

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
CANYON RIDGE HIGH SCHOOL, ROOM #301
300 NORTH COLLEGE ROAD
TWIN FALLS, IDAHO**

And

Virtually, go to www.tfsd.org for link to Zoom Meeting:

<https://us02web.zoom.us/j/83763643227?pwd=ZWxY2FwR1VBU1hWTlJtL2xJb0U3dz09>

or Dial

+1 669 900 6833 or +1 253 215 8782: Meeting ID: 837 6364 3227; Passcode: 307345

PLEASE SEE PAGE 2 OF THIS AGENDA FOR BOARD MEETING PROTOCOLS

April 28, 2021

7:00 P.M.

AGENDA – UPDATED 4-26-21

I. 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)

Please note: Clerk of the Board must receive completed request form before meeting starts; time to address the Board is limited to 3 minutes each; and total time allotted for public comment will not exceed one (1) hour.

V. Consent Calendar Action Items - *Action*

- A. Approval of Administrator Retirement
- B. Approval of Administrator Resignation
- C. Approval of New Certified Employees
- D. Approval of Certified Personnel Retirement
- E. Approval of Certified Personnel Resignations
- F. Approval of New Classified Employees/Transfers
- G. Approval of Classified Personnel Retirements
- H. Approval of Classified Personnel Resignations
- I. Approval of Extra-Curricular Employees
- J. Approval of Extra-Curricular Resignations
- K. Approval of Student Teacher Request
- L. Approval of Current Active Guest Teachers List
- M. Approval of Current Active Temporary Workers
- N. Approval of Use of Football Gear for TFHS & CRHS Summer Camps
- O. Approval of Administrator Contract – Added 4-26-21**

VI. Board In-service

- A. Report on Building Goals
 - 1. Kasey Teske, Canyon Ridge High School
 - 2. Melissa Ardito, Harrison Elementary School
 - 3. Mickey Combs Sawtooth Elementary School
 - 4. Tammy Rodabaugh, Perrine Elementary School
 - 5. Ryan Nesmith, Twin Falls High School

VII. *Action* Executive Session as per ID Code 74-206(1) subsections (b), (d), and (j):

- (b) to consider student discipline; and to consider personnel issue for superintendent evaluation/goals;
- (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code; and
- (j) to consider labor contract matters authorized under section 74-206 (1)(a) and (b), Idaho Code.

Action Items:

(1) Student discipline action

VIII. Adjournment *Action*

MISSION

Our mission is to provide a quality education necessary for all students to be successful in life.

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.

- To follow social distancing protocols we will offer overflow rooms if you choose to watch via Zoom onsite.
- Face coverings are required and will be available at the entrance.

Twin Falls School Board Meeting Protocols

April 28, 2021: 7:00 PM

Canyon Ridge High School Room 301

The April 28th Meeting of the TFSD #411 Board of Trustees will be held both in-person and virtually through Zoom. For anyone choosing to attend in person, the Twin Falls School District will have a face covering requirement and social distancing protocols in effect. If the capacity of the meeting room is reached, additional classrooms where attendees can watch the live stream will be made available. Each classroom will have a capacity limit and face coverings will be required. For unscheduled delegations wishing to address the Board, there are two options available:

1. Contact the Clerk of the Board, Michelle Lucas, by 4:00 p.m. on Wednesday, March 28th to be scheduled to address the Board virtually via Zoom. Michelle can be reached at 208-733-6900.
2. Sign up at Canyon Ridge High School prior to the meeting for in-person testimony. Once capacity of the meeting room is reached, speakers will have the opportunity to wait in one of the additional classrooms until called to address the board.

Zoom Link:

<https://us02webzoom.us/j/83763643227?pwd=ZWxEY2FwR1VBUE1hWTlJtL2xJb0U3dz09>

Dial by your location

- +1 408 638 0968 US (San Jose)
- +1 669 900 6833 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 646 876 9923 US (New York)
- +1 301 715 8592 US (Washington D.C)
- +1 312 626 6799 US (Chicago)

Meeting ID: 837 6364 3227

Passcode: 307345

Per Board Policy 4105, the comment period will not exceed one hour and speakers are limited to three minutes. In addition, the Chair may also deny an individual the opportunity to address the Board if the individual has previously addressed the Board on the same subject within the past two months. Public comment will be taken on matters scheduled on the agenda.

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



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: April 22, 2021

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

From: Sonia DeLeon, Human Resources Manager

Re: Administrator Retirement

Steve Hoy, Elementary Principal at Morningside Elementary has submitted his retirement letter resigning his position for the 2021-2022 school year.

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

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 22, 2021

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 2021-2022

The following administrator has submitted a resignation letter resigning his position for the 2021-22 school year.

- Issac Goodrich, Associate Principal at South Hills Middle School

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

NEW CERTIFIED EMPLOYEE 2021-2022

| Last Name | First Name | School | Subject | Years of Exp. |
|------------------|-------------------|--------------------------|-------------------|----------------------|
| Hatch | Rachel | Pillar Falls Elementary | PreSchool | 10 |
| Hamman | Leigh-Ann | Sawtooth Elementary | Special Education | 1 |
| McGuire | Megan | Rock Creek Elementary | 2nd Grade | 7 |
| Skinner | Abigail | Lincoln Elementary | 4th Grade | 0 |
| Nickerson | Peggyanne | Lincoln Elementary | 5th Grade | 0 |
| Adams | Loretta | Rock Creek Elementary | 5th Grade | 1 |
| Manafi-Busby | Marina | Harrison Elementary | 2nd Grade | 0 |
| Fife | Joshua | Pillar Falls Elementary | 5th Grade | 9 |
| Heileman | Erin | Morningside Elementary | 2nd Grade | 27 |
| Oberg | Claire | Lincoln Elementary | 4th Grade | 0 |
| Grimm | Ashley | Lincoln Elementary | 5th Grade | 12 |
| Mink | Amy | Sawtooth Elementary | 5th Grade | 1 |
| Hatch | Jerod | Canyon Ridge High School | Extended Resource | 2 |
| Wallace | Jordan | Harrison Elementary | TBD | 0 |
| Mortensen | Bailey | Twin Falls High School | Math | 0 |
| Browne | Jennifer | Sawtooth Elementary | Title I | 11 |
| Sorensen | Tawnya | RC/MS | Special Education | 9 |
| Walker | Heather | Morningside Elementary | Kindergarten | 0 |
| Konrad | Terina | Canyon Ridge High School | Math | 8 |
| Stephens | Emily | Sawtooth Elementary | 2nd Grade | 3 |



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Date: April 22, 2021

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

From: Shannon Swafford, Human Resources Director

Re: Certified Retirement – 2021-2022

The following certified employee has submitted his retirement letter resigning his position for the 2021-2022 school year:

- Keith Mietzner – Physical Education Teacher at South Hills Middle 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: April 22, 2021

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Resignations

The following certified employees have submitted their resignation letter resigning their position for the 2021-2022 school year:

- Sarah Jund – Teacher – Math (resigning .50 of her FTE) at Twin Falls High School
- Sarah Thornborrow – Middle School Counselor at South Hills Middle School
- Nicole Wallace – Teacher - Kindergarten at Morningside Elementary School
- Lindsay Collier – Teacher - Kindergarten at Morningside Elementary School
- Joshua Laron – Teacher – Science at South Hills Middle School
- Margie Huffaker – Teacher – Family Consumer Science at Magic Valley High School
- Jamie McBenge-Garcia – Teacher – Special Education at Lincoln Elementary School
- Barrett Burandt – Teacher – Math at Robert Stuart Middle School
- Shannon Ault – Teacher – Title at Bickel 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

Date: April 22, 2021

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 Transfer

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 2020-2021 school year:

| | |
|------------------|---|
| LeeAnn Alexander | Para educator (IRC) at Canyon Ridge High School |
| Candace Ludlow | Para educator (Title) at Harrison Elementary School |
| Matthew Johnson | Para educator at Bridge Academy |

The individuals listed below are current employees that have accepted a transfer within the district for the 2020-2021 school year.

NAME

POSITION

| | |
|-----------------|---|
| Shannon O'Brien | Administrative Assistant at District Office |
| Sharlie Amen | Secondary Library Assistant at Magic Valley High 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: April 22, 2021

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

From: Shannon Swafford, Human Resources Director

Re: Classified Retirements – 2021-2022

The following classified employees have submitted their retirement letter resigning their position for the 2021-2022 school year:

- Cathy Trotter - Workplace Coordinator at Twin Falls High School
- Hamideah Askari Sobbi – Custodian at Robert Stuart Middle School

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



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

Date: April 22, 2021

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

From: Shannon Swafford, Human Resources Director

Re: Classified Resignations

The following classified employees has submitted his resignation letter resigning his position for the 2020-2021 school year:

| | | |
|---------------|-------------|-----------------------------|
| Jackson Ahern | Tray Washer | Robert Stuart Middle School |
|---------------|-------------|-----------------------------|

The following classified employees have submitted their resignation letter resigning their position for the 2021-2022 school year:

| | | |
|--------------|-------------------------------|----------------------------|
| Donna Barron | Elementary Library Technician | Harrison Elementary School |
| Daniel Ault | Para Professional Mentor | 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

Date: April 22, 2021

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

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Employees

It is the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that these individuals listed below be approved for hiring. An employment letter or supplemental contract will be issued for the 2020-2021 or 2021-2022 school year.

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

| | | |
|----------------------------|--|-----------------------------|
| Candace Ludlow – 2020-2021 | Track Coach – 7 th Assistant | Robert Stuart Middle School |
| Michael Amaya – 2021-2022 | Head Varsity Basketball Coach (Girls) | Twin Falls High School |



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Date: April 22, 2021

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

The following employees have submitted their resignation letter resigning their position for the 2021-2022 school year:

| | | |
|--------------|-----------------------------|--------------------------|
| Jentry Dille | Head Cheerleader Coach | Canyon Ridge High School |
| Brett Graham | Basketball JV 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.

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 22, 2021

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

From: Sonia DeLeon, Human Resources Manager

Re: Student Teacher Request

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

| Name of Student | Subject | Cooperating Teacher | School | Dates | University |
|-----------------|-----------------------|---------------------|-----------------------|-----------------------------------|------------------------------------|
| Brigid Glasheen | 4 th Grade | Julie Delia | Rock Creek Elementary | August 2021 – December 2021 | Western Governors University |

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 22, 2021

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

From: Sonia DeLeon, Human Resources Manager

Re: Current Active Guest Teacher List

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that the attached current active guest teacher list is approved.

All have completed the necessary consent, I-9, drug free work place form etc., and have met the criteria to become guest teachers of the Twin Falls School District.

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

Attachment

| | | | |
|----------------------------|---------------------------|-----------------------------|-------------------------------|
| <u>Aldama, Tami</u> | 4/22/2021 | 4/22/2021 | 4/22/2021 |
| <u>Allen, Stacie</u> | <u>English, Cindy</u> | <u>Martindale, Jessica</u> | <u>Taylor, Nancy</u> |
| <u>Atkin, Marsha</u> | <u>Eslinger, Darlene</u> | <u>Matthews, Sandra M</u> | <u>Thayne, Christine</u> |
| <u>Beem, Amie</u> | <u>Felder, Kathy</u> | <u>Maughan, Jamie</u> | <u>Tutty, Collette</u> |
| <u>Bernhisel, Staci</u> | <u>Foukal, Ashley</u> | <u>McClung, Dawn</u> | <u>Vandergiesen, Glenn</u> |
| <u>Bloxham, Sally</u> | <u>Fowler, Tiffany</u> | <u>McInnes, Lisa</u> | <u>Vollmer-Zamora, Andrea</u> |
| <u>Boeddiker, Isabelle</u> | <u>Fuller, Laceigh</u> | <u>Mitchell, Juston</u> | <u>Wallis, Maurice</u> |
| <u>Boone, Amy</u> | <u>Gardner, Daniel</u> | <u>Moore, Emily Theresa</u> | <u>Walters, Sondra</u> |
| <u>Bowcut, Danielle</u> | <u>Gardner, Kaitlyn</u> | <u>Nebeker, Kayla</u> | <u>White, Kerri</u> |
| <u>Brewer, Travis</u> | <u>Garrett, Jaime</u> | <u>Neilson, Erik</u> | <u>Whitworth, Jenny</u> |
| <u>Brumfield, Brent</u> | <u>Glasheen, Brigid</u> | <u>Niccum, Rodney</u> | <u>Williams, Kathryn</u> |
| <u>Busbee, Rachael</u> | | <u>Nickerson, Peggyanne</u> | <u>Williams, Robert S</u> |
| <u>Butenschoen, Steven</u> | <u>Gunnell, Royce</u> | <u>O'Connor, Megan</u> | <u>Wilson, Joshua</u> |
| <u>Casad, Thomas</u> | <u>Guymon, Marianne</u> | <u>Olmstead, Margit</u> | <u>Woodbury, Ben</u> |
| <u>Cawley, Rachel</u> | <u>Hammerquist, Gregg</u> | <u>Parra, Alexis</u> | |
| <u>Cervantes, Alycia</u> | <u>Hartwell, Deborah</u> | <u>Perez, Kendra</u> | |
| <u>Cluff, Jennifer</u> | <u>Haskins, Karlie</u> | <u>Ploss, Penny</u> | |
| <u>Collins, Diane</u> | <u>Hatch, Zola</u> | <u>Poznykov, Slavik</u> | |
| <u>Condie, Linda</u> | <u>Hawkins, James</u> | <u>Preston, Jaclyn</u> | |
| <u>Corder, Nathan</u> | <u>Hernandez, Marta</u> | <u>Pryor, Hannah</u> | |
| <u>Cornwell, Jason</u> | <u>Hewitt, Dell Sue</u> | <u>Requa, Brad</u> | |
| <u>Craig, Daniel</u> | <u>Hoerner, Leslie</u> | <u>Requa, Chance</u> | |
| <u>Crook, Daniel</u> | <u>Holm, Katie</u> | <u>Schaeffer, Barbara</u> | |
| <u>Daarud, Drew</u> | <u>Hunt, John</u> | <u>Shaffer, Jennifer</u> | |
| <u>Dawson, Brittany</u> | <u>Johnson, Sherry</u> | | |
| <u>Diaz, Danielle</u> | <u>Johnston, Taylar</u> | <u>Smith, Jessica</u> | |
| <u>Easterling, Michael</u> | <u>Jones, Landon</u> | <u>Smith, Lacey</u> | |
| <u>Eiler, Ian</u> | <u>Kayser, Cassie</u> | <u>Smith, Lori</u> | |
| <u>Eiler, Patricia</u> | <u>Kennedy, Gene</u> | <u>Standlee, Tony</u> | |
| | <u>Klimes, Katie</u> | <u>Stevens, Charles</u> | |
| | <u>Lehto, Frans E</u> | <u>Stevens, Diane</u> | |
| | <u>Lemons, Alexsis</u> | <u>Stevens, Holly</u> | |
| | <u>Love, Lisa</u> | <u>Stewart, Kirsten</u> | |
| | <u>Lovell, Kevin</u> | | |
| | <u>Martin, Dale Ann</u> | <u>Talkington, Cathy</u> | |



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

Date: April 22, 2021

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

From: Sonia DeLeon, Human Resources Manager

Re: Current Active Temporary Employees

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that the attached current active temporary employee list is approved.

All have completed the necessary consent, I-9, drug free work place form etc., and have met the criteria to become guest teachers of the Twin Falls School District.

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

Attachment

CURRENT ACTIVE TEMPORARY EMPLOYEES

Name

AGES, RYAN
ANDERSON, DENNIS K
ASHBY, ALLISSA
BARRON, MARY C
BECERRA, ALYSSA M
BOYD, CAROL
CATON, LINDSEY
CLEMENS, EUGENE T
CUTLER, HELEN
DENINGTON, STEVEN A
ERICKSON, CHASE L
FIALA, MARILYN M
FRECKLETON, JEFFREY W
GARRETT, VICKI R
HEGMAN, DEBBIE L
HOLLAND, APRIL
HOLSTON, CATHERINE JO
HUDELSON, KELLY DEE
HYER, JONATHAN L
JACKSON, ROBERT S
JANSEN, BERNARD
JUND, BARBARA
KING, HUNTER D
LEAVITT, MICHAEL J
LINEBERRY, AMBER N
MASON, DEBORAH A
MCBRIDE, COLIN K
OLMSTEAD, MARGIT
POPPLEWELL, TED L
PRESTIN, KARTER
RICE, OWEN
ROBBINS, CHRISTOPHER L
RUSHING, KELLIE K
SLOTTEN, KRISTINE A
SNEARY, DAVID N
SUMMERS, LITA
TURPIN, CATHERINE
WEG, TUCKER W
WILLISON, RAELEE



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

Date: April 26, 2021

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

From: Sonia DeLeon, Human Resources Manager

Re: Transfer/Promotion of Administrator Contract – 2021-2022

The Human Resource Department recommends to the Superintendent and the Twin Falls School District Board of Trustees the approval of the transfer/promotion for the following administrator:

- Sara Praegitzer, Principal at South Hills Middle School



Twin Falls High School

**1615 Filer Avenue East
Twin Falls, Idaho
83301**

April 21st, 2021

Dr. Brady Dickinson
Superintendent of School District #411
201 Main Avenue West
Twin Falls, Idaho 83301

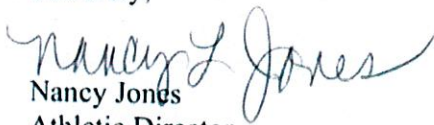
Dear Dr. Dickinson,

In accordance with IHSAA rule 3 17-2-4, Twin Falls High School is requesting that School District #411 seek permission from the Idaho High School Activities Association to use Twin Falls High School football protective equipment in summer camp during June of 2021, or for spring practice which will start after the state track meet is completed (May 20-22, 2021). It is understood that the IHSAA sponsored catastrophic insurance provides no-coverage for the activity and any liabilities rest solely with the campers/clinic and school.

We will be attending the Southern Idaho Camp.

Your attention to this matter is greatly appreciated

Sincerely,


Nancy Jones
Athletic Director
Twin Falls High School

Cc:

Ryan Nesmith, Principal TFHS
Ben Kohring, Head Football Coach TFHS
Ty Jones, Executive Director IHSAA



300 NORTH COLLEGE ROAD W ■ TWIN FALLS, IDAHO 83301
OFFICE: (208) 732-7555 ■ FAX: (208) 732-7556

April 9, 2020

Dr. Brady Dickinson
Superintendent of School District #411
201 Main Avenue West
Twin Falls ID, 83301

Dear Dr. Dickinson,

In accordance with IHSAA rule 3 17-2-4, Canyon Ridge High School is requesting that school district #411 seek permission from the Idaho High School Activities Association to use Canyon Ridge High School's protective football equipment during the summer of two thousand and twenty-one for one week. Our camp is scheduled the week of June 3rd-June 10th. However, due to the fact that we have just hired a new coach we are wanting to wait to hear if he has other plans before we move forward. It is understood that the Idaho High School Activities Association's catastrophic insurance provides no coverage for the activity and any liabilities rest solely with the campers/clinic and school.

Your attention to this matter is greatly appreciated.

Sincerely,

Sean Impomeni
Activities Director/Head Football Coach
Canyon Ridge High School

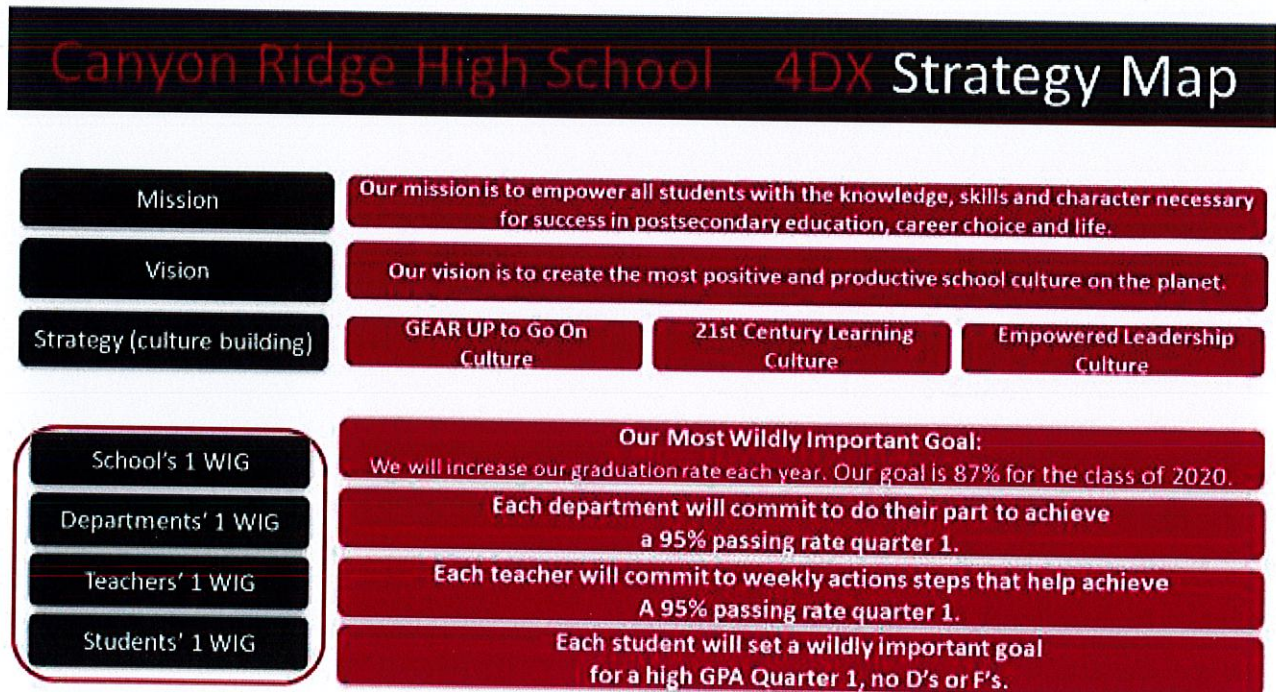


Twin Falls School District
High School Board Report Form
2020-2021

School: Canyon Ridge High School

| Idaho Standards Achievement Test - Spring 2020 Mathematics | | | | Idaho Standards Achievement Test - Spring 2020 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 | | | | 9th | | | |
| 10th | | | | 10th | | | |

1. Building Goals:



2. Growth towards Goals:

Graduation Rate 2017: 85.8%, 2018: 85.1%, 2019: 86.5%, 2020?

3. Growth Indicators:

Passing Rate Q1: 90.3%. S1: 88.2%, Q3: 89.8% S2 current: 87.8%

4. Instructional Focus/Priorities:

**Literacy across the Curriculum (Write Tools)
21st Century Learning
Empowering Leadership (The Leader in Me)**

5. School Improvement Initiatives:

**Literacy across the Curriculum (Write Tools)
21st Century Learning
Empowering Leadership (The Leader in Me)**

6. Interventions and Extensions:

**Tutoring on Tuesdays, Wednesdays (busing) and Thursday 3:30 – 4:30
Empower 3000 Data: Reading, Math**

7. Leadership Premium Usage:

Mainly for the new 21st Century Learning Cohort.

8. Challenges:

The distance learning revolution

9. Bright Spots:

**Online Monday – Measured Emphasis
Tenacious Optimism, Positivity and Flexibility**

Twin Falls School District
Board Report Form
2019-2021

School: Harrison 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 | 35% | 46% | 50% |
| 3 rd 2019 | 48% | 55% | 53% |
| 4 th 2018 | 39% | 42% | 43% |
| 4 th 2019 | 28% | 47% | 50% |
| 5 th 2018 | 37% | 37% | 38% |
| 5 th 2019 | 41% | 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 | 40% | 50% | 48% |
| 3 rd 2019 | 48% | 48% | 50% |
| 4 th 2018 | 36% | 45% | 46% |
| 4 th 2019 | 31% | 47% | 52% |
| 5 th 2018 | 37% | 55% | 52% |
| 5 th 2019 | 43% | 53% | 57% |

Idaho Reading Indicator – Longitudinal Data

| Grade | Administration | Percent of Students Proficient | | |
|-----------------------|------------------|--------------------------------|----------|-------|
| | | School | District | State |
| Kindergarten | Fall 2017 | 26% | 42% | 50% |
| Kindergarten | Spring 2018 | 81% | 83% | 80% |
| Kindergarten | Fall 2018 | 35% | 43% | 43% |
| Kindergarten | Spring 2019 | 64.5% | 67% | 63% |
| Kindergarten | Fall 2019 | 16% | 39% | 42% |
| Kindergarten | Winter/Feb. 2020 | 55% | | |
| 1 st Grade | Fall 2017 | 60% | 62% | 62% |
| 1 st Grade | Spring 2018 | 71.8% | 69% | 67% |
| 1 st Grade | Fall 2018 | 32% | 56% | 63% |
| 1 st Grade | Spring 2019 | 58.7% | 59% | 67% |
| 1 st Grade | Fall 2019 | 47% | 41% | 49% |
| 1 st Grade | Winter/Feb. 2020 | 60.9% | | |
| 2 nd Grade | Fall 2017 | 22.2% | 51% | 56% |
| 2 nd Grade | Spring 2018 | 65.1% | 70% | 70% |
| 2 nd Grade | Fall 2018 | 59% | 51% | 54% |
| 2 nd Grade | Spring 2019 | 67.7% | 71% | 75% |
| 2 nd Grade | Fall 2019 | 56% | 56% | 63% |
| 2 nd Grade | Winter/Feb. 2020 | 66.6% | | |
| 3 rd Grade | Fall 2017 | 37% | 62% | 65% |
| 3 rd Grade | Spring 2018 | 66.7% | 75% | 75% |
| 3 rd Grade | Fall 2018 | 54% | 62% | 66% |
| 3 rd Grade | Spring 2019 | 61.8% | 71% | 73% |
| 3 rd Grade | Fall 2019 | 49% | 59% | 64% |
| 3 rd Grade | Winter/Feb. 2020 | 59% | | |

1. Building Goals:

1. Based on Fall IRI scores, we will set a building SMART goal that reaches at least 70% on the Spring 2021 IRI assessment, with Istation. We haven't completed the Spring assessment yet.

- | | |
|---------------------|----------|
| • K IRI Fall 2019 | Fall 35% |
| • 1st IRI Fall 2019 | Fall 32% |
| • 2nd IRI Fall 2019 | Fall 43% |
| • 3rd IRI Fall 2019 | Fall 50% |

2. The number of students proficient on the Spring 2021 ISAT/SBAC will increase by at least 5%. We did not have Spring 2020 scores due to Covid, no assessments given.

3rd Grade:

- 3rd grade students have never taken the ISAT before.
3rd grade goal for ELA: 38%
3rd grade goal for Math: 38%

4th Grade:

~~3rd grade goal for ELA: 38%~~
~~3rd grade goal for Math: 38%~~
This has been moved to the next grade level.
This is now the goal for our fourth grade students.

5th Grade:

- 3rd ISAT Spring 2019 at benchmark: ELA 48%
Math 48%
So as 4th grade students the goal for ELA is 53%
So as 4th grade students the goal for Math is 53%
This has been moved to the next grade level.
This is now the goal for our fifth grade students.

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 Istation progress monitoring/monthly IEP, 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-5th).

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. We have really appreciated the literacy coach on site training, observations, and feedback.

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. This has been challenging due to social distancing.

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. We check in twice a month during grade level teaming with admin and coach. One of those teaming meetings included ESL teacher, Resource teachers, and the Title 1 teacher.
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 school year has been for the Instructional Coach to be in classrooms more.
5. Frequent classroom visits by administrators, with feedback to teachers
6. WIDA sensory supports 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. We have a full day kindergarten classroom that is funded with literacy intervention money. This included additional support during the lunch hour.
- b. All students K-5 receive interventions. This includes extensions for higher performing students. ELA, math, and social-emotional skills. We had a K-3 para funded with IRI intervention money for this current school year. We have continued to use resources that were purchased with Title 1 money: SIPPS for older students, Touch Math for older students, Bridges preschool for lower performing students with IEP services, 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. We made changes last year with Title 1 intervention, due to not having a Title 1 teacher. We continued this school year with the push in support. This has included having a para support classroom teachers during interventions for our higher performing students.
- c. Technology integration with devices: blended learning, Google Apps for Education, chromebooks, iPads, and tablets. We are one-one with devices. Every student k-5 has a chromebook for learning, at school or at home due to quarantining.
- d. Grants for STEM/STEAM, particularly for the weekly class that all preschool-5th grade students attend.
- e. All students Pre/k-5th check out school library books every week.
- f. Social-emotional has continued to be an intervention this year. 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 fifth 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 take home projects every month, and classroom resources for students/teachers.
- l. Block teacher push into the classroom when they are not teaching PE/Music/Library/Computers/STEAM. They assist with intervention groups.
- m. Double dipping with both Title 1 and ESL, and some triple dipped with resource.

Interventions and Extensions Continued:

- n. 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.
- o. 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.
- p. 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.
- q. Home visits
- r. Mixed age group activities/inclusion and push in with diverse student populations, students leading/learning/teaching/peers- Like at recess, lunch, classroom buddies, leadership roles, Sharpen the Paw- Helps as a proactive preventative way to counter bullying. Covid challenges, but we try.

7. Leadership Premium Usage:

- 1. After school tutoring for fifth grade students
- 2. Milepost building lead
- 3. Weekly intervention meeting/RTI/MTSS

8. Challenges

- 1. 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. It has been impressive watching our brand new teachers, and those three years or less. We have a young staff, but their effort and persistence makes me proud. We have a young staff.
- 2. 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.
- 3. 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 one building WIG, widely important goal. This is for increasing reading scores.
- 4. High number of students with IEP's. Out of about 470 students, we have about 115 students with IEP's preschool-5th. We hired a second resource K-5 teacher to assist with the high caseload. Preschool numbers are high, particularly with the three year olds in the morning.
- 5. Trauma in the home, incarceration and recidivism, and past traumatic situations.
- 6. Guest teacher shortage and lack of para professionals/unfilled positions.
- 7. Lack of qualified staff, unfilled positions creates a burden on others, including the principal. We currently have no computer teacher, no playground para, no Title 1 teacher, and a handful of para positions.
- 8. Covid- no need to explain: huge disruption, contact tracing, attendance concerns, academic gaps, online learners struggling.

9. Bright Spots

1. Leader in Me Lighthouse school
2. Our staff- they are amazing
3. We love and appreciate the diversity of our staff and students. This includes the special needs programs our building supports (preschool), and the talents and strengths that every student and staff member has.
4. We have an impressive staff. We are constantly teaching, listening, mentoring, advocating, supporting, and providing exposure/opportunities for all of our students.
5. 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.
6. 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.
7. Teamwork and collaboration of staff- passionate and high expectations
8. Winter IRI scores- Our Fall IRI scores are always low, but we see great growth as the year progresses.
9. Retired teachers and paras who come back to work and help.
10. Instructional Coach and ESL teacher
11. Leader in Me
12. 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.
13. 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.
14. 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 25 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. We also have on site counseling, partnering with an outside agency. We give out food boxes every Wednesday, farmers to table federal program.
15. We recognize students daily, often on the intercom: reading, growth with goals, leadership, behavior growth, kindness, and more.
16. We recognize staff often: on the intercom for things like Kindness and Leadership, and in person.
17. 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.
18. All students Kindergarten- Fifth grade have a leadership notebook. This includes personal and academic goals, data tracking, and victories/leadership opportunities.

Twin Falls School District
Board Report Form
2020-2021

School: Sawtooth 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 | 75% | 50% | 52% |
| 3 rd 2019 | 74% | 55% | 53% |
| 4 th 2018 | 71% | 49% | 48% |
| 4 th 2019 | 64% | 47% | 50% |
| 5 th 2018 | 54% | 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 | 72% | 48% | 50% |
| 3 rd 2019 | 72% | 48% | 50% |
| 4 th 2018 | 78% | 48% | 50% |
| 4 th 2019 | 68% | 47% | 52% |
| 5 th 2018 | 65% | 56% | 55% |
| 5 th 2019 | 69% | 53% | 57% |

Idaho Reading Indicator – Longitudinal Data

| Grade | Administration | Percent of Students Proficient | | |
|-----------------------|----------------|--------------------------------|----------|-------|
| | | School | District | State |
| Kindergarten | Fall 2017 | 59% | 42% | 50% |
| Kindergarten | Spring 2018 | 78% | 83% | 80% |
| Kindergarten | Fall 2018 | 59% | 43% | 43% |
| Kindergarten | Spring 2019 | 58% | 67% | 63% |
| Kindergarten | Fall 2019 | 56% | 39% | 42% |
| 1 st Grade | Fall 2017 | 56% | 56% | 63% |
| 1 st Grade | Spring 2018 | 66% | 64% | 67% |
| 1 st Grade | Fall 2018 | 53% | 39% | 43% |
| 1 st Grade | Spring 2019 | 62% | 59% | 67% |
| 1 st Grade | Fall 2019 | 58% | 41% | 49% |
| 2 nd Grade | Fall 2017 | 70% | 51% | 54% |
| 2 nd Grade | Spring 2018 | 83% | 70% | 69% |
| 2 nd Grade | Fall 2018 | 63% | 59% | 60% |
| 2 nd Grade | Spring 2019 | 81% | 71% | 75% |
| 2 nd Grade | Fall 2019 | 67% | 56% | 63% |
| 3 rd Grade | Fall 2017 | 79% | 62% | 66% |
| 3 rd Grade | Spring 2018 | 82% | 72% | 75% |
| 3 rd Grade | Fall 2018 | 82% | 64% | 61% |
| 3 rd Grade | Spring 2019 | 83% | 71% | 73% |
| 3 rd Grade | Fall 2019 | 69% | 59% | 64% |

1. Building Goals:

- The spring 2021 scores for each of the K-3 grade levels will be at least 80% of students scoring at benchmark proficiency on the IRI.
- 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 2019 to spring 2021. Testing was not completed spring of 2020 due to COVID19.
- 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 2019 to spring 2021. Testing was not completed spring of 2020 due to COVID19.
- The percent of K-3 students identified as Students with Disabilities scoring benchmark in each of those grades will increase from 52% to 55% from spring 2019 to spring 2021. Testing was not completed spring of 2020 due to COVID19.
- The percent of students identified as students who are from low-income families scoring proficient or advanced on the ELA and Math ISATs in each of the grades 3-5 will increase 5% from spring 2019 to spring 2021. Testing was not completed spring of 2020 due to COVID19.

2. Growth Towards Goals:

- Kindergarten – on the February 2021 IRI testing, Sawtooth kindergarten students had gone from **63% to 70%** Tier 1 proficiency skill level.
- First Grade – on the February 2021 IRI testing, Sawtooth first grade students had gone from **38% to 61%** Tier 1 proficiency skill level.
- Second Grade – on the February 2021 IRI testing, Sawtooth second grade students had gone from **59% to 69%** Tier 1 proficiency skill level.
- Third Grade – on the February 2021 IR testing, Sawtooth third grade students had gone from **67% to 73%** Tier 1 proficiency skill level.

3. Growth Indicators:

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

4. Instructional Focus/Priorities:

- Instruction of Idaho Core Standards
- Push-in model for Title 1 classroom intervention
- Standards-Based Report cards
- Differentiated instructional groups
- Technology integration

5. School Improvement Initiatives:

- Concentrate on core instruction, intervention instruction, and assessment preparation to address the downward trend of student growth.
- 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 and Extensions:

- Small group differentiated instruction by classroom teachers, title I teacher, title I para educator, literacy para educators
- Rtl representative from each grade level
- District resources – Istation, Wonders digital resources, Bridges digital resources, Mileposts
- Exploring modifications for our special education model

7. Leadership Premium Usage:

- Building Milepost Lead – Suzan Jahns
- Webmaster – Darla Petersen
- Instructional Support – Michelle Larson
- Kindergarten Lead – Debbie Stanger

8. Challenges:

- Teachers contributed additional time to help cover recesses and duties due to difficulties filling classified positions.
- Teachers providing access to instruction for all students with the differing situations of our stakeholders.
- We are seeing a widening achievement gap with students which will make it necessary to re-evaluate our intervention models next year.

9. Bright Spots:

- Teachers collaborated to think “outside the box” to solve instructional and operational challenges.
- Entire staff was flexible and embraced the schedule changes.
- Technology integration learned out of necessity, can now be an ongoing resource.
- Pool of certified applicants has increased
- Free breakfast and lunch/Amazing Grace food boxes
- New PA system.....YAHOO!!!

Twin Falls School District
Board Report Form
2020-2021

School: IB Perrine

Idaho Standards Achievement Test Spring
2018 and 2019
Mathematics

| | Percent of Students that were Proficient and Advanced | | |
|----------------------|---|----------|-------|
| Grade | School | District | State |
| 3 rd 2018 | 29% | 50% | 52% |
| 3 rd 2019 | 25% | 55% | 53% |
| 4 th 2018 | 42% | 49% | 48% |
| 4 th 2019 | 39% | 47% | 50% |
| 5 th 2018 | 41% | 45% | 42% |
| 5 th 2019 | 38% | 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 | 39% | 48% | 50% |
| 3 rd 2019 | 31% | 48% | 50% |
| 4 th 2018 | 37% | 48% | 50% |
| 4 th 2019 | 36% | 47% | 52% |
| 5 th 2018 | 27% | 56% | 55% |
| 5 th 2019 | 32% | 53% | 57% |

Idaho Reading Indicator – Longitudinal Data

| Grade | Administration | Percent of Students Proficient | | |
|-----------------------|----------------|--------------------------------|----------|-------|
| | | School | District | State |
| Kindergarten | Fall 2017 | 40% | 42% | 50% |
| Kindergarten | Spring 2018 | 87% | 83% | 80% |
| Kindergarten | Fall 2018 | 45% | 43% | 43% |
| Kindergarten | Spring 2019 | 50% | 67% | 63% |
| Kindergarten | Fall 2019 | 31% | 39% | 42% |
| 1 st Grade | Fall 2017 | 56% | 56% | 63% |
| 1 st Grade | Spring 2018 | 57% | 64% | 67% |
| 1 st Grade | Fall 2018 | 25% | 39% | 43% |
| 1 st Grade | Spring 2019 | 52% | 59% | 67% |
| 1 st Grade | Fall 2019 | 27% | 41% | 49% |
| 2 nd Grade | Fall 2017 | 59% | 51% | 54% |
| 2 nd Grade | Spring 2018 | 63% | 70% | 69% |
| 2 nd Grade | Fall 2018 | 53% | 59% | 60% |
| 2 nd Grade | Spring 2019 | 63% | 71% | 75% |
| 2 nd Grade | Fall 2019 | 50% | 56% | 63% |
| 3 rd Grade | Fall 2017 | 60% | 62% | 66% |
| 3 rd Grade | Spring 2018 | 60% | 72% | 75% |
| 3 rd Grade | Fall 2018 | 52% | 64% | 61% |
| 3 rd Grade | Spring 2019 | 54% | 71% | 73% |
| 3 rd Grade | Fall 2019 | 52% | 59% | 64% |

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 2020-2021.
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 2020-2021.
4. I.B. Perrine will increase the number of students proficient in Reading, as measured by the Spring IRI Assessment, by at least 5% each school year through the school year 2020-2021.

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 shared leadership and school culture.

Goal 2: There was no spring data by which to measure this goal.

Goal 3: There was no spring data by which to measure this goal

Goal 4: There was no spring IRI data by which to measure this goal. Longitudinal ISIPS data suggests that our students are making at least one year growth in one year's time each year.

3. Growth Indicators

We usually use ISAT – Math, ISAT – ELA, ISIP (IStation IRI), ACCESS by WIDA

4. Instructional Focus/Priorities

- Increasing the effectiveness of core reading instruction.
 - Perrine targeted increasing effectiveness of core instruction related to phonemic awareness and phonics. In 2018-2019 two consultants worked with teachers in first, second and third grades, as well as with our special education teachers. The next year we extended the work to grades kindergarten, four, and five as well as continuing to support instruction in grades one through three. In 2020-2021 we worked to continue this work in a blended teaching model.

5. School Improvement Initiatives

- Continue to decrease the incidences of student misbehavior.

| | 2019 - 2020 | 2020-2021 | |
|---|----------------------------|----------------------------|---|
| Severity of Misbehavior | Count of Incident Severity | Count of Incident Severity | March 31, 2020 to March 31, 2021 Percent change |
| Level 1 Redirection (Classroom Managed) | 134 | 20 | -85% |
| Level 2 Correction (Classroom Managed) | 215 | 52 | -76% |
| Level 3 Office Referral (Minor) | 181 | 35 | -81% |
| Level 4 Immediate Office Referral (Major) | 61 | 49 | -20% |
| Total | 591 | 156 | -74% |

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

Leadership premiums are used for teachers supporting the following endeavors.

- Mileposts Lead, supporting 50 teachers, paras and admin.
- Lighthouse Team Lead (Building leadership team lead), supporting the leadership of 65 staff members and 430 students.
- Grade-Level Lead and Reps (severing all TFSD in grades 1, 3 and 5).

8. Challenges

- Our biggest challenge continues to be supporting students in making more than one school year's growth in one school year.
- Finding paraprofessionals to fill vacancies.

9. Bright Spots

- Disruption to the learning environment due to misbehavior has been greatly reduced.
- Our partnership with Family Heath Services has been a success. We are planning for the next step of expanding the hours of service.
- With the leadership of Rachael Wilkinson and technical support of Layne Ficklin, our student news broadcast is in full production.
- We survived COVID, finding ways to mitigate the effects of reduced contact time.
- Parents attend our PTA meetings.

Twin Falls School District
Board Report Form
2020-2021
Twin Falls High School

Idaho Standards Achievement Test - Spring 2021
Mathematics

| | Percent of Students that were Proficient and Advanced | | |
|------------------|---|----------|-------|
| Grade | School | District | State |
| 9 th | TBD | TBD | 42% |
| 10 th | TBD | TBD | 35% |

Idaho Standards Achievement Test - Spring 2021
English Language Arts

| | Percent of Students that were Proficient and Advanced | | |
|------------------|---|----------|-------|
| Grade | School | District | State |
| 9 th | 80% | 72% | 57% |
| 10 th | TBD | TBD | 59% |

1. Building Goals:

Proactive Communication

- All teachers' pages will be updated with blended learning model.
- Students will email teachers within 1st week of each semester from their mytfhsd.org account.
- Quarterly email from teachers to advisory class.

Professional Development

- Teachers will participate in professional development addressing self-care. Teachers will develop one self-care goal and share it with a colleague.

2. Growth Indicators:

- Mrs. Lamarche and her team were able to do a great job of putting the teachers' blended learning models onto the TFHS website.
- Teachers reported a high success rate with the students emailing them within the first week of the new semester.
- Teachers have been sending quarterly emails to their advisory classes. This can be improved upon in regards to 100% completion. As teachers send the emails, they also include their supervising administrator.
- As we meet to complete post conferences the supervising administrator checks on the progress of the teachers' self-care goals.

3. Instructional Focus/Priorities:

- When we went to the hybrid model our concern was with a lack of communication. Each teacher was asked to provide a weekly checklist to their students and email it to them each Monday. It was standardized so each checklist would look similar. The students were then able to know their expectations for each week.
- We completed more purposeful training in regards to our interim ISATs. Our English Department developed questions from the interim assessment, created an answer key, and provided the material to the teachers.
- Our teachers worked diligently to try and get the material to students that were under quarantine. We extended due dates, grade verifications, and worked at communicating with those students to try and keep them caught up.

4. School Improvement Initiatives:

- Develop a formal RTI team and process at TFHS.
- Better communicate our achievements with our stakeholders.
- Be more intentional about parent involvement and parent input.

5. Interventions and Extensions:

- For the 2019-2020 school year we had 586 students take Dual Credit classes. That number continues to increase each year.
- We had 158 students take an Advanced Placement Course this year. That is 47 more than last year. Our numbers continue to increase in both AP English 11 and AP Biology.
- We have offered extra help after school two days/week.
- 2020 Accreditation team commented on our comprehensive network of support for our students (staffing, foundations classes, tip line, blended learning, restorative circles, clubs, day to day business of identifying students in need)

6. Leadership Premium Usage:

- 504 Coordinator, Schoology Lead, Co-Hort Team leaders, BLT Facilitators, Mileposts Lead, Read 180 Facilitator, After School Extra Help, Robotics, Website Manager

7. Challenges:

- Passing of Mr. Vogt
- Accreditation
- Lockdown
- Several staff changes

8. Bright Spots:

- 92% graduation rate for 2020
- Nick Swensen Interscholastic Star
- Academic State Champions in Boys Basketball
- Reagan Chambers won the IHSAA Spirit of the Sport Award for the State of Idaho
- US News ranked Twin Falls High School as the 14th best high school in the state of Idaho
- Mattalyn Geddes and Magnum Hofstetter both Gatorade Player of the Year for their respective sports
- TFHS was in the top 3 for the IHSAA "Schools of Excellence" award for the 8th year in a row

Motion to go into executive session:

I move that after a five-minute break the Board retire into executive session as per ID Code 74-206(1) subsections (b), (d), and (j):

(b) to consider student discipline; and to consider personnel issue for superintendent evaluation/goals;

(d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code; and

(j) to consider labor contract matters authorized under section 74-206 (1)(a) and (b), Idaho Code.

Action Items:

- (1) Student discipline action