

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
HELD AT:
South Hills Middle School, Library
1550 Harrison Street South
Twin Falls, ID 83301**

**April 26, 2023
7:00 P.M.**

AGENDA UPDATED 4/21/23

I. Call to Order **Action**

II. Pledge of Allegiance

III. Procedural Matters

A. **Action** Items:

1. Approval of Agenda (Additions and Deletions)

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

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

V. Consent Calendar Action Items - **Action**

- A. Approval of Certified Personnel Retirements
- B. Approval of Certified Personnel Resignations
- C. Approval of Administrative Contract**
- D. Approval of Extra-Curricular Employee Supplemental Contracts
- E. Approval of Extra-Curricular Resignations
- F. Approval of Extended Out-of-State Travel Requests

VI. Board In-service

- A. Report on Building Goals
 1. Sara Praegitzer, South Hills Middle School
 2. Ace Marcellus, O'Leary Middle School
 3. Araceli Huicochea, Bridge Academy
 4. Amy McBride, Robert Stuart Middle 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 Chelsea Popplewell at 733-6900.

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

(b) to consider the evaluation, dismissal or disciplining of employees, staff members and public school students: superintendent evaluation;

(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.

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

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

Date: April 26, 2023

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

From: Chelsea Popplewell, Human Resources Manager

Re: Certified Retirements

The following certified employees have submitted their retirement letter resigning their position for the 2023-2024 school year:

- Judy Black, Resource Teacher, Morningside Elementary School
- Cindy Braun, Reading Teacher, Lincoln Elementary School

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

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

William Brulotte
Associate Superintendent



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Date: April 26, 2023

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

From: Chelsea Popplewell, Human Resources Manager

Re: Certified Resignations

The following certified employees have submitted their resignation letter resigning their position for the 2023-2024 school year:

- Victoria Francis, 6th Grade Teacher, Robert Stuart Middle School
- Justin Burch, PE Teacher, Canyon Ridge High School
- Abby Snow, PE Teacher, Bickel Elementary School
- Ronald Withers, Spanish Teacher, Twin Falls High School
- Cara Hilles, Science Teacher, O'Leary Middle School

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

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

William Brulotte
Associate Superintendent



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Date: April 26, 2023

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

From: Chelsea Popplewell, Human Resources Manager

Re: Administrative Contract

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees the approval of the following administrative position for the 2023-2024 school year.

- Michelle Larson, Principal, Harrison Elementary School



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Date: April 26, 2023

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

From: Chelsea Popplewell, Human Resources Manager

Re: Extra-Curricular Employee Supplemental Contracts

It is the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that the individuals listed below be approved for hiring. A supplemental contract will be issued for the 2022-2023 school year.

- Cassandra Merkley, Assistant Track Coach, Twin Falls High School
- Joseph Bartley, Assistant Middle School Track Coach, South Hills Middle School
- Emily Coats, Assistant Middle School Track Coach, South Hills Middle School

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

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

William Brulotte
Associate Superintendent



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

Date: April 26, 2023

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

From: Chelsea Popplewell, Human Resources Manager

Re: Certified Extra-Curricular Resignations

The following employees have submitted their resignation letter resigning their position for the 20223-2024 school year:

- Katie Kauffman, Head Girls Soccer Coach, Twin Falls High School
- Christopher Harrington, Assistant Football Coach, Canyon Ridge High School
- Eric Bauman, Freshman Girls Basketball Coach, Canyon Ridge High School
- Jordan Sundquist, Assistant Girls Basketball Coach, Canyon Ridge High School
- Justin Lineberr, Assistant Football Coach, Canyon Ridge High School
- Mike Easterling, Assistant Football Coach, Canyon Ridge High School
- Justin Burch, Assistant Football Coach, 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

TRAVEL - EXTENDED & OUT-OF-STATE

REQUEST FOR EXTENDED & OUT-OF-STATE TRAVEL

Name of Organization Making Request TFSD Instrumental Music (Secondary)

Proposed Travel Dates From May 13, 2023

Brief Explanation of Proposed Trip (including destination) Team-building trip to Lagoon in Farmington, Utah.

Sponsor Signature(s) [Signature] Date 4/10/23

Number of Students Attending ±150 Number of Supervising Adults 6-10

Amount of School Time to be Missed None

The Following Requests are Made Relative to this Proposed Trip:

(Waivers required for overnight out of state trips with the exception of IHSAA activities)

1. Bus: Yes ☒ No ☐ Bus Capacity Needed Charter 55 seats
2. Finances: Yes ☒ No ☐ If Yes, Total Amount \$3600
3. Transportation Expenses: Yes ☒ No ☐
4. Bus Request Submitted: Yes ☒ No ☐
5. Financial Breakout: Student/Parent \$ 84 Club \$ 0 Organization \$ 0 School \$ 0
I'm paying for the bus with school funds but the students are reimbursing that fund.
6. Organization: Secondary Instrumental Music
7. Destination: Lagoon Farmington, UT

Principal's Recommendation _____

Principal's Signature [Signature] Date 4-12-23

By signing this form you are acknowledging all necessary waivers have been received.

Superintendent's Recommendation Approve

Superintendent's Signature [Signature] Date: 4/17/23

Board Action: Approved as Proposed ☐ Approved with Modifications ☐ Not Approved ☐

Total Student Cost: \$ 84

School Costs:

1. Transportation (To & From) \$ _____
 - A. Bus or SUV's \$ _____
 - B. Plane \$ _____
2. Lodging..... \$ _____

Total School Cost: \$ _____ \$ _____
Less Commitment: \$ _____ \$ _____
GRAND TOTAL: \$ _____ \$ _____

Vocational Programs (and others, as determined by the principal) will cover all advisor costs from vocational appropriations and/or club/organization funds.

TRAVEL - EXTENDED & OUT-OF-STATE

REQUEST FOR EXTENDED & OUT-OF-STATE TRAVEL

Name of Organization Making Request CRHS Speech & Debate

Proposed Travel Dates From June 11-17

Brief Explanation of Proposed Trip (including destination) National Speech & Debate

Tournament, Phoenix

Sponsor Signature(s) [Signature] Date 4-7-23

Number of Students Attending 10 Number of Supervising Adults 1

Amount of School Time to be Missed 0

The Following Requests are Made Relative to this Proposed Trip:

(Waivers required for overnight out of state trips with the exception of IHSAA activities)

1. Bus: Yes _____ No X Bus Capacity Needed _____

2. Finances: Yes _____ No _____ If Yes, Total Amount _____

3. Transportation Expenses: Yes _____ No _____

4. Bus Request Submitted: Yes _____ No X

5. Financial Breakout: Student/Parent \$ _____ Club \$ _____ Organization \$ _____ School \$ _____

I'm paying for the bus with school funds but the students are reimbursing that fund.

6. Organization: CRHS Speech & Debate

7. Destination: Phoenix, AZ

Principal's Recommendation OK

Principal's Signature [Signature] Date _____

By signing this form you are acknowledging all necessary waivers have been received.

OK [Signature]

Superintendent's Recommendation Approve

Superintendent's Signature [Signature] Date: 4/12/23

Board Action: Approved as Proposed _____ Approved with Modifications _____ Not Approved _____

Total Student Cost: \$ 0

School Costs:

1. Transportation (To & From) \$ 0

A. Bus or SUV's \$ rental car TBD.

B. Plane \$ 1421

2. Lodging..... \$ 1552.49

All paid from team (school & district) funds in account.

Total School Cost: \$ _____ \$ _____

Less Commitment: \$ _____ \$ _____

GRAND TOTAL: \$ _____ \$ _____

Vocational Programs (and others, as determined by the principal) will cover all advisor costs from vocational appropriations and/or club/organization funds.

Twin Falls School District
Middle School Board Report Form
2022-2023

School:

South Hills Middle School

Idaho Standards Achievement Test - Spring
2022
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	16%	36%	41%
7th	16%	36%	42%
8th	19%	33%	36%

Idaho Standards Achievement Test - Spring
2022
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	29%	49%	53%
7th	38%	52%	58%
8th	32%	51%	54%

Idaho Standards Achievement Test - Spring
2021
Science

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
8th	29%	---	

1. Building Goals:

- a. Increase overall reading level for the school by one grade level
- b. Increase the amount of student success by 10%
- c. Increase ELA and math ISAT scores

2. Growth Towards Goals:

- a. Beginning reading level for 22-23 school year-683, mid-year-699, current level-729
- b. Every teacher has been trained in Thinking Maps to increase rigor in students and classrooms are monitored monthly for progress in implementing. Best practices also continues TM techniques and share outs to expand on how to use them in the classroom.
- c. We have worked with CSI UP and our Capacity Builders to stress the importance of testing, help teachers incorporate vocab and reading strategies, and itemize the practice test data for math to make sure the curriculum is matching the standards needing taught.

3. Growth Indicators:

- a. Achieve testing scores
- b. ISAT scores

4. Instructional Focus/Priorities:

- a. Implemented Achieve training to all grade levels and each subject completes one Achieve article a month. Every Advisory reads the first 15 minutes of every school day.
- b. Capacity Builders provided vocabulary and reading strategies to staff every Wednesday in January and each teacher implemented one of the strategies to use to help increase comprehension in preparation for student success and increased ISAT scores.

5. School Improvement Initiatives:

- a. Building school climate and culture-highlighting positives weekly, reinforcing teach-tos to review expectations and hold students accountable
- b. Increase communication and transparency-weekly newsletter for staff and monthly newsletter for parents as well as inviting the community in to use facilities and observe the great things going on during the school day!

6. Interventions and Extensions:

- a. Analyzed common misconceptions on questions with ELA and Math department and had Capacity Builders help line up curriculum
- b. Every math classroom uses ISAT questions for bell ringers to help practice and gain knowledge
- c. Homework Club-3 teachers and bus is provided every Tuesday and Thursday-clubs are also set up on these days for students wanting to enrich their education

7. Leadership Premium Usage:

- a. Grade level and Department Leads**
- b. Homework Club and transportation**
- c. ISAT and Spelling Bee coordinators**

8. Challenges:

- a. Decreasing behaviors**
- b. Creating consistency**

9. Bright Spots:

- a. Teachers have been trained in so many great programs-Thinking Maps, SIOP, Trauma Informed, etc.**
- b. Staff culture and cohesiveness-leaders have stepped up while I have been away on maternity leave-it's amazing!!**

Twin Falls School District
Middle School Board Report Form
2022-2023

School: Vera C. O'Leary Middle School

Idaho Standards Achievement Test - Spring
2022
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	51%	37%	41%
7th	53%	37%	43%
8th	49%	34%	37%

Idaho Standards Achievement Test - Spring
2022
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	69%	51%	53.2%
7th	68%	53%	59%
8th	70%	52%	55%

Idaho Standards Achievement Test - Spring
2022
Science

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
8th	44%	39%	42%

1. Building Goals:

- Goal 1: Increase the ISAT proficiency levels in math from 10% to 12.5% and ELA from 11.7% to 14.4% for students on an IEP plan on the 2023 ISAT.
- Goal 2: Students will improve their social emotional health as measured by the EduGuide program.

2. Growth Towards Goals:

- ISAT proficiency levels for students on an IEP plan.
 - Co-taught 6th grade sheltered ELA class
 - Co-taught 7th grade sheltered ELA class

- Use of ALEKS math
 - Use of Read 180 and Achieve 3000
- Social-emotional learning
 - Use of EduGuide

3. Growth Indicators:

- ISAT proficiency levels for students on an IEP plan.
 - Co-teaching - 6th ELA is going very well as reported by both teachers,
 - 7/8 inclusion - positive reports from teachers
 - Students have shown real growth on Lexile scores - averaging 100 pts of growth
 - Use of ALEKS
- As a school:
 - AR - 7,379 tests passed, 50,156.8 points earned, 14,037 books checked out, 789,383,128 words read (as of 4/17/23 @ 8 am)
 - ALEKS - 15% Growth in mastery of topics
- 3-1 EduGuide - 20 students identified for intervention, 88% of our students report they are more self motivated, 78% say they are managing stress better, 77% say they feel safer at school, 86% say they are completing more homework, 5920 reports of student and coach growth, 10,446 reports of students mentoring/supporting each other

4. Instructional Focus/Priorities:

- Credit Recovery
- Write Tools in all subjects
- PBIS fully implemented
- Life Skills/Social Emotional Health
- Cubs Essentials

5. School Improvement Initiatives:

- Credit Recovery
- Write Tools in all subjects
- PBIS fully implemented
- EduGuide Program
- Cubs Essentials

6. Interventions and Extensions:

- Cubs Essentials
- Credit recovery
- Saturday School

7. Leadership Premium Usage:

- Saturday School
- Co-Teaching Planning and Collaboration
- BLT Leader
- 6/7/8 Grade Team Leader
- Credit Recovery
- SIT Committee Chair
- Community Liaison (PTSO, Boosters)
- Student Leadership
- Electives Lead
- PBIS Lead
- SpEd Lead

8. Challenges:

- We have had more student conflict this year than in the past. Trying to address it and keep it from turning physical has become a huge job.

9. Bright Spots:

- I feel that we are finally starting to rise out of the COVID related stress. Teachers have started asking for additional training and our BLT has started an initiative to assess where we are and plan a way forward.

Twin Falls School District
Middle School Board Report Form
2022-2023

School: Bridge Academy Middle School

Idaho Standards Achievement Test - Spring
2022

Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	n/a	n/a	n/a
7th	4%	37%	42%
8th	0%	35%	38%

Idaho Standards Achievement Test - Spring
2022

English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	n/a	n/a	n/a
7th	14%	54%	59%
8th	0%	52%	55%

Idaho Standards Achievement Test - Spring

2021
Science

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
7th	n/a	n/a	n/a
8th	0%	39%	42%

1. Building Goals: Increase Proficiency and Student Motivation

- ❖ Increase the number of students scoring proficient in Language Arts, including all identified ATSI sub populations, from 14% in Spring of 2022 to 20% in Spring of 2023. Students not scoring proficient will show a minimum of one year's growth as measured by ISAT scale scores.
- ❖ Increase the number of students proficient in math, including all identified ATSI sub populations, from 0% in Spring of 2022 to 10% in Spring of 2023. Students not scoring proficient will show a minimum of one year's growth as measured by ISAT scale scores.
- ❖ 85% of students will move two Phases by the end of the school year.

2. Growth Towards Goals:

Data Points	Achieve 3000 Lexile Points Growth	Math 180 Inventory Points Growth	Aleks Proficiency Percent Growth	Aleks Topics Percent Mastered
School	29	64	15	64
7th	17	49	16	68
8th	38	78	14	61

Schoolwide Phases Benchmarks		
Q1%	Q2%	Q3%
25	7	13

- ❖ 62% have moved one Phase
- ❖ 15% have moved two Phases
- ❖ 5% have moved three Phases

3. Growth Indicators:

Requirements	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Incentive Trips
Minimum Time	1st Quarter (1-9 wks.)	2nd Quarter (10-18 wks.)	3rd Quarter (19-27 wks.)	4th Quarter (28-36 wks.)	Year Two (45-72 wks.)	Quarter 1: Putters MiniGolf
Attendance	90% (5 absences)	91% (4 absences)	93% (3 absences)	95% (2 absences)	98% (1 absence)	
Write Ups	4 write ups	3 write ups	2 write ups	1 write up	0 write ups	Quarter 2: Pizza Pie Cafe
Refocus Forms	15 or <	10 or <	8 or <	5 or <	3 or <	
Academics	1 F and 6 D's or higher	1 C and 6 D's or higher	4 D's and 3 C's or higher	2 D's and 5 C's or higher	2 C's and 5 B's or higher	Quarter 3: Jumptime
Parental Involvement	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter	
Outreach	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter	Quarter 4: Gemstone Climbing
Phase Moving Incentive			Bridge Sweatshirt	Item of choice	No Uniform Required*; ChromeBook.	

Quarterly Core Classes Passing Grades		
Q1%	Q2%	Q3%
53	60	56

Data Points	Major/Office Behavior Managed Incidents	Classroom Behavior Managed Incidents
Q2	16% decrease	7% decrease
Q3	38% decrease	39% decrease

4. Instructional Focus/Priorities:

❖ Fostering resilient learners

- Daily focus on Bridge Values
 - Safe, Kind, Responsible, Resilient
- Daily leadership connections
 - Leader in Me School
- Trauma informed classrooms
 - Mindfulness and self regulation practice

❖ ISAT Practice Opportunities

- Daily practice in math class
 - Bell ringer question from priority clusters
- Formative Assessments twice a year

- SICA
- Interims
- ❖ Growth in ELA and Math
 - Weekly practice in Achieve 3000
 - Weekly practice in Aleks math program
- ❖ Quarterly content based writing opportunities in every core class
 - Write Tools writing in every content class
- ❖ Cooperative learning and guided practice



Phases Incentive Trip

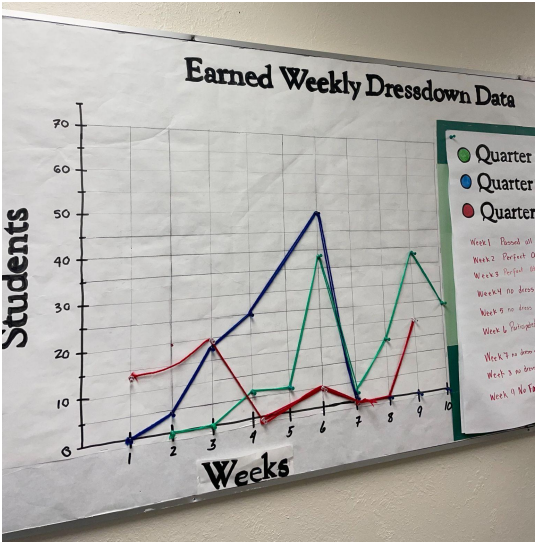


Tubbs Berry Farm Phases Incentive Trip

5. School Improvement Initiatives:

- ❖ Schoolwide advisory alignment
 - Leadership, Responsibility, Vision, Action Planning and Synergy

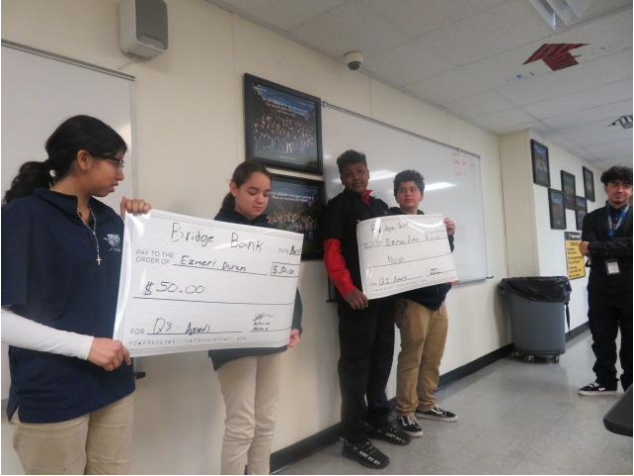
- Leadership lessons
- Reading for joy
- Organization
- Goal setting and data
- Building community of learners
- ❖ Increased rigor in core classes
 - Math, science, social studies, history and language arts are following district curriculum
 - All core classes to follow district curriculum plan with necessary accommodations 2022-2023
 - Using district online learning programs to close gaps in learning and enrich
- ❖ Strengthening literacy skills
 - Regular write tools writing opportunities in language arts
 - Intentional teaching for increased ISAT readiness
- ❖ Cultivating positive school culture
 - Reinforcing appropriate behaviors daily
 - Positive behavior interventions and supports
 - Weekly celebration of upholding values and reaching learning goals
 - Schoolwide assemblies and celebrations
 - Weekly advisory challenges and guest speakers
 - Quarterly “Coffee in the Community”
 - Parental involvement event
 - Leadership opportunity for students
 - Leadership Recognition: Recognition of leaders in academics and behavior
 - Weekly on tuesdays
 - Earned drink
 - Earned dress down day
 - Quarterly Celebrations
 - Academics, Behaviors and Phases
 - Field trips and service learning opportunities



Celebrations

leader of the Week

Matin	Alivia	Kyzer	Kolby	Mobin	Ezmeri	Melanie O.
Caydan	Haydinn	Brooklynn	Gloria	Logan	Marilia	
Mobin	Adri	Cason	Evelynn	Gabe	De'Marion	
Shadow	Erick	Gloria	Josslyn	Alahna	Alahna	Adri
Jacob	Clare	Aliyah	Cayden	Cole	Haydn	De'Marion
Kolby	Enrique	Matin	Krystine	Aliyah	Jacob	Krystine
Gabe	Cayden	Clare	Ethan	Melanie O.	Rete	Clare
Melanie O.	Stephanie	Mobin	Haydn	Clare	Krystine	Phraya
Kylie	Erick	Krystine	Matin	Clare	Jeremiah	Josslyn
Gabriel	Cayden	Jayden	Kylie	Gabe	Ezmeri	Alahna
Erick	Alonzo	Perla	Kylie	Erick	Kylie	Kyzer
Cole	Gabe	Adri	Alahna	Kylie	Kyzer	Adri



Service Learning



❖ Empowering leadership

- Implementation of the Habits of Highly Effective Teens in all classes
- Leadership roles and opportunities
 - Student planned and led family events
 - Student designed yearbook
 - Student led first ever TV Productions
 - Acting Principal Interns
 - 21 students interned, learned to observe classroom and leave positive feedback

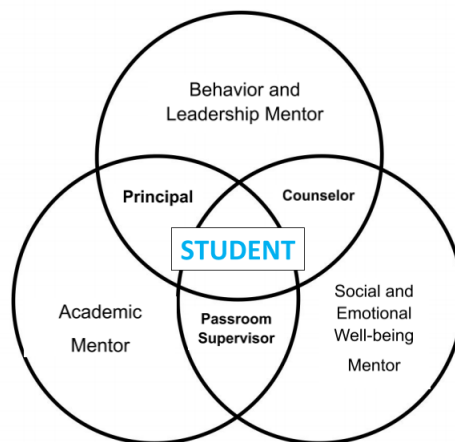


I liked watching your class today because they didn't talk and overall was pretty good behaved! Also, you are really determined to get your kids to do their work which I like! -Mr. Kimball



❖ Systems of support for student and staff mental wellness

- Schoolwide Behavior Contracts
 - Ensure safe environment
- Family connections through REMIND
 - Increased communication with guardians/parents
 - direct message has increased the percentage of ensured communication
- “Chat & Chill”
 - Building community through planned mini meetings with treats
- Monthly “Fill the Fridge”
 - Staff appreciation
 - Weekly meeting snacks
- Student Success Mentor
 - Mentor for Behavior Plans aligned with school values
 - Mini Zones of Regulation Check ins for all students
 - Restorative Discipline
 - Proactive team approach to in school suspension



- Mindfulness Space
 - Schoolwide Tap-out System
 - Includes library, gym, meditation area, and learning center
 - Tracking system for admin, counselor and family connection
- Schoolwide Professional Development
 - Book Study: Trauma Informed professional development
 - Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners
 - Coaching and support from Leader in Me program
 - Conference for Certified staff
 - Texas-Innovative School Summit

- Washington D.C.- Leadership Symposium
- Boise- Prevention Conference

6. Interventions and Extensions:

- ❖ Schoolwide Behavior Contracts
- ❖ Individualized online programs
- ❖ Schoology practice opportunities
- ❖ Quarterly mandated Credit Recovery Tuesdays and Thursdays
- ❖ After school tutoring Tuesdays and Thursdays
- ❖ Academic PASS room-In School academic support
- ❖ At home learning plans
- ❖ Tier 3 Supports
 - Behavior Plan-"Win-Win Agreements"
 - Parent/Guardian meetings

7. Leadership Premium Usage:

- ❖ After school tutoring (4)
- ❖ Title 1 Lead (1)
- ❖ Milepost Lead (1)
- ❖ Schoology Lead (1)
- ❖ Website Lead (1)

8. Challenges:

- ❖ Lack of regular substitutes to cover staff absences
- ❖ Struggled to fill vacant paraprofessional positions
- ❖ Half time instructional support from instructional coach
- ❖ Shared School Resources Officer
- ❖ High number of student absences
- ❖ High number of students reporting or struggling with
 - Suicidal thoughts
 - Coping after suicide attempts
 - Extended hospitalizations due to mental health
 - Withdrawing or relocating out of district due to mental health concerns
 - Substance abuse
 - Death of parents or family members

- Separated from parents by death or incarceration
- Extended detention sentences and more

9. Bright Spots:

- ❖ Positive student and guardian/parent talk about staff and school
- ❖ Behavior incident dramatically decreased this year
- ❖ Student advocating for meeting needs and growth plans
- ❖ Full time counselor
- ❖ Half-time instructional coach
- ❖ Increased leadership opportunities
- ❖ Full-time community sponsored food pantry
- ❖ CSI-up highlight school recognition for our leadership team
- ❖ Professional development opportunities for all staff
- ❖ Weekly celebration of academics and behavior
- ❖ Climbing club, ski club, basketball team
- ❖ STEM grants
- ❖ Strong Leadership Team-Collaborative Teaming
- ❖ Collective Staff Efficacy
- ❖ High family attendance for after school events
- ❖ Weekly student led bulletin
- ❖ Acting Principal Interns



Twin Falls School District
Middle School Board Report Form
2022-2023

School: Robert Stuart Middle School

Idaho Standards Achievement Test - Spring 2022 Mathematics				Idaho Standards Achievement Test - Spring 2022 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
6th	36%	36%	41%	6th	46%	49%	53%
7th	39%	36%	42%	7th	52%	52%	58%
8th	32%	33%	36%	8th	49%	51%	54%

Idaho Standards Achievement Test - Spring 2022 Science			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
8th	40%	30%	41%

1. Building Goals:

RSMS will increase the percent of students scoring proficient or higher on the 2023 math ISAT by 10%, from 36% to 46%.
 RSMS will increase the percent of students scoring proficient or higher on the 2023 ELA ISAT by 10%, from 48% to 58%

2. Growth Towards Goals:

About 70% of students were near or at grade level proficiency in math by mid-year

About 80% had met their reading goals in Accelerated Reader or Achieve 3000 and had raised their lexile 20-40 points by mid-year.

3. Growth Indicators:

ALEK math progress, Accelerated Reader, Achieve 3000, ISAT interim assessments (SICA)

4. Instructional Focus/Priorities:

Math: Using ISAT questions as bellringer, ALEK lessons in advisory 1 day/week, ISAT data analysis with blueprints and pacing guides

Write Tools: Teaching write tools in all LA classes, every class doing 1 writing prompt each quarter

5. School Improvement Initiatives:

Refocus on academic learning, closing learning gaps, and holding students accountable for their own learning

6. Interventions and Extensions:

Saturday School and extra help, clubs

7. Leadership Premium Usage:

Grade level and Building level leads, clubs and extra help

8. Challenges:

More student behavior led to more consistent discipline

9. Bright Spots:

More positive culture even with large staff turnover

More communication - Positive Facebook posts

Diverse opportunities for students to shine: athletics, chess, theater, student council, etc

Twin Falls School District
High School Board Report Form
2022-2023

School: Canyon Ridge High School

Idaho Standards Achievement Test - Spring 2022 Mathematics				Idaho Standards Achievement Test - Spring 2022 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	27	33	33	9th	56	62	55
10th	30	39	33	10th	68	74	61

Idaho Standards Achievement Test - Spring 2022 Science			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
11th			

1. Building Goals:

- We always want to score above the state average and beat our historical best with our ISAT results.
- This year only juniors will be taking the ISAT in Math, ELA and Science. We have no historical data for juniors, only freshman and sophomores as displayed above.

2. Growth Towards Goals:

ISAT	9th Grade	9th Grade	10th Grade	10th Grade
	ELA	Math	ELA	Math
District	62	33	74	39
Historical Best	59	28	59	25
CRHS	56	27	68	30
STATE	55	33	61	33

3. Growth Indicators:

Successes

Sophomore ELA improved 9% better over historical best.

Sophomore Math improved 5% better over historical best.

Both freshmen and sophomore ELA were above the state.

Challenges

Both freshmen and sophomore math were below the state.

Freshman ELA decreased 3% below historical best (59-59-56).

Freshman Math decreased 1% below historical best (23-28-27).

4. Instructional Focus/Priorities:

21st Century Learning Professional Development/New Teacher Support

5. School Improvement Initiatives:

The Riverhawk Way

CLASSROOM TEACHING EXPECTATIONS <u>Excellent Attendance</u> <ul style="list-style-type: none">• Be on time, ready to teach 100% of the time.• Prepare well for a guest teacher 100% of the time. <u>Excellent Effort</u> <ul style="list-style-type: none">• Greet students at the door.• Take accurate attendance the first 10 minutes.• Engage students in learning from bell to bell.• Use extra time to review at the end.	CLASSROOM LEARNING EXPECTATIONS <u>Excellent Attendance</u> <ul style="list-style-type: none">• Attend class on time over 90% of the time. <u>Excellent effort</u> <ul style="list-style-type: none">• Be inside the classroom before the bell rings.• Complete the beginning assignment.• Work hard from bell to bell without distraction.• Review what you learned at the end.
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Active Engagement Strategies:

- get students out of their seat for a learning purpose
- get students to speak, discuss and interact with a group
- get students to answer open-ended questions and explain their thinking
- get students excited about learning
- get students to read closely to comprehend text and create writing

6. Interventions and Extensions:

Freshman Algebra I Math lab: 4 sections

Co-Taught ESL English Classes: 3 Sections

7. Leadership Premium Usage:

Last Name, First Name of Certified Staff Member	Title of Request
Buckley, Amber	Co-Facilitator for 21C PD team
Mark, Jenny	Work Based Learning
Henley, Jeri	BPA advisor
Franklin, Jamie	Dept Head CTE
Molly Lively	Work Based Learning
Amber Buckley	Writing Center
Kristy Oberg	504 Coordinator
Hoge, Shana	Building department lead-special education
Waitley, Chris	Game Management Help
Van Hofwegen, Darren	PE/Health Building Department Head
Anderson, Todd	Assistant Webmaster
Kristi Ursenbach	RTI Coordinator
Isaacs, Seve	Department Head
Bauman, Katie	NHS
Cawley, Lillain	HOSA
Alexander, Matt	Department Head
Franklin, Jamie	FCCLA
Oberg, Kristy	STUCO
Carter, Mick	STUCO
Rogers, Brent	LIA

8. Challenges:

COVID Complacency (Lower Attendance, More Truancies, More Tardies, More Apathy in Classroom (cell phones). More Failing Grades, More Students Behind in Credits, Lower Graduation Rate)

9. Bright Spots:

Preliminary Results of The Riverhawk Way

Attendance Rate	
2022-2023	92.70%
2021-2022	91.14%
2020-2021	91.96%
2019-2020	94.88%
2018-2019	95.52%

Passing Rate	Semester 1	Semester 2
2022-2023	91.92	
2021-2022	84.63	88.68
2020-2021	77.75	83
2019-2020	94.43	79.34
2018-2019	94.2	93.12

- All our fall sports qualified for state, first district championship in girls soccer and volleyball.
- Cell phone policy implementation.
- Our school newspaper, The Riverhawk Review, competed in competitions for the first time in the school's history.
- HOSA be the match- National service project. The students made the National Merit Goal with the tremendous help of their long term guest teacher.
- The emergency response to the active shooter hoax at Canyon Ridge High School.
- Esports at CRHS getting up, going, competing, and winning.
- We are awarded one the the ESPN Top 5 Schools of Unified Sports in the Nation.

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 ID Code 74-206(1) subsections (b), (d) and (j):

(b) to consider the evaluation, dismissal or disciplining of employees, staff members and public school students;

(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)).