

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

For Courtesy Live Stream of this Meeting go to:

<https://www.youtube.com/channel/UCeuVI9P46lMkgY-R2gWXLAQ>

**July 20, 2022
5:00 P.M.**

WORK SESSION AGENDA

I. Call to Order – **Action**

II. Pledge of Allegiance

III. Procedural Matters

A. **Action** Items:

1. Approval of Agenda (Additions and Deletions)

MISSION

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

IV. Unscheduled Delegations (Audience to Address the Board on **Agenda items**)

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 New Certified Employees

B. Approval of Certified Resignations

C. Approval of New Classified Employees/Classified Transfer

D. Approval of Extra-Curricular Resignations

VI. District Safety Plan Update – Ryan Bowman (40 min)

A. TFSD Safety Committee Report

B. New Building Security Personnel - **Action**

VII. 2020-2025 TFSD #411 Strategic Plan – Bill Brulotte (20 min)

VIII. 10 Year Plant Facilities Plan - Building Projects Update – Ryan Bowman (20 min)

IX. Student Achievement Reports – Brulotte/Erickson/Peterson (40 min)

X. Board Discussion – Vision, Goals, and Focus for Year (60 min)

A. Secondary (i.e. CTE Programs, Alternative Programs, Engagement)

B. Elementary (i.e. Dual Emersion, School Climate)

C. Special Ed (i.e. Staffing)

D. Operations (i.e. Safety, Building Updates)

E. Human Relations (i.e. Attract and Retain Staff)

F. Public Relations (i.e. Community Engagement)

G. Fiscal Affairs (i.e. Levies/Bonds)

XI. 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

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

Date: July 20, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: New Certified Employees

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 2022-2023

Cindy Castaneda	Teacher – 3 rd Grade	Morningside Elementary School
Andrew Stark	Teacher – Special Education	Rock Creek Elementary School
Clint Moerer	Teacher – Earth Science/Biology	Canyon Ridge High School
Jeffery Garrigues	Teacher - Band	Robert Stuart Middle School
Jill Fisher	Teacher – 4 th Grade	Bickel Elementary School
Deborah Metts	Teacher – 1 st Grade	Morningside Elementary School
Danny Luker	Teacher – Spanish	Twin Falls High School
Victoria Francis	Teacher - Science	Robert Stuart Middle School
Daniel Parker	Teacher – 4 th Grade	Harrison Elementary School
Katherine Thompson	Teacher – FACS	Robert Stuart Middle School
Cindy Brown	Teacher – 4 th Grade	Perrine Elementary School
Sky Alexander	Teacher – 1 st Grade	Perrine Elementary School
Cassandra Harding	Teacher – 3 rd Grade	Oregon Trail Elementary School
Zachary Reichenberger	Teacher – Math	Robert Stuart Middle School
Amber Harrison	Teacher – Social Studies	Robert Stuart Middle School
Katelyn Hughes	Teacher – Reading	O'Leary Middle School
Traci Higgins	Teacher – Health and Study Skills	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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Date: July 20, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Certified Resignations

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

Michael Dillard	Teacher – Language Arts	South Hills Middle School
Jaren Thompson	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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Date: July 20, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: New Classified Employees or Classified Transfers

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees the individual listed below be approved for hiring for the 2022-2023 school year:

Tiffany Yeoman	Custodian at Perrine Elementary School
Lindsey Bolen	Counseling Secretary at South Hills Middle School
Jeff Duckworth	Custodian at Bickel Elementary School

The individual listed below is a current employee that has accepted a transfer within the district for the 2022-2023 school year.

NAME

POSITION

Diana Ojeda Razo	Behavior Para Educator at Pillar Falls Elementary School
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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: July 20, 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 2022-2023 school year:

Shaylene Ruiz	Coach – Assistant Dance	Twin Falls High School
Taylor Huddleston	Coach – Assistant Varsity Softball	Canyon Ridge 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

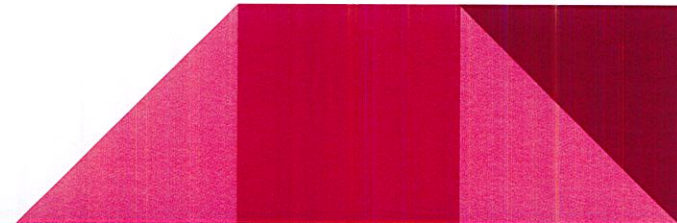
The background is a solid dark blue. In the top right corner, there is a decorative graphic consisting of several overlapping triangles in different shades of blue, creating a geometric pattern.

Security Update

Twin Fall School District

Current Security Measures

1. Cameras
2. Vestibules
3. School Resource Officers
4. Security Aides
5. Radios
6. ALICE
7. Quarterly Safety Committee Meetings
 - a. Will be expanding representation
 - i. Elementary and Secondary Teacher
 - ii. Parents



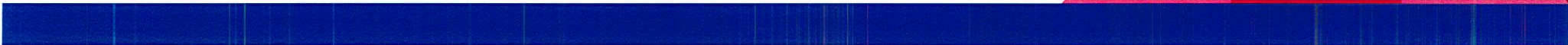
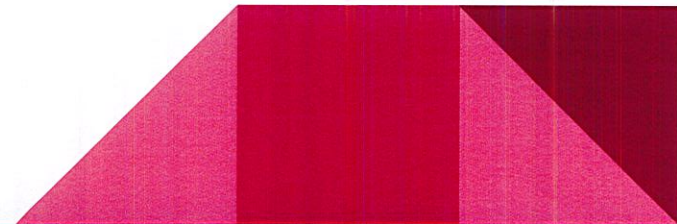
ALICE Protocols

1. ALICE

- a. All employees are required to complete online training each year
- b. SROs provide training prior to the beginning of each school year for each building

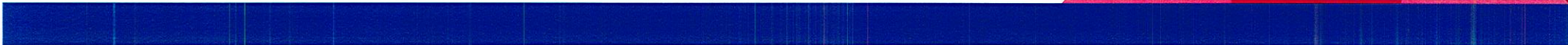
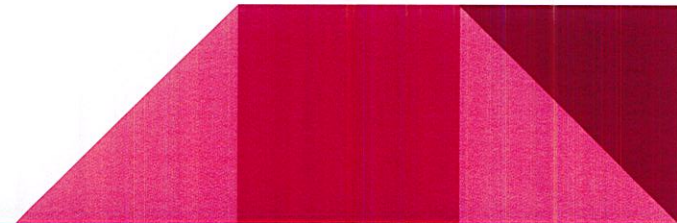
2. Things we are adding

- a. Drill schedules and requirements
 - i. Drills and Tabletop exercises
- b. Reunification process for each school



Other Safety Considerations

1. Safety Committee and Admin will continue to work and make recommendations on:
 - a. Use of backpacks and other items that could conceal a weapon
 - b. Doors
 - i. Twin Falls High School
 - ii. O'Leary Middle School
 - iii. Robert Stuart Middle School
 - iv. Bridge Academy
 - c. Individual schools have been asked to assess issues with point of entry
 - d. Armed Security Personnel in all buildings
 - e. Possible upgrades
 - i. Access Controls
 - ii. Intercom Systems
 - iii. Other Safety features - apps



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).**
 - a. January Update: Instructional teams are working diligently to evaluate and address learning gaps. Examples of strategies that have been implemented include: utilizing walk-to intervention strategies, evaluation of data on a monthly basis, implementing training in foundational reading skills assessment for all elementary teachers, and planning for two sessions of summer math and reading academies that will target those students falling below the 25th percentile. Data indicators include the ISAT which students will take in April. Students have already completed the interim ISAT in December. At the secondary level, instructional teams are utilizing intervention programs including Math 180, Read 180, and Achieve 30000 to help address learning loss through tenth grade. Additionally, students have opportunities for credit recovery utilizing Plato through 12th grade. The secondary team worked to address credit recovery early by increasing the available summer school options in 2021. Enrollment for summer school was up by about 25 percent. Courses, including science and beginning Microsoft office, were added to the summer school options and students were able to receive three credits instead of only two credits during summer school.
 - b. July Update: TFSD summer school has expanded and adapted to meet the needs of students and address learning gaps. At the elementary level, students and teachers are taking part in learning academies that provide teachers with additional training and students with small group instruction. Roughly 380 students and 62 teachers are involved in this program this year. This program will also give teachers valuable intervention skills that they can carry forward to address any additional learning gaps in the upcoming school year. In addition, 12 teachers and roughly 200 students are participating in the migrant summer school program housed at Oregon Trail. At the secondary level, expanded summer school offerings allow students to get three credits over the summer. This practice will help roughly 256 high school students and 280 middle school students regain credits and get back on track to graduate with their classes. This effort amounted to 453 credits earned at the high school level alone.
- 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.**
 - a. January Update: In addition to the work detailed in item #1 above, instructional teams are implementing strategies to continue growth for students who are not exhibiting learning gaps. At the elementary level, a new assessment tool for math is being implemented that not only identifies interventions that can be used with students who

are below grade level but also identifies extensions that can be used with advanced students. At the secondary level work is being done with ELA and Math teachers using the assessment questions and aligning them with the content standards. By doing this and embedding the actual test questions into the content students are seeing the exact type of questions that they will see on the ISAT

- b. July Update: TFSD students completed the ISAT in the Spring. The board will hear a full report of student achievement data at the July 20 Work Session.
- 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).**
 - a. January Update: See #1 and #2 above.
 - b. July Update: See #1 and #2 above.

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.**
 - a. January Update: The TFSD is partnering with CSI to develop a technical center that will allow the district to expand its CTE offerings in a neutral location, making the programs more accessible to all students. In partnership with the TFSD Education Foundation, nearly \$127,000 was raised for CTE initiatives through the Denim and Diamonds fundraiser.
 - b. July Update: The TFSD continues to work closely with the College of Southern Idaho as CSI makes plans to build a career technical school on its campus. CSI hopes to open this facility in the fall of 2024 and currently planning would allow for TFSD students to attend classes at the facility in areas such as automotive sciences, diesel mechanics, and autobody repair.
- 2. **The TFSD Secondary Programs will maximize Advanced Opportunities funding as demonstrated by student utilization--dual credit, completion of CTE capstone courses, etc.**
 - a. January Update: During the first semester of the 2021-22 school year, TFSD students took 794 courses earning 2,779 credits. Students utilized \$206,397 to pursue these courses and other opportunities supported with Advanced Opportunities funding.
 - b. July Update: During the 2021-22 school year TFSD helped 1,273 students utilize \$687,131 to take 779 overload courses, 2,702 dual-credit courses, 3 work training courses, and 267 exams. This amounts to 8,463 credits earned by TFSD students.
- 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. January Update: In the TFSD, staff members are being intentional about making school fun. TFSD elementary schools are implementing enrichment and afterschool programs funded by leadership premiums including coding clubs, robotics teams, announcement clubs, before and after school tutoring, 3-D printing clubs, honor choirs, pickleball

teams, and STEAM clubs. This amounts to over \$54,000 allocated to this effort. All elementary schools feature music and PE classes and many schools now have STEAM classrooms as part of their specials offerings.

- b. July Update: The TFSD continues to prioritize enrichment activities for all students. Through a collaborative effort with the Boys and Girls Club, many TFSD schools offer after-school and summer enrichment programs alongside school-sponsored clubs and activities. While leadership premiums were not funded at the state level for the 2022-23 school year, the TFSD has set aside funding to continue this program so that teachers will continue to be rewarded for the additional time they put into implementing these enrichment activities.

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.

- a. January Update: The TFSD has increased the number of counseling sessions available for staff from 3 to 10 through the Employee Assistance Program. Additionally, the TFSD has implemented a Student and Families Assistance program that provides five counseling sessions per incident and a myriad of resources for families. At the elementary level, all staff members are being trained in trauma-informed care. Elementary administrators are being trained on working with students with challenging behaviors including how to help these students self-regulate. Elementary counselors are intentionally collaborating in an effort to ensure that as students move between buildings in the district they have the same access to counseling support and mental health lessons.
- b. July Update: The TFSD continues to offer the Student and Family Assistance program to all TFSD students and their families. In addition to offering the program, the District has implemented a marketing plan for the program so that all TFSD families are aware of the wide range of services to help support their students' mental health needs. The district updated its student suicide policy to include additional supportive measures after a suicide attempt and adopted a staff suicide policy to support staff members dealing with mental health challenges.

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.

- a. January Update: Leadership and principal meetings were completed in the fall and collaborative goals were set for each building.
- b. July Update: Leadership and principal meeting were once again held in the spring with each building principal sharing updates on their progress towards their goals. These school-level goals are in-line with district goals outlined in the strategic plan.

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.

- a. January Update: The TFSD has been impacted by the competitive labor market but has implemented a number of strategies to continually attract and retain the very best employees. All staff members will receive a two percent COVID stipend throughout the year and all staff members received a \$300 bonus in December. Additionally, the district is offering paraeducator retention incentives between \$1,000 to \$1,500 depending on the position the employee holds. This para incentive was advertised both on social media and through traditional media channels to help encourage applicants to take part in a paraeducator hiring fair. The district garnered over 20 walk-in applicants during the hiring fair event and was able to fill 12 positions. In planning for the upcoming school year, the district is working on plans to implement stipends for hard-to-fill positions and has already opened positions for the 2022-23 school year.
- b. July Update: The district continues to face challenges in these areas even with significant efforts to increase the attractiveness of jobs in the TFSD. This year a larger than average group of retirees along with significant mobility in the teaching ranks has caused the District to explore additional recruitment efforts for teachers. The District has implemented a recruitment bonus for staff members who bring in certified employees in advance of the 2022-23 school year. Additional measures are being explored to address any areas where schools are not able to fill classrooms.

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.

- a. January Update: The TFSD has distributed four videos detailing some of the ways the district illustrates it is a district of choice for families in Twin Falls. These videos include parent sentiments about elementary to middle school transition support, support for student mental health, opportunities for students to pursue their associate's degree while still in high school, and career technical programs. Work has begun on videos highlighting enrichment opportunities that will roll out in the spring.
- b. July Update: The TFSD continues to utilize social media marketing to illustrate the TFSD is the district of choice for the Twin Falls Community. Over the summer, videos highlighting Bickel Elementary School, Twin Falls High School, and Perrine Elementary School will be distributed. This program will continue into the 2022-23 school year kicking off with videos showcasing South Hills Middle School and Morningside Elementary School.

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.

- a. January Update: The TFSD collaborated with the City of Twin Falls and the Twin Falls Area Chamber of Commerce on a very successful Legislative Tour. This tour provided an opportunity for lawmakers and community members to learn about civics education and mental health challenges in the TFSD firsthand.
- b. July Update: The TFSD Administrators continue to be highly involved in community outreach programs. This year the TFSD kicked off the first annual Engage in Education event hosted in the city park. More than 1,500 people attended and each school hosted an informational booth with highlights from their school year. Many schools also took this as an opportunity to showcase a performing arts as entertainment for the event.

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.**
 - a. January Update: The TFSD is currently preparing for the security vestibule project at Robert Stuart Middle School. This project will likely break ground in February. Additionally, the Support Services office space project will likely start around the same time. The Board will hear an update of the 10-year long-range plan for facilities at the Jan. 26 Work Session.
 - b. July Update: Construction has begun on the Robert Stuart Middle School security vestibule and should wrap up near the beginning of the 2022-23 school year. Director of Operations, Ryan Bowman will provide an update of the 10-year long-range plan for facilities at the July 20 Work Session.
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.**
 - a. January Update: The TFSD, has identified Rock Creek Elementary School as the only school where the attendance zone needs to be addressed in the next year to prevent overcrowding. The Board will hear a proposal to adjust the Rock Creek zone at the Jan. 26 work session.
 - b. July Update: The TFSD Board of Trustees approved the proposal to shift roughly 85 students from Rock Creek to Perrine Elementary School for the 2022-23 school year to help alleviate crowding at Rock Creek. The proposal not only moved current students but also transitioned part of the Rock Creek zone that has not yet been developed into the Perrine zone. This should help Perrine grow and prevent further crowding at Rock Creek as this area is developed.

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.**
 - a. January Update: The TFSD completed the annual audit process in the fall. Audit reports were presented to the School Board and there were no findings. The Finance

Department undertakes a process through which a budget and amended budget are created ensuring that the district's finances are continually evaluated throughout the fiscal year. Additionally, the 2021-22 budget was created based on an assumption that average daily attendance would be used by the state to provide funding. Ultimately the State Board has approved an enrollment-based funding model for this year. This means that the district was conservative in its budgeting practices, ensuring that all operations would be possible under the smaller funding model. The freezing of PESF remains an issue; however, the Governor's budget does include supplemental appropriations which, if passed, will further alleviate the need for budget coverage from ESSER funds.

- b. July Update: The TFSD implemented sound and conservative budgeting practices allowing all programs to be maintained throughout a challenging economic climate. In addition, TFSD contract negotiations with the Twin Falls Education Association resulted in a collaborative effort where employees will see increases in salaries in the form of stipend payments and increased benefits. The State Board of Education elected to continue funding schools based on enrollment for the coming year. Over this year the TFSD will work to normalize attendance in preparation for funding potentially returning to an average daily attendance-based model.
2. **The TFSD will create and implement a plan to utilize the approximately \$16 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.**
- a. January Update: The TFSD developed a three-year plan centered on six focus areas that the community committee identified. This plan not only addresses the six focus areas but also addresses a contingency plan for possible budget shortfalls from state funding. A full report will be made at the January 26th work session.
 - b. July Update: The district continues to utilize ESSER funds to maintain operations in a tumultuous economic environment. In addition to supply chain challenges, the district is also dealing with a highly competitive labor market. The use of ESSER funds has allowed the district to be creative in recruitment strategies including providing seven stipend days to staff members, offering a recruitment bonus, and enhancing insurance offerings.
3. **The TFSD will continue ensuring transparency with the budget and any challenges that arise in the coming year.**
- a. January Update: The TFSD Finance Department ensures that all required transparency postings are up to date on a monthly basis. This includes posting all expenditures on the TFSD website along with all budgets and audit reports as required by law. As mentioned above, the TFSD utilized a community committee to develop focus areas for the spending of all ARP funds to ensure that the community was involved in the utilization of these resources.
 - b. July Update: The TFSD Finance Department continues to ensure that all required transparency postings are up to date on the district website. During this year's audit

process, the District utilized a new audit firm that completed an in-depth audit. They returned with no findings stating that the district has sound financial practices.

ADENDUM 1 CONTINUOUS IMPROVEMENT PLAN METRICS

METRICS AND DEMOGRAPHICS - TEMPLATE PART 2

LEA # 411	LEA Name: Twin Falls School District
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METRICS

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



Student Achievement



July 2022 Presentation to the
TFSD Board of Trustees



Data Trends and Observations

IRI Data

- Showed growth in cohort data in most grade levels
- Analysis of data led to professional development plans

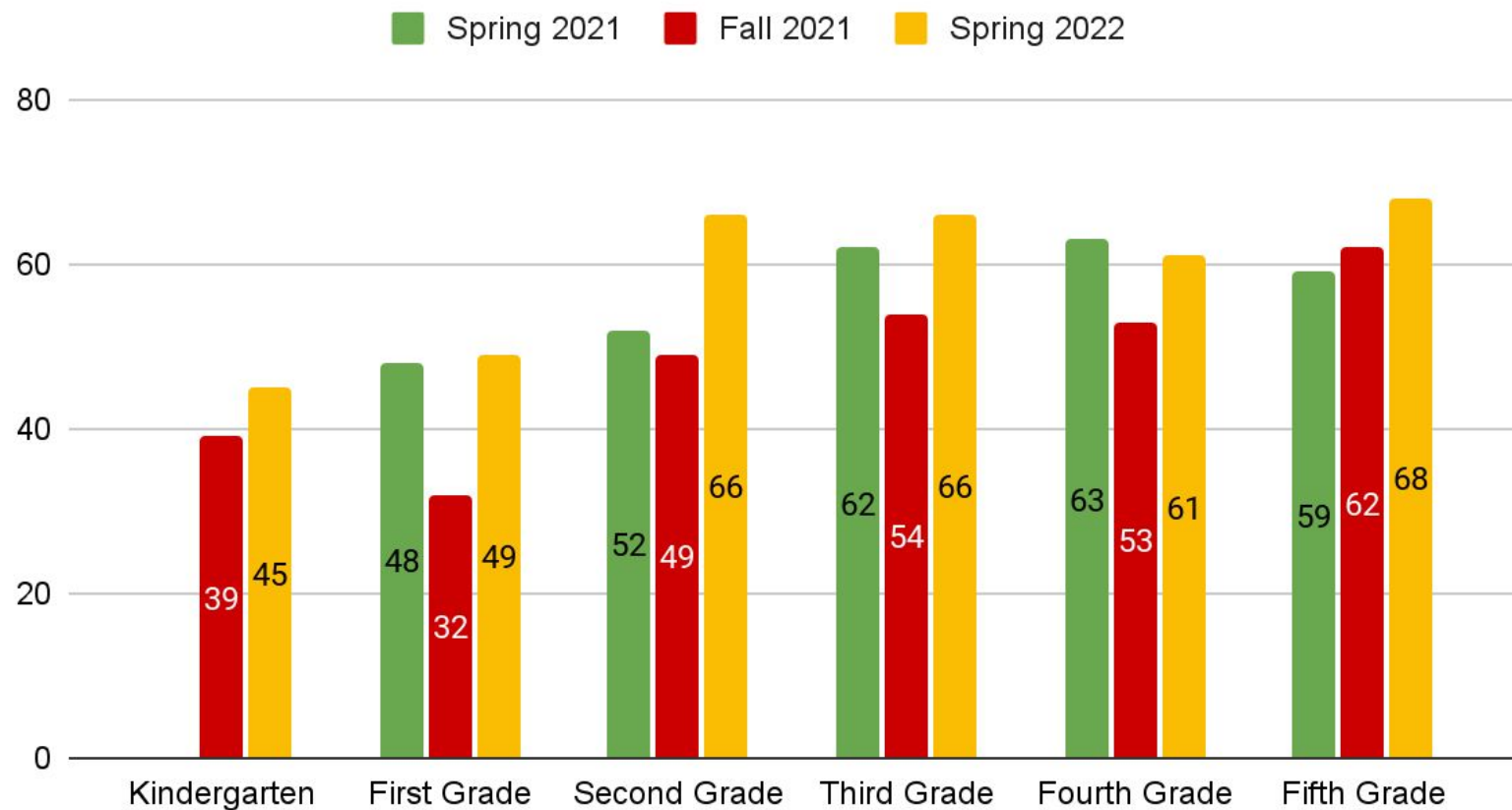
ISAT Data

- Maintaining proficiency
- Cohort data shows in line with the state growth yet lower
- Shows skill deficits in application of knowledge

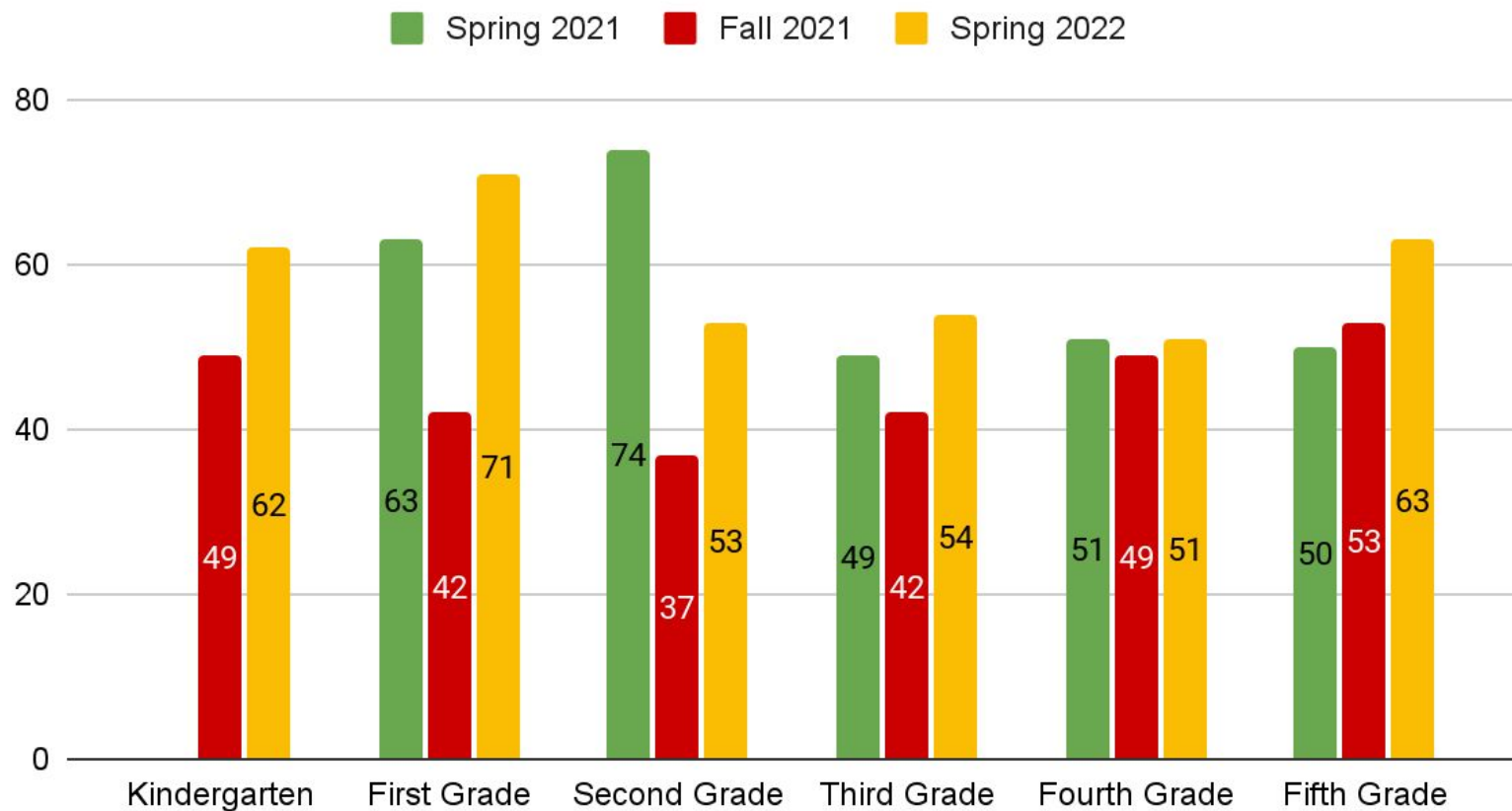
Summer Academy

- 70% student made growth
- Effective target interventions- 70 hours total
- Expertise carried into classrooms during 2022-2023

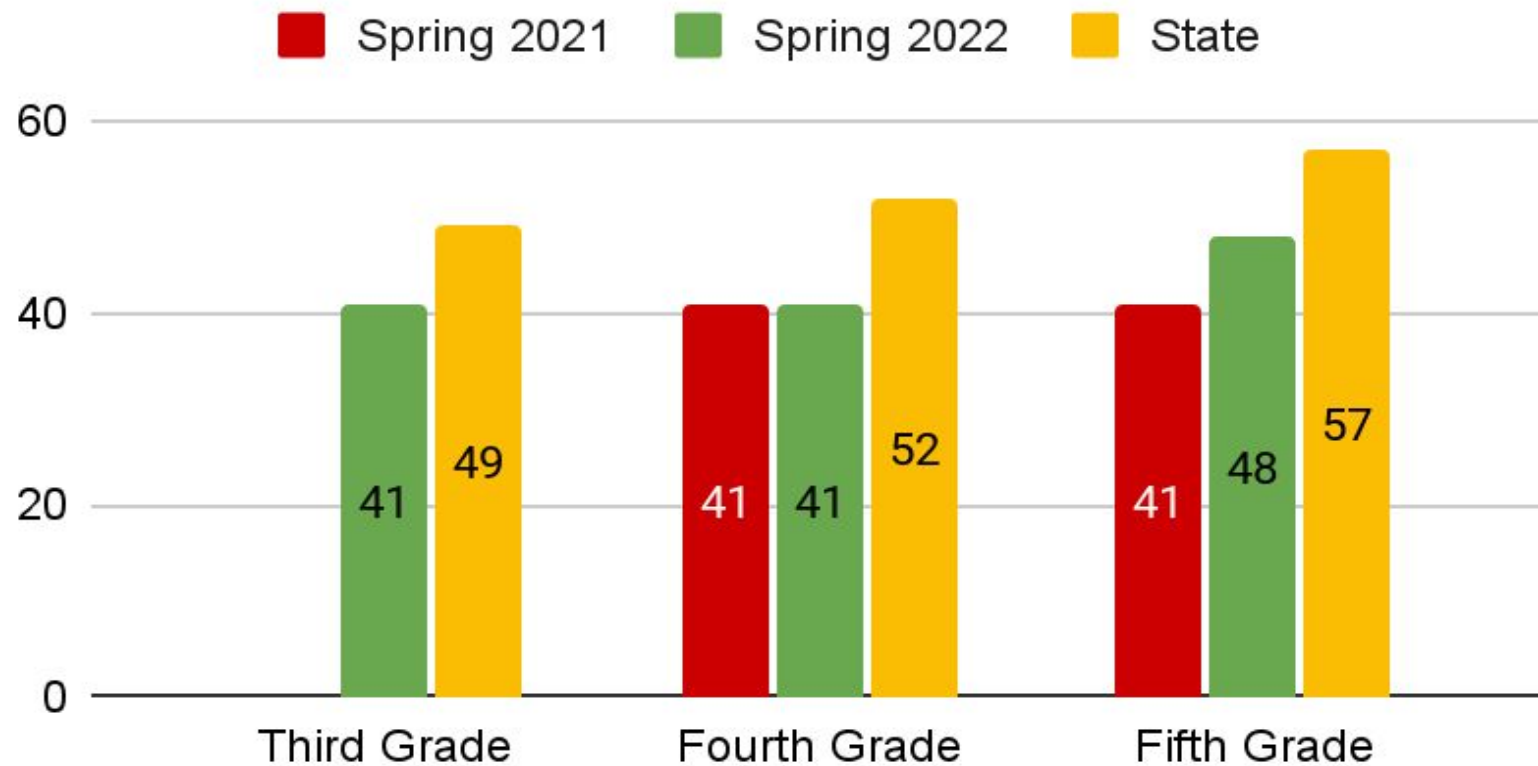
TFSD IRI Reading Grade Level Data



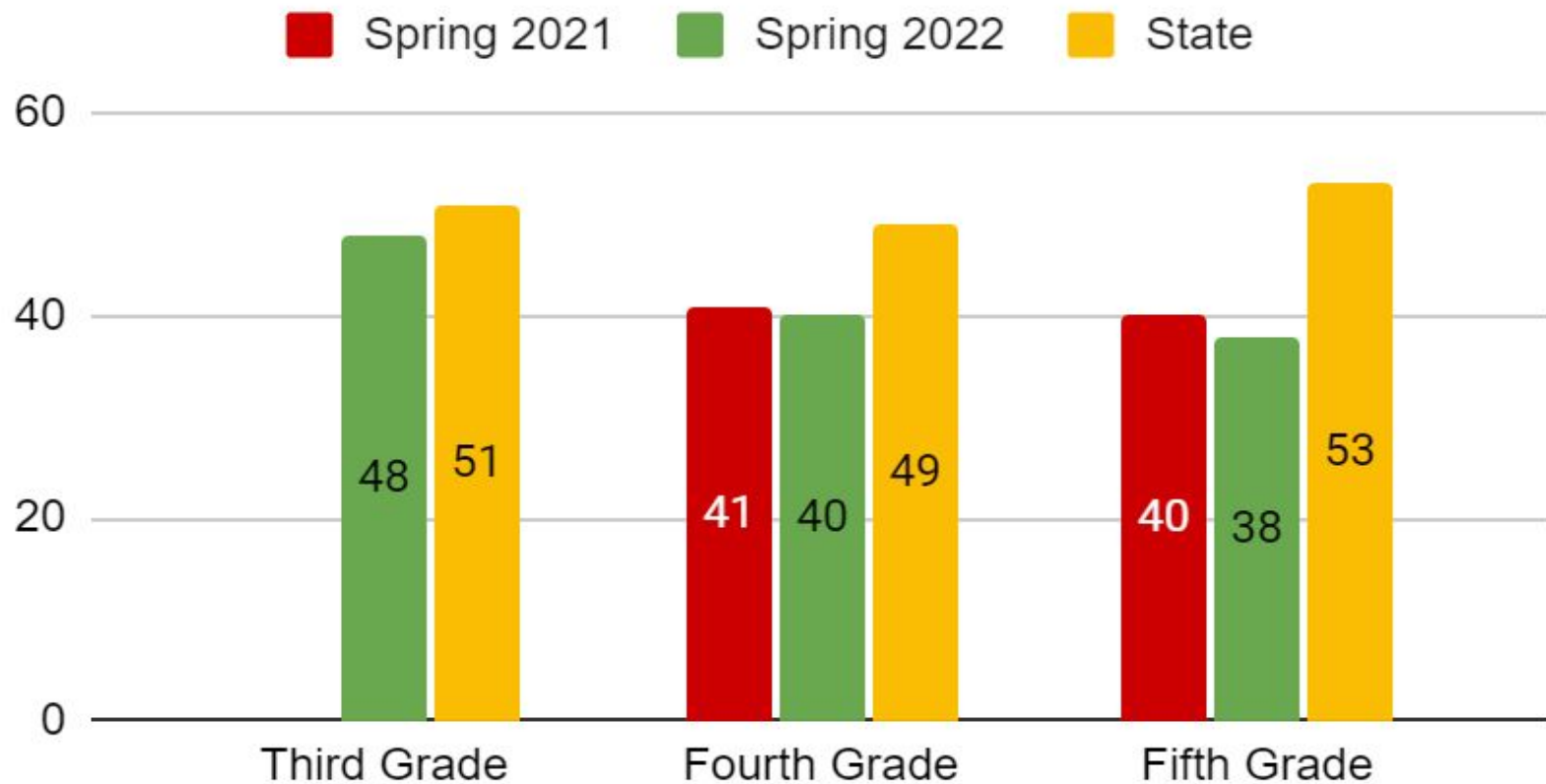
TFSD IRI Math Grade Level Data



TFSD ISAT Reading



TFSD ISAT Math



Summer Academy Data

70% Students Made
Growth in Reading

82% 2 Years
16% 1.5 Years
2% 1 Year

70% Students Made
Growth in Math

67% 2 Years
25% 1.5 Years
8% 1 Year

- ★ 4 week session
- ★ 70 hours of targeted instruction and intervention for students
- ★ 85 hours of professional development in Tier II and Tier III intervention strategies and programs

District Priorities

Literacy

Core instruction
instructional strategies
specific to district needs
and best practices

Targeted intervention
structure and model
pushed out and
perfected

Math

Core instruction
instructional strategies
specific to best practices in
mathematics

Unit Studies

Moving students from
conceptual understanding
to procedural fluency

Behavior

District and schoolwide
frameworks to address
building specific needs
and maintain
consistency

-Tiered system

-Explicit training

-Resource support

2022-2023 School Year

Started with Summer Academy

- Tier II and III Intervention Structure

Core Instruction in both Reading and Math

- Side by Side Coaching- Literacy

- DMTI and Regional Math Center

Behavior and Well Being

- Safe and Civil Schools- School Wide Behavior Plans

- State Grants at Rock Creek and Lincoln