AGENDA

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

I. 7:00  Call to Order

II. Pledge of Allegiance

III. Procedural Matters
    A. Action Items:
        1. Approval of Agenda (Additions and Deletions)

IV. Unscheduled Delegations (Audience to Address the Board)

V. Consent Calendar
    A. Approval of Certified Retirement
    B. Approval of Certified Resignation
    C. Approval of New Classified Employees
    D. Approval of Classified Resignation

VI. Budget and Finance
    A. Information Items:
        1. Supplemental Levy Election County Canvassed Results
    B. Action Items:
        1. Supplemental Levy Election County Canvassed Results Board Acknowledgement

VII. Board In-service
    A. Report on Building Goals
        1. Amy McBride, Robert Stuart Middle School
        2. Ryan Ellsworth, South Hills Middle School
        3. Jim Brown, Bridge Academy
        4. Ace Marcellus, O’Leary Middle School

VIII. Executive Session as per ID Code 74-206(1) subsections (b):
      (b) to consider complaints/concerns regarding classified personnel

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

IX. Adjournment
WORKING WITH YOUR SCHOOL BOARD

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

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

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

1. The first and most effective step is to take the concern to the staff member who is closest to the problem. (In many cases, this will be the teacher, coach, etc.) We have found that most problems are resolved at this level.

2. If there is still a concern on the matter, we then recommend that the concern be brought to the attention of the Principal. We have found that unresolved concerns from item #1 are usually resolved satisfactorily by the building administrator.

3. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Director of Elementary Programs or Director of Secondary Programs.

4. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Superintendent of Schools. Difficult concerns can usually be resolved.

5. However, if the patron still feels the concern has not been properly resolved he/she may use the right of appeal to the Board of Trustees. This is done by calling or writing to the Superintendent and asking for the item to be placed on the agenda of the next regularly scheduled board meeting.

6. If you desire to address the board, we would like you to be as comfortable as possible. As a board, we hold public meetings, which are not public forums and therefore have rules, which are necessary for the benefit of all. The following guidelines will assist you as you present your information to the board.

   A. Prepare your thoughts ahead of time. Usually a brief written outline handed to each board member helps the board follow your presentation. This outline would also give them something upon which to make notes as you speak.

   B. If a group is involved, select one individual to be your spokesperson. He/she can then guide the presentation with the board and help the board chair 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
Date: March 14, 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:

- Rhonda Slagel-Sao – Teacher – ELL at Lincoln Elementary School

The Human Resource Department recommends to the Superintendent and the Board of Trustees that we accept this resignation.
Date: March 14, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Resignation

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

- Jennifer Harwick – Teacher – 2nd Grade at Rock Creek Elementary School

The Human Resource Department recommends to the Superintendent and the Board of Trustees that we accept this resignation.
Date: March 14, 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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Jones</td>
<td>Behavior Para Educator at Canyon Ridge High School</td>
</tr>
<tr>
<td>Anjhanette Cude</td>
<td>Pass Room at Perrine Elementary School</td>
</tr>
<tr>
<td>Maria Ayala</td>
<td>Para Educator at Sawtooth Elementary School</td>
</tr>
</tbody>
</table>

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.
Date: March 14, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Classified Resignation

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

- James Ellington – Safety & Security Aide at O’Leary Middle School

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we accept this resignation.
1. Building Goals:

RSMS will increase the percent of students scoring proficient or higher on the 2019 math ISAT by 15%, from 32% to 47%. RSMS will increase the percent of students scoring proficient or higher on the 2018 ELA ISAT by 15%, from 48% to 63%

2. Growth Towards Goals:

We have used the ISAT practice tests, interim and block assessments, and unit assessments in both math and language arts to gather information about our students’ progress towards the standards, to familiarize students on how they will be assessed, and to adjust curriculum and instruction based on the data gathered.
3. Growth Indicators:

<table>
<thead>
<tr>
<th>Fall to Winter growth</th>
<th>i-ready Math Growth (quartile growth average)</th>
<th>STAR Reading (Grade level equivalent)</th>
<th>Writing (4 pt scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>8.4</td>
<td>5.3 to 5.7</td>
<td>1.6 to 2.1</td>
</tr>
<tr>
<td>7th Grade</td>
<td>9.3</td>
<td>6.5 to 6.7</td>
<td>1.8 to 2.3</td>
</tr>
<tr>
<td>8th Grade</td>
<td>4.7</td>
<td>6.6 to 6.9</td>
<td>2.0 to 2.2</td>
</tr>
</tbody>
</table>

4. Instructional Focus/Priorities:

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

5. School Improvement Initiatives:

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

6. Interventions and Extensions:

Based on our ISAT data, we implemented Math 180 in our math intervention labs and we used a more strategic screening process to determine which student were most in need. We offered before school extra help on Tuesdays and Thursdays and we continued our behavioral RTI process, addressing the needs of students who were failing for behavioral reasons. Lastly, we strengthened our Tier III interventions for our students most in need of help. For extensions, we had a number of teachers volunteer to provide club opportunities for student before school. We have a walking club, drama club, reading club, book study club, chess club, and coding club.

7. Leadership Premium Usage:

We used our leadership premiums to more our Leader in Me initiative forward and to help us make progress academically. We used leadership stipends to support teacher leadership positions, student leadership, RTI, PBIS, summer curriculum work
8. Challenges:

The biggest challenges have been with teaming and finding times to meet and collaborate.

9. Bright Spots:

At Robert Stuart Middle School we have focused on connecting with our community. We believe that building relationships matter and have formed strong partnerships with the surrounding community. Evidence of that partnership is that we have received over $50,000 of donation if the form of cash, discounted material, and labor. Community organizations such as First Federal Bank, Smiles4kids, and the Dart foundation have generously given to our school to help remodel our STEM lab and help us build an outdoor basketball court and an indoor rock climbing wall. Not only will these new additions be used for student recreational use but they are done with a high standard of quality and will be shared with many of our teachers for curricular integration.

We believe that a focus on the arts helps enrich the education of a child and we recognize that as an additional area of distinction here at Robert Stuart. Our advanced choral program Bel Canto was selected to perform with OMS choir at the Idaho Music Educators State Conference. The is an honor that few schools and teachers in the state earn. The choir submitted an audition tape that went up against schools from all over the state. Ensembles are selected based on quality, not grade level. Many middle and high school bands, choirs, and orchestras auditioned for this high honor. Being chosen to perform is an incredibly difficult task, and the ensemble should be acknowledged along with the exceptional work of Ms. Karen Palmer for her dedicated teaching.

Overall, we have worked extremely hard to improve our facility and focus on a high standard of leadership from our teachers and students. When culture and distinction improves at our school so does our student's curricular performance and personal standard of excellence.

- Rock climbing wall ($10,000)
- Disc golf course ($5000)
- Outside basketball court ($10,000)
- STEM classroom including 3-D printers ($26,000)
- Gear Up grant for current 6th and 7th graders
- Adobe/Microsoft Certifications for students
- Combined RSMS/OMS choirs perform at state conference
- Drama spring musical: The Lion King, JR.
- Newcomer students take 1st place in FABSLAM, a STEM competition featuring 3d printing
- Student leaders present to state legislators/School tours for Twin Falls Symposium
1. Building Goals:
The South Hills Middle School will work toward bringing school-wide advanced and proficiency rates to meet state averages by increasing the English language arts school-wide advanced and proficient rate from 39% to 41% and Math school-wide advanced and proficient rate from 25% to 27%.
2. Growth Towards Goals:
Math Advanced/Proficient: **24.6%** in 17-18 - *increase of 2%*

ELA Advanced/Proficient: **39%** in 17-18 - *increase of 3%*

3. Growth Indicators: The colors track the kids in that specific grade level.

<table>
<thead>
<tr>
<th>Content</th>
<th>Grade</th>
<th>Benchmarks</th>
<th>Fall 2017</th>
<th>Winter 2017</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
<th>Winter 2018</th>
<th>2018-19 Actual Growth</th>
<th>Expected Yearly Growth</th>
<th>Margin to Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math: iReady Diagnostic</strong></td>
<td>6th</td>
<td>Fall: 495-513</td>
<td>472.2</td>
<td>477.0</td>
<td>485.7</td>
<td>470.2</td>
<td>477.0</td>
<td>6.8</td>
<td>13-45 points (depending on deficit)</td>
<td>(-37)</td>
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<tr>
<td></td>
<td>7th</td>
<td>Fall: 506-530</td>
<td>473.8</td>
<td>480.7</td>
<td>482.2</td>
<td>477.9</td>
<td>481.6</td>
<td>3.7</td>
<td></td>
<td>(-49.4)</td>
</tr>
<tr>
<td></td>
<td>8th</td>
<td>Fall: 518-540</td>
<td>484.4</td>
<td>480.5</td>
<td>485.8</td>
<td>477.9</td>
<td>486.5</td>
<td>8.6</td>
<td></td>
<td>(-54.5)</td>
</tr>
<tr>
<td><strong>ELA Reading: STAR Reading</strong></td>
<td>6th</td>
<td>Fall: 6.0 Winter: 6.5 Spring: 6.9</td>
<td>5.3</td>
<td>5.5</td>
<td>5.7</td>
<td>5.0</td>
<td>5.3</td>
<td>0.3</td>
<td>1.0</td>
<td>(-1.2)</td>
</tr>
<tr>
<td></td>
<td>7th</td>
<td>Fall: 7.0 Winter: 7.5 Spring: 7.9</td>
<td>5.7</td>
<td>5.3</td>
<td>5.3</td>
<td>5.8</td>
<td>6.1</td>
<td>0.3</td>
<td>1.0</td>
<td>(-1.4)</td>
</tr>
<tr>
<td></td>
<td>8th</td>
<td>Fall: 8.0 Winter: 8.5 Spring: 8.9</td>
<td>6.3</td>
<td>6.8</td>
<td>6.8</td>
<td>6.1</td>
<td>6.6</td>
<td>0.5</td>
<td>1.0</td>
<td>(-1.9)</td>
</tr>
<tr>
<td><strong>ELA Writing: Write Tools Paragraph</strong></td>
<td>6th</td>
<td>0: Below Basic 1: Basic 2: Proficient 3: Advanced</td>
<td>1.6</td>
<td>2.1</td>
<td>2.2</td>
<td>1.6</td>
<td>1.9</td>
<td>0.3</td>
<td>1.4</td>
<td>(-1.1)</td>
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<tr>
<td></td>
<td>7th</td>
<td>0: Below Basic 1: Basic 2: Proficient 3: Advanced</td>
<td>1.6</td>
<td>2.1</td>
<td>2.2</td>
<td>1.8</td>
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<td>(-0.8)</td>
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<tr>
<td></td>
<td>8th</td>
<td>0: Below Basic 1: Basic 2: Proficient 3: Advanced</td>
<td>1.6</td>
<td>2.5</td>
<td>2.5</td>
<td>1.8</td>
<td>2.2</td>
<td>0.4</td>
<td>1.2</td>
<td>(-0.8)</td>
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</tbody>
</table>
4. **Instructional Focus/Priorities:**

   The instructional focus at SHMS has been in the areas of math and language arts with the goal of improving ISAT scores. In alignment with the district goal of raising ISAT scores SHMS has added an additional math teacher to help lower math class sizes and to provide additional math opportunities for students. The advisory math question, which students complete weekly with the advisory teacher, helps to model problem-solving processes used in math. The advisory math problems are created to be similar to problems students will experience on the ISAT. In language arts, the Write Tools writing program continues to be utilized in all classrooms and teachers in all subject areas are expected to utilize the same thinking maps and writing processes. Our other focus is continuing to build up interventions and programs to provide a wide range of support for our many struggling students at SHMS.

5. **School Improvement Initiatives:**

   **Student Voice** - At the beginning of the school year students participated in a survey that gave teachers information about the degree to which students are engaged in learning. Based on this data teachers created a couple of goals centered around creating classrooms that are more engaging for students.

   **Positive Behavior Intervention Supports Grant** - We received a grant through Boise State University for PBIS. This grant has allowed us to send a team of teachers to a variety of conferences and training based on supporting the implementation of PBIS in a school. The training builds capacity for teachers to provide behavior supports school-wide and individually. With the help of Scott Clark, the PBIS team created a series of school expectations videos that outline expectations in common areas around the school for students. A major hurdle for students is understanding school procedures. This series of mini-videos have been a great resource in educating students about school rules. This is an ongoing project with plans for more videos to come.

   **Sources of Strength Grant** - This is a grant that SHMS received through the Idaho Lives Project. Sources of Strength is a best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help-seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young
individuals so that when times get hard they have strengths to rely on. Below are some posters that our peer leaders have hung around the building.

6. Interventions and Extensions:

Interventions:

**Title 1 Intervention Classes**- Students who qualify are double dipped in their reading and/or math classes. These students will attend a class that addresses their academic deficit while still gaining exposure to the general ed. curriculum.

**SEA Lab** - Every Friday with the purpose of reteaching and holding students accountable for missing work while other students attend enrichment classes.

After school programs include homework club and credit recovery

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

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

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

**After School Tutoring** – Students are offered the opportunity to receive additional homework and instructional support a couple of times a week after school. Busing is being provided for students who attend.

**Credit Recovery** – Students who failed a class during the first semester are offered an opportunity to recover credits in the mornings. These students are required to redo work not done well the first time. Busing is being provided for students who attend.
Extensions:

**Accelerated Math** – two sections each in 6th and 7th and one section in 8th grade.

**Honors English Course** – one section at all grade levels.

**Robotics Club** – competed in the CSI robotics competition.

**Battle of the Books Club** – 6th-grade student compete at the Twin Falls library against other schools.

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

**SEA Lab** - students attend a variety of enrichment classes every Friday if they are not assigned to an intervention class.

**Explores Club** - after school history club.

**Spelling Bee** - all student are able to participate

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7. **Leadership Premium Usage:**

Scott Clark  
Cindy Oneida  
Vicci Archer  
Maureen Padilha  
Scott Clark  
Shannon Greene  
Jessica Miller  
Whitney Moses  
Aimee De La Cruz  
Shannon Greene  
Kristan Young  
Desiree Montoya  
Aimee DeLaCruz  
Scott Clark

Credit Recovery  
Credit Recovery  
After school study class  
After school study class  
BLT leader  
Activities Director  
MTSS Leader  
spelling bee/battle of the books  
Year Book  
ISAT Testing Coordinator  
Elective Department Leader  
SEA Lab Coordinator  
Concession coordinator  
Expectations videos
8. **Challenges:**

While we have made some great gains this year in terms of building up quality systems of support, we continue to struggle with a large number of students lagging behind academically. The lag in grade level competency affects the number and intensity of interventions that are needed and play a major role in scheduling and planning.

We also struggle with time to effectively collaborate as teams. We have not been able to develop common prep times for teams to give them time to collaborate and plan. While we do have time before and after school for some collaboration to occur, it is more often than not filled with duties, IEP and 504 meetings.

9. **Bright Spots:**

Super proud of our staff and students who are involved in the Sources of Strength project! Teachers have done an excellent job of giving peer leaders the capacity to support students throughout the school and students have proven to be a true source of strength for their peers! Those students have put themselves on posters for all to see, have led classroom discussions about their strengths and most recently met and welcomed the incoming 6th grade class. They really are an exceptional group of students!

We have a young eager staff who is doing a great job providing services and are quickly gaining valuable experiences. They are supportive of each other and aren’t afraid to ask for help from their more veteran colleagues. I’m very proud to have the opportunity to work with some amazing teachers and staff!

My PBIS team is amazing! This small group of teachers have done much of the heavy lifting that it takes to get quality interventions in place and continue to work to provide behavioral supports for SHMS.
For the past couple of months, we have had an active parent PTO! While we started the year off with a PTO group last year, it quickly fizzled. This year we have a PTO who is meeting monthly, helping to organize and participating in school events, and has already raised over $10,000 for the school! They are doing a fantastic job!
Twin Falls School District
Middle School Board Report Form
2018-2019
School: Bridge Academy

Idaho Standards Achievement Test - Spring 2018 Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
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<tr>
<td>6th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
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<td>35</td>
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<tr>
<td>8th</td>
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Idaho Standards Achievement Test - Spring 2018 English Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
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<td></td>
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<tr>
<td>7th</td>
<td>9</td>
<td>42</td>
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<td>8th</td>
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Idaho Standards Achievement Test - Spring 2018 Science

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<tr>
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<tbody>
<tr>
<td>7th</td>
<td>9</td>
<td>44</td>
<td>51</td>
</tr>
</tbody>
</table>

Building Goals: SMART Goals

1. 60% of our students, including all identified ATSI sub pops, will show one year growth in ISAT raw ELA scores from 2017-18 to 2018-19.
   a. Implementing Write Tools paragraph writing assessment quarterly from all staff using content specific language.
   b. Implement two interim block assessments during 1st and 3rd quarter in Language.
   c. Implement ISAT practice tests questions aligned with ISAT daily utilizing the following schedule.
      Monday – Lockwood Math
      Tuesday – Hardy Math
      Wednesday – Parks Science/Language
      Thursday – Hensley Study Skills Language
      Friday – Burnum Language
d. Implement a paragraph writing piece that is scored using a 4 scale rubric scored by staff in the fall, Winter, & Spring and post in milepost.

e. Provide a reading lexile assessment in the Fall, Winter, & Spring and post in milepost.

f. Establish a Read 180 intervention class for our most at risk group of readers as indicated by our Reading lexile, and one on one observation.

Intervention will begin by 2nd quarter.

Provision a kick-off assembly addressing the importance of the ISAT, focus on growth, and awards for doing so.

h. Professional development will be offered for our Language teacher, including .......... instructional coach from state department, additional training focusing on Write Tools, Read 180 and district-wide Language department meetings.

2. 60% of our students, including all identified ATSI sub pops, will show one years growth in ISAT raw Math scores from 2017-18 to 2018-19.

a. Implementing Math 180 intervention class daily.

b. Implement two interim block assessments during 1st and 3rd quarter in Math.

c. Implement ISAT practice tests questions aligned with ISAT daily utilizing the following schedule.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Math</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Science/Language</td>
</tr>
<tr>
<td>Thursday</td>
<td>Language</td>
</tr>
<tr>
<td>Friday</td>
<td>Language</td>
</tr>
</tbody>
</table>

d. Implement a math quantile assessment in the fall, Winter, & Spring and post in milepost.

e. Provide an I-Ready math diagnostic assessment in the Fall & Spring and post in milepost.

f. Provide a kick-off assembly addressing the importance of the ISAT, focus on growth, and awards for doing so.

g. Ability group students in order to best meet their needs.

h. Provide professional development for our math teacher, including Rhonda Birnie - instructional coach, additional training focusing on mathematical concepts and others and district-wide math department meetings.

3. Create a healthier—more engaging, enticing, and safer environment along with the overall culture and climate at Bridge Academy by implementing the list below: Our means to measure will be a decrease in office referrals from first to 4th quarter, along with 70% of our students moving at least one phase.

a. Provide field trips every other Friday, in order to build student background knowledge, exposure, and make connections.

b. Implementing a Project-Based Learning Model project quarterly.

c. Offer a Mastery Learning class daily Monday thru Thursday, enabling students to take more ownership, responsibility and intrinsic motivation to learn and grow.
d. Implement Why Try in both 7th & 8th grades during advisory.
e. Offer two electives every other week, where all students are eligible regardless of grades, attendance, etc.
f. Provide weekly progress reports for both academics and behaviors.

**JB’s Individual & Professional Goals**

1. Provide monthly feedback to teachers while using Teacher Vitae notes (8).
2. Visit and observe teachers in their classrooms weekly.
3. Connect with students weekly and provide recognition through flag football, ping-pong, electives, quarterly incentives, outreach, or other special events throughout the year and share those connections with staff and parents.

1. **Growth Towards Goals:**

*Qtr. 1 – 24 Students moved a phase or maintained phase I or higher
*Qtr. 2 – 26 Students moved a phase or maintained phase II or higher
*Qtr. 3 – 27 Students moved a phase or maintained phase III or higher
*65% of our students have moved at least one phase
*Only 3 students have yet to move who have been here two years.
### Requirements

<table>
<thead>
<tr>
<th></th>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
<th>PHASE 4</th>
<th>PHASE 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Minimum Time</strong></td>
<td>1st Quarter (1-9 wks.)</td>
<td>2nd Quarter (10-18 wks.)</td>
<td>3rd Quarter (19-27 wks.)</td>
<td>4th Quarter (28-36 wks.)</td>
<td>Year Two (45-72 wks.)</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>90% (5)</td>
<td>91% (4)</td>
<td>93% (3)</td>
<td>95% (2)</td>
<td>98% (1)</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>5 write ups</td>
<td>4 write ups</td>
<td>3 write ups</td>
<td>2 write ups</td>
<td>1 write up</td>
</tr>
<tr>
<td><strong>Refocus Forms</strong></td>
<td>30 or &lt;</td>
<td>25 or &lt;</td>
<td>20 or &lt;</td>
<td>15 or &lt;</td>
<td>10 or &lt;</td>
</tr>
<tr>
<td><strong>Academics</strong></td>
<td>1F 3D (Core)</td>
<td>3D 1C (Core)</td>
<td>2D 2C (Core)</td>
<td>1D 3C (Core)</td>
<td>C’s in all Classes</td>
</tr>
<tr>
<td><strong>Parental Involvement</strong></td>
<td>1 per Quarter</td>
<td>1 per Quarter</td>
<td>1 per Quarter</td>
<td>1 per Quarter</td>
<td>1 per Quarter</td>
</tr>
<tr>
<td><strong>Outreach: 2 per Quarter</strong></td>
<td>1 of 2</td>
<td>1 of 2</td>
<td>1 of 2</td>
<td>2 of 2</td>
<td>2 of 2</td>
</tr>
<tr>
<td></td>
<td>Quarterly Incentives:</td>
<td></td>
<td></td>
<td></td>
<td>Cafeteria Privileges</td>
</tr>
<tr>
<td></td>
<td>Students must move a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>phase or maintain their</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>current phase of 1, 2, 3,</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>or higher, pending on</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the quarter, in order to</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to be eligible.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td>Uniform Shirt Required</td>
<td>Uniform Shirt Required</td>
<td>Uniform Shirt Required;</td>
<td>Uniform Shirt Required;</td>
<td>No Uniform Shirt Required;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C2G Sweatshirt</td>
<td>Long Board</td>
<td>ChromeBook</td>
</tr>
</tbody>
</table>

2. **Growth Indicators:**

<table>
<thead>
<tr>
<th></th>
<th>I-Ready Diagnostic Growth</th>
<th>Reading Lexile Growth</th>
<th>Write Tools Growth</th>
<th>Math Inventory Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lockwood 7th</td>
<td>27%</td>
<td>12/19 ~ .53 years 7th Grade</td>
<td>1.6 ~ 2.3 = .8</td>
<td>14/17 = .82 7th Grade</td>
</tr>
<tr>
<td>Burnum 8th</td>
<td>0%</td>
<td>28/42 ~ .50 years 8th Grade</td>
<td>2.6 ~ 2.2 = -.1</td>
<td>28/36 = .74 8th Grade</td>
</tr>
<tr>
<td>Hensley 8th</td>
<td>104%</td>
<td></td>
<td>1.6 ~ 2.5 = .8</td>
<td></td>
</tr>
<tr>
<td>Parks 8th</td>
<td>0%</td>
<td></td>
<td>1.9 ~ 3.1 = 1.6</td>
<td></td>
</tr>
</tbody>
</table>
3. **Instructional Focus/Priorities:**
   a. Explicit vocabulary instruction (Define, Example, Extend) i.e Friction
   b. Clarify expectations
   c. Provide opportunities for extended discussion of text meaning and interpretation
   d. Intensive and individualized interventions (tutoring, homework club)

4. **School Improvement Initiatives:** Impact Team – Focus on curriculum, unpacking the standards, identifying 8 Power Standards; meet weekly.

5. **Interventions and Extensions:**
   a. Ability grouped students for math
   b. Math 180 – all students
   c. Read 180 – most at-risk readers
   d. Tutoring (Thursday Night Lights) 3:20-4:30 pm; Homework Club – M-F 3:20-4:30 pm
      M- Hensley; T-Lockwood; W- Parks; Th- All staff, F- Hardy

6. **Leadership Premium Usage:** After school tutoring (4); Parent Liaison (1); School Web (1); Milepost (1); Team Leader (1)

7. **Challenges:** Para Professionals…

8. **Bright Spots:** SWIP approved with no revisions & fantastic Capacity Builder…enhanced staffing needs, money for Prof. Development.
   April 5 – ISAT Kick-off Assembly
Twin Falls School District  
Middle School Board Report Form  
2018-2019  
School: Vera C. O’Leary Middle School

### Idaho Standards Achievement Test - Spring 2018

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>49</td>
<td>41</td>
<td>44</td>
</tr>
<tr>
<td>7th</td>
<td>51</td>
<td>35</td>
<td>44</td>
</tr>
<tr>
<td>8th</td>
<td>54</td>
<td>33</td>
<td>42</td>
</tr>
</tbody>
</table>

#### English Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>61</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>7th</td>
<td>56</td>
<td>42</td>
<td>54</td>
</tr>
<tr>
<td>8th</td>
<td>72</td>
<td>54</td>
<td>54</td>
</tr>
</tbody>
</table>

#### Science

<table>
<thead>
<tr>
<th>Grade</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>54</td>
<td>44</td>
<td>51</td>
</tr>
</tbody>
</table>

### Building Goals:
- Increase growth on ISAT scores by at least 25 points in 70% of our population. To prepare for this, we plan to use interim tests, incorporate math into all classrooms and help our PrimeTime students create a goal for the ISAT test.
- Create an overall 10% reduction in behavior incidents from last year by using PBIS rewards and positive reinforcement. To measure the accountability, we ask that all teachers assign at least 10 cubs cash to students bi-weekly and reinforce good behavior.
- Increase growth for students ISAT scores by 15 points or more for at least 70% of students on IEPs.

### Growth Towards Goals:
- We are using interim tests, and i-Ready to monitor our progress.
- We are using Mileposts discipline entries and the PBIS Rewards system to monitor behavior.
- Reading classes for students in special education program.

### Growth Indicators:
- The number of students that performed above standard on the interim assessments is greater than the state and the district averages for both ELA and Math for all grade levels.
- i-Ready Math:
- 6th grade, 15% more students at grade level than at start of year
- 7th grade, 9% more students at grade level than at start of year
- 8th grade*, 4% more students at grade level than at start of year
*excludes Algebra I students
  - Overall - 31% reduction in major/minor incidents for Aug-Feb (this follows a 71% drop last year)
  - Level 3 Office Referral (Minor) dropped 26.17%
  - Level 4 Immediate Office Referral (Major) dropped 47.27%

- Instructional Focus/Priorities:
  - Classroom accommodations/interventions
  - Math Curriculum Implementation (second year)
  - Write Tools in all subjects
  - Credit Recovery
  - PBIS fully implemented
  - Cubs Essentials

- School Improvement Initiatives:
  - Classroom accommodations/interventions
  - Math Curriculum Implementation (second year)
  - Write Tools in all subjects
  - Credit Recovery
  - PBIS fully implemented
  - Cubs Essentials

- Interventions and Extensions:
  - Cubs Essentials
  - Credit recovery
  - Homework Club
  - Clubs (Skiing, Bowling, Mt. Biking, Robotics, Pep, Chess, Boys Choir, Dungeons & Dragons, Walking)

- Leadership Premium Usage:
  - Student Council Advisor
  - Fundraising/Grant Coordinator
  - PBIS Coordinator
  - SIT Committee Lead
  - Homework Club
  - Credit Recovery
  - Robotics Club
  - Yearbook Advisor
  - Helping Hands/Spelling Bee Coordinator
  - Saturday School

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

- Bright Spots:
  - 98.3% of attempted credits earned
  - 31% drop of major/minor incidents reported
  - Over $17,000 collected for upgrading technology
  - 21 Students have earned their Adobe Certification (with more attempting every day)
  - Combined RMS/OMS choirs perform at state conference
  - Robotics Club took 1st in regional competition
  - Regional Spelling Bee Champion - Benjamin Rands
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);

Executive Session as per Idaho Code 74-206(1) Subsections (b)
(b) to consider complaints/concerns regarding classified personnel

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