

## **Twin Falls School District #411 2020-25 Strategic Plan**

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

**Vision:**

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

### **Life Ready Students -**

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

**Objectives:**

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

**Possible Measurements:**

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

### **Quality Learning Opportunities -**

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

**Objectives:**

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

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

Possible Measurements:

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

**A Healthy Learning Community -**

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

Objectives:

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

Possible Measurements:

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

**Quality Personnel -**

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

Objectives:

- The TFSD will continue to explore innovative retention and recruitment strategies to promote the district, its many benefits, and positive culture.

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

Possible Measurements:

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

### **School Community Public Relations -**

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

Objectives:

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

Possible Measurements:

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

### **School Environment and Facilities -**

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

Objectives:

- The TFSD will prioritize the health and safety of students and staff as part of the overall facilities plan.
- The TFSD will support parity in school facilities across the district, including class-sizes, access to technology, updated furnishings and equipment, and facilities that support learning.

- The TFSD will provide personnel whose focus is school safety and security in order to develop an overall successful learning environment.
- The TFSD will implement long term planning for facility maintenance and future building through collaborative efforts with all staff members.

Possible Measurements:

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

**Stewardship of Resources -**

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

Objectives:

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

Possible Measurements:

- Grants received
- Legislative engagement events
- Carryover levels
- Federal/State audits
- Annual district audit
- Moody's report
- Levy rates
- Tax levy ballot measure approval rates
- Per Pupil Expenditures

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

**Life Ready Students**

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

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

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

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

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

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

**January Update:** As mentioned in item #1, instructional teams are working diligently to scaffold any missing skills or content alongside the present year's curriculum. In times when students

are not receiving as much in-person instruction, teachers are ready to hone in on the most necessary content items for the most effective delivery of instruction geared at specific content standards. This practice will ensure that even as instructional models shift throughout the school year, students will still be provided with the most needed skills to increase their achievement data.

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

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

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

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

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

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

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

### **Quality Learning Opportunities**

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

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

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

**July Update:** The TFSD utilized the COVID Operational Protocols throughout the year, making adjustments and shifting from one operational mode to another as necessary. Throughout the year, the district utilized a two-way communication model allowing parents and other stakeholders to express concerns and thoughts about the protocols. District Administrators continually corresponded with patrons to give as much information as possible about the protocols and reasoning for them. For the coming school year the TFSD is required by the American Rescue Plan to post a Safe Return to School Plan on the district website. Due to the work done last year, we were able to modify our plan based on community feedback and new guidance from the SCPHD/CDC. This modified plan will be available on the district website this month.

- 2. District Personnel will ensure the system effectively and efficiently modifies and adjusts practices as needed in order to ensure the continuation of high-impact**

**programs during crisis situations and ensure that these changes are effectively communicated.**

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

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

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

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

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

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

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

**January Update:** So far this year 922 students have utilized \$268,782 of Advanced Opportunities funding to take 1,039 dual credit courses, receive 3,143 college credits, and take 50 exams. This includes 84 middle school students, the largest number of students of that age



group to participate in the program to date. The overall numbers can be compared to 862 students taking 702 courses for 2,412 credits in January of 2020.

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

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

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

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

**A Healthy Learning Community**

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

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

At the elementary level, the counselors have focused on making resources and tools easily accessible to parents, and each school has a counseling webpage where parents can easily find resources about social-emotional learning. Many schools, including Twin Falls and Canyon Ridge

high schools, are also working on Behavioral Health Partnerships where licensed mental health professionals hold clinical counseling appointments on campus to ensure that students have easy access to these services. Twin Falls High School is in its second year of the Sources of Strength program where students provide peer-to-peer support.

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

### **Quality Personnel**

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

**January Update:** The District continues to utilize best practices for hiring including background and reference checks for all employees. The District has also begun to evaluate half-time positions that have remained unfilled for some time to determine if these positions might be combined to create more attractive job opportunities for applicants. The TFSD will pilot these options at a couple of schools and determine how best to address long-standing vacancies district-wide.

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

### **School Community Public Relations**

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

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

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

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

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

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

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

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

**July Update:** Same as above.

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

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

**July Update:** Same as above

### **School Environment and Facilities**

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

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

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

### **Stewardship of Resources**

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

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

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

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

**January Update:** District administrators have worked effectively to utilize all available CARES resources to address the needs brought about by the COVID pandemic. This includes purchasing

additional technology, implementing online learning platforms, and additional compensation to staff members who have put in additional time and/or worked in hazardous environments.

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

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

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

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

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

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

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

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

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

**July Update:** Same as above.

**Continuous Improvement Measures**

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

% students who score proficient on the Grade 1 Spring IRI	67%	67%	Data will be available in the fall of 2021
% students who score proficient on the Grade 2 Spring IRI	75%	75%	Data will be available in the fall of 2021
% students who score proficient on the Grade 3 Spring IRI	73%	73%	Data will be available in the fall of 2021

Report of Progress: Graduation rates for the 2019-20 cohort will be available after they are finalized by the state. Due to COVID-19, the TFSD was not able to gather data to support progress toward the 2019-20 Benchmarks. However, based on interim assessments our staff members felt that students were making gains toward those goals. As we begin evaluating where our students are coming back to us this fall, it is clear that there are some gaps and that we will have to be intentional to reach our goals. Instructional Coaches and teaching teams have already dedicated incredible amounts of time to ensure that students will not only catch up on what is missed in the spring but will also make progress toward grade-level standards.

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

**Life Ready Students**

- 1. The TFSD will effectively address challenges related to the loss of instruction time during the 20-21 school year. This includes closing achievement gaps and implementing programs designed to meet the needs of families in Twin Falls. Progress towards this goal will be illustrated through the CIP Metrics (see addendum 1).**
  - 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.

**TFSD 2020-25 Strategic Plan:**  
**2022-23 Yearly Action Plan**

**Life Ready Students**

- 1. The TFSD will continue to strive for growth in all academic measures. This includes IRI, ISAT, graduation rates, and school-based assessments. (See Addendum 1 for state-required reporting metrics.)**
  - a. January Update: At the elementary level, staff members have participated in literacy training provided by Side by Side Consulting. Each building has a consultant who works directly with teachers on strategies to support core instruction in areas of need. This training resource is provided both as embedded PD in the classroom and just-in-time training sessions throughout the year. Also at the elementary level, the District is utilizing Rhonda Bernie to provide unit studies with the Bridges curricular materials program, and utilizing DMTI for math modeling strategies. At the secondary level, math and ELA teams are meeting to discuss strategies to better utilize the interim assessment and its questions within instruction to prepare students for the ISAT. Secondary teachers are also working on curriculum mapping to inform instructional practices. Additionally, at the secondary level, dropout prevention specialists have been hired and are working to streamline the process of following up with all potential dropouts.
  - b. July Update: Preliminary student achievement data is promising and indicates many schools met the goals associated with these metrics. At the district level, there are both reasons to celebrate as well as areas of concern. The TFSD leadership team will engage with teacher leaders to dig into the data to identify areas where we are finding success while also developing and implementing plans for areas in which students are underperforming. The Board will hear a student achievement data update from District Office Administrators at the July 19 Board Work Session.
- 2. The TFSD will support work around student behaviors and wellness for elementary students and staff members.**
  - a. January Update: All elementary schools are continuing work started last year with restorative practices and school-wide behavior plans. Additionally, the district has shifted personnel to allow for higher levels of support at schools that are seeing extreme and/or disruptive behaviors.
  - b. July Update: The TFSD has committed to supporting schools with additional administrative personnel to support work to address behaviors. At the elementary level, Bickel Elementary School will have a half-time associate principal, and all other elementary schools will have a full-time associate principal. Work continues to refine and implement school-wide behavior plans through a collaborative process with Safe and Civil Schools. Building teams continue this work and are developing and implementing school-wide expectations for student behaviors. For the

upcoming year, work will continue with Safe and Civil Schools, focusing on classroom management and behavior.

**3. The TFSD will support work to implement critical thinking training at the secondary level.**

- a. January Update: The Director of Secondary Programs LT Erickson is putting together plans for a professional development offering for secondary staff members during summer vacation that would include critical thinking training. This training session would serve 30 teachers.
- b. July Update: Secondary teachers were offered critical thinking training during the week of June 5. 24 teachers participated. Additional training is being organized for subsequent years with a goal of involving at least 50 teachers every year.

**Quality Learning Opportunities**

**1. The TFSD will work with CSI to maximize the opportunities for TFSD students to engage in Career Technical Education programs on campus including programs in the new center scheduled to open in 2024.**

- a. January Update: The Director of Secondary Programs LT Erickson has begun applying for the Career Technical School that will be needed to support this program. The program may include automotive repair, autobody, and diesel mechanics.
- b. July Update: The expansion is on track for the 2024-2025 school year. The TFSD will continue working this year on the partnership with the College of Southern Idaho in order to roll out the new opportunities for students as soon as possible. TFSD plans to roll out an Agriculture program at Canyon Ridge High School and is collaborating with CSI on a Machinist Apprenticeship program to serve 15-20 students per year starting in the 2024-25 school year.

**2. The TFSD will support a plan to offer a dual immersion magnet program at Oregon Trail Elementary School with the goal of beginning the program in the fall of 2023**

- a. January Update: The Director of Elementary Programs, Jennie Peterson has been working diligently to put all necessary plans in place to roll out this program in the fall of 2023. Information about this program will be distributed to families starting in February with an opportunity for parents to express their interest in the new program.
- b. July Update: The Dual Immersion program has been fully established and will begin operation in the fall of 2023. Students were selected through a lottery process and classes will be full in both kindergarten and first grade.

**3. The TFSD will support the growth of the Gifted and Talented magnet program at Morningside Elementary School and will explore ways to expand GT offerings at all elementary schools.**



- a. January Update: The Director of Elementary Programs, Jennie Peterson in collaboration with the Director of Support Services, Kindel Mason, has implemented training and support for Gifted and Talented program staff members. The team's objective is to build a robust magnet program at Morningside Elementary School and continue to explore ways to emulate successes from that program at all schools. Additionally, there is committee work underway to update the district's overall GT plan that supports all schools.
  - b. July Update: The Gifted and Talented Advisory Committee met and is working to enhance the GT program in the TFSD. This year, work centered around a collaboration with consultant Theresa Hedges where teachers learned about project-based lessons, best practices for gifted and talented classroom instruction, and adjusting curriculum to support gifted and talented students.
- 4. The TFSD will continue to emphasize and utilize the least restrictive environments for special education students as applicable.**
- a. January Update: Work continues to take place to support this initiative. Director of Special Education, Kindel Mason has utilized data to inform schools about their LRE practices and where they stand compared to other schools and state standards. Addressing these data points requires significant effort for scheduling and para-educator support at the school level.
  - b. July Update: Many schools have made significant changes to address these data points. Overall, nearly all TFSD schools are within the recommended targets for the least restrictive environment.

### **A Healthy Learning Community**

- 1. The TFSD will continue to implement and evaluate policies that support student and staff member mental health.**
- a. January Update: The TFSD is currently offering free counseling sessions for both students and staff members through BPA Health. Both programs have been well received. The District continues to explore a variety of options to provide other resources to students and staff. Additionally, the District expanded the wellness coordinator role so that this employee can have a broader impact on overall staff wellness. They have organized a variety of events that are aimed at bolstering staff morale and wellness.
  - b. July Update: With ESSER funds being designated to support staffing levels, the TFSD is now exploring alternative funding sources to support programs that support the mental health and well-being programs currently in place. The TFSD has implemented Care Solace, a mental and behavioral health care navigator system that allows families to easily schedule appointments with providers. This service also allows school counselors to directly connect families with healthcare navigators to

ensure that families get the services they need. The TFSD will continue with the partnership with BPA Health providing the Student and Family Assistance Plan. The next two years of this program will be funded utilizing grant funds to ensure that services remain available when ESSER funding is no longer available for this purpose.

**2. The TFSD will continue to offer and collaborate with community-based mental health support for students and staff members.**

- a. January Update: TFSD schools continue to offer embedded mental health support in schools when it is available. The biggest barrier to offering community-based mental health support is a lack of providers in our community.
- b. July Update: Same as above.

**3. The TFSD will support work to create a community center where patrons can access resources.**

- a. January Update: The TFSD Administrators are working with St. Luke's to develop a center for a community health program that would provide healthcare navigation services to TFSD families. Additionally, the district is exploring ways to provide office space for this initiative so that these community health navigators could be readily available to TFSD students and their families.
- b. July Update: Work continues to launch the Center for Community Health through all community partners. Family Health Services has hired the first employee of the Center and that employee will be housed at the TFSD Community Based Services building.

**Quality Personnel**

**1. District administrators will meet with each principal in the fall to collaboratively set school-level goals for the year. Progress towards these goals will be evaluated at the end of the school year.**

- a. January Update: Fall Principal DOAT meetings have been completed and schools are busy working to reach school-level goals.
- b. July Update: Both fall and spring DOAT meetings have been completed. These meetings not only provide an opportunity to discuss and address goals but also the opportunity to discuss unique challenges and successes in each school building.

**2. The TFSD will implement strategies to attract and retain qualified staff for certified and classified positions. This may include incentives, marketing, partnerships, etc.**

- a. January Update: The TFSD continues to strive for increased recruitment and retention of all staff members. The TFSD started the school year fully staffed for teachers by utilizing programs such as the alternative authorization program. Additionally, the District has utilized ESSER funds to provide stipends for all staff members as a recruitment technique.

- b. July Update: The District's efforts to increase salaries for certified and classified staff are already clearly having an impact on the District's ability to recruit and retain staff members. In particular, the increase in the classified pay rates has made the District much more competitive with other businesses in the community.

### **School Community Public Relations**

- 1. The TFSD will continue to implement a public relations plan centered around advanced opportunities for students in the TFSD. At the secondary level, this plan will highlight dual credits, students earning associate's degrees, CTE opportunities, etc. At the elementary level, this plan will highlight enrichment opportunities and highlight academic support.**
  - a. January Update: Work continues on the TFSD school promo videos. Videos highlighting SHSM, Perrine Elementary School, and Morningside Elementary School were distributed this fall. Work is being done to finalize a promo video for CRHS and more videos will be produced this spring.
  - b. July Update: These videos continue to get traction on social media. In the month of April alone, the school promotional videos generated 14,990 impressions with just under 4,000 instances of the video being played in its entirety.
- 2. The TFSD will increase opportunities for staff engagement by hosting Superintendent Office Hours throughout the year in each school. During these office hours, Dr. Dickinson will be available for staff to visit about any topic of importance.**
  - a. January Update: Dr. Dickinson has hosted office hours at all schools in the district and will be completing the second round in the spring. These events have been beneficial in strengthening communication with the superintendent. As many as 19 staff members have participated at an individual school.
  - b. July Update: Dr. Dickinson's office hours continued throughout the second semester. As stated above, these events provided a venue for communication with the superintendent.
- 3. District administrators will be visible throughout the district and community by:**
  - a. Hosting an open forum in each trustee zone during the fall of 2022.**
    - i. January Update: The TFSD launched successful Trustee Community Outreach Nights in five zones. While attendance was relatively low among community members, those who attended engaged in thoughtful conversations with trustees and developed a new understanding of school district operations.
    - ii. July Update: Same as above.
  - b. Attending three school events at each school during the year.**

- i. January Update: TFSD Administration continually attends events at all schools.
  - ii. July Update: All members of the District Office Administrative team have reached this goal and attended many more events throughout the course of the year.
- c. Attending community events and collaborating with other community leaders.**
  - i. January Update: TFSD Administrators continue to be highly involved with community organizations. As an example, the TFSD collaborated with the Chamber of Commerce on a very successful Legislative Tour in December.
  - ii. July Update: The TFSD Administrative Team continues to be involved and visible in community organizations and events. The majority of the District Office Administrative Team participates in local service clubs that support similar goals to that of the TFSD.
- 4. The TFSD will continue to highlight schools through the Highlights of the Week emails and will support enhancing school-based social media promotion.**
  - a. January Update: Superintendent Dickinson continues to distribute the Highlights of the Week emails every Friday. The TFSD Communications Committee brings together school-level communicators every other month to discuss strategies for enhancing school-level communications, specifically website content and social media usage.
  - b. July Update: Same as above.
- 5. The TFSD will support work to enhance customer service for patrons interacting with the TFSD.**
  - a. January Update: The TFSD is working with the College of Southern Idaho to provide effective communication training sessions to all TFSD secretarial staff members in February.
  - b. July Update: Secretarial staff received Effective Daily Communications training in February. Feedback from secretaries was positive. The TFSD will continue to explore how to provide support to these front-line workers.

### **School Environment and Facilities**

- 1. The TFSD will continue to implement the ten-year long-range plan for facilities including enhancements to security, HVAC, furniture, and technology.**
  - a. January Update: Construction on the RSMS Vestibule Project has reached completion and the remodel of the new Support Services building is scheduled to be completed soon. Additional work is being done to explore technology enhancements that would provide additional security communications between teachers and first responders.

- b. July Update: The Support Services/Board Room remodel has been completed.
- 2. The TFSD will explore options to accelerate the timeframe for the modernization of facilities.**
  - a. January Update: The District continues to explore more options for the acceleration of the modernization of TFSD facilities. The increasing costs for construction continue to place pressure on the ten-year plan.
  - b. July Update: The TFSD continues to work through challenges related to increasing construction costs. The Board will hear a presentation on the Ten-Year Plant Facilities Plan at the July Work Session
- 3. The TFSD will work with the Safety Committee to provide additional security to our schools including reviewing current practices and working with the Twin Falls Police Department to ensure best practices.**
  - a. January Update: The TFSD Safety Committee has met two times and has reviewed a variety of safety topics. Director of Operations, Ryan Bowman and the team are putting plans in place to update the reunification process, including evaluating locations and possibly increasing the frequency of drills.
  - b. July Update: The TFSD created and implemented a policy relating to lockdown and evacuation drills specific to emergency situations not including fires. The TFSD continues to collaborate with the City of Twin Falls and the TFPD to ensure that communication around crisis situations is addressed in a timely and effective manner and that all reunification and incident command sites are coordinated in advance of an emergency situation. The Board will hear a presentation regarding this work at the July Work Session

### **Stewardship of Resources**

- 1. The TFSD will ensure an accurate and responsible budget is implemented for 2022-23 that maintains programs, takes care of employees, and keeps the district in sound financial condition.**
  - a. January Update: The TFSD Finance Department has implemented a responsible budget. In addition, the finance team continues to ensure that available funds are spent appropriately and in line with state and federal laws.
  - b. July Update: The TFSD continues to navigate the complexities of funding appropriated by the state as well as utilizing federal funds to support and enhance district programs. This includes utilizing ESSER funds to address the nonrenewal of the temporary enrollment rule that resulted in a decrease of roughly 30 units.

**2. The TFSD will utilize the Budget Advisory Committee to create a proposal to renew the supplemental levy and make a community engagement plan in preparation for the levy in March 2023.**

- a. January Update: The TFSD BAC recommended the TFSD pursue a continuation of the current levy at the same amount of \$5.7 million per year for two years. On Dec. 12 the TFSD Board of Trustees approved the official ballot language. The election will be held on March 14, 2023.
- b. July Update: The supplemental levy was approved with 65.2 percent of voters in favor. With new legislation removing the March election date, the district will continue to evaluate the best practices to ensure the community is informed about the uses of the supplemental levy for the next cycle.

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):	<a href="https://idahoschools.org/districts/411/profile">https://idahoschools.org/districts/411/profile</a>
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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%

## 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%	<b>68.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	67%	<b>65.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	75%	<b>74.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	73%	<b>76.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	Not required	<b>76.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	Not required	<b>79.0%</b>

## 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	<b>31pp</b>
Improvement in percentage points of students who scored "proficient" on the First Grade Spring IRI from fall to spring	24pp	17pp	<b>34pp</b>
Improvement in percentage points of students who scored "proficient" on the Second Grade Spring IRI from fall to spring	18pp	16pp	<b>26pp</b>



Improvement in percentage points of students who scored "proficient" on the Third Grade Spring IRI from fall to spring	12pp	7pp	<b>23pp</b>
<b>Section III.B: Narrative on Measuring Literacy Progress</b> 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%

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.

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**

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## **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.

## 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%	<b>68.0%</b>
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%	<b>65.0%</b>
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%	<b>74.0%</b>
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%	<b>76.0%</b>
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%	<b>56.0%</b>
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%	<b>55.0%</b>
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%	<b>64.0%</b>
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%	<b>50.0%</b>
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%	<b>56.0%</b>
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%	<b>44.0%</b>

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%	<b>59.0%</b>
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%	<b>45.0%</b>
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%	<b>55.0%</b>
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%	<b>45.0%</b>
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%	<b>72.0%</b>
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%	<b>42.0%</b>
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%	<b>75.0%</b>
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%	<b>35.0%</b>

LEA # 411	LEA Name: Twin Falls School District
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## METRICS - Addendum 2

<b>LINK to LEA / District Report Card with Demographics and Previous Data (required):</b>	<a href="https://idahoschools.org/districts/411/profile">https://idahoschools.org/districts/411/profile</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Targets (From LEA's 2021-22 CIP)	2022-23 Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort	2022 cohort
		85.0%	80.0%
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 cohort
		NA	NA
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	50.0%	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	45.0%	45.0%
	% students who make adequate growth on the grade 8 Math ISAT	75.0%	80.0%
	% students who score proficient on the grade 8 ELA ISAT	55.0%	55.0%
	% students who make adequate growth on the grade 8 ELA ISAT	75.0%	80.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	44.0%	45.0%
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	80.0%
	% students who score proficient on the grade 6 ELA ISAT	56.0%	56.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	80.0%

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

<b>Goal</b>	<b>Performance Metric</b>	<b>2021-22 Targets (From LEA's 2021-22 CIP)</b>	<b>2022-23 Targets (LEA's Chosen Goals)</b>
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	68.0%	<b>68.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	65.0%	<b>61.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	74.0%	<b>74.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	76.0%	<b>76.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	76.0%	<b>51.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	79.0%	<b>79.0%</b>



### 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	2022 Targets (From LEA's 2021-22 CIP)	2022 Targets (if available)	2022-23 Targets (LEA's Chosen Goals)
Improvement in percentage points of students who scored "proficient" on the Kindergarten Spring IRI from fall to spring	31pp	11.00%	20.0%
Improvement in percentage points of students who scored "proficient" on the First Grade Spring IRI from fall to spring	34pp	15.00%	20.0%
Improvement in percentage points of students who scored "proficient" on the Second Grade Spring IRI from fall to spring	26pp	11.00%	25.0%
Improvement in percentage points of students who scored "proficient" on the Third Grade Spring IRI from fall to spring	23pp	10.00%	24.0%
<b>Section III.B: Narrative on Measuring Literacy Progress</b> 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 <i>must</i> include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> from the required metrics in Sections I and II, above.			

NA

### Section IV: 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 IV.A or Section IV.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 IV.B allows you to address your plan to measure progress through a short narrative.

<b>Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>-22 Targets (From LEA's 2021-22 CIP)</b>	<b>-22 (if available)</b>	<b>2-23 Targets (LEA's Chosen Goals)</b>
Number of high school seniors who graduate with an associate's degree or a CTE certificate	11.00	181.00	<b>200.00</b>
Percent of students with learning plans created and reviewed in 8th grade	100.0%	100.0%	<b>100.0%</b>
Percent of high school seniors who completed the FAFSA or percent of high school seniors who applied to at least one post-secondary institution	70% or 90	80.0%	<b>90.0%</b>
<b>Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress</b> Instructions: If you are choosing to use section IV.B to address the Section IV 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 at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> than those required in Section I, above.			
<b>NA</b>			

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**Section V: Report of Progress Narrative (required)**

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP 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 2021-22 Yearly Action Plan July Update - We had 31 students complete their associates degrees before graduation. Additionally, we had 150 students receive their CTE diplomas/certificates. 100% of our students complete their learning plan during the eighth grade careers course. Normally we have almost 90% of our students either complete the FAFSA or at least one college application. However during the 21 – 22 school year, we had significant turnover in our college and career advising department and it took a while to get everybody trained and up to speed on the practices and procedures. Our goal is to be back up to 90% for the 22 – 23 school year.**

**Section VI: Notes (Optional space for contextual information about data and/or target-setting process)****NOTES:**

## Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

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

**Important Note:** Data should only be provided in the 2021-22 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2021-22 RESULTS column.

**Instructions:** Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Targets (LEA's Chosen Goals)
Kindergarten	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	68.0%	45.0%	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	65.0%	50.0%	61.0%
2nd	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	74.0%	66.0%	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	76.0%	66.0%	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	56.0%	41.0%	51.0%

4th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	55.0%	41.0%	51.0%
5th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	64.0%	48.0%	58.0%
5th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	50.0%	38.0%	51.0%
6th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	56.0%	49.0%	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	44.0%	36.0%	45.0%
7th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	59.0%	52.0%	58%
7th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	45.0%	35.0%	42%
8th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	55.00%	51%	55%

8th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	<b>45.00%</b>	33%	<b>40%</b>
9th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	<b>72.00%</b>	62%	<b>55%</b>
9th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	<b>42.00%</b>	33%	<b>35%</b>
10th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	<b>75.00%</b>	74%	<b>75%</b>
10th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	<b>35.00%</b>	39%	<b>42%</b>
11th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	NA	NA	<b>75%</b>
11th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	NA	NA	<b>40%</b>

**TFSD 2020-25 Strategic Plan:**  
**2023-24 Yearly Action Plan**

**Life Ready Students**

1. The TFSD will continue to strive for growth in all academic measures. This includes IRI, ISAT, graduation rates, and school-based assessments with the ultimate goal of being above the state average in all measures. (See Addendum 1 for state-required reporting metrics.)

**Literacy:**

- a. Elementary: Continue to strengthen core instructional practices and streamline Tier II and Tier III instructional pathways.
- b. Secondary: Implementation of new ELA curriculum: Savvas Learning, My Perspectives. Continued implementation of the Achieve 3000 Program at the middle schools as well as fidelity with WRITE Tools implementation.

**Math**

- c. Elementary: Continue to strengthen core instructional practices and streamline Tier II and Tier III instructional pathways.
- d. Secondary: Align curriculum, instruction, and assessment with the ISAT.
2. The TFSD will support work around student behaviors:
  - a. Elementary: Make systematic changes in support for students who are struggling with behaviors.
  - b. Secondary: Continue monthly meetings with VPs to calibrate discipline, including consistency among disciplinary actions such as expulsions.
  - c. Support Service: Training, support, and provide services in collaboration with the elementary and secondary programs. Build up the behavior programs in the district.

**Quality Learning Opportunities**

1. The TFSD will work with State CTE to develop a Career/Technical School for the TFSD, will work with CSI on a Machine Operators Apprenticeship, and will add an Agriculture Program at CRHS.
2. The TFSD will continue to work on expanding the Dual Immersion and Gifted Learning programming with advisory committee input.
3. The TFSD will continue to emphasize and utilize the least restrictive environments for special education students as applicable and will work to increase the graduation rate among special education students.

**A Healthy Learning Community**

1. The TFSD will continue to implement and evaluate policies that support student and staff member mental health.
2. The TFSD will continue to offer and collaborate with community-based mental health support for students and staff members.



3. The TFSD will support work to create a community center where patrons can access resources such as migrant liaisons, school nurses, homeless support, and community health navigators.

### **Quality Personnel**

1. District administrators will meet with each principal in the fall to collaboratively set school-level goals for the year. Progress towards these goals will be evaluated at the end of the school year.
2. The TFSD will implement strategies to attract and retain qualified staff for certified and classified positions. This may include:
  - a. Continuing to support new and veteran teachers.
  - b. Creating collaborative teaching teams that are focused on results.
  - c. Providing support and training to staff in effectively using Collaboration Monday to maximize the opportunity for alignment in curriculum, instruction, and assessment.
  - d. Ensuring that Professional Development is high quality, timely, and aligned to district goals.

### **School Community Public Relations**

1. The TFSD will continue to implement a public relations plan centered around advanced opportunities for students in the TFSD. At the secondary level, this plan will highlight dual credits, students earning associate's degrees, CTE opportunities, etc. At the elementary level, this plan will highlight enrichment opportunities and highlight academic support and parent engagement.
2. The TFSD will increase opportunities for staff engagement by hosting Superintendent Office Hours throughout the year in each school. During these office hours, Dr. Dickinson will be available for staff to visit about any topic of importance.
3. The TFSD will continue to highlight schools through the Highlights of the Week emails and will support enhancing school-based social media promotion.
4. The TFSD will support work to enhance customer service for patrons interacting with the TFSD.

### **School Environment and Facilities**

1. The TFSD will continue the implementation of the 10-year long-range plan for facilities including security, HVAC, furniture, and technology.
2. The TFSD will explore options to accelerate the work to update and modernize our aging school buildings. This may include working with the Budget Advisory Committee on a proposal for either a bond or second plant facilities levy.
3. The TFSD will work with the Safety Committee to provide additional security to our schools including reviewing current practices and working with the Twin Falls Police Department to ensure best practices.

**Stewardship of Resources**

1. The TFSD will ensure an accurate and responsible budget is implemented for 2023-2024 that maintains programs, takes care of employees, and keeps the district in sound financial condition.
2. The TFSD Fiscal Affairs Director and Finance Department will work to Streamline processes to modernize business practices.

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):	<a href="https://idahoschools.org/districts/411/profile">https://idahoschools.org/districts/411/profile</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2022-23 Targets (From LEA's 2022-23 CIP)	2023-24 Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2022 cohort 85.0%	2023 cohort <b>85.0%</b>
	5-year cohort graduation rate (optional metric)	2021 cohort	2022 cohort
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	50.0%	<b>50.0%</b>
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	45.0%	<b>45.0%</b>
	% students who make adequate growth on the grade 8 Math ISAT	75.0%	<b>75.0%</b>
	% students who score proficient on the grade 8 ELA ISAT	55.0%	<b>55.0%</b>
	% students who make adequate growth on the grade 8 ELA ISAT	75.0%	<b>75.0%</b>
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	44.0%	<b>44.0%</b>
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	<b>75.0%</b>
	% students who score proficient on the grade 6 ELA ISAT	56.0%	<b>56.0%</b>
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	<b>75.0%</b>

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

Goal	Performance Metric	2022-23 Targets (From LEA's 2022-23 CIP)	2023-24 Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	68.0%	<b>58.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	65.0%	<b>52.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	74.0%	<b>58.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	76.0%	<b>65.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	76.0%	<b>48.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	79.0%	<b>47.0%</b>

**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)**

<b>Performance Metric</b>	<b>2022-23 Targets (From LEA's 2022-23 CIP)</b>	<b>2023-24 Targets (if available)</b>	<b>2023-24 Targets (LEA's Chosen Goals)</b>
Increase the percent of students who met their targeted rate of improvement on the Kindergarten Spring IRI from fall to spring.	New Metric	28%	<b>38%</b>
Improve the percentage points of students who met their targeted rate of improvement on the First Grade Spring IRI from fall to spring.	New Metric	36%	<b>45%</b>
Improve the percentage points of students who met their targeted rate of improvement on the Second Grade Spring IRI from fall to spring.	New Metric	29%	<b>39%</b>
Improve the percentage points of students who met their targeted rate of improvement on the Third Grade Spring IRI from fall to spring.	New Metric	30%	<b>40%</b>

**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 at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* from the required metrics in Sections I and II, above.

NA
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**Section IV: 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 IV.A or Section IV.B. Section IV.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 IV.B allows you to address your plan to measure progress through a short narrative.

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

Performance Metric	2022-23 Targets (From LEA's 2022-23 CIP)	2023-24 (if available)	2023-24 Targets (LEA's Chosen Goals)
Percent of high school seniors who graduate with 6 dual credits, take an AP class and score 3 or higher, or earn a CTE certificate	NM	NM	<b>75.0%</b>
Percent of students with learning plans created and reviewed in eighth grade	100.0%	100.0%	<b>100.0%</b>
Percent of high school seniors who completed the FASFA or percent of high school seniors who applied to at least one post secondary-institution	90.0%	35.0%	<b>90.0%</b>

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

Instructions: If you are choosing to use section IV.B to address the Section IV 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 at least one clear performance metric that is measurable, has a performance target / goal for 2023-24, and is distinctly *different* than those required in Section I, above.

NA

**Section V: Report of Progress Narrative (required)**

Instructions: In the provided box, please address the progress your LEA made towards your 2022-2023 Performance Targets (as chosen for your 2022-2023 CIP 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.

The TFSD continues to make progress on pathways to careers with respect to AA degrees earned in high school and CTE certificates completed by our students. Academic indicators continue to slowly progress and significant effort, collaboration, and resources are being dedicated to support the best instructional practices to ensure our students succeed at all levels. Student behaviours continue to present challenges that undermine our academic focus. To address this, a concerted effort has been placed on aligning district and school-wide expectations and developing and implementing student behavior plans.

**Section VI: Notes (Optional space for contextual information about data and/or target-setting process)**

NOTES:



**Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets****(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)****Important Note:** Data should only be provided in the 2022-23 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2022-23 RESULTS column.**Instructions:** Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2022-23 Performance Target for that group, as identified in your LEA's 2022-23 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2022-23 Results for the group (provided the group is 5+). Then use the far right column to set a 2023-24 Performance Target (goal) for the % of students in that group who will meet their target in the 2023-24 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2022-23 Targets	2022-23 RESULTS	2023-24 Targets
Kindergarten	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	68.00%	53%	<b>58.00%</b>
1st	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	61.00%	45%	<b>52.00%</b>
2nd	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	74.00%	52%	<b>58.00%</b>
3rd	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	76.00%	61%	<b>65.00%</b>

4th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	51.00%	39%	<b>48.00%</b>
4th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	51.00%	39%	<b>47.00%</b>
5th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	58.00%	39%	<b>51.00%</b>
5th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	51.00%	32%	<b>41.00%</b>
6th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	56.00%	40%	<b>56.00%</b>
6th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	44.00%	33%	<b>45.00%</b>
7th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	58.00%	48%	<b>58%</b>

7th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	42.00%	35%	<b>42%</b>
8th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	55.00%	48%	<b>55%</b>
8th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	40.00%	37%	<b>40%</b>
9th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	55.00%	NA	<b>55%</b>
9th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	35.00%	NA	<b>35%</b>
10th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	75.00%	NA	<b>75%</b>
10th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	42.00%	NA	<b>42%</b>

11th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	75%	NA	75%
11th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	40%	NA	40%

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

## TFSD #411 5-Year Strategic Plan Creation Process

### State Report Card



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



### Surveys

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



### Community Review

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



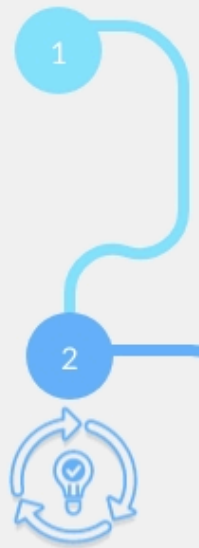
### Board Approval

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



### Review and Creation on Yearly Action Plans

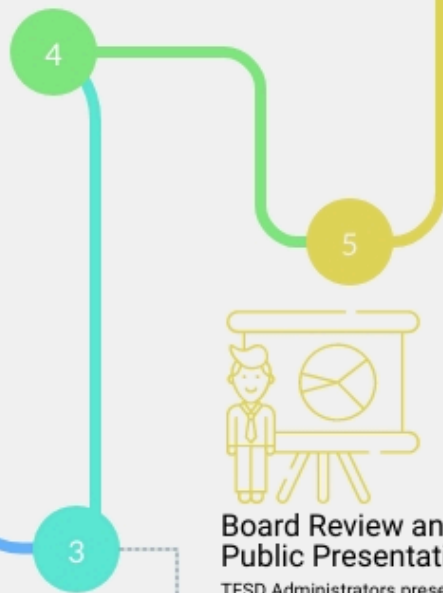
Based on the District's success towards their action plan, they revise and create new plans and set new benchmarks each year during their board work sessions, which are open to the public.



### Community Round Table Meetings

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

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



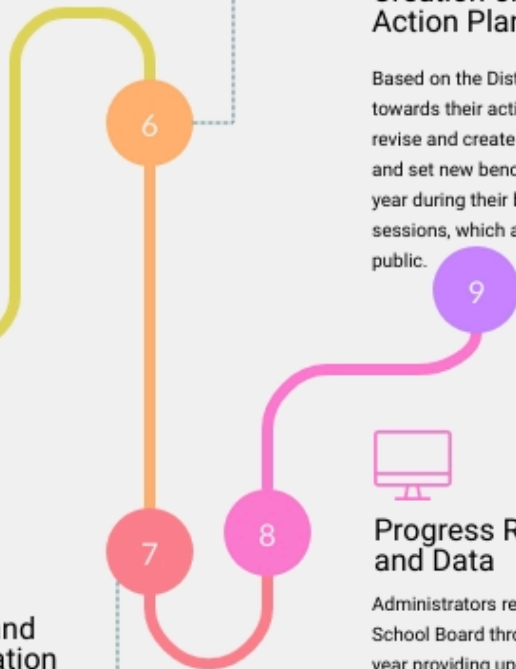
### Board Review and Public Presentation

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



### Draft Development

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



### Yearly Action Plan Creation

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



### Progress Reports and Data

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