

**TWIN FALLS SCHOOL DISTRICT NO. 411  
SCHOOL BOARD MEETING  
HELD AT:  
SAWTOOTH ELEMENTARY SCHOOL, LIBRARY  
1771 STADIUM BLVD.  
TWIN FALLS, IDAHO 83301**

~~(For Courtesy Live Stream of this Meeting go to:~~  
<https://www.youtube.com/channel/UCeuY19P46IMkgY-R2gWXLAQ>) **No courtesy stream**

**March 30, 2022**

**7:00 P.M.**

**AGENDA UPDATED 3-28-22 \*\***

**MISSION**

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

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**

A. Approval of Certified Personnel Retirements

B. Approval of Certified Personnel Resignations

C. Approval of New Classified Employees/In-District Transfers

D. Approval of Classified Personnel Retirements

E. Approval of Classified Personnel Resignations

F. Approval of Extra-Curricular Resignations

VI. Board In-service

A. Building Board Reports

1. Mickey Combs Sawtooth Elementary School

2. Melissa Ardito, Harrison Elementary School

3. Tammy Rodabaugh, Perrine Elementary School

4. Ryan Nesmith, Twin Falls High School

5. Kasey Teske, Canyon Ridge High School

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

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

**\*\*** (b) to consider the dismissal or disciplining of a public school student; **and a personnel issue;**

(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 on student discipline – in executive session. Pursuant to Section 33-205 the Board may engage in an action item relating to student discipline. (74-206(1)(b)).

Open back up to the public.

**\*\* Action: Personnel Issue Action**

VIII. Adjournment **Action**

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7:00 P.M.  
AGENDA**

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V. Consent Calendar **Action**

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Open back up to the public.

VIII. Adjournment **Action**

## WORKING WITH YOUR SCHOOL BOARD

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

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

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

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

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

Date: March 30, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Certified Retirements – 2022-2023

The following certified employees have submitted their retirement letter resigning their position for the 2022-2023 school year:

- Rogene Meyer – EL Teacher at Bickel Elementary School
- Pamela Popa – Preschool Teacher at Harrison Elementary School

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



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Re: Certified Resignations

The following certified employees have submitted their resignation letter resigning their position for the 2022-2023 school year:

Gwenda Lockwood	Teacher – Math	O’Leary Middle School
Samantha Fritz	Teacher – Special Education	Lincoln Elementary School
Hannah Ziegler	Teacher – Math	Canyon Ridge High School

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





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Twin Falls School District Board of Trustees

From: Natalie Ellsworth, 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 the individual listed below be approved for hiring for the 2021-2022 school year:

Aubrey Stansberry	Attendance Secretary at Canyon Ridge High School
Sophia Marosvari	Special Education Clerk at Support Services
James Mooney	Custodian at Robert Stuart Middle School
Theresa Rickert	Cook at Canyon Ridge High School
Naomi Hartgrave	Nest Para Educator at Canyon Ridge High School
Christie Sorensen	Plato Lab Coordinator at Canyon Ridge High School

The individual listed below is a current employee that has accepted a transfer within the district for the 2021-2022 school year.

**NAME**

**POSITION**

Daniela Juarez	FAST Para Educator at Oregon Trail Elementary
Sarah Coats	HR Administrative Assistant at District Office
Tamara Quarve	Cook at Lincoln Elementary School
Jennifer James	ERC Para Educator at Canyon Ridge 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.

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

William Brulotte  
Associate Superintendent



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Date: March 30, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Classified Retirements – 2022-2023

The following classified employees have submitted their retirement letter resigning their position for the 2022-2023 school year:

- Penny Brown – Preschool Para Educator at Harrison Elementary School
- Tracy Underwood – Secretary at Lincoln Elementary School
- J. Manuel Vela – Maintenance at Maintenance Department
- Svjetlana Huseinbegovic – Custodian at Twin Falls High School

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



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Date: March 30, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Classified Resignations

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

Kellie Stanton	Administrative Assistant	District Office
Martin Shirley	Technology Technician	District Office
Erika Tabor	Counselor Secretary	South Hills Middle School
Emily Franzen	Literacy Para Educator	Pillar Falls Elementary School

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

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

William Brulotte  
Associate Superintendent





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

Date: March 30, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Extra-Curricular Resignations

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

Desland Case	Coach – Swim Assistant	Twin Falls High School
Natalie Eller	Coach - Volleyball	Twin Falls High School
Avery Stirling	Coach - Dance	Canyon Ridge High School
Kellie Stanton	Wellness Coordinator	District Wide
Jasmine Robertson	Coach - Volleyball	South Hills Middle School
Jasmine Robertson	Coach – Developmental Boys Basketball	South Hills Middle School
Jasmine Robertson	Coach – Track	South Hills Middle School

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

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

William Brulotte  
Associate Superintendent

**Twin Falls School District  
Board Report Form  
2021-2022**

**School: Sawtooth Elementary**

<b>Idaho Standards Achievement Test (ISAT) Mathematics</b>			
	<b>Percent of Students that were Proficient and Advanced</b>		
<b>Grade</b>	<b>School</b>	<b>District</b>	<b>State</b>
3rd 2020	No Data	No Data	No Data
3rd 2021	52%	41%	48%
4th 2020	No Data	No Data	No Data
4th 2021	50%	40%	45%
5th 2020	No Data	No Data	No Data
5th 2021	50%	38%	40%

<b>Idaho Standards Achievement Test (ISAT) Reading</b>			
	<b>Percent of Students that were Proficient and Advanced</b>		
<b>Grade</b>	<b>School</b>	<b>District</b>	<b>State</b>
3rd 2020	No Data	No Data	No Data
3rd 2021	53%	41%	48%
4th 2020	No Data	No Data	No Data
4th 2021	49%	41%	50%
5th 2020	No Data	No Data	No Data
5th 2021	68%	52%	55%



**Twin Falls School District  
Board Report Form  
2021-2022**

<b>Idaho Reading Indicator-Longitudinal Data Percent of Students Proficient</b>				
<b>Grade</b>	<b>Administration</b>	<b>School</b>	<b>District</b>	<b>State</b>
Kindergarten	Fall 2019	56%	39%	42%
	Spring 2020	No Data	No Data	No Data
	Fall 2020	63%	41%	43%
	Spring 2021	68%	48%	61%
	Fall 2021	49%	33%	41%
1st Grade	Fall 2019	58%	42%	49%
	Spring 2020	No Data	No Data	No Data
	Fall 2020	36%	35%	42%
	Spring 2021	58%	52%	60%
	Fall 2021	40%	34%	46%
2nd Grade	Fall 2019	67%	56%	63%
	Spring 2020	No Data	No Data	74%
	Fall 2020	61%	46%	No Data
	Spring 2021	77%	62%	69%
	Fall 2021	62%	53%	57%
3rd Grade	Fall 2019	69%	59%	64%
	Spring 2020	No Data	No Data	No Data
	Fall 2020	70%	56%	58%
	Spring 2021	66%	63%	70%
	Fall 2021	76%	55%	59%

**Twin Falls School District  
Board Report Form  
2021-2022**

**1. Building Goals**

- The spring 2022 scores for each of the K-3 grade levels will be at least 80% of students scoring at benchmark proficiency on the IRI.
- Our initial goal is to make 1 1/2 years growth in grades 3, 4, and 5 on the ELA ISAT. Also, the percentage of students scoring proficient or advanced on the ELA ISAT in each of the grades 3-5 will increase from 56.7% to 61.7% from spring 2021 to spring 2022.
- Our initial goal is to make 1 1/2 years growth in grades 3, 4, and 5 on the Math ISAT. Also, the percentage of students scoring proficient or advanced on the Math ISAT in each of the grades 3-5 will increase from 50.6% to 55.6% from spring 2021 to spring 2022.
- The spring 2022 scores for Students with Disabilities in each of the K-3 grade levels will show 80% of students with 10 points growth and 30% of students who have progressed at least one level toward benchmark proficiency on the IRI.

**2. Growth Towards Goals**

- Kindergarten – On the winter 2022 ISIP testing, Sawtooth kindergarten students grew from 49% to 62% Tier 1 proficiency skill level.
- First Grade – On the winter 2022 ISIP testing, Sawtooth first grade students grew from 40% to 60% Tier 1 proficiency skill level.
- Second Grade – On the winter 2022 ISIP testing, Sawtooth second grade students grew from 62% to 80% Tier 1 proficiency skill level.
- Third Grade – On the winter 2022 ISIP testing, Sawtooth third grade students grew from 76% to 81% Tier 1 proficiency skill level.

**3. Growth Indicators**

ISIP Data- Percentage Proficient and Advanced

	<u>Fall 2021</u>	<u>Winter 2022</u>
<u>Kindergarten</u>	<u>49%</u>	<u>62%</u>
<u>1st Grade</u>	<u>40%</u>	<u>60%</u>
<u>2nd Grade</u>	<u>62%</u>	<u>80%</u>
<u>3rd Grade</u>	<u>76%</u>	<u>81%</u>
<u>4th Grade</u>	<u>68%</u>	<u>75%</u>
<u>5th Grade</u>	<u>73%</u>	<u>76%</u>



**Twin Falls School District  
Board Report Form  
2021-2022**

**4. Instructional Focus/Priorities**

- Instruction of Idaho Core Standards
- Push-in model for title 1 classroom intervention
- Restructuring of special education services to support students in both the general education and special education settings/outstanding collaboration with title 1
- Differentiated instructional
- Technology integration

**5. School Improvement Initiatives**

- Concentrate on core instruction, intervention instruction, and assessment preparation to address the instructional gaps
- Continue refining Response to Intervention process with faculty

**6. Intervention and Extensions**

- Small group differentiated instruction by classroom teachers, title 1 staff, literacy para educators, and special education staff
- RtI representatives to give support to teachers and the overall intervention process
- Resources - Istation, WonderWorks, SIPPS, Heggerty, Mileposts
- After school programs - Young Rembrandts, Student Pickleball

**7. Leadership Premium Usage**

- Milepost Lead - Suzan Jahns
- Student Pickleball - Deanna Carter, Darla Petersen
- Instructional Support/Coach - Rachael Simson
- Kindergarten Lead - Debbie Stanger
- Response to Intervention Team

**8. Challenges**

- Instructional gaps
- Challenging behaviors that impact the learning environment
- Staffing shortages (special ed teacher, para)
- Excessive student absences and tardies



**Twin Falls School District  
Board Report Form  
2021-2022**

**9. Bright Spots**

- Addition of adaptive playground equipment through a partnership with the Twin Falls Education Foundation and Sawtooth PTO
- Staff is very hopeful to start the process of permanent walls
- Flexible and patient staff during the guest teacher shortage and schedule changes
- Our parents are back in the building (Art Parents, classroom volunteers, in-person performances)

**Twin Falls School District  
Board Report Form  
2021-2022**

School: Harrison Elementary

<b>Idaho Standards Achievement Test (ISAT) Mathematics</b>			
	<b>Percent of Students that were Proficient and Advanced</b>		
<b>Grade</b>	<b>School</b>	<b>District</b>	<b>State</b>
3rd 2020	No Data	No Data	No Data
3rd 2021	34%	41%	48%
4th 2020	No Data	No Data	No Data
4th 2021	22%	40%	45%
5th 2020	No Data	No Data	No Data
5th 2021	33%	38%	40%

<b>Idaho Standards Achievement Test (ISAT) Reading</b>			
	<b>Percent of Students that were Proficient and Advanced</b>		
<b>Grade</b>	<b>School</b>	<b>District</b>	<b>State</b>
3rd 2020	No Data	No Data	No Data
3rd 2021	38%	41%	48%
4th 2020	No Data	No Data	No Data
4th 2021	20%	41%	50%
5th 2020	No Data	No Data	No Data
5th 2021	42%	52%	55%



**Twin Falls School District  
Board Report Form  
2021-2022**

Idaho Reading Indicator-Longitudinal Data Percent of Students Proficient				
Grade	Administration	School	District	State
Kindergarten	Fall 2019	16%	39%	42%
	Spring 2020	No Data	No Data	No Data
	Fall 2020	16%	41%	43%
	Spring 2021	35%	48%	61%
	Fall 2021	13%	33%	41%
1st Grade	Fall 2019	47%	42%	49%
	Spring 2020	No Data	No Data	No Data
	Fall 2020	28%	35%	42%
	Spring 2021	48%	52%	60%
	Fall 2021	29%	34%	46%
2nd Grade	Fall 2019	56%	56%	63%
	Spring 2020	No Data	No Data	74%
	Fall 2020	44%	46%	No Data
	Spring 2021	52%	62%	69%
	Fall 2021	46%	53%	57%
3rd Grade	Fall 2019	49%	59%	64%
	Spring 2020	No Data	No Data	No Data
	Fall 2020	50%	56%	58%
	Spring 2021	59%	63%	70%
	Fall 2021	42%	55%	59%

**Twin Falls School District  
Board Report Form  
2021-2022**

1. Building Goals

1. Based on Fall IRI scores, we will set a building SMART goal that reaches at least 70% on the Spring IRI assessment, with Istation.

- |                     |          |
|---------------------|----------|
| • K IRI Fall 2021   | Fall 13% |
| • 1st IRI Fall 2021 | Fall 29% |
| • 2nd IRI Fall 2021 | Fall 46% |
| • 3rd IRI Fall 2021 | Fall 42% |

2. The number of students proficient on the Spring ISAT/SBAC will increase by at least 5%.

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

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

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

- 3rd ISAT Spring 2021 at benchmark: ELA 38%  
Math 34%

**So as 4th grade students the goal for ELA is 43%**

**So as 4th grade students the goal for Math is 39%**

- 4th ISAT Spring 2021 at benchmark: ELA 20%  
Math 22%

**So as 5th grade students the goal for ELA is 35%**

**So as 5th grade students the goal for Math is 27%**

2. Growth Towards Goals

- Kindergarten IRI/Istation growth has been a challenge. We have seen growth with behaviors and that has helped students to focus more on academics. We also have students who attend a full day session of kindergarten. We have a high number of second language learners, a higher number who receive special education services compared to past years, and a high number of social-emotional needs that interfere with academic learning.
- All certified staff meet once a month with the principal and instructional coach. We analyze data, check in about grade level needs and successes, and include learning opportunities for best instructional practices.
- Staff are frequently sending home resources to assist families with practicing academic skills at home.



**Twin Falls School District**  
**Board Report Form**  
**2021-2022**

**3. Growth Indicators**

ISIP Data- Percentage Proficient and Advanced

	Fall 2021	Winter 2022	March 2022
Kindergarten	1's: 14%	1's: 20%	1's: 12%
	2's: 26%	2's: 20%	2's: 33%
	3's: 60%	3's: 59%	3's: 56%
1st Grade	1's: 29%	1's: 48%	1's: 59%
	2's: 24%	2's: 27%	2's: 16%
	3's: 47%	3's: 25%	3's: 25%
2nd Grade	1's: 46%	1's: 51%	1's: 56%
	2's: 17%	2's: 18%	2's: 19%
	3's: 37%	3's: 31%	3's: 26%
3rd Grade	1's: 42%	1's: 54%	1's: 56%
	2's: 23%	2's: 25%	2's: 24%
	3's: 35%	3's: 20%	3's: 20%
4th Grade	1's: 46%	1's: 49%	1's: 49%
	2's: 24%	2's: 22%	2's: 22%
	3's: 30%	3's: 28%	3's: 28%
5th Grade	1's: 51%	1's: 63%	1's: 61%
	2's: 31%	2's: 26%	2's: 27%
	3's: 18%	3's: 12%	3's: 11%

**4. Instructional Focus/Priorities**

- Our focus all year has been closing gaps for academic skills, developing appropriate social-emotional skills, developing leadership skills, and assisting with other individual student needs.
- Writing- We know that if our students are strong writers, they will be strong readers. We have continued developing writing skills, across all content areas. We have used the new Write Tools curriculum, as well as Thinking Maps.
- Speaking and listening skills- We are always working with our students to help them find their voice. This not only assists our second language learners, but all students. Developing mastery of speaking and listening standards has especially been a focus due to covid disruptions the last two years.
- Phonemic awareness- This has been a huge focus in the early primary grades.



**Twin Falls School District  
Board Report Form  
2021-2022**

**5. School Improvement Initiatives**

- Leader in Me
- Morning meeting/Responsive Classroom/Social-Emotional Skills
- STEM
- Instructional coach does a great job supporting certified staff

**6. Intervention and Extensions**

- Every student preschool-fifth grade receives interventions. This includes students performing at grade level and above grade level. Academic interventions have included curriculum programs such as SIPPS, Heggerty, and WonderWorks. In addition to academic interventions, we have intervention resources for students who need assistance developing social-emotional skills.
- Our content specialists are our most experienced staff in the building. They are amazing at how they assist students with interventions and extra support. This includes our Title 1 teacher, ESL teacher, ERC teacher, Music teacher, and Resource K-5 teacher. We especially benefit from their knowledge and experience as they model and assist our newer teachers, a gift for our younger teachers.

**7. Leadership Premium Usage:**

- a. After school tutoring one day per week: One group for fourth grade and one group for fifth grade.

**8. Challenges**

- a. Hiring qualified staff/open positions and guest teacher shortages
- b. It depends how you look at it. On the positive side, we have a high number of young/newer staff. On the other hand, this requires a high attention to supporting staff in the classroom. Principal is in the classroom often to co-teach and assist staff. We've had great growth, especially as you observe teachers in their third-sixth years of teaching. They have grown so much since their first year of teaching. More experienced staff are great about jumping in and assisting newer teachers, observations and feedback with each other, and assisting with building rapport for challenging students that experienced teachers have had in past years.

**Twin Falls School District  
Board Report Form  
2021-2022**

**9. Bright Spots**

- a. Staff: They have been great to see a need and jump in to help. Staff work great as a team.
- b. All the extras that we have been able to provide for families, community donations: coats, gloves, 35 weekly Friday food bags, food pantry and food boxes, on site dental cleaning, supermarket gift cards for groceries, snow boots, sneakers, hygiene products, school supplies, backpacks, and more.
- c. Covid money has been a huge benefit to our school, staff, and students. In addition, we have a covid money funded student support para. This has been greatly appreciated.

**Twin Falls School District  
Board Report Form  
2021-2022**

School: IB Perrine Elementary

<b>Idaho Standards Achievement Test (ISAT) Mathematics</b>			
	<b>Percent of Students that were Proficient and Advanced</b>		
<b>Grade</b>	<b>School</b>	<b>District</b>	<b>State</b>
3rd 2020	No Data	No Data	No Data
3rd 2021	24%	41%	48%
4th 2020	No Data	No Data	No Data
4th 2021	36%	40%	45%
5th 2020	No Data	No Data	No Data
5th 2021	13%	38%	40%

<b>Idaho Standards Achievement Test (ISAT) Reading</b>			
	<b>Percent of Students that were Proficient and Advanced</b>		
<b>Grade</b>	<b>School</b>	<b>District</b>	<b>State</b>
3rd 2020	No Data	No Data	No Data
3rd 2021	22%	41%	48%
4th 2020	No Data	No Data	No Data
4th 2021	42%	41%	50%
5th 2020	No Data	No Data	No Data
5th 2021	25%	52%	55%

**Twin Falls School District  
Board Report Form  
2021-2022**

Idaho Reading Indicator-Longitudinal Data Percent of Students Proficient				
Grade	Administration	School	District	State
Kindergarten	Fall 2019	31%	39%	42%
	Spring 2020	No Data	No Data	No Data
	Fall 2020	29.7%	41%	43%
	Spring 2021	34%	48%	61%
	Fall 2021	28%	33%	41%
1st Grade	Fall 2019	27%	42%	49%
	Spring 2020	No Data	No Data	No Data
	Fall 2020	20.5%	35%	42%
	Spring 2021	24%	52%	60%
	Fall 2021	14.5%	34%	46%
2nd Grade	Fall 2019	50%	56%	63%
	Spring 2020	No Data	No Data	74%
	Fall 2020	43.5%	46%	No Data
	Spring 2021	58%	62%	69%
	Fall 2021	26.5%	53%	57%
3rd Grade	Fall 2019	52%	59%	64%
	Spring 2020	No Data	No Data	No Data
	Fall 2020	39.5%	56%	58%
	Spring 2021	50%	63%	70%
	Fall 2021	44%	55%	59%

**Twin Falls School District  
Board Report Form  
2021-2022**

**Building Goals**

1. IB Perrine faculty will build collective efficacy, scoring at least 75 on the CE-Scale assessment tool by the end of the year.
2. All students will have access to grade-level content and all students will have the opportunity to produce evidence of learning on mainstream benchmark tasks.

**1. Growth Towards Goals**

**2. Growth Indicators**

ISIP Data- Percentage Proficient and Advanced

	Fall 2021	Winter 2022
Kindergarten	28%	15%
1st Grade	14%	27%
2nd Grade	28%	29%
3rd Grade	45%	53%
4th Grade	47%	53%
5th Grade	52%	50%

**3. Instructional Focus/Priorities**

- Moving from a pull-out model to an inclusion model for intervention.
- Increasing student engagement during whole-group instruction.

**4. School Improvement Initiatives**

- Structuring time so that non-academic interventions are happening outside of academic instruction time.
- Reconnecting with the parent community via events.

**5. Intervention and Extensions**

- Walk to extension – such as Gen-Ed students going to the GT class for math.



**Twin Falls School District  
Board Report Form  
2021-2022**

- Walk to intervention – such as GT student going to a Gen-Ed class for phonics/spelling.
- Intervention – EL students receiving Title 1 support, EL support and Gen-Ed instruction.

**6. Leadership Premium Usage**

- District leads and representatives for grade level/content teams
- Building Leadership (Lighthouse Team) team Lead
- Mileposts Lead

**7. Challenges**

- Achieving more than a year's growth in a year's time.
- Supporting the human needs of a diverse population.
  - Students who enter Perrine with below grade-level skills in reading. (
  - Students with diagnosed disabilities that impact learning (105 students, 62 of which receive special education services).
  - Students for whom English is not their primary language and qualify as EL (79 students).
  - Students with known emotional / behavior concerns that interfere with their own learning and/or the learning of others (149 students).

**8. Bright Spots**

- School culture remains positive despite the increasing challenges.
- Perrine PTA has active parents who are leading efforts to bring the community into the school.

**Twin Falls School District**  
**High School Board Report Form**  
**2021-2022**

**School: Twin Falls High School**

Idaho Standards Achievement Test - Spring 2021 Mathematics				Idaho Standards Achievement Test - Spring 2021 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	49	39	34	9th	79	69	56
10th	34	28	33	10th	70	63	60

Idaho Standards Achievement Test - Spring 2021 Science			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
11th	N/A	N/A	N/A

**1. Building Goals:**

-Once per quarter, teachers will have every student write a reflection on their personal experience in class and will share completion data with their administrator.

-Once per week, teachers will make one positive parent contact and share with their administrator.

**2. Growth Towards Goals:**

-Each teacher completed the writing reflection, although we made an adjustment to it because of the amount of teachers out during the winter.

-The positive contacts have been a huge success. We have had 1,275 positive contacts home at the end of the 3<sup>rd</sup> quarter. Parents and teachers have both commented on the goal that it has brought some great positivity during another difficult school year.

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

- Our 10<sup>th</sup> grade PSAT scores were above the national average for the first time in the last 8 years.
- Our current 11<sup>th</sup> graders were 10 points above the state average in ELA for the spring of 2021. When they were 8<sup>th</sup> graders they were 7 points above the state average.
- Our current 10<sup>th</sup> graders were 23 points above the state average in ELA for the spring of 2021. They were 8 points above the state average as 7<sup>th</sup> graders.
- Our current 11<sup>th</sup> graders decreased in average above the state in math from 8<sup>th</sup> grade year. Our current 10<sup>th</sup> graders increased in average above the state in math.
- Last year's seniors were 62 points above the state average on the SAT, and 8 points above the national average. Our current seniors were 60 points above the state average on the SAT, and 36 points above the national average.

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

- With the requirement of students needing to be proficient on the ISAT in ELA and Math, our math teachers spent part of their summer developing bell ringers to use this year in our 9<sup>th</sup> and 10<sup>th</sup> grade math level courses. Students had more frequent practice throughout the school year on what they would see on the ISAT.
- Each February we complete an annual practice for ISAT testing in ELA. For this year we expanded it to include math. Our ELA and Math departments created google forms with answer keys that our students went over in each of their advisory classes.
- The Monday Collaboration time was a great asset to our staff this year. The winter was difficult with the amount of staff and students out, and the collaboration time gave teachers the opportunity to work together to solve concerns and much needed time to communicate with students that were out.

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

- We developed a formal RTI team this school year. By the end of the 3<sup>rd</sup> quarter we were able to meet and discuss 37 students. The team evaluated each student and discussed grades, attendance, current



programs in place for the students, and possible needs/interventions. Over the course of the school year we have had 17 referrals for special education, and 35 new 504s.

-We communicated better our achievements with our stakeholders through our bimonthly newsletter.

-With the amount of illness this year, it was difficult to be more intentional with parent involvement and input. This is something we will focus on for next school year with the implementation of a parent committee.

#### **6. Interventions and Extensions:**

-We offered both after school tutoring by our teachers 3 times/week as well as tutoring in the library by our National Honor Society students.

-We had 421 students take Dual Credit classes during the 2021-2022 school year. This is down from pre-covid years.

-For the 2021-2022 school year we had 175 students take an Advanced Placement Course. That is 17 more than the previous year and 64 more than two years ago.

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

- RTI Team members, Schoology Lead, Co-Hort Team leaders, BLT Facilitators, Mileposts Lead, Read 180 Facilitator, After School Extra Help, Robotics, Website Manager, Grant Writer, STUCO Assistant, Department Leaders.

#### **8. Challenges:**

-Students and Staff Illness

-Social Media Challenges

-New Administration Team

-Classroom Behavior

#### **9. Bright Spots:**

-National Merit Semi-Finalist

-Current seniors ranked 28<sup>th</sup> out of 206 Idaho high schools on the SAT (5<sup>th</sup> among 4A/5A classifications)

-6 District Team Championships

-Top 3 for IHSAA Schools of Excellence 10 years in a row

-State Championship in Girls Soccer

-State Championship in Volleyball



**Twin Falls School District**  
**High School Board Report Form**  
**2021-2022**

**School: Canyon Ridge High School**

Idaho Standards Achievement Test - Spring 2021 Mathematics				Idaho Standards Achievement Test - Spring 2021 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	28		34	9th	59		56
10th	25		33	10th	59		60

Idaho Standards Achievement Test - Spring 2021 Science			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
11th			

**1. Building Goals: ISAT SMART GOALS 2021-2022**

Canyon Ridge High School will achieve a historical best of 60% proficient or higher than the state for the 9<sup>th</sup> Grade ELA ISAT results in the spring of 2022.

Canyon Ridge High School will achieve a historical best of 61% proficient or higher than state for the 10<sup>th</sup> Grade ELA ISAT results in the spring of 2022.

Canyon Ridge High School will achieve a historical best of 35% proficient or higher than the state for the 9<sup>th</sup> Grade Math ISAT results in the spring of 2022.

Canyon Ridge High School will achieve a historical best of 34% proficient or higher for the 10<sup>th</sup> Grade Math ISAT results in the spring of 2022.

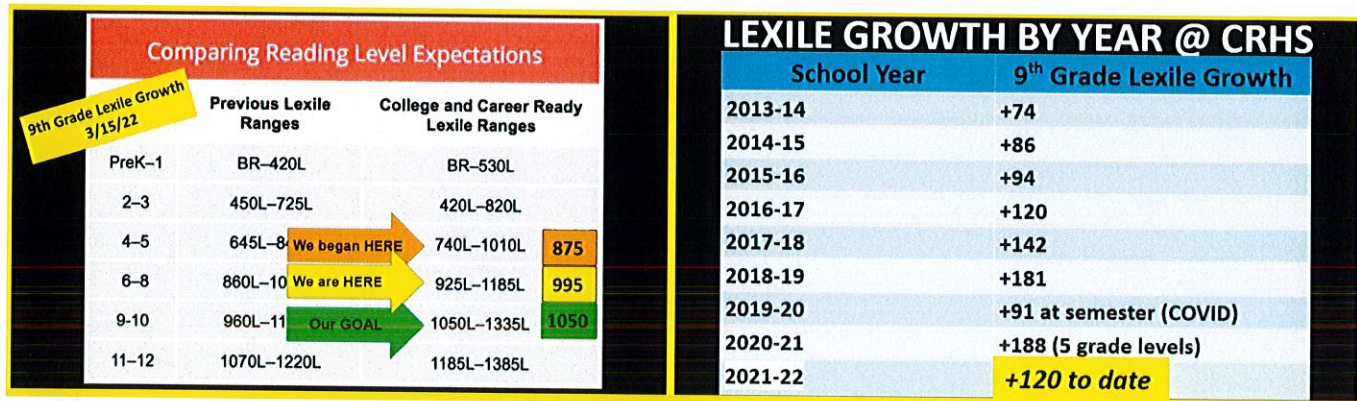


## 2. Growth Towards Goals:

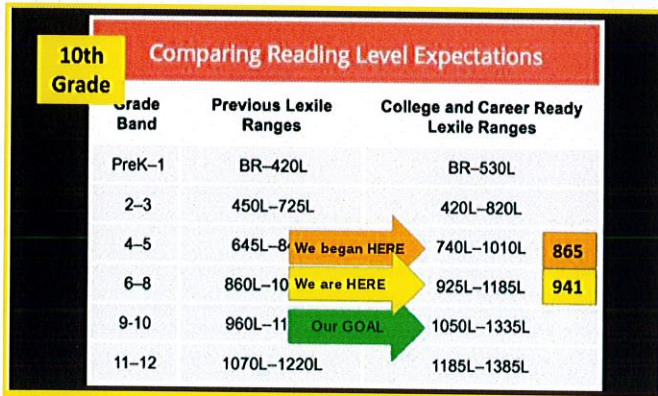
	9th Grade	9th Grade	10th Grade	10th Grade
	ELA	Math	ELA	Math
<b>Historical Best</b>	59	23	59	25
<b>CRHS</b>	59	28	59	25
<b>STATE</b>	56	34	60	33

## 3. Growth Indicators:

### Freshmen Empower Results:



### Sophomore Empower Results:



## 4. Instructional Focus/Priorities:

21st Century Learning Focus

## 5. School Improvement Initiatives:

Riverhawk STRONG: strong body, strong mind, strong heart

## **6. Interventions and Extensions:**

Freshman Algebra I Math lab: 2 sections

Sophomore Empower 3000 Use: 2 Sections

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

1. NHS: 1

2. Writing Center: 1

3. Department Leaders: 3

4. 504s: 4

5. STUCO: 4

6. 21st Century: 1

7. Zero Hour: 2

8. Peer Mentoring: 4

9. BPA: (Henley) 1

10. Work-based Learning: 2

11. Schoology 1

## **8. Challenges:**

Attendance (UNV/MED), Truancies, Failing Grades, Behind in Credits, Lower Graduation Rate

## **9. Bright Spots:**

Riverhawk STRONG Recognition - Activities back to normal

Junior and Senior Project Presentations

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):

**Action: Executive Session as per Idaho Code 74-206(1) Subsection (b) and (d)**

**(b) To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public school student;**

**(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** on student discipline – in executive session. Pursuant to Section 33-205 the Board may engage in an action item relating to student discipline. (74-206(1)(b)).