reviewing the interim assessments to track the students that are still below grade level and to assist them in improving. Every student basic or below, during the 2017-18 school year, will have a plan on Mileposts. Teachers are expected to maintain or improve the number of students that are proficient or advanced. Each teacher in 3rd to 5th grade has a goal as to how many students need to be proficient or above on the ELA and Math ISAT spring tests.
- ❖ We will use SpEd, ELL, Title 1 interventions, after school tutoring, Imagine Learning, TTM math, Istation Math and Reading as well as MobyMax.
- ❖ All Milepost plans are reviewed and monitored by the building administrator. All special education teachers work on their student's plans and all student plans are reviewed by the administrator, instructional coach and our capacity builder Tammy Young. All teachers will have plans reviewed by our Milepost coordinator and myself for correct interventions, probes, baseline data and goals. If the plans need to be revised, I get with the individual staff member during teaming meetings with the help from our Instructional Coach.

5. School Improvement Initiatives

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

6. Interventions and Extensions

Our teachers implement ability grouping for reading and math skills based on data from the classroom, chapter and unit testing, ISIP, ISAT interim and Istations. The struggling readers work within the WonderWorks Program, SIPPS and Bridges interventions strategies for struggling math students. Our building extension activities include TTM math, Istation math and reading, MobyMax, and Imagine Learning for our ELL students. All intervention programs are designed to help the students get to a level higher than they are working within the classroom.

7. Leadership Premium Usage

STEAM/Robotics – 3 teachers

Tutoring – 9 teachers with afterschool programs approximately 112 students depending on the needs/intervention.

8. Challenges

One challenge has been our declining student population. We currently have 424 students and a year ago we were at 477. During the 2015-16 school year we had 789 students. We are striving to meet the AYP challenge of our 3rd - 5th grade general education students as well as our struggling special education students. Our building goal is to be at or above the district and state averages on ISIP, ISAT math and ELA. We have challenging students on IEP's (high needs and emotionally disturbed) and 504 plans; thus posing an increased challenge to meet AYP requirements and behavior challenges to our Special Education staff.

9. Bright Spots

Morningside has been actively working to increase technology within the classrooms. We purchased 10 new PC's to continue replacing our Title 1 classroom along with 20 Chromebooks and 10 iPads. We also purchased this fall two carts for a total of 60 Chromebooks, operating systems and headphones for our general education classrooms. We currently have only have two classrooms without a Chromebook cart. Morningside's 2017-18 K-3 IRI scores were higher or near the district and state percentages in 3rd, 2nd 1st and kindergarten. Our 3rd, 4th and 5th grade math and ELA ISAT scores were better than the state and local averages. Our 5th grade students grew the highest in the district on ISAT math and ELA. Our PTA is actively trying to help as much as possible with parent support within the classrooms to collect data, Pancakes with Parents, Title 1 math and reading nights, coordinate and organize a school wide spelling bee fundraiser. The PTA has funded several large projects at Morningside including the library main desk remodel, bus trips to Boise for 4th grade and skiing for 5th grade, student fees at JIVE performances, and help with providing turkey dinners at Thanksgiving and Christmas gifts to our needy families. Our PTA also provides several grants to teachers who applied for classroom improvements.

Twin Falls School District
Board Report Form
2018-2019

School: Bickel Elementary School

Idaho Standards Achievement Test Spring
2017 and 2018
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2017	40%	52%	50%
3 rd 2018	31%	46%	50%
4 th 2017	35%	51%	47%
4 th 2018	29%	42%	43%
5 th 2017	18%	44%	41%
5 th 2018	35%	37%	38%

Idaho Standards Achievement Test Spring
2017 and 2018
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2017	37%	46%	47%
3 rd 2018	27%	50%	48%
4 th 2017	47%	50%	48%
4 th 2018	36%	45%	46%
5 th 2017	52%	55%	54%
5 th 2018	53%	55%	52%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2016	32%	49%	51%
Kindergarten	Spring 2017	84%	83%	80%
Kindergarten	Fall 2017	29%	42%	50%
Kindergarten	Spring 2018	72%	83%	80%
Kindergarten	Fall 2018	30%	43%	43%
1 st Grade	Fall 2016	43%	62%	62%
1 st Grade	Spring 2017	47%	69%	67%
1 st Grade	Fall 2017	35%	56%	63%
1 st Grade	Spring 2018	35%	64%	67%
1 st Grade	Fall 2018	20%	39%	43%
2 nd Grade	Fall 2016	42%	51%	56%
2 nd Grade	Spring 2017	50%	70%	70%
2 nd Grade	Fall 2017	29%	51%	54%
2 nd Grade	Spring 2018	49%	70%	69%
2 nd Grade	Fall 2018	38%	59%	60%
3 rd Grade	Fall 2016	48%	62%	65%
3 rd Grade	Spring 2017	60%	75%	75%
3 rd Grade	Fall 2017	40%	62%	66%
3 rd Grade	Spring 2018	60%	72%	75%
3 rd Grade	Fall 2018	43%	64%	61%

1. Building Goals:

- Spring 2019 ELA ISAT 2.0 proficiency scores will be:
 - a. Third grade = 40%
 - b. Fourth grade = 45%
 - c. Fifth grade = 55%
- Spring 2019 ELA ISAT 2.0 growth scores will be 90% in each grade level (4th and 5th)
- Spring 2019 Math ISAT 2.0 proficiency scores will be 45% in each grade level (3rd, 4th, and 5th)
- Spring 2019 Math ISAT 2.0 growth scores will be 90% in each grade level (4th and 5th)
- Spring 2019 IRI (IStation) K-5 scores in each grade level will be:
 - a. Tier 3 = 5%
 - b. Tier 1 = 80%

2. Growth Towards Goals:

While Bickel did not perform well on the ISAT as compared to previous years, Bickel did show overall growth toward proficiency. Teachers use the interim assessments to measure growth toward goals during the school year.

All students are assessed monthly on reading progress using IStation. The greatest growth is in first grade and the least amount of reading growth (based on IStation) is in fourth and fifth grade. There is no significant growth in any grade level.

3. Growth Indicators:

ISAT				
	% of Students Meeting Growth Target in ELA	ELA Growth Percentile Rank	District Rank (elementary schools)	District Rank (all schools)
ELA	60.76%	40.76	4 th	5 th
Math	46.15%	28.95%	6 th	7 th

IRI/IStation										
Tier 1					Tier 3					
	Goal	Aug	Feb	Difference		Goal	Aug	Feb	Difference	
K	80%	29%	31%	+2	K	5%	39%	28%	-11	
1 st	80%	20%	44%	+24	1 st	5%	40%	24%	-16	
2 nd	80%	35%	41%	+6	2 nd	5%	43%	26%	-17	
3 rd	80%	38%	55%	+17	3 rd	5%	38%	24%	-14	
4 th	80%	56%	55%	-1	4 th	5%	26%	24%	-2	
5 th	80%	53%	59%	+6	5 th	5%	21%	20%	-1	

4. Instructional Focus/Priorities: The instructional focus for Bickel this year is on ensuring quality teaching during the core instruction time, as well as academic intensity. Student engagement is a high priority.

5. School Improvement Initiatives:

- ✓ Trauma Informed School
- ✓ Character Education/Community Building (Habits of Mind)
- ✓ Writing
- ✓ Intense phonics and phonemic awareness during core instruction time
- ✓ Literacy consulting with Carrie Cole, Side-by-Side Educational Consulting
- ✓ Co-teaching (ELL)
- ✓ All certified Title staff

6. Interventions and Extensions: Each grade level has 45 minutes per day of intense intervention time for reading skills. There is both a push in and pull out model depending on the needs of the students. Title 1 certified staff service Tier 2 students. Special education staff (certified and classified) service Tier 3 students. The ELL teacher scaffolds support through co-teaching in the classrooms. Differentiated instruction is provided to all students.

7. Leadership Premium Usage:

- Web page administrator
- Milepost lead
- Robotics club
- Book club
- Art club
- Tutoring
- Reader's Theater
- Student Council
- STEM club (3-D printer, coding, Ozobots, etc.)

8. Challenges:

- Losses/Death
- Guest teacher shortage
- Student behaviors
- Fundraising
- Lack of Chromebooks/Ipads

9. Bright Spots:

- ❖ Certified Title 1 staff
- ❖ Character building/Habits of Mind
- ❖ Trauma Informed School
- ❖ Student council
- ❖ PTO – new fundraising idea
- ❖ Community donations
- ❖ Food pantry
- ❖ Polar Express night
- ❖ Staff movement and new hires create positive energy

Twin Falls School District
Board Report Form
2018-2019
School: Lincoln Elementary

Idaho Standards Achievement Test Spring
2017 and 2018
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2017	31%	52%	50%
3 rd 2018	30%	46%	50%
4 th 2017	28%	51%	47%
4 th 2018	19%	42%	43%
5 th 2017	28%	44%	41%
5 th 2018	30%	37%	38%

Idaho Standards Achievement Test Spring
2017 and 2018
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2017	27%	46%	47%
3 rd 2018	29%	50%	48%
4 th 2017	24%	50%	48%
4 th 2018	22%	45%	46%
5 th 2017	41%	55%	54%
5 th 2018	41%	55%	52%

Idaho Reading Indicator – Longitudinal Data

		Percent of Students Proficient		
Grade	Administration	School	District	State
Kindergarten	Fall 2016	42%	49%	51%
Kindergarten	Spring 2017	94%	83%	80%
Kindergarten	Fall 2017	29%	42%	50%
Kindergarten	Spring 2018	88%	83%	80%
Kindergarten	Fall 2018	24%	43%	43%
1 st Grade	Fall 2016	68%	62%	62%
1 st Grade	Spring 2017	62%	69%	67%
1 st Grade	Fall 2017	61%	56%	63%
1 st Grade	Spring 2018	61%	64%	67%
1 st Grade	Fall 2018	27%	39%	43%
2 nd Grade	Fall 2016	47%	51%	56%
2 nd Grade	Spring 2017	55%	70%	70%
2 nd Grade	Fall 2017	34%	51%	54%
2 nd Grade	Spring 2018	59%	70%	69%
2 nd Grade	Fall 2018	38%	59%	60%
3 rd Grade	Fall 2016	51%	62%	65%
3 rd Grade	Spring 2017	57%	75%	75%
3 rd Grade	Fall 2017	40%	62%	66%
3 rd Grade	Spring 2018	50%	72%	75%
3 rd Grade	Fall 2018	41%	64%	61%

Building Goals:

Lincoln Elementary will grow in the percent of students proficient on the ISAT ELA by 5% points by Spring 2019: 3rd-34%, 4th-27%, 5th-34%.

Lincoln Elementary will grow in the percent of students proficient on the ISAT Math by 5% points by Spring 2019: 3rd-35%, 4th-24%, 5th-34%.

70% of Lincoln Elementary students will be proficient on the IRI Early Reading ISIP K-3 and Advanced Reading ISIP 4-5 by Spring 2019: Fall 2018 Percentages K-24%, 1st-31%, 2nd-50%, 3rd-55%, 4th-48%, 5th-47%.

2. Growth Towards Goals :

Our students in grades 3-5 have been working with our instructional coach to practice interims for the ISAT in preparation for testing.

All grade levels, except fourth, have been making monthly growth on ISIP tests.

3. Growth Indicators

ISIP from Fall 2018 to Winter 2019

Kinder – Fall	24%	Winter	55%
1 st Fall	27%	Winter	42%
2 nd Fall	38%	Winter	55%
3 rd Fall	41%	Winter	60%
4 th Fall	41%	Winter	38%
5 th Fall	36%	Winter	45%

4. Instructional Focus/Priorities

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

Every grade level has the co-teaching model implemented for EL and our "Newcomer" populations. This co-teaching model is implemented within all subjects. ELs are still being pulled for interventions.

We have focused on classroom management, engagement and trauma informed schools. – Quality Instruction for all students.

We are implementing Istation assessments monthly and using data to drive instruction and interventions.

The instruction coach schedules time for teachers to participate in instructional rounds and peer observations.

5. School Improvement Initiatives

- Kagan Strategies – Student cooperative learning groups
- Leader in Me
- EL Co-teaching
- Mindfulness and the social well-being of staff

6. Interventions and Extensions

- Data is reviewed regularly and students move to different intervention groups based on growth.
 - o 45 minute "WIN" Time (What I Need) for Reading – Separated by ability groups through direct instruction by teachers and paras.
 - o 30 minutes Math "WIN" Time built into the schedule -
- We have a morning tutoring program – through the CATS program where students work on Istations and Imagine Learning for 25 minutes every morning.
- We have two EL teachers that work as co-teachers within the classroom and also provide interventions through small group instruction.
- Lincoln has an all-day Title Kindergarten program where students move in and out based on growth.

7. Leadership Premium Usage

- Robotics Club – 2 teachers
- Mileposts Lead
- Work the wellness club for staff
- Instructional Coach Leadership Stipend
- New Teacher Activity Coordinator for the District
- Leader in Me Coordinator
- Media Club

8. Challenges

- Behavior
 - Refining Expectations with staff and students
 - Social Emotional well being of staff and students
- New Leadership
 - Mindfulness
 - Teacher support
 - Recruiting and retaining highly qualified staff and providing the necessary support
- Staffing
 - Replacing a 5th grade teacher mid-year.
 - 2 first year teachers in 4th grade – and long-term subs

9. Bright Spots

- We are completing our 2nd year of Co-Teaching
- We had record number of parents in attendance for Reading and STEAM night.
- Three staff members are piloting Write Tools.
- lStations celebrations - monthly
- Leader in Me School – Working on refining our action teams and the student lighthouse is successful
- Staff – Adjusting well

Motion to go into executive session:

I move that after a five-minute break the Board retire into executive session pursuant to Idaho Code 74-206(1) subsection (b), (c) and (f);

Executive Session as per Idaho Code 74-206(1) Subsections (b), (c) and (f)

(b) to consider student discipline; to consider personnel issue

(c) to discuss labor negotiations;

(f) to discuss the legal ramifications of lawsuits imminently likely to be litigated.

Action Items:

(1) Student discipline action

(2) Action from negotiations discussion if needed

(3) Classified administrative leave without pay action