

Twin Falls School District #411 2020-25 Strategic Plan

Mission: Providing a quality education necessary for students to be successful in life.

Vision:

The Twin Falls School District will be the “district of choice” in Idaho for both students and employees. To accomplish this, the District partners with the community to set and complete goals in the following focus areas.

Life Ready Students -

Goal Statement: TFSD #411 will strive to provide students with the skills necessary to be successful in life.

Objectives:

- The TFSD will ensure that students have the ability to excel academically so that they can develop the skills that will support all areas of students’ lives.
- TFSD schools will offer programs that provide students with life skills, like critical thinking, personal finance, resiliency, and workplace soft skills.
- TFSD schools will help students develop plans for their future and support all post-high school options including career and technical programs, college preparation, and workplace-ready students.
- The TFSD will support programs, training, and policy that encourages students to excel in living-wage careers.

Possible Measurements:

- Go-on rates
- Graduation rates
- College ready scores
- Workplace readiness assessment
- Academic Indicators i.e. ISAT, IRI
- CTE participation
- Dual Credit participation
- Utilization of advanced opportunities funding
- CTE Concentrators (students who continue through a complete pathway program to complete a capstone course)

Quality Learning Opportunities -

Goal Statement: TFSD #411 will provide resources and strategies to support high academic achievement for all students.

Objectives:

- The TFSD will support consistently high caliber educational practices across the district, including teacher collaboration on best practices, professional development, and rigorous instruction designed to raise the bar and close any achievement gaps.
- The TFSD will prepare for the responsible and appropriate management of modified learning scenarios as needed or required for student, staff, and community safety.

- The TFSD will continue to expand the opportunities available to students and teachers, including career technical programs, innovative opportunities, and enrichment opportunities so that more students have access to develop their passions.
- The TFSD will provide up-to-date technology education in a systematic way for all students including navigating different platforms and digital citizenship in a way that addresses student learning needs.

Possible Measurements:

- ISAT Achievement
- SAT
- IRI Achievement
- Advanced Placement participation
- Availability of programs (i.e. after-school programs)
- Hours of professional development/collaboration
- Student engagement in online learning programs
- Student participation in enrichment activities (music, fine arts)

A Healthy Learning Community -

Goal Statement: TFSD #411 will foster an environment where the overall wellness of students and staff members is a priority in order to support student academic achievement.

Objectives:

- The TFSD will support programs, resources, and initiatives that foster mental health and social-emotional learning for students and staff.
- The TFSD will continually encourage students and staff members to make mental and physical wellness a priority by focusing on self-care, community involvement, and fostering a sense of connection and belonging.
- The TFSD will provide programs, staffing, and systems/policies that reinforce the importance of overall wellness and engage the voices of students and families.
- The TFSD will ensure easy access to consistent services, programs, and support across the district in an effort to make help available to students, families, and staff members.

Possible Measurements:

- Number of mental health professionals in schools
- Behaviors in schools
- Community health indicators
- Programs supporting wellness (both staff and student-driven)
- Resources dedicated to wellness and/or community partnerships geared towards wellness.
- Utilization and promotion of the Employee Assistance Program

Quality Personnel -

Goal Statement: TFSD # 411 will recruit, hire, develop, and retain professional, engaged, and effective team members in all areas and supply them with high-quality professional training and resources.

Objectives:

- The TFSD will continue to explore innovative retention and recruitment strategies to promote the district, its many benefits, and positive culture.
- The TFSD will prioritize supporting staff members with professional development opportunities that fit the diverse needs of our community.
- The TFSD will be creative in recruitment practices, including collaboration with colleges and universities, promotion of the Twin Falls community, and utilizing all available options to become the district of choice for employees.
- The TFSD will effectively utilize the evaluation process to identify strengths and weaknesses in an effort to ensure staff members reach their full potential through continuous improvement which will bolster the support for teachers and the education field in our community while also ensuring our students have access to the very best staff.

Possible Measurements:

- Retention numbers
- Exit Interview data
- Applicant numbers
- Mentee survey data (i.e. retention after five years)
- Veteran teacher progress towards advanced professional status
- Data related to the success of the improvement process for staff identified as in need of improvement

School Community Public Relations -

Goal Statement: TFSD #411 will actively engage the community in the education and support of students.

Objectives:

- The TFSD will implement a marketing and community engagement program to ensure the community is aware of the opportunities to support education in Twin Falls.
- The TFSD will provide communication tools to support consistent school-level communication with all stakeholders.
- The TFSD will support community collaboration at all buildings to harness resources and engage other organizations in the educational community.

Possible Measurements:

- Number of district-level communications
- Social media interaction data
- School-level publication data
- Outside organization engagement levels
- Volunteerism

School Environment and Facilities -

Goal Statement: TFSD #411 will provide a safe, welcoming school environment in well-maintained and well-utilized facilities, while proactively planning for the future.

Objectives:

- The TFSD will prioritize the health and safety of students and staff as part of the overall facilities plan.
- The TFSD will support parity in school facilities across the district, including class-sizes, access to technology, updated furnishings and equipment, and facilities that support learning.
- The TFSD will provide personnel whose focus is school safety and security in order to develop an overall successful learning environment.
- The TFSD will implement long term planning for facility maintenance and future building through collaborative efforts with all staff members.

Possible Measurements:

- Levy rates
- Class sizes (this also has to do with staffing)
- Shared spaces
- Device to student ratio
- Continued updates to facilities
- State safety report
- Continued implementation of ALICE - number of trainings (i.e. online courses taken), drills
- Safety personnel

Stewardship of Resources -

Goal Statement: TFSD #411 will be responsible and accountable for district resources while providing transparency and engagement to support the district's needs and mission.

Objectives:

- The TFSD will support and advocate for legislative action that will better allow the district to improve its financial situation, including moving to an enrollment-based funding model,
- The TFSD will plan for future sustainability by prioritizing increasing the fund balance.
- The TFSD will explore and seek to utilize alternative funding methods, including support for expanding the foundation, collaboration of resources with outside organizations, and rethinking instructional spaces.
- The TFSD will maximize the funding available to ensure that students have access to safe schools and a world-class education.
- The TFSD will utilize all funds (Federal, State, local) in compliance with the specific revenue streams to support the overall financial health of the District.
- The TFSD will maintain a clear and transparent budget process utilizing a Budget Advisory Committee, community engagement activities, and public notices.
- The TFSD will provide a system through which the staff members of the district have a thorough understanding of the appropriate use of funds.

Possible Measurements:

- Grants received
- Legislative engagement events
- Carryover levels
- Federal/State audits

- Annual district audit
- Moody's report
- Levy rates
- Tax levy ballot measure approval rates
- Per Pupil Expenditures

TFSD 2020-25 Strategic Plan:
2020-21 Yearly Action Plan

Life Ready Students

- 1. The District will effectively address challenges related to the loss of instruction time due to COVID-19. This includes closing achievement gaps and implementing programs designed to meet the needs of families in Twin Falls.**

January Update: Early in the summer of 2020 instructional coaches and teachers began diving into the content that is typically covered at the end of the school year to develop ways that this instruction could be scaffolded to the upcoming school year. In many grade levels and content areas, teachers were able to and continue to pre-teach concepts that might have been missed during the school closure months in areas that match up with the following year's curriculum. These teams utilized student achievement data collected in the first weeks of school to identify specific areas where students were not performing as expected and developed strategies to address those gaps.

Further loss of in-person instructional time continues to be a concern as it is clear some students struggle to engage during distance learning. That being said, TFSD instructional teams have put in tremendous efforts to continually evaluate student progress and pivot as students' needs change over the course of the year.

July Update: District instructional teams have been evaluating student achievement data to best address learning loss resulting from the loss of instructional time. Staff members will continue to utilize evidence-based strategies to support students and help them grow. During the summer of 2021, the district offered summer school enrollment to more than double the number of students to which it was available in previous years. This practice allowed more students to master skills that may have been missed or with which they are struggling. In addition, the district hired more teachers for the summer school program to keep the student-to-teacher ratios low and provide more individualized instruction.

The district is also mapping out strategies to utilize ARP/ESSR III funding to provide academic, SEL, and operational support for students affected by learning loss. A committee of stakeholders will evaluate and prioritize the use of this funding to provide comprehensive support for students.

2. The District will demonstrate continuous improvement in academic achievement. This includes a variety of data points from various academic indicators from each school.

January Update: As mentioned in item #1, instructional teams are working diligently to scaffold any missing skills or content alongside the present year's curriculum. In times when students are not receiving as much in-person instruction, teachers are ready to hone in on the most necessary content items for the most effective delivery of instruction geared at specific content standards. This practice will ensure that even as instructional models shift throughout the school year, students will still be provided with the most needed skills to increase their achievement data.

July Update: While the loss of instructional time over the previous year and a half has created some challenges and setbacks in this regard, overall district students are performing better than expected on all academic indicators. It will take some time to regain ground lost due to the pandemic. However, instructional staff members will be able to utilize collaboration time to address any gaps in student achievement. This coming academic year it will be imperative for staff to identify specific gaps in learning and use targeted, highly effective interventions to improve student learning.

3. The District will increase the number of grade levels at or above the state average on ISAT and IRI and/or demonstrate continued growth in these areas. In addition, demonstrate positive trends in SAT and graduation rates.

January Update: The district continues to focus on this goal while understanding that loss of instructional time from the spring may have an impact on student achievement. As mentioned in items #1 and #2, instructional teams have developed well-thought-out strategies to help students gain any skills or content that may have been missed in the spring and to provide intentional instruction in times when students are learning remotely.

July Update: District Administrators will present data indicators to the Board at the July Work Session. The District recognizes that COVID-19 and the resulting loss of instructional time has had a significant impact on student's academic achievement. That being said, student achievement across the state has likely been impacted and the District will utilize a variety of effective strategies to make gains (growth) in this area in the coming years.

- 4. Each principal will work with their director and the superintendent in the fall to collaboratively set goals for the year. Evaluate progress at the end of the school year.**

January Update: In the fall, all principals met with their Director, the Superintendent, and the Associate Superintendent to set building goals for the year. These conversations included strategies for how the buildings will address their unique achievement gaps brought on by the loss of in-person instructional time in the spring.

July Update: District administrators meet in the spring to discuss their goals and evaluate progress towards those goals. As the new year begins, the superintendent and directors will meet to discuss goals for the 21-22 school year.

Quality Learning Opportunities

- 1. The Superintendent and Directors will effectively communicate and implement the reopening plan created by the HEAL Taskforce. Reports will be made at each Board meeting this coming year.**

January Update: The TFSD has communicated and implemented the reopening plan developed by the HEAL Taskforce. Communication of the plan included email, webpage, social media, and phone calls from the district level. In addition, the District hosted training and informational sessions for staff members. At the building level, principals were provided with tools and resources to help communicate building-level-specific items as well as reminders about district-wide protocols. The TFSD also hosted a virtual Town Hall meeting with representatives from St. Luke's and South Central Public Health District. During this forum, community members could submit questions about the COVID protocols and other COVID-related topics.

As more information about COVID-19 and new recommendations from the CDC, South Central Public Health District, and St. Luke's have become available, the district has been nimble and has made changes to the plan. This complex issue has caused challenges for education entities across the country. The TFSD has been successful in working closely with the local health district to evaluate all available resources in making recommendations to the school board. To date, the TFSD has not had to close any individual school due to COVID-19.

July Update: The TFSD utilized the COVID Operational Protocols throughout the year, making adjustments and shifting from one operational mode to another as necessary. Throughout the year, the district utilized a two-way communication model allowing parents and other stakeholders to express concerns and thoughts about the protocols.

District Administrators continually corresponded with patrons to give as much information as possible about the protocols and reasoning for them. For the coming school year the TFSD is required by the American Rescue Plan to post a Safe Return to School Plan on the district website. Due to the work done last year, we were able to modify our plan based on community feedback and new guidance from the SCPHD/CDC. This modified plan will be available on the district website this month.

- 2. District Personnel will ensure the system effectively and efficiently modifies and adjusts practices as needed in order to ensure the continuation of high-impact programs during crisis situations and ensure that these changes are effectively communicated.**

January Update: In October the TFSD shifted to the hybrid (Orange) instructional model under the COVID Protocols due to increasing COVID case numbers in the community. Teachers quickly adapted their instructional practices. Prior to the change to the hybrid model, teachers and principals consistently communicated and prepared students for this possibility and provided resources to assist students with their distance learning.

July Update: The District was able to operate under an all in-person model for the remainder of the school year. Teachers utilized additional collaboration and planning time to provide instruction to students who were not able to attend classes in person due to quarantine or illness.

- 3. The Superintendent in collaboration with the Secondary Programs Director and principals will continue expanding CTE programs while promoting a technical center and/or partnership with CSI. Increase enrollment in CTE programs at the high schools, and opportunities for TFSD students at all levels, recognizing that this may be difficult this year due to challenges related to mitigating COVID-19.**

January Update: The Superintendent and Secondary Programs Director have begun pulling together a group of stakeholders to discuss the possibility of a potential food science CTE program in the TFSD. Due to unstable enrollment numbers and potential changes to CTE funding, it is unclear at what point a program like this might be feasible. That being said, the team will continue to explore the possibility to be as prepared as possible when student enrollment and funding would support this kind of program.

Student interest in CTE programs appears to remain constant even as the school system transitions between in-person and hybrid learning models. The District will present data for CTE enrollment at the end of the school year.

July Update: The District continues to explore the possibility of partnerships with organizations like CSI to provide more CTE opportunities for our students.

4. The Secondary Programs Director and Secondary Personnel will maximize advanced opportunities funding as demonstrated by student utilization.

January Update: So far this year 922 students have utilized \$268,782 of Advanced Opportunities funding to take 1,039 dual credit courses, receive 3,143 college credits, and take 50 exams. This includes 84 middle school students, the largest number of students of that age group to participate in the program to date. The overall numbers can be compared to 862 students taking 702 courses for 2,412 credits in January of 2020.

July Update: For the 2020-21 school year, 1,293 students utilized \$737,591 of Advanced Opportunities funding to take 698 overload courses, 2863 dual credit courses, and 1 workforce training course. This resulted in 9,041 dual credits being earned and 313 exams being taken.

5. The District will complete the process of attendance zone adjustments (if any) to ensure a more even distribution of students at the elementary level.

January Update: The TFSD continues to monitor student enrollment levels. Currently, enrollment in TFSD schools is down by roughly four percent with additional students participating in distance learning full time. No individual school is experiencing enrollment numbers that necessitate zone adjustments. This will be communicated with parents in the February edition of the District Focus. District officials will continue to monitor and evaluate enrollment changes throughout the spring and will likely bring back the attendance zone committee in the fall of 2021 when enrollment changes brought on by the pandemic are expected to be less profound.

July Update: As mentioned above, the drop in enrollment this year has allowed the district to hold off on making any attendance zone adjustments. Throughout the spring semester, many schools saw continued growth and the return of students who had opted for other programs during the first semester. Early in the 2021-22 school year the District will reconvene the attendance zone committee to begin evaluating any necessary changes.

A Healthy Learning Community

- 1. The District will support the implementation of strategies designed to promote and foster an environment of wellness for staff and students. Reports will be given during the Strategic Plan Board Updates.**

January Update: The TFSD has implemented several strategies focused on student and staff wellness. The District formed a committee to promote educator wellness that provided seminars about stress management and mental health in the fall. Social-Emotional Wellness was also a focus area of the Heal Task Force reopening plan. In collaboration with the Twin Falls Education Association, all staff members offered training during the summer institute in-service days. This training focused on mindfulness and stress management.

At the elementary level, the counselors have focused on making resources and tools easily accessible to parents, and each school has a counseling webpage where parents can easily find resources about social-emotional learning. Many schools, including Twin Falls and Canyon Ridge high schools, are also working on Behavioral Health Partnerships where licensed mental health professionals hold clinical counseling appointments on campus to ensure that students have easy access to these services. Twin Falls High School is in its second year of the Sources of Strength program where students provide peer-to-peer support.

July Update: In addition to the strategies mentioned above, the TFSD has agreed to increase the number of Employee Assistance Plan counseling sessions available to staff members from three to ten. Further, the District is exploring possible uses of the ESSR III funding that could support student wellness. The District will utilize a stakeholder committee to evaluate and prioritize the utilization of this funding source.

Quality Personnel

- 1. The District will hire and retain qualified staff for certified and classified positions. A report will be made to the Board before April 2020 demonstrating progress in this area.**

January Update: The District continues to utilize best practices for hiring including background and reference checks for all employees. The District has also begun to evaluate half-time positions that have remained unfilled for some time to determine if these positions might be combined to create more attractive job opportunities for

applicants. The TFSD will pilot these options at a couple of schools and determine how best to address long-standing vacancies district-wide.

July Update: In some cases, schools are utilizing the option to combine some half-time positions to create a more appealing full-time position. The combinations include half-time para positions and crossing guard/playground aid positions. Additionally, the District utilized some federal COVID-related funding to implement bonuses for guest teachers who worked over ten days each month during the fall and winter. The District continues to evaluate potential avenues to improve recruitment and retention, specifically in the classified ranks, as the labor market in the Magic Valley and Idaho as a whole appears to be challenging.

School Community Public Relations

- 1. District Administrators will be visible throughout the district and community. The Superintendent will attend three school events at each school during the year, and attend a school faculty meeting or collaboration session once a week. In addition, District Administrators will attend community events and collaborate with other community leaders.**

January Update: Even with limited gatherings throughout the community, district administrators continue to be engaged with community organizations. While in-person meetings have been limited, district administrators have been attending meetings digitally.

July Update: District Administrators took a concerted effort to be present at building activities and community events throughout the spring. Most recently, a team of district office staff members participated in the Voices Against Violence Fundraiser, *Walk a Mile in Her Shoes*.

- 2. The Superintendent will continue utilizing the Highlights of the Week to be sent out each Friday.**

January Update: The Superintendent continues to provide the Highlights of the Week email each Friday to staff members, community members, and board members. These emails provide a sneak-peek into schools and showcase the many ways teachers and students are adapting and overcoming the challenges presented by COVID-19.

July Update: The Superintendent provided Highlights of the Week every Friday throughout the school year. The District is exploring ways to help this mailing reach a broader audience and to further celebrate the successes outlined in this recurring email.

- 3. The Superintendent will continue providing the Board with an update each week.**

January Update: The Superintendent continues to provide the School Board with a weekly email update. These emails are even more critical this year as they allow the school board to stay apprised of the constantly changing dynamics presented by the Coronavirus pandemic. These emails included up-to-date information about the number of students and staff members out of school due to the virus.

July Update: Same as above.

- 4. The Superintendent will meet with each Board member individually during the 2020-2021 school year to ensure open communication.**

January Update: The Superintendent has completed these individual annual meetings with each board member. This process provides a venue for the Superintendent and individual board members to ensure that communication strategies are working effectively.

July Update: Same as above

School Environment and Facilities

- 1. The Superintendent will work with the Director of Operations to continue the implementation of the 10-year long-range plan for facilities. Topics include security, HVAC, furniture, and technology.**

January Update: With the addition of COVID-related expenses, the Director of Operations has made shifts to address these needs as well as continue to plan for the future in the 10-year long-range facilities plan. The Director of Operations will present an update to the School Board at the January 27 Board Work Session.

July Update: The Director of Operations will present an update to the School Board at the July Board Work Session.

Stewardship of Resources

- 1. The Superintendent will ensure an accurate and responsible budget is created and implemented for 2020-2021 that maintains programs, takes care of employees, and keeps the district in sound financial condition.**

January Update: The TFSD has published its budget for the 2020-21 school year. This budget is conservative in nature and ensures that the district can continue to offer a wide variety of programs and support to our students. In addition, this budget allows buildings to spend a portion of their budget but holds back some until after enrollment and attendance numbers are finalized by the state in the spring, which ensures that the district will not have to make further cuts if there is a significant change to those funding sources.

July Update: The Superintendent has worked closely with the Finance Department throughout the school year to ensure that the budget stays on track and to address any unforeseen expenditures. Due to delays in funding appropriations from the Legislature, schools were not able to utilize their entire budget until late in the fiscal year. However, this practice safeguarded against budget shortfalls in a year when funding was more volatile than normal. Additionally, the District was able to navigate changes to the distribution factor thanks to conservative planning.

- 2. The District will effectively manage CARES funds in a responsible manner.**

January Update: District administrators have worked effectively to utilize all available CARES resources to address the needs brought about by the COVID pandemic. This includes purchasing additional technology, implementing online learning platforms, and additional compensation to staff members who have put in additional time and/or worked in hazardous environments.

July Update: The TFSD has utilized a large portion of the CARES funding to operate and maintain schools and will continue to do so. Additionally, the District is developing a plan to utilize federal ARP/ESSR funding to support students and staff members as well as maintain a balanced budget during the upcoming years which may be tumultuous due to holdbacks from the state and potentially decreases in student enrollment/attendance.

- 3. The Superintendent in collaboration with the Finance Department will continue ensuring transparency with the budget and any challenges that arise in the coming year.**

January Update: The TFSD underwent an annual audit process. The auditors had no findings, meaning the District has strong financial practices. In addition, while refinancing the bonds, the District received an A1 rating from Moody's, which is one of the highest ratings a public entity can receive.

July Update: The District has been proactive in communicating with all stakeholders the complexities of school finance. Throughout the year, the Superintendent has been quick to notify staff members of any potential legislation, federal guidance, or other factors that could have an impact on the District's budget. These communications have helped keep the community apprised of the challenges and benefits of the variety of funding sources available to the District.

4. The District will continue efforts to increase carryover to a minimum of 5% in unrestricted funds.

January Update: The District has been utilizing a conservative budget. With questions still lingering regarding additional holdbacks from the state level, it is unclear if this goal will be achieved. However, if all goes as planned the District is poised to add to the carryover, which ensures financial stability for the District in the future.

July Update: The District has made substantial progress in this area. Federal funding has allowed the district to utilize those funds to address unforeseen expenses brought on by the COVID-19 pandemic. Because it is likely that state funding will decrease, it will be critical that the District continues to be conservative in projections while utilizing federal funds to address needs around the district.

5. The Superintendent will lead the Budget Advisory Committee through the decision-making process related to the emergency levy and upcoming supplemental levy.

January Update: The TFSD did not qualify for an emergency levy this year, however, the BAC did meet to evaluate the need for a supplemental levy. After reviewing district financials, evaluating the current economic climate in the community, and discussing potential needs in the District, the BAC recommended to the School Board that the District pursue somewhere between \$5.5 and \$6 million for the next two years through the supplemental levy. The School Board settled on \$5.7 to address the needs of the district and provide tax relief in conjunction with the refinancing of the District's bonds.

July Update: Same as above.

Continuous Improvement Measures

Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)	2020-21 Progress towards Performance Targets
	2019 cohort	2020 cohort	2021 cohort
4-year cohort graduation rate	85%	85%	Data will be available in the spring of 2022
% students who meet the college-ready benchmark on the college entrance exam (SAT/ACT)	47%	47%	Data will be available in the fall of 2021
% students who score proficient on the 8th-grade math ISAT	42%	42%	27%
% students who score proficient on the 8th-grade ELA ISAT	55%	55%	52%
% students who score proficient on the 6th-grade math ISAT	44%	44%	28%
% students who score proficient on the 6th-grade ELA ISAT	56%	56%	43%
% students who score proficient on the Kindergarten Spring IRI	63%	63%	Data will be available in the fall of 2021
% students who score proficient on the Grade 1 Spring IRI	67%	67%	Data will be available in the fall of 2021
% students who score proficient on the Grade 2 Spring IRI	75%	75%	Data will be available in the fall of 2021
% students who score proficient on the Grade 3 Spring IRI	73%	73%	Data will be available in the fall of 2021

Report of Progress: Graduation rates for the 2019-20 cohort will be available after they are finalized by the state. Due to COVID-19, the TFSD was not able to gather data to support progress towards the 2019-20 Benchmarks. However, based on interim assessments our staff members felt that students were making gains toward those goals. As we begin evaluating where our students are coming back to us this fall, it is clear that there are some gaps and that we will have to be intentional to reach our

goals. Instructional Coaches and teaching teams have already dedicated incredible amounts of time to ensure that students will not only catch up on what is missed in the spring but will also make progress towards grade-level standards.

TFSD 2020-25 Strategic Plan:
2021-22 Yearly Action Plan

Life Ready Students

1. The TFSD will effectively address challenges related to the loss of instruction time during the 20-21 school year. This includes closing achievement gaps and implementing programs designed to meet the needs of families in Twin Falls. Progress towards this goal will be illustrated through the CIP Metrics (see addendum 1).
2. The TFSD will demonstrate continuous improvement in academic achievement in ELA and Math. This includes a variety of data points from various academic indicators from each school.
3. The TFSD will demonstrate continued growth in all academic measures. Progress towards this goal will be illustrated through the CIP Metrics (see addendum 1).

Quality Learning Opportunities

1. The TFSD Secondary Programs will continue expanding CTE programs while actively working on the development of a technical center. Increase enrollment in CTE programs at the high schools, and opportunities for TFSD students at all levels.
2. The TFSD Secondary Programs will maximize advanced opportunities funding as demonstrated by student utilization--dual credit, completion of CTE capstone courses, etc.
3. The TFSD Elementary programs will continue to implement and expand enrichment activities and programs for students (i.e. STEM/STEAM, fine arts, fitness, etc.).

A Healthy Learning Community

1. The TFSD will address mental health challenges amongst students and staff by providing and evaluating support programs for both groups.

Quality Personnel

1. The TFSD leadership will meet with each principal in the fall to collaboratively set goals for the year. This team will also evaluate progress at the end of the school year.
2. The TFSD will hire and retain qualified staff for certified and classified positions. A report will be made to the Board before April 2022 demonstrating progress in this area.

School Community Public Relations

1. The TFSD will initiate a PR plan centered around advanced opportunities for students in the TFSD. Highlights will include dual credits, students earning associate degrees, CTE opportunities, enrichment opportunities at the elementary level, and academic support.
2. The TFSD Administrators will be visible throughout the district and community. Each administrator will attend school events at TFSD schools during the year. In addition,

Administrators will attend community events and collaborate with other community leaders.

School Environment and Facilities

1. The Director of Operations will continue to implement the 10-year long-range plan for facilities. Topics include security, HVAC, furniture, and technology.
2. The TFSD will complete the process of attendance zone adjustments as needed to ensure a more even distribution of students at the elementary level.

Stewardship of Resources

1. The TFSD will ensure an accurate and responsible budget is implemented for 2021-2022 that maintains programs, takes care of employees, and keeps the district in sound financial condition.
2. The TFSD will create and implement a plan to utilize the approximately \$15 million provided to the TFSD through the American Rescue Plan. The plan, created with stakeholder input, will be designed to maximize the use of these funds to improve the quality of education in the TFSD.
3. The TFSD will continue ensuring transparency with the budget and any challenges that arise in the coming year.

ADENDUM 1 CONTINUOUS IMPROVEMENT PLAN METRICS

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 411	LEA Name: Twin Falls School District
-----------	--------------------------------------

METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/411/profile
--	---

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	4-year cohort graduation rate	2020 cohort 85.0%	2021 cohort 85.0%
	5-year cohort graduation rate (optional metric)	2019 cohort Not required	2020 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	47%	50.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	42%	45.0%
	% students who make adequate growth on the grade 8 Math ISAT	Not required	75.0%
	% students who score proficient on the grade 8 ELA ISAT	55%	55.0%
	% students who make adequate growth on the grade 8 ELA ISAT	Not required	75.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	44%	44.0%
	% students who make adequate growth on the grade 6 Math ISAT	Not required	75.0%
	% students who score proficient on the grade 6 ELA ISAT	56%	56.0%
	% students who make adequate growth on the grade 6 ELA ISAT	Not required	75.0%

ADENDUM 1 CONTINOUS IMPROVEMENT PLAN METRICS

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	63%	68.0%
	% students who score proficient on the Grade 1 Spring IRI	67%	65.0%
	% students who score proficient on the Grade 2 Spring IRI	75%	74.0%
	% students who score proficient on the Grade 3 Spring IRI	73%	76.0%
	% students who score proficient on the Grade 4 ELA ISAT	Not required	76.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	Not required	79.0%

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
Improvement in percentage points of students who scored "proficient" on the Kindergarten Spring IRI from fall to spring	24pp	7pp	31pp
Improvement in percentage points of students who scored "proficient" on the First Grade Spring IRI from fall to spring	24pp	17pp	34pp
Improvement in percentage points of students who scored "proficient" on the Second Grade Spring IRI from fall to spring	18pp	16pp	26pp

ADENDUM 1 CONTINUOUS IMPROVEMENT PLAN METRICS

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Improvement in percentage points of students who scored "proficient" on the Third Grade Spring IRI from fall to spring	12pp	7pp	23pp
Section III.B: Narrative on Measuring Literacy Progress Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include measurements that are distinctly <i>different</i> than those required in Sections I and II, above.			
NA			

Section IV: College and Career Advising and Mentoring Performance Metrics (Section IV data is required)

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college	# of HS students who graduate with an associate's degree or a CTE certificate	14		11		11
	% of students with learning plans created and reviewed in 8th grade	8th grade	100.0%	8th grade	100.0%	100.0%
	% of students whose learning plans are reviewed annually by grade level	9th grade	100.0%	9th grade	100.0%	100.0%
		10th grade	100.0%	10th grade	100.0%	100.0%
		11th grade	100.0%	11th grade	100.0%	100.0%
		12th grade	100.0%	12th grade	100.0%	100.0%

ADENDUM 1 CONTINUOUS IMPROVEMENT PLAN METRICS

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

and career ready	# students who Go On to a form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
		259	569	244	578	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	45.5%		42.2%		45.0%
	# students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
		324	521	290	558	
	% students who Go On to a form of postsecondary education within 2 years of HS graduation	62.2%		52.0%		60.0%

Section V: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section V.A or Section V.B. Section V.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section V.B allows you to address your plan to measure progress through a short narrative.

Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% of high school seniors who completed the FAFSA	70.0%	40.0%	70.0%
% of high school seniors who applied to at least one post-secondary institution	90.0%	80.0%	90.0%

Section V.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section V.B to address the Section V requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include measurements that are distinctly *different* than those required in Sections I and IV, above.

ADENDUM 1 CONTINUOUS IMPROVEMENT PLAN METRICS

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

NA

Section VI: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2020-2021 Performance Targets (as chosen for your 2020-2021 plan(s) and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

See 2020-21 Yearly Action Plan July Update

ADENDUM 1 CONTINUOUS IMPROVEMENT PLAN METRICS

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES: The TFSD utilizes pre and post test data for staff evaluations. Because these tests may look different from teacher to teacher, staff performance metrics are limited.

ADENDUM 1 CONTINUOUS IMPROVEMENT PLAN METRICS

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VIII is required; metrics should be aggregated by grade and subject, as appropriate)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
Kindergar ten	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	48.0%	68.0%
1st	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	52.0%	65.0%
2nd	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	62.0%	74.0%
3rd	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	63.0%	76.0%
4th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	41.0%	56.0%
4th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	40.0%	55.0%
5th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	52.0%	64.0%
5th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	38.0%	50.0%
6th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	43.0%	56.0%
6th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	28.0%	44.0%

ADENDUM 1 CONTINOUS IMPROVEMENT PLAN METRICS

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
7th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	48.0%	59.0%
7th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	35.0%	45.0%
8th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	48.0%	55.0%
8th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	35.0%	45.0%
9th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	69.0%	72.0%
9th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	39.0%	42.0%
10th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	63.0%	75.0%
10th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	28.0%	35.0%

The TFSD #411 is committed to a continuous improvement model. As such, the district sets long term goals with yearly actions plans that direct district staff members to take meaningful actions to achieve those goals.

TFSD #411 5-Year Strategic Plan Creation Process

State Report Card



<https://idahoschools.org/districts/411>



Surveys

Surveys are distributed to students, staff members, parents and community members to gather data regarding priorities for the education system throughout the community. This process generally takes place over the course of several months and aims at including responses from all sections of the education system.



Community Review

Community member volunteers are again utilized to review sections of the draft plan. These community members are selected from the previous round table meetings but are intentionally mixed with other round table participants to ensure that a variety of perspectives can evaluate the draft and determine if it meets the directives established in the round table meetings.



Board Approval

After reviewing the draft and providing revision suggestions that Board provides their approval of the plan so that administrators can begin their work toward those goals.



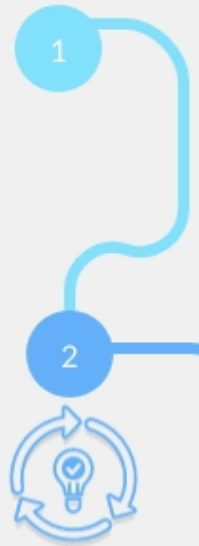
Review and Creation on Yearly Action Plans

Based on the District's success towards their action plan, they revise and create new plans and set new benchmarks each year during their board work sessions, which are open to the public.



Progress Reports and Data

Administrators report to the School Board throughout the year providing updates on the action plans. Formal reports about the specific measurements covered in the action plans are updated in January and July.



Community Round Table Meetings

Community members volunteer to serve on one of three community round table meeting where:

- the previous iteration of the plan is evaluated,
- data gathered during the survey portion is reviewed,
- Focus Areas are affirmed, developed, and/or changed, and
- priorities within the Focus Areas are established



Draft Development

TFSD Administrators evaluate work done in each of the three unique round table meetings and work to combine and encapsulate these priorities into one document.



Board Review and Public Presentation

TFSD Administrators present the draft to the School Board at a public meeting and take questions from the Board as well as revision suggestions.



Yearly Action Plan Creation

Administrators develop yearly benchmarks (measurement) and action plans to meet those measurements that aim at reaching the overarching goals of the strategic plan. These action plans and benchmarks are approved by the Board at the September Board Work Session

