

TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
MORNINGSIDE ELEMENTARY SCHOOL
701 Morningside Drive
February 26, 2020
Regular Meeting Begins at 7:00 P.M.
AGENDA

OUR MISSION:

**TO PROVIDE A QUALITY
EDUCATION NECESSARY FOR
STUDENTS TO BE SUCCESSFUL IN
LIFE.**

- I. 7:00 p.m. Call to Order **Action**
- 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**
 - A. Approval of the New Administrator Contract
 - B. Approval of the Administrator Resignation
 - C. Approval of the Certified Retirement
 - D. Approval of the New Certified Employee
 - E. Approval of the New Classified Employees
 - F. Approval of the Classified Retirement
 - G. Approval of the Classified Resignations
 - H. Approval of the Extra-Curricular Resignation
 - I. Approval of the Early Graduation Request
- VI. Board In-service
 - A. Building Board Reports
 - 1. Steve Hoy, Morningside Elementary School
 - 2. Shari Cowger, Rock Creek Elementary School
 - 3. Kelli Schroeder, Bickel Elementary School
 - 4. Tyler Matlock, Oregon Trail Elementary School
- VII. **Action:** Executive Session as per Idaho Code 74-206(1) Subsections (b), and (d)
 - (b) to consider student discipline;
 - (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code.

Action Items:

 - (1) Student discipline action
- VIII. Adjournment **Action**

WORKING WITH YOUR SCHOOL BOARD

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

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

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

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

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

Thank you for coming. Please come again.

Your Board of Trustees



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

P 208.733.6900
F 208.733.6987
www.tfsd.org

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

Date: February 26, 2020

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

From: Sonia DeLeon, Human Resources Manager

Re: Administrative Contract – 2020-2021

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees the approval of the following administrative position for the 2020-2021 school year.

- Kindel Mason, Director of Support Services



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

Date: February 21, 2020

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

From: Sonia DeLeon, Human Resources Manager

Re: Administrator Resignation for 2020-21

The following administrator has submitted a resignation letter resigning her position for the 2020-21 school year.

- Kelli Schroeder, Principal at Bickel Elementary School

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



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

Date: February 21, 2020

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Retirement – 2020-2021

The following certified employees have submitted their retirement letter resigning their position for the 2020-2021 school year:

- Sandy Paul – Teacher – 4th at Morningside Elementary School
- Jana Sato – Teacher – 3rd at Morningside Elementary School

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

NEW CERTIFIED EMPLOYEE 2019-2020

[illegible]



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

Date: February 21, 2020

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

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 2019-2020 school year:

Rebekah Rodriguez	Para educator - SPED at Robert Stuart Middle School
Melanie Wahjudi	Playground Aide at Perrine Elementary School
Cindy Greaves	Para educator – ERC at Rock Creek 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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Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS

Date: February 21, 2020

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

From: Sonia DeLeon, Human Resources Manager

Re: Classified Retirement

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

- Jill Hinton – Elementary Library Technician at Lincoln Elementary School

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



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

Date: February 21, 2020

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 2019-2020 school year:

Allison Jennings	Para educator – SPED	Pillar Falls Elementary School
Sydney Morse	Para educator – SPED	Oregon Trail Elementary School
Sharon Arp	Para educator – Behavior Para	Perrine Elementary School
Morgan Gauthier-Walker	Library Assistant	Magic Valley High School

The Human Resources 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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Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS

Date: February 21, 2020

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

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

Stefani Zimmerman	JV Assistant Softball Coach	Twin Falls High School
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The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that we accept these resignations.

Early Graduation Request

CRHS - Alexis Connelly

Twin Falls School District
Board Report Form
2019-2020

School: MORNINGSIDE ELEMENTARY

Idaho Standards Achievement Test Spring
2018 and 2019
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2018	56%	50%	52%
3 rd 2019	55%	55%	53%
4 th 2018	53%	49%	48%
4 th 2019	52%	47%	50%
5 th 2018	42%	45%	42%
5 th 2019	46%	46%	45%

Idaho Standards Achievement Test Spring
2018 and 2019
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2018	52%	48%	50%
3 rd 2019	59%	48%	50%
4 th 2018	50%	48%	50%
4 th 2019	51%	47%	52%
5 th 2018	60%	56%	55%
5 th 2019	57%	53%	57%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2017	43%	42%	50%
Kindergarten	Spring 2018	76%	83%	80%
Kindergarten	Fall 2018	53%	43%	43%
Kindergarten	Spring 2019	76%	67%	63%
Kindergarten	Fall 2019	36%	39%	42%
1 st Grade	Fall 2017	49%	56%	63%
1 st Grade	Spring 2018	81%	64%	67%
1 st Grade	Fall 2018	60%	39%	43%
1 st Grade	Spring 2019	81%	59%	67%
1 st Grade	Fall 2019	46%	41%	49%
2 nd Grade	Fall 2017	51%	51%	54%
2 nd Grade	Spring 2018	80%	70%	69%
2 nd Grade	Fall 2018	56%	59%	60%
2 nd Grade	Spring 2019	80%	71%	75%
2 nd Grade	Fall 2019	65%	56%	63%
3 rd Grade	Fall 2017	60%	62%	66%
3 rd Grade	Spring 2018	84%	72%	75%
3 rd Grade	Fall 2018	59%	64%	61%
3 rd Grade	Spring 2019	84%	71%	73%
3 rd Grade	Fall 2019	62%	59%	64%

1. Building Goals:

SMART Goal 1

On the spring 2020 ISIP test, Kindergarten through 3rd grade will be at or above the state average.

SMART Goal 2

The students scoring proficient or advanced on the ELA and Math ISAT will be at or above the state and district average from Spring 2019 to Spring 2020.

SMART Goal 3

By Spring 2020, 70% of Special Education students in 4th and 5th grades will increase 20 points on the ELA and Math ISAT Assessment. 60% of 3rd grade Special Education students will increase 6 points on the ISIP Assessment.

2. Growth Towards Goals:

We continue to track every at risk student not at grade level on the ISIP monthly testing, Istations practice or ISAT interim assessments. The Title 1 team consists of four Title 1 paras, two literacy paras 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 2019 - January 2020

Kindergarten:	Fall	32%	Winter	62%
1 st Grade:	Fall	40%	Winter	75%
2 nd Grade:	Fall	35%	Winter	74%
3 rd Grade:	Fall	47%	Winter	72%
4 th Grade:	Fall	65%	Winter	72%
5 th Grade:	Fall	66%	Winter	70%

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 2018-19 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 use SpEd, ELL, Title 1 interventions, after school tutoring, Imagine Learning, Istation Math and Reading as well as MobyMax.

All Milepost plans are reviewed and monitored by the building administration. Our special education teacher works on her student's plans and all student plans are reviewed by the administration and our instructional coach. 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 bi-monthly with all grade level teams to discuss last year's students/scores and current students/scores. Each student in the upper grades 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 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:

STEM/Robotics – 2 teachers

Tutoring – 8 teachers with afterschool programs approximately 80 students depending on the needs/intervention.

MilePosts Building Rep

Grade Level Leads

Technology Coordinator

8. Challenges:

- ❖ One challenge has been our declining student population over the past few years and now a large scheduled increase in student population. We currently have 438 students with free/reduced lunch count at 78%. During the 2015-16 school year we had 789 students. We may be up to 610 students next year, or a 40% increase in student population.
- ❖ Our building goal is to be at or above the district and state averages on ISIP, ISAT math and ELA
- ❖ We are striving and meeting the AYP challenge of our 3rd - 5th grade general education students as well as our struggling special education students.
- ❖ We continue to 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 with Chromebooks and carts.
- ❖ Morningside's 2018-19 K-3 IRI scores were higher than the district and state percentages.
- ❖ Our 3rd - 5th grade ISAT math were higher than the state and district scores.
- ❖ Our 3rd - 5th ELA ISAT scores were at or better than the state and district averages.
- ❖ Our 5th grade students had the highest science ISAT scores in the in the district.
- ❖ 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 William's Beautiful You concerts, 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
2019-2020
School:

Idaho Standards Achievement Test Spring
2018 and 2019
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2018	46%	50%	52%
3 rd 2019	51%	55%	53%
4 th 2018	34%	49%	48%
4 th 2019	37%	47%	50%
5 th 2018	38%	45%	42%
5 th 2019	39%	46%	45%

Idaho Standards Achievement Test Spring
2018 and 2019
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2018	41 %	48%	50%
3 rd 2019	33%	48%	50%
4 th 2018	32%	48%	50%
4 th 2019	40%	47%	52%
5 th 2018	51%	56%	55%
5 th 2019	43%	53%	57%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2017	33%	42%	50%
Kindergarten	Spring 2018	87%	83%	80%
Kindergarten	Fall 2018	28%	43%	43%
Kindergarten	Spring 2019	45%	67%	63%
Kindergarten	Fall 2019	46%	39%	42%
1 st Grade	Fall 2017	57%	56%	63%
1 st Grade	Spring 2018	51%	64%	67%
1 st Grade	Fall 2018	29%	39%	43%
1 st Grade	Spring 2019	48%	59%	67%
1 st Grade	Fall 2019	32%	41%	49%
2 nd Grade	Fall 2017	50%	51%	54%
2 nd Grade	Spring 2018	71%	70%	69%
2 nd Grade	Fall 2018	55%	59%	60%
2 nd Grade	Spring 2019	71%	71%	75%
2 nd Grade	Fall 2019	50%	56%	63%
3 rd Grade	Fall 2017	66%	62%	66%
3 rd Grade	Spring 2018	74%	72%	75%
3 rd Grade	Fall 2018	64%	64%	61%
3 rd Grade	Spring 2019	65%	71%	73%
3 rd Grade	Fall 2019	59%	59%	64%

Building Goals: 1) Improve every cohort's proficiency from the 18-19 IRI performance. 2) Improve every cohort's proficiency on the ELA and Math ISAT from the 18-19 ISAT performance.
Schoolwide WIG – Every student improve on the ISIP each month.

2. Growth Towards Goals: Most great levels made growth overall from the previous year with the biggest cohort growth being in the 5th grade with 2% in math and 11% in ELA. IRI growth was solid from Fall to Spring with some variances due to the new ISIP assessment which is more in depth than previous IRIs.

3. Growth Indicators: This year we are tracking monthly growth on the ISIP. We have grade level scoreboards that show our progress. Every grade level is improving at great rates.

4. Instructional Focus/Priorities: Our instructional focus is on the instructional solution our district literacy team put together which places an emphasis on improving and tightening instructional routines including Phonics and Phonemic Awareness. We've also worked on "Empowering Instruction" with TLIM.

5. School Improvement Initiatives: Our major improvement initiative is improving literacy instruction. We are focusing on understanding more about exactly where students are struggling with literacy and knowing what to do with that information.

6. Interventions and Extensions: We are utilizing "Focus Folders" which uses multiple data points to sort intervention groups and help guide differentiated core instruction. Instead of only intervening on a literacy area based solely on piece of literacy, we will identify the best area to intervene.

7. Leadership Premium Usage: Our teachers use Literacy Premiums to provide tutoring for students after school, lead an AV Club that produces video announcements, Running Club, Robotics Club, Honor Choir, and a Kindness Club.

8. Challenges: We continue to have high populations of SPED and ELL students. Currently we have 167 students that are ELL or SPED which is 29% of our population. This brings challenges to these students as well as staff but we love our students and work hard for them no matter what.

9. Bright Spots: We had our 3rd Leadership Day earlier this year where we were visited by schools all around. Muriel Summers co-author of The Leader in Me stopped by for a quick visit. Our students and parents appreciate the extra opportunities that are available for students in the Robotics Club, AV Club, Running Club, Newspaper Club, Honor Choir and Kindness Club. Student leaders continue to play an intricate role in our day to day operations. Students can be seen assisting with fire drills, leading recycling efforts, helping younger students get to the bus, volunteering to pick up around the school, and various classroom operations. Our PTA is a continual bright spot. They are so supportive in all that they do. They work so hard to help our students.

Twin Falls School District
Board Report Form
2019-2020
School: Bickel

**Idaho Standards Achievement Test Spring
2018 and 2019
Mathematics**

Grade	Percent of Students that were Proficient and Advanced		
	School	District	State
3 rd 2018	31%	50%	52%
3 rd 2019	28%	55%	53%
4 th 2018	29%	49%	48%
4 th 2019	27%	47%	50%
5 th 2018	35%	45%	42%
5 th 2019	35%	46%	45%

**Idaho Standards Achievement Test Spring
2018 and 2019
English Language Arts**

Grade	Percent of Students that were Proficient and Advanced		
	School	District	State
3 rd 2018	27%	48%	50%
3 rd 2019	15%	48%	50%
4 th 2018	36%	48%	50%
4 th 2019	32%	47%	52%
5 th 2018	53%	56%	55%
5 th 2019	47%	53%	57%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2017	29%	42%	50%
Kindergarten	Spring 2018	72%	83%	80%
Kindergarten	Fall 2018	30%	43%	43%
Kindergarten	Spring 2019	53%	67%	63%
Kindergarten	Fall 2019	18%	39%	42%
1 st Grade	Fall 2017	35%	56%	63%
1 st Grade	Spring 2018	35%	64%	67%
1 st Grade	Fall 2018	20%	39%	43%
1 st Grade	Spring 2019	50%	59%	67%
1 st Grade	Fall 2019	32%	41%	49%
2 nd Grade	Fall 2017	29%	51%	54%
2 nd Grade	Spring 2018	49%	70%	69%
2 nd Grade	Fall 2018	38%	59%	60%
2 nd Grade	Spring 2019	39%	71%	75%
2 nd Grade	Fall 2019	47%	56%	63%
3 rd Grade	Fall 2017	40%	62%	66%
3 rd Grade	Spring 2018	60%	72%	75%
3 rd Grade	Fall 2018	43%	64%	61%
3 rd Grade	Spring 2019	46%	71%	73%
3 rd Grade	Fall 2019	41%	59%	64%

1. Building Goals:

IRI building goals:

	<u>September</u>	<u>May</u>
Benchmark	41%	64%
Strategic	27%	23%
Intensive	32%	13%

ISAT goals:

1. Building wide ELA proficiency will be 50% by spring 2020.
2. Building wide ELA growth will be 75% by spring 2020.
3. Building wide Math proficiency will be 50% by spring 2020.
4. Building wide Math growth will be 75% by spring 2020.

2. Growth Towards Goals

- Each grade level charts reading IStation progress monthly
 - Overall Tier 3 is making great gains
 - Tier 2 is not making as much progress
 - Tier 1 is making slight gains
- Focus folders help determine appropriate intervention groups
- PDSA cycles keep intervention instruction intentional
- Teachers in grades 3-5 administer and analyze interim block assessment to determine progress toward ISAT goals

3. Growth Indicators

Sept. Actual	Oct. Goal	Oct. Actual	Nov. Goal	Nov. Actual	Dec. Goal	Dec. Actual	Jan. Goal	Jan. Actual	Feb. Goal	Feb. Actual
B = 41% S = 27% I = 32%	B = 44% S = 27% I = 30%	B = 47% S = 21% I = 31%	B = 47% S = 26% I = 27%	B = 44% S = 28% I = 27%	B = 50% S = 26% I = 25%	B = 43% S = 35% I = 22%	B = 52% S = 26% I = 23%	B = 43% S = 29% I = 28%	B = 55% S = 25% I = 20%	B = 52% S = 26% I = 22%

4. Instructional Focus/Priorities

*Reading work with Education Northwest

- ✓ focus groups
- ✓ PDSA 10-day cycle
- ✓ student engagement

*Math

- ✓ Interim assessments
- ✓ IStation data
- ✓ Bridges pre/post tests

5. School Improvement Initiatives

Education Northwest – Reading

- On-site coaching visits
- District literacy training
- Reading cooperative

Special Education push-in model

SEL (Social Emotional Learning) program

- Goal: to provide students and staff the support they need to be healthy social emotional learners
- SEL specialist: Counselor (Melissa Keegan)
 - FBA
 - BIP
- SEL team: SEL specialist, principal, counselors, instructional coach, mentor, special education teacher, special education behavior para
- SEL curriculum: Social Decision Making/Problem Solving Program
- SEL room
 - Screener
 - Check in/check out

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 in the classrooms. Other staff (mentor, librarian, computer lab assistant, etc.) provide interventions to students at all levels as time permits. Differentiated instruction is provided to all students.

7. Leadership Premium Usage

- | | |
|-------------------------|----------------|
| *Web page administrator | *Milepost lead |
| *Art club | *Tutoring |
| *Student council | *STEAM |

8. Challenges

Demographics
Extreme behaviors
Decrease in Title staff

9. Bright Spots

- St. Luke's CHIF grant -- \$20,000 for SEL program
- Blue Cross Healthy Partnership Technical Assistance Award
- Boys/Girls Club 21st Century Grant Partnership

Twin Falls School District
Board Report Form
2019-2020

School: Rock Creek Elementary

Idaho Standards Achievement Test Spring
2018 and 2019
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2018	58%	50%	52%
3 rd 2019	69%	55%	53%
4 th 2018	63%	49%	48%
4 th 2019	63%	47%	50%
5 th 2018	50%	45%	42%
5 th 2019	59%	46%	45%

Idaho Standards Achievement Test Spring
2018 and 2019
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2018	64%	48%	50%
3 rd 2019	57%	48%	50%
4 th 2018	52%	48%	50%
4 th 2019	58%	47%	52%
5 th 2018	60%	56%	55%
5 th 2019	61%	53%	57%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2017	57%	42%	50%
Kindergarten	Spring 2018	83%	83%	80%
Kindergarten	Fall 2018	43%	43%	43%
Kindergarten	Spring 2019	55%	67%	63%
Kindergarten	Fall 2019	51%	39%	42%
1 st Grade	Fall 2017	59%	56%	63%
1 st Grade	Spring 2018	68%	64%	67%
1 st Grade	Fall 2018	44%	39%	43%
1 st Grade	Spring 2019	62%	59%	67%
1 st Grade	Fall 2019	38%	41%	49%
2 nd Grade	Fall 2017	57%	51%	54%
2 nd Grade	Spring 2018	75%	70%	69%
2 nd Grade	Fall 2018	64%	59%	60%
2 nd Grade	Spring 2019	79%	71%	75%
2 nd Grade	Fall 2019	54%	56%	63%
3 rd Grade	Fall 2017	69%	62%	66%
3 rd Grade	Spring 2018	87%	72%	75%
3 rd Grade	Fall 2018	73%	64%	61%
3 rd Grade	Spring 2019	76%	71%	73%
3 rd Grade	Fall 2019	65%	59%	64%

1. **Building Goals:** 1 - Rock Creek Elementary subgroup, students with disabilities, will close the achievement gap by 10% in ISAT ELA and Math. 18/19 ISAT ELA gap was 36.5% and the math gap was 48%. 2 - Rock Creek Elementary students will show 7% growth on 2020 Spring ISAT and IRI tests. 3 - Rock Creek Elementary will decrease absences and tardies by 5% throughout the year as measured by previous year's attendance data

2. **Growth Towards Goals** ISAT testing timeline is utilized throughout the year. Istation work is also utilized. All students 1st – 5th have chromebooks and we have iPads for every kindergarten student. Along with small group interventions, we utilize our EL para, 3 literacy paras, SpEd and ERC paras in order to facilitate small group work as we are in year 2 of our push in model for all students. K-3 teachers utilize the "Planning for Reading Intervention" Guide to determine small group work.

3. **Growth Indicators** IRI Kindergarten: Fall – 51%, Winter – 71%; First Grade: Fall – 38%, winter – 55%; Second Grade: Fall – 57%, winter – 64%; Third Grade: Fall – 65%, winter – 80%. Istation – Fourth Grade: Fall – 74%, winter – 78%; Fifth Grade: Fall – 77%, Winter 79%

4. **Instructional Focus/Priorities** We continue to establish/adjust the instructional routines and strategies necessary to help all students be successful in a non-Title One school. The staff has worked together to determine best practices and continue to review those to help student success. We also look outside the box to make small group adjustments as well. The staff continues to utilize various data models, Impact Team, PLC and Reading Intervention Analysis as they review data and also review data during monthly vertical teaming time. The staff has also utilized Collaboration Monday to its fullest. We are in year two of the push in model for core curriculum and are pleased with our maiden voyage – knowing adjustments will need to be made.

5. **School Improvement Initiatives** We have received a 3 year PBIS Grant through the state and in year 1 of full implementation. We are in our third year of an EL grant which pays for our EL para and will continue to seek out opportunities for additional para help. We utilize several data protocols - Impact Team Training, PLC and Reading Intervention Analysis to utilize what best fits the work.

6. **Interventions and Extensions** Various intervention models are used throughout the building with the help of multiple volunteers, three K-3 Literacy paras and an EL para. Interventions used are Wonder Works, SIPPS, Read Naturally, Istation Reading and Math, Bridges Intervention and small group instruction with a certified teacher. Genius Hour is also utilized as an extension in many grade levels each week. We also have a STEM club and 2 Robotics clubs meeting weekly grades 1-5. All information is placed in Mileposts.

7. **Leadership Premium Usage** tutoring (grade level and EL), Robotics/STEM Clubs, Student Council, Kindness Club, Choir. Summer Leadership Camp.

8. **Challenges** Large Class Sizes in most grade levels; sheer volume of student population (693) strong need for additional para help in order to more effectively implement our Push In Model for all grades. Push in model is where we provide core instruction for all learners which includes special education students. This allows for all students to have access to core instruction before receiving more individualized skill needs.

9. **Bright Spots** Top Performer in Math Growth; Goal Maker in ELA, Math and ELL; PBIS Grant for 3 years; Push in Model Implementation continued; Collaboration Monday Work; Vertical teaming each month provides more in depth teaming for all grade levels; weekly recognition of students followed by a monthly luncheon with the principal; parental support; Positive culture; Morning Mile (1st school in Idaho to implement this program) Strong parent volunteers throughout the building

Motion to go into executive session:

I move that after a five-minute break The Board will retire into executive session as per Idaho Code 74-206(1) Subsections (b) and (d)

- (b) To consider student discipline;
- (d) To consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code.

Action items after executive session:

- (1) Student discipline action