

**TWIN FALLS SCHOOL DISTRICT NO. 411**  
**SCHOOL BOARD MEETING**  
**Harrison Elementary School**  
**600 Harrison Street**  
**April 24, 2019**  
**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, April 24, 2019, at Harrison Elementary School located at 600 Harrison Street, Twin Falls, Twin Falls County, Idaho.

- 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 Action Items - *Action*
  - A. Approval of New Certified Employees
  - B. Approval of Certified Retirements
  - C. Approval of Certified Personnel Resignations
  - D. Approval of Classified Retirements
  - E. Approval of New Classified Employees/Transfers
  - F. Approval of Classified Resignations
  - G. Approval of Extra-Curricular Employees
  - H. Approval of Extra-Curricular Resignations
  - I. Approval of Student Teacher Requests
  - J. Approval of Extended/Out of State Travel Requests
- VI. Board In-service
  - A. Report on Building Goals
    - 1. Melissa Ardito, Harrison Elementary School
    - 2. Mickey Combs Sawtooth Elementary School
    - 3. Tammy Rodabaugh, Perrine Elementary School
    - 4. Kasey Teske, Canyon Ridge High School
    - 5. Dan Vogt, Twin Falls High School

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

- VII. Executive Session as per ID Code 74-206(1) subsections (b): to consider student discipline; to consider personnel issues: certified administrative leave; and classified termination; to consider superintendent evaluation.

Action Items:

- (1) Student discipline action
- (2) Administrative leave consideration action
- (3) Termination of classified employee consideration action

- VIII. Adjournment

## WORKING WITH YOUR SCHOOL BOARD

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

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

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

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

**NEW CERTIFIED EMPLOYEE 2019-2020**[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](http://www.tfsd.org)

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

Date: April 18, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Retirements – 2019-2020

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

- Darlene Eslinger – Teacher –Speech at Twin Falls High School
- Mary Fraley – Teacher – 5<sup>th</sup> at Perrine Elementary School
- Mark Schaal – Teacher – Business at Twin Falls High School
- Steve Davis – Teacher – Social Studies at Canyon Ridge High School

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



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From: Sonia DeLeon, Human Resources Manager

Re: Certified Resignations

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

- Heather Francis – Instructional Coach at Morningside Elementary School & Rock Creek Elementary School
- Athena Hildreth – Teacher – Resource at Robert Stuart Middle School
- Selena Puente – Teacher – 3<sup>rd</sup> Grade at Lincoln Elementary School
- Stephanie Pond – Teacher – Art (resigning half of her position) at Canyon Ridge High School
- Ange Henning – Instructional Coach at Pillar Falls Elementary & Sawtooth Elementary School
- Daniel Gardner – Teacher – English at Robert Stuart Middle School

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Date: April 18, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Classified Retirements

The following classified employees have submitted their retirement letter resigning their position for the 2019-2020 school year:

- Penny Newbry – Computer Lab Assistant – Oregon Trail Elementary
- Kristine Guiles – Secretary – Twin Falls High School

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





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Date: April 18, 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 or Classified Transfers

The individuals listed below are current employees that have accepted a transfer within the district for the 2018-2019 or 2019-2020 school year.

Kristie Corujo	Computer Lab Assistant at Rock Creek Elementary School
Jessica River Ilic	Kitchen Manager at Lincoln Elementary School
Alisa Radmall	Secretary at Sawtooth Elementary School
Kristi Stone	Administrative Assistant to Elementary & Secondary Directors

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.



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Date: April 18, 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 or 2019-2020 school year:

Amy Malberg	Assistant Kitchen Manager – 2018-19	Twin Falls High School
Spencer Uhl	Safety and Security Aide – 2018-19	Magic Valley High School
Alexis Boyle	Computer Lab Assistant – 2018-19	Lincoln Elementary 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

William Brulotte  
Associate Superintendent





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

Date: April 18, 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. A supplementary contract or employment letter has been issued for the 2019-2020 school year.

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

Kellie Stanton	Wellness Coordinator	District Wide
Annette Brown	Elementary Grade Level Leader – 2 <sup>nd</sup>	District Wide
Anza Fullmer	Elementary Grade Level Leader – 1 <sup>st</sup>	District Wide
Amber Bryan	Elementary Grade Level Leader – 4 <sup>th</sup>	District Wide

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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: April 18, 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 Resignations for 2019-2020

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

Bayley Beard	Dance Coach – 2019-20	O’Leary Middle School
Katie Hammer	Basketball Coach – 2019-20	Twin Falls High School
Stephen Rahe	Elementary Grade Level Leader – 4 <sup>th</sup>	District Wide
Natalie Free	Dance Coach	South Hills Middle School
Mikayla Worley	Cheer Coach	South Hills Middle School
Aimee Smith	Assistant Dance Coach	Canyon Ridge High School
Latham Clayton	Freshman Basketball Coach (Girls)	Twin Falls High School

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

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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: April 19, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Student Teacher Requests

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that the following university students be allowed to participate as Intern/Teacher within the Twin Falls School District. The proposed assignment is listed below.

Name of Student	Subject	Cooperating Teacher	School	Dates	University
Leigh-Ann Hamman	3 <sup>rd</sup> Grade	Samantha Fritz	Lincoln Elementary School	8/2019-12/2019	Western Governors University
Karen Hamilton	Biology	BJ Price	Twin Falls High School	8/2019-12/2019	Western Governors University

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

William Brulotte  
Associate Superintendent

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**TRAVEL - EXTENDED & OUT-OF-STATE**

**REQUEST FOR EXTENDED & OUT-OF-STATE TRAVEL**

Name of Organization Making Request Twin Falls HS Choirs

Proposed Travel Dates From May 17-18, 2019

Brief Explanation of Proposed Trip (including destination) Competing in Salt Lake City at the Trills & Thrills event competition. Bella Voce + Chamber Singers

Sponsor Signature(s) Joe Caspurn Date April 4, 2019

Number of Students Attending 68 Number of Supervising Adults 6

Amount of School Time to be Missed 1 1/2 day of school (Fri. May 17, 2019)

The Following Requests are Made Relative to this Proposed Trip:

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

1. Bus: Yes X No \_\_\_\_\_ Bus Capacity Needed 2 buses
2. Finances: Yes X No \_\_\_\_\_ If Yes, Total Amount \$7000.00
3. Transportation Expenses: Yes X No \_\_\_\_\_
4. Bus Request Submitted: Yes X No \_\_\_\_\_
5. Financial Breakout: Student/Parent \$ 95 Club \$ \_\_\_\_\_ Organization \$ 300 School \$ ~~300~~
6. Organization: Chamber Singers and Bella Voce
7. Destination: Salt Lake City, UT.

Principal's Recommendation Approved

Principal's Signature [Signature] Date \_\_\_\_\_

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

Superintendent's Recommendation Approved

Superintendent's Signature [Signature] Date: 4/11/19

Board Action: Approved as Proposed \_\_\_\_\_ Approved with Modifications \_\_\_\_\_ Not Approved \_\_\_\_\_

Total Student Cost: \$ \_\_\_\_\_

**School Costs:**

1. Transportation (To & From) .... \$ \_\_\_\_\_
  - A. Bus or SUV's \$ 3000
  - B. Plane \$ \_\_\_\_\_
2. Lodging..... \$ 1600

Total School Cost: \$ \_\_\_\_\_ \$ \_\_\_\_\_

Less Commitment: \$ \_\_\_\_\_ \$ \_\_\_\_\_

GRAND TOTAL: \$ \_\_\_\_\_ \$ \_\_\_\_\_

Twin Falls School District  
Board Report Form  
2018-2019- new  
**School: Harrison Elementary**

Idaho Standards Achievement Test Spring  
2017 and 2018  
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 <sup>rd</sup> 2017	52.5%	52%	50%
3 <sup>rd</sup> 2018	35%	46%	50%
4 <sup>th</sup> 2017	53.8%	51%	47%
4 <sup>th</sup> 2018	39%	42%	43%
5 <sup>th</sup> 2017	47.7%	44%	41%
5 <sup>th</sup> 2018	37%	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 <sup>rd</sup> 2017	50.9%	46%	47%
3 <sup>rd</sup> 2018	40%	50%	48%
4 <sup>th</sup> 2017	46%	50%	48%
4 <sup>th</sup> 2018	36%	45%	46%
5 <sup>th</sup> 2017	60.3%	55%	54%
5 <sup>th</sup> 2018	37%	55%	52%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2016	42.65%	49%	51%
Kindergarten	Spring 2017	95%	83%	80%
Kindergarten	Fall 2017	26%	42%	50%
Kindergarten	Spring 2018	81%	83%	80%
Kindergarten	Fall 2018	35%	43%	43%
Kindergarten	Winter 2019	70%		
1 <sup>st</sup> Grade	Fall 2016	53.13%	60%	63%
1 <sup>st</sup> Grade	Spring 2017	62%	72%	68%
1 <sup>st</sup> Grade	Fall 2017	60%	62%	62%
1 <sup>st</sup> Grade	Spring 2018	71.8%	69%	67%
1 <sup>st</sup> Grade	Fall 2018	32%	56%	63%
1 <sup>st</sup> Grade	Winter 2019	64%		
2 <sup>nd</sup> Grade	Fall 2016	48.72%	54%	55%
2 <sup>nd</sup> Grade	Spring 2017	78%	74%	69%
2 <sup>nd</sup> Grade	Fall 2017	22.2%	51%	56%
2 <sup>nd</sup> Grade	Spring 2018	65.1%	70%	70%
2 <sup>nd</sup> Grade	Fall 2018	59%	51%	54%
2 <sup>nd</sup> Grade	Winter 2019	63%		
3 <sup>rd</sup> Grade	Fall 2016	60%	65%	64%
3 <sup>rd</sup> Grade	Spring 2017	81%	81%	73%
3 <sup>rd</sup> Grade	Fall 2017	37%	62%	65%
3 <sup>rd</sup> Grade	Spring 2018	66.7%	75%	75%
3 <sup>rd</sup> Grade	Fall 2018	54%	62%	66%
3 <sup>rd</sup> Grade	Winter 2019	68%		

## 1. Building Goals:

1. Based on Fall IRI scores, we will set a building SMART goal that reaches at least 75% on the Spring IRI assessment, with Istation. We haven't completed the Spring assessment yet.

- |                     |          |
|---------------------|----------|
| • K IRI Fall 2018   | Fall 36% |
| • 1st IRI Fall 2018 | Fall 32% |
| • 2nd IRI Fall 2018 | Fall 58% |
| • 3rd IRI Fall 2018 | Fall 56% |

2. The number of students proficient on the Spring 2019 ISAT/SBAC will increase by at least 5%. We have not completed the Spring assessment yet.

- 3rd grade students have never taken the ISAT before.

**3rd grade goal for ELA: 38%**  
**3rd grade goal for Math: 38%**

- 3rd ISAT Spring 2018 at benchmark: ELA 36% (50% for state)  
Math 39% (52% for state)

**So as 4th grade students the goal for ELA is 41%**  
**So as 4th grade students the goal for Math is 44%**

- 4th ISAT Spring 2018 at benchmark: ELA 33% (50% for state)  
Math 37% (48% for state)

**So as 5th grade students the goal for ELA is 38%**  
**So as 5th grade students the goal for Math is 42%**

## 2. Growth Towards Goals:

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

## 3. Growth Indicators:

Growth indicators include IRI and ISAT

## 4. Instructional Focus/Priorities:

1. Every certified staff member completes one peer observation every semester. Teachers can choose from any of these topics:

1. Innovation, Integration of Technology Devices, Blended Learning
2. Interventions
3. Academic Language, Speaking and Listening Standards
4. Writing, Leader in Me, Leadership Notebooks

2. Writing has been a focus this year, particularly with Thinking Maps. We have strived to integrate writing across all content areas, as well as with ESL, Resource, and Title 1.

3. We have continued our efforts to push in as much as possible for students who receive ESL and Resource support. This has also created daily professional development for our classified staff, as they learn from certified teachers.

4. Speaking and Listening standards has been a focus, particularly as we strive to increase language development for all students and WIDA scores for second language learners.



## 5. School Improvement Initiatives:

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

## 6. Interventions and Extensions:

- a. Before school and After school programs through 21<sup>st</sup> Century Community Learning Center Grant: STEM, Arts, academic tutoring, homework assistance, counseling, social-emotional development of skills, leadership development of skills, CSI and U of I 4-H extensions and field trips, and more.
- b. All students K-5 receive interventions. This includes extensions for higher performing students. ELA, math, and social-emotional skills. We utilized IRI literacy intervention money during the 2016-2017 school year to purchase materials and books that would assist students who were not at grade level, for grades K-3. We have continued to use those resources during the 2018-2019 school year, we had a K-3 para funded with IRI intervention money for this current school year, and we have had a full day kindergarten classroom funded with this literacy intervention money. We have used Title 1 money to purchase SIPPS for older students, Touch Math for older students, and Wonders ELD resources for second language learners. These purchased have been used by Title 1, Resource, ESL, and classroom teachers. We have integrated Thinking Maps with all instruction, all content areas, to assist with writing. We have strived to increase speaking and listening standards and opportunities with all grade levels. While we didn't have a Title 1 teacher this year, we have seen great growth with our paras as they have assisted in classrooms. We redid how we do interventions, more push in this year, and it has been very impressive.
- c. Technology integration with devices: blended learning, Google Apps for Education, chromebooks, iPads, and tablets. We are one-one with devices.
- d. Grants for STEM with Pre/k and Kindergarten through Library Commission.
- e. All students Pre/k-5<sup>th</sup> check out school library books every week.
- f. Social-emotional has continued to be an intervention this year. Almost every classroom has morning meetings or some type of check in during the day that relates to the Responsive Classroom program. Leader in Me resources and language is used throughout the school day and in all classrooms.
- g. We have used Title 1 money to purchase resources to support our higher performing students, particularly in the lower primary grades.
- h. After school tutoring with leadership money for first grade students.
- i. School mentor and behavior para have weekly social skills groups, check in with individual students and small groups
- j. Leader in Me and restorative justice skills/practices, trauma informed discipline, student voice, Culturally Responsive Teaching, global diversity lessons- professional development.
- k. Leader in Me for staff training, family training and resources like monthly class, and classroom resources for students/teachers.

## Interventions and Extensions Continued:

- l. Finding the root cause with discipline/what the student and the behavior are trying to communicate, and using alternative plans/supportive school discipline instead of traditional out of school suspensions.
- m. Creating opportunities and closing the opportunity gap: choir, arts, STEM, global learning and integration with lessons, diversity lessons, and books/posters that look like our students.
- n. Counselor integrates non-academic needs, like social skills and growth mindset/brain development lessons. The counselor focuses on being with kids, reaching out to families, and connecting families to community resources.
- o. Home visits
- p. Mixed age group activities/inclusion and push in with diverse student populations, students leading/learning/teaching/peers- Like at recess, lunch, classroom buddies, PRC classroom, leadership roles, Sharpen the Paw- Helps as a proactive preventative way to counter bullying.

## 7. Leadership Premium Usage:

1. After school tutoring for first grade students
2. Choir
3. Milepost building lead
4. Fine arts production with Spring Play
5. Weekly intervention meeting/RTI/MTSS
6. Leader in Me monthly parent/family class

## 8. Challenges

1. High mobility- We enroll and lose students every week. We have an immediate triage to assess students, put interventions into place, and progress monitor students. Then students move, or more students enroll. This creates a teacher burn out concern, but they are amazing and get impressive results. Started school year in the 440's and have been currently in the 480's for enrollment.
2. Lack of public transportation- We bring the Twin Falls public library to the school, dentist and other resources are provided at the school. Most of our students walk, but not all. If students miss the school bus, families often don't have a car to get a student to school, or there are busy streets for students to cross if they do try walking. We have two building WIG's, widely important goals. One is increasing reading. The second relates the challenge of transportation: tardies. We have been trying to decrease tardies this year and have done quite well with this goal.
3. High number of students with IEP's. Out of about 480 students, we have about 105 students with IEP's preschool-5<sup>th</sup>. We have hired another resource teacher to help the k-5 resource teacher who has about 55 students on her caseload.
4. Trauma in the home, incarceration and recidivism, and past traumatic situations.
5. New certified staff, and experienced staff retiring. We are constantly trying to get all of staff familiar with instruction and curriculum, like ISAT interim assessments and teaching strategies for interventions. We really need 1 or 2 days in August, full days, just for our building staff, both certified and classified, to all have a building retreat together.
6. Guest teacher shortage- This make it hard to have in building professional development training, knowing that classrooms across the district struggle for coverage on these days.
7. Cameras- While we love and appreciate the cameras, we have blind spots. Cameras cover entrances and exits, like doors. We could use more cameras for the outside areas like the playground.

## 9. Bright Spots

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



Twin Falls School District  
Board Report Form  
2018-2019  
**Sawtooth Elementary**

**Idaho Standards Achievement Test Spring  
2017 and 2018  
Mathematics**

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 <sup>rd</sup> 2017	69%	52%	50%
3 <sup>rd</sup> 2018	75%	46%	50%
4 <sup>th</sup> 2017	64%	51%	47%
4 <sup>th</sup> 2018	71%	42%	43%
5 <sup>th</sup> 2017	68%	44%	41%
5 <sup>th</sup> 2018	54%	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 <sup>rd</sup> 2017	71%	46%	47%
3 <sup>rd</sup> 2018	72%	50%	48%
4 <sup>th</sup> 2017	60%	50%	48%
4 <sup>th</sup> 2018	78%	45%	46%
5 <sup>th</sup> 2017	73%	55%	54%
5 <sup>th</sup> 2018	65%	55%	52%

**Idaho Reading Indicator – Longitudinal Data**

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2016	61%	49%	51%
Kindergarten	Spring 2017	81%	83%	80%
Kindergarten	Fall 2017	59%	42%	50%
Kindergarten	Spring 2018	78%	83%	80%
Kindergarten	Fall 2018	59%	43%	43%
1 <sup>st</sup> Grade	Fall 2016	78%	62%	62%
1 <sup>st</sup> Grade	Spring 2017	82%	69%	67%
1 <sup>st</sup> Grade	Fall 2017	56%	56%	63%
1 <sup>st</sup> Grade	Spring 2018	66%	64%	67%
1 <sup>st</sup> Grade	Fall 2018	53%	39%	43%
2 <sup>nd</sup> Grade	Fall 2016	70%	51%	56%
2 <sup>nd</sup> Grade	Spring 2017	81%	70%	70%
2 <sup>nd</sup> Grade	Fall 2017	70%	51%	54%
2 <sup>nd</sup> Grade	Spring 2018	83%	70%	69%
2 <sup>nd</sup> Grade	Fall 2018	63%	59%	60%
3 <sup>rd</sup> Grade	Fall 2016	79%	62%	65%
3 <sup>rd</sup> Grade	Spring 2017	89%	75%	75%
3 <sup>rd</sup> Grade	Fall 2017	79%	62%	66%
3 <sup>rd</sup> Grade	Spring 2018	82%	72%	75%
3 <sup>rd</sup> Grade	Fall 2018	82%	64%	61%



### **1. Building Goals:**

- Goal #1 - The spring 2019 scores for each of the K-3 grade levels will be at least 80% of students scoring at benchmark proficiency on the IRI.
- Goal #2 - The percent of the students scoring proficient or advanced on the ELA ISAT in each of the grades 3-5 will increase from 71.7% to 74.7% from spring 2018 to spring 2019.
- Goal #3 - The percent of students scoring proficient or advanced on the Math ISAT in each of the grades 3-5 will increase from 66.7% to 69.7% from spring 2018 to spring 2019.

### **2. Growth Towards Goals:**

Our latest benchmark testing in January showed steady growth toward our spring goals.

- Kindergarten – on the January 2019 IRI testing, Sawtooth kindergarten students had gone from 60% to 69% Tier 1 proficiency skill level.
- First Grade – on the January 2019 IRI testing, Sawtooth first grade students had gone from 53% to 75% Tier 1 proficiency skill level.
- Second Grade – on the January 2019 IRI testing, Sawtooth second grade students had gone from 62% to 75% Tier 1 proficiency skill level.
- Third Grade – on the January 2019 IR testing, Sawtooth third grade students had gone from 82% to 88% Tier 1 proficiency skill level.

We are currently ISAT testing and are optimistic our daily instruction and test preparation will show positive results.

### **3. Growth Indicators:**

- Benchmark Testing & Progress Monitoring
- Curriculum Assessments
- Response to Intervention (RtI) process with intensive intervention and progress monitoring documented in Mileposts

### **4. Instructional Focus/Priorities:**

- Instruction of Idaho Core Standards
- Push-in model for classroom intervention
- Standards-Based Report cards
- Differentiated instructional groups
- Technology integration

### **5. School Improvement Initiatives:**

- Refining Response to Intervention process in both academic and behavior areas
- Design, implement, and refine behavior intervention plans and procedures
- Continue to add components to our Positive Behavior Intervention and Supports (PBIS) program

### **6. Interventions:**

- Small group differentiated instruction by classroom teacher
- Title I – Ann Vogt and Christene Schmidt; Literacy Para – Cecilee Tureman
- RtI representative from each grade level
- Community volunteers
- High school students
- District resources – Istation, Wonders digital resources, Bridges digital resources

#### **Extensions:**

- Coding Club
- Robotics Club
- Imagine Math
- Khan Academy
- Science Fair
- Novel Studies
- STEM/Discovery Center Presentation & Workshop

### **7. Leadership Premium Usage:**

- Building Milepost Lead – Suzan Jahns
- 5<sup>th</sup> Grade District Representative – Nanette Allen
- Webmaster and Behavior Intervention Specialist – Chelsey Wilson
- Coding Club – Ann Vogt & Leah Jones
- Robotics Club – Karen Wach & Mary Rios
- Saberettes Dance Team – Darla Petersen
- Instructional Support – Ange Henning

### **8. Challenges:**

- Implementation and training of PBIS culture
- Challenging student behaviors and making connections with those students
- Behavior RtI process - designing, implementing, and tracking behavior interventions
- Student diversity changes and instruction needing to change accordingly
- Implementing new science standards



**9. Bright Spots:**

- Great interest and participation in book study by instructional coach
- Twelve teachers signed up to participate in Kagan training in August 2019
- New PBIS team and implementation of new ideas
- PRIDE assemblies to recognize student achievement
- Staff Leadership - Drummercise, Saberettes, Coding and Robotics Clubs, Recycling team, Student Council
- Social Committee increasing the community culture of school
- Increased staff initiative - writing school chant, creating Istation growth certificates, writing grants, STEM instruction

Twin Falls School District  
Board Report Form  
2017-2018  
**School: IB Perrine Elementary**

Idaho Standards Achievement Test Spring  
2017 and 2018  
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 <sup>rd</sup> 2017	50%	52%	50%
3 <sup>rd</sup> 2018	39%	46%	50%
4 <sup>th</sup> 2017	48%	51%	47%
4 <sup>th</sup> 2018	37%	42%	43%
5 <sup>th</sup> 2017	28%	44%	41%
5 <sup>th</sup> 2018	27%	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 <sup>rd</sup> 2017	30%	46%	47%
3 <sup>rd</sup> 2018	29%	50%	48%
4 <sup>th</sup> 2017	44%	50%	48%
4 <sup>th</sup> 2018	42%	45%	46%
5 <sup>th</sup> 2017	40%	55%	54%
5 <sup>th</sup> 2018	41%	55%	52%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2016	41	49%	51%
Kindergarten	Spring 2017	78	83%	80%
Kindergarten	Fall 2017	40	42%	50%
Kindergarten	Spring 2018	87	83%	80%
Kindergarten	Fall 2018	45	43%	43%
1 <sup>st</sup> Grade	Fall 2016	49	62%	62%
1 <sup>st</sup> Grade	Spring 2017	61	69%	67%
1 <sup>st</sup> Grade	Fall 2017	56	56%	63%
1 <sup>st</sup> Grade	Spring 2018	57	64%	67%
1 <sup>st</sup> Grade	Fall 2018	25	39%	43%
2 <sup>nd</sup> Grade	Fall 2016	46	51%	56%
2 <sup>nd</sup> Grade	Spring 2017	56	70%	70%
2 <sup>nd</sup> Grade	Fall 2017	59	51%	54%
2 <sup>nd</sup> Grade	Spring 2018	63	70%	69%
2 <sup>nd</sup> Grade	Fall 2018	53	59%	60%
3 <sup>rd</sup> Grade	Fall 2016	57	62%	65%
3 <sup>rd</sup> Grade	Spring 2017	71	75%	75%
3 <sup>rd</sup> Grade	Fall 2017	60	62%	66%
3 <sup>rd</sup> Grade	Spring 2018	60	72%	75%
3 <sup>rd</sup> Grade	Fall 2018	52	64%	61%

## 1. Building goals:

1. I.B. Perrine Elementary School will obtain Lighthouse School status by the end of 2022 as determined by measuring Perrine's progress against The Leader in Me criteria for Lighthouse Status.
2. I.B. Perrine will increase the number of students proficient in math, as measured by the Spring ISAT Math Assessment, by at least 5% each school year through the school year 2019-2020.
3. I.B. Perrine will increase the number of students proficient in ELA, as measured by the Spring ISAT ELA Assessment, by at least 5% each school year through the school year 2019-2020.
4. I.B. Perrine will increase the number of students proficient in Reading Fluency, as measured by the Spring IRI Assessment, by at least 5% each school year through the school year 2019-2020.

## 2. Growth Towards Goals

Goal 1: Perrine has continued to meet requirements toward Lighthouse status. This year Perrine has made progress in the areas of Creating a Leadership Culture and Aligning Academic Systems.

Goal 2: Perrine did not make progress toward this goal. Starting baseline in spring 2017 was 42% (127/297). Scores for Spring 2018 ISAT Math assessment was 34.4% (94/273).

Goal 3: Perrine made slight progress toward our goal. Starting baseline in spring 2017 was 37.8% (111/293). Scores for Spring 2018 ISAT ELA assessment was 38.5% (105/273).

Goal 4: Perrine achieved its goal in this area. Starting baseline in spring 2017 was 64.9% (176/271). Scores for Spring 2018 IRI assessment was 70.3% (266/378).

## 3. Growth Indicators

Aimsweb RCBM, ISAT-Math, ISAT-ELA

## 4. Instructional Focus/Priorities

- Increasing the effectiveness of core reading instruction.
  - Perrine targeted increasing effectiveness of core instruction related to phonemic awareness and phonics. Two consultants worked with teachers in first, second and third grades, as well as with our special education teachers.

## 5. School Improvement Initiatives

- Increase capacity to deliver schoolwide communication.
  - Perrine added student assemblies twice a month.
  - Perrine started a student communications team. Students are producing the information feed for the monitor in the lobby. They have a team of photographers and they are learning to use the video equipment to produce a student newscast and informational videos.
- Increase visibility of progress toward goals.
  - Student, class and school goals are celebrated in assemblies, as well as through charts and graphs in hallways and classrooms.

## 6. Interventions and Extensions

- All students receive 45 minutes a day of leveled reading and/or targeted math intervention/extension in addition to the instruction targeting grade-level standards. Students scoring at the intensive level are receiving additional small group or one-on-one lessons and students who are at the highest levels are engaged in book studies and deep reading exercises.
- All intervention periods have the support of SpEd, Title 1, and ELL staff members.

## 7. Leadership Premium Usage

Perrine uses Leadership Premiums for two teachers for the ELL after school program, one teacher to serve as Lighthouse Team Coordinator, two teachers who serve as grade level reps, and one teacher who serve as Mileposts lead.

## 9. Bright Spots

- Data from Istation shows reading growth across all grade-levels. Number of students scoring proficient increased 9% from August to February.
- Perrine has procured enough devices to be 1:1 in the classrooms. (iPads in kindergarten and Chromebooks in grades 1-5).
- Perrine continues to secure grants and donations that support our programs. This year we secured more than \$15,000 in new funding. We also added four new corporate/business sponsors who provided school supplies for students and teachers.
- For the second consecutive year, The State of Idaho Division of Building Safety recognized Perrine for "Outstanding Safety Practices."
- We were very thankful for the additional half-day of building specific professional development time. We used the time to focus on writing instruction/assessment and launch the use of Second Steps (a curriculum that focuses on such traits as empathy and self-regulation).

## 8. Challenges

- Providing sufficient side-by-side support for inexperienced teachers. The consultants have helped in this area.
- Supporting the social/emotional needs of students so that they are in class ready to learn every day, all day, without causing our staff to suffer the effects of compassion fatigue.
- Attendance related duties take significant time, and hamper the assistant principal's ability to support in other areas such as conducting teacher observations and working with students.

**Twin Falls School District**  
**High School Board Report Form**  
**2018-2019**  
**School: Canyon Ridge**

Idaho Standards Achievement Test - Spring 2018 Mathematics				Idaho Standards Achievement Test - Spring 2018 English Language Arts			
	Percent of Students that were Proficient and Advanced				Percent of Students that were Proficient and Advanced		
Grade	School	District	State	Grade	School	District	State
9th	21	31	31	9th	59	64	57
10th	21.7	42.3	44.5	10th	53.0	52.8	54.4

Science EOCs 2018			
	Percent of Students that were Proficient and Advanced		
Course	School	District	State
Biology	61.9	59.3	61.6
Chemistry			

**1. Building Goals:**

**Graduation Goal:**

- We will improve our Graduation Rate to 90% with the federal cohort measurement.**  
**13-14: 88%, 14-15: 88%, 15-16: 88%, 16-17: 86%**

**Go-On Goal:**

- We will improve our Go-On Rate to 60% to meet the state goal of the legislature.**  
**13-14: 51%, 14-15 47%, 15-16: 53%, 16-17: 47%**



**2. Growth Towards Goals:**

Lead Measures for Our Most Wildly Important Goal					2018 - 2019			
Results	17-18	Goal	Q1	Q2	S1	Q3	Q4	S2
GPA	2.91	3.00	2.94	2.76	2.86			
Pass	93.34	95.00	93.1	91.49	94.20			
Attend	93.06	95.00	95.98	95.86	95.92			

**3. Growth Indicators:**

**Highest semester 1 attendance rate in CRHS history. 95.92%**

**Highest semester 1 passing rate in CRHS history. 94.20%**

**4. Instructional Focus/Priorities:**

**21<sup>st</sup> Century Classroom Cohorts (Communication, Creativity, Collaboration, Critical Thinking)**

**5. School Improvement Initiatives:**

**Take the LEAD Leadership Academy**

**6. Interventions and Extensions:**

**Academic Enrichment (Study Hall/PATO Credit Recovery)**

**We lead the Magic Valley in dual credit enrollment.**

**7. Leadership Premium Usage:**

**21<sup>st</sup> Century Classroom Cohorts**

**8. Challenges:**

**Intervening with students who are at risk.**

**9. Bright Spots:**

**Leader in Me Symposium Showcase**



**Twin Falls School District**  
**High School Board Report Form**  
**2018-2019**

**School: Twin Falls High School**

Idaho Standards Achievement Test - Spring 2018 Mathematics				Idaho Standards Achievement Test - Spring 2018 English Language Arts			
	Percent of Students that were Proficient and Advanced				Percent of Students that were Proficient and Advanced		
Grade	School	District	State	Grade	School	District	State
9th	42	31	31	9th	70	64	57
10th	46	32	33	10th	76	63	59

Science EOCs 2018			
	Percent of Students that were Proficient and Advanced		
Course	School	District	State
Biology	74	62	57
Chemistry	83	71	74

**1. Building Goals:**

**Ensure communication is optimized through PowerSchool for all stakeholders**

**Provide a student-centered education for our students**

**2. Growth Towards Goals:**

**All stakeholders view PowerSchool as a reliable reporting tool for grades and attendance**

**Students can identify at least adult at Twin Falls High School as a person they have relationship with**

**3. Growth Indicators:**

- Each teacher enters into PowerSchool at least one grade per week. Administrators review PowerSchool grades each week.....95% success
- Parents are contacted twice daily regarding attendance
- Each quarter, advisory teacher holds an individual conference with each of their advisory students. A report is given to their evaluating administrator.....98% success

**4. Instructional Focus/Priorities:**

**Student –centered learning:** increase use of Project Based Learning. Freshmen Foundation course has implemented PBLs for students with college reading levels.....Literacy/Lexile +1340

- Bruin Tip of the Week – informs staff and students of relevant announcements

**Literacy** – collect The Write Tools writing sample from every teacher each quarter.

**Relationship Based Advisory** – students are matched with teachers who share common interests

**Departments** were asked to develop and implement a project that demonstrated what they gleaned from our building professional development. IDAHO LEADS spent a day and half helping us give students more of a voice in their own learning.

**\*\*Using a PBL rubric, projects will evaluated in April**

**5. School Improvement Initiatives: See above**

**6. Interventions and Extensions:**

**Dual Credit courses** – 490 students

**Advanced Placement courses and exams** -141 students 74% success rate

**PBLs**

**Extra-help** 4 days a week after school

**Saturday School**

**7. Leadership Premium Usage:**

**Positive Testing Committee  
AP Teachers  
Milepost Liaison  
Extra-Help  
Robotics  
Read 180 Facilitator**

**Grade Level Facilitator  
Website Manager  
Department Leaders  
Building Leadership Facilitators  
Advisory teacher  
504 Coordinator**

**8. Challenges:**

**An eight period makes the school day too busy and a 50-minute class period does not provide the opportunity to get greater depths of learning. Loss of adequate guided practice**

**Availability of technology – how many devices will be available to students when school starts**

**9. Bright Spots:**

**91.6% graduation rate**

**One national merit scholar**

**Staff**

- Implementing innovative practices**
- Willing to address grading practices**
- Committed to continue the development of curriculums that are relevant to students lives today**

Motion to go into executive session:

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

- (b) to consider student discipline,  
to consider personnel issues: certified administrative leave  
and classified termination; and superintendent evaluation.

Action Items in open session:

- (1) Student discipline action
- (2) Administrative leave consideration action
- (3) Termination of classified employee consideration action