

**TWIN FALLS SCHOOL DISTRICT #411  
SCHOOL BOARD MEETING  
HELD AT:  
160 Gooding Street West  
Twin Falls, Idaho**

**September 27, 2023  
5:00 P.M.  
AGENDA**

**MISSION**

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

- I. Call to Order - **Action**
- II. Pledge of Allegiance
- III. Procedural Matters
  - A. **Action** Items:
    - 1. Approval of Agenda (Additions and Deletions)
- IV. Unscheduled Delegation (Audience to Address the Board on Agenda items)  
*Please note: Clerk of the Board must receive completed request form before the meeting starts; time to address the Board is limited to 3 minutes each on a specific agenda item listed below; and total time allotted for public comment will not exceed one (1) hour.*
- V. Consent Calendar **Action**
  - A. Approval of Certified Release of Contracts
  - B. Approval of Certified Extra-Curricular Employee
  - C. Approval of Alternate Authorization/Emergency Provisionals
  - D. Approval of Extended Out-Of-State Travel Request
- VI. Student Panel – Students from Bridge Academy and Magic Valley High School (40 min)
- VII. 2020-2025 Strategic Plan: 2023-2024 Yearly Action Plan (15 min) Craner – **Action**
- VIII. Board Discussion–Vision, Goals, and Focus for Year -Swofford/Craner/Schaal/Bowman (90 min)
  - A. HR (i.e. Employment)
  - B. PR (i.e. Community Relations)
  - C. Finance (i.e. Business Office Practices)
  - D. Operations (i.e. Facilities)
- IX. Declaration of Candidate Elected as Trustee Zone(s) 4 & 5 **Action**
- X. **Action:** Executive Session as per ID Code 74-206(1) subsections (b), and (d):  
  
(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student; and (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code.  
  
Action on student discipline – in executive session. Pursuant to Section 33-205 the Board may engage in an action item relating to student discipline. (74-206(1)(b)).  
  
Open back up to the public.  
**Action:**
  - A. Personnel Issue Action: Administrative Leave
- XI. Adjournment **Action**

## **WORKING WITH YOUR SCHOOL BOARD**

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

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

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

1. The first and most effective step is to take the concern to the staff member who is closest to the problem. (In many cases this will be the teacher, coach, etc.) We have found that most problems are resolved at this level.
2. If there is still a concern on the matter, we then recommend that the concern be brought to the attention of the Principal. We have found that unresolved concerns from item #1 are usually resolved satisfactorily by the building administrator.
3. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Director of Elementary Programs or Director of Secondary Programs.
4. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Superintendent of Schools. Difficult concerns can usually be resolved.
5. However, if the patron still feels the concern has not been properly resolved he/she may use the right of appeal to the Board of Trustees. This is done by calling or writing to the Superintendent and asking for the item to be placed on the agenda of the next regularly scheduled board meeting.
6. If you desire to address the board, we would like you to be as comfortable as possible. As a board we hold public meetings which are not public forums and therefore have rules which are necessary for the benefit of all. The following guidelines will assist you as you present your information to the board.
  - A. Prepare your thoughts ahead of time. Usually a brief written outline handed to each board member helps the board follow your presentation. This outline would also give them something upon which to make notes as you speak.
  - B. If a group is involved, select one individual to be your spokesperson. He/she can then guide the presentation with the board and help the board chairman in directing questions to the group.
  - C. Plan your presentation to be as brief as possible. This should include a question/answer period. If more time is needed it is best to give a complete written presentation to the board for their future study. If you give more than five to six minutes of testimony, time restraints will make it difficult for the board to respond that same evening.
  - D. Usually the board will direct the administration to help resolve the concerns and ask for a report back to the board at a later date. However, please remember a solution may take time to be resolved.

We are eager to have our patrons and school staff working together for the improvement of education in the Twin Falls Schools.

Thank you for coming. Please come again.

Your Board of Trustees



**Twin Falls School District #411**  
201 Main Ave. W  
Twin Falls, ID 83301

P 208.733.6900  
F 208.733.6987  
[www.tfsd.org](http://www.tfsd.org)

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

Date: September 27, 2023

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

From: Chelsea Popplewell, Human Resources Manager

Re: Certified Release of Contracts

The following certified employees have requested to be released from their contracts for the 2023-2024 school year:

- Scott Winberg, Third Grade Teacher, Perrine Elementary School
- Mary Wakhre, Extended Resource Teacher, Perrine Elementary School
- Joshua Dhale, Art Teacher, O'Leary Middle School
- Lyrissa Brown, Resource Teacher, Oregon Trail Elementary School
- Stephanie Swindler, First Grade Teacher, Oregon Trail Elementary School

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we release these individuals from their contracts.



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

Date: September 27, 2023

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

From: Chelsea Popplewell, Human Resources Manager

Re: Extra-Curricular Employee Supplemental Contract

It is the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that the individual listed below be approved for hiring. A supplemental contract will be issued for the 2023-2024 school year.

- Jonathan Pham, Assistant Football Coach, South Hills Middle School

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



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

Date: September 21, 2023

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

From: Chelsea Popplewell, Human Resources Manager

Re: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of the Alternative Authorization – Pupil Service Staff from the Professional Standards Commission for the following individual:

Analiyah De La Torre	Counselor	South Hills Middle School
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The above individual has been hired as a counselor for the 2023-2024 school year. Ms. De La Torre will need to be licensed under an Alternative Authorization – Pupil Service Staff certification as she completes her Master's program in Social Work. In order for this employee to be employed as a counselor, the board will need to declare an "area of need." To declare an area of the Twin Falls School District, the Human Resources Department has determined an area of need exists in our district in this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they "declare an area of need" for the individual listed above.

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



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

Date: September 18, 2023

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

From: Chelsea Popplewell, Human Resources Manager

RE: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of Alternative Authorization – Content Specialist form the Professional Standards Commission for the following individual:

Julian Kessel	Language Arts Teacher	O'Leary Middle School
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The above individual has been hired as a language arts teacher for the 2023-2024 school year. Mr. Kessel is currently enrolled in the ABCTE program. In order for this employee to be employed as a language arts teacher, the board will need to declare an "area of need." To declare an area of the Twin Falls School District, the Human Resources Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they "declare an area of need" for the individual listed above.

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



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

Date: September 19, 2023

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

From: Chelsea Popplewell, Human Resources Manager

RE: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of Alternative Authorization – Emergency Provisional form the Professional Standards Commission for the following individual:

Anya Leishman	Health/PE Teacher	Robert Stuart Middle School
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The above individual has been hired as a health/physical education teacher for the 2023-2024 school year. Mrs. Leishman will need to acquire an Emergency Provisional license as she takes steps towards obtaining an interim teaching license through a non-traditional path to licensure. In order for this employee to be employed as a health/physical education teacher, the board will need to declare an “area of need.” To declare an area of the Twin Falls School District, the Human Resources Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.

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



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

Date: September 19, 2023

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

From: Chelsea Popplewell, Human Resources Manager

RE: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of CTE Alternative Authorization – Content Specialist form the Professional Standards Commission for the following individual:

Alexis Parra	Family and Consumer Science Teacher	Magic Valley High School
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The above individual has been hired as a family and consumer science teacher for the 2023-2024 school year. Ms. Parra will need to acquire a CTE Alternative Authorization – Content Specialist license as she finishes the requirements for her Degree Based CTE teaching certification. In order for this employee to be employed as a family and consumer science teacher, the board will need to declare an “area of need.” To declare an area of the Twin Falls School District, the Human Resources Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.

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





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

Date: September 20, 2023

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

From: Chelsea Popplewell, Human Resources Manager

RE: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of CTE Alternative Authorization – Content Specialist form the Professional Standards Commission for the following individual:

Kemberlee Stern	3 <sup>rd</sup> Grade Teacher	I.B. Perrine Elementary School
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The above individual has been hired as a 3<sup>rd</sup> grade teacher for the 2023-2024 school year. Mrs. Stern will need to be hired with an Emergency Provisional license as she finishes the requirements for her Early Childhood Education degree from Grand Canyon University. In order for this employee to be employed as a 3<sup>rd</sup> grade teacher, the board will need to declare an “area of need.” To declare an area of the Twin Falls School District, the Human Resources Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.

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



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

Date: September 22, 2023

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

From: Chelsea Popplewell, Human Resources Manager

Re: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of the Alternative Authorization – Emergency Provisional from the Professional Standards Commission for the following individual:

Kyle VanBiezen	5 <sup>th</sup> Grade	Bickel Elementary School
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The above individual has been hired as a 5<sup>th</sup> grade teacher for the 2023-2024 school year. Mr. VanBiezen will need to be licensed under an Alternative Authorization – Emergency Provisional certification as he works towards completing his degree from Idaho State University. In order for this employee to be employed as a 5<sup>th</sup> grade teacher, the board will need to declare an “area of need.” To declare an area of the Twin Falls School District, the Human Resources Department has determined an area of need exists in our district in this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.

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

## TRAVEL – EXTENDED & OUT-OF-STATE

### REQUEST FOR EXTENDED & OUT-OF-STATE TRAVEL

Name of Organization Making Request: TJ Adams

Proposed Travel Dates From: Oct 23<sup>rd</sup> – 27<sup>th</sup>, 2023

Brief Explanation of Proposed Trip (including destination): Students having participated in the SHMS CyberPatriots cybersecurity club or summer camps have been invited to attend the SaintCon security conference in Provo, Utah.

Sponsor Signature(s) [Signature] Date 9.18.23

Number of Students Attending: 5

Number of Supervising Adults: 2

Amount of School Time to be Missed: 3 (Conference Week)

The Following Requests are Made Relative to this Proposed Trip:

~~It is requested that the school district provide transportation for this trip.~~

1. Bus: Yes \_\_\_\_\_ No X Bus Capacity Needed \_\_\_\_\_
2. Finances: Yes \_\_\_\_\_ No X If Yes, Total Amount \_\_\_\_\_
3. Transportation Expenses: Yes \_\_\_\_\_ No – Parents are responsible for arranging transportation, housing, and food.
4. Bus Request Submitted: Yes \_\_\_\_\_ No X
5. Financial Breakout: Student/Parent \$ Varies based on their personal arrangements Club \$0 Organization \$0 School \$0
6. Organization: TJ Adams, CyberPatriot coach.
7. Destination: The SaintCon security conference in Provo, Utah.

Principal's Recommendation Approved

Principal's Signature [Signature] Date 9/18/23

~~I certify that all necessary approvals have been received.~~

CP Approve

Superintendent's Recommendation Approve

Superintendent's Signature [Signature] Date: \_\_\_\_\_

Board Action: Approved as Proposed \_\_\_\_\_ Approved with Modifications \_\_\_\_\_ Not Approved \_\_\_\_\_

Total Student Cost: \$ Varies based on their personal arrangements.

#### School Costs:

1. Transportation (To & From) .... \$0
  - A. Bus or SUV's \$ \_\_\_\_\_
  - B. Plane \$ \_\_\_\_\_
2. Lodging..... \$0

Total School Cost: \$ \_\_\_\_\_ \$0

Less Commitment: \$ \_\_\_\_\_ \$

**GRAND TOTAL:** \$ \_\_\_\_\_ \$0

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

**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)**

<b>Goal</b>	<b>Performance Metric</b>	<b>2022-23 Targets (From LEA's 2022-23 CIP)</b>	<b>2023-24 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>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	<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	40%	NA	<b>40%</b>



# FINANCE DEPARTMENT



# FY 22/23 GOALS

- Continuance of responsible spending
- Hosted accounting software
- Training on how to spend money
- Prioritize spending locally

# FY 23/24 Goals

- Responsible budget:
  - No more ESSER funds
  - Funding change
- Modernize business practices:
  - Paying bills once a week now instead of once a month
  - Setting up ACH payments
  - Possible purchasing cards for schools, help eliminate reimbursements & petty cash checks
  - Updating forms
- Collaboration with principals & bookkeepers
  - How can we make things easier for each other



# TFSD Operations School Board Update



September 27, 2023



# 2022-23 Update on Goals

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- Complete HVAC Project
  - We were not able to complete a project at this time because of increasing cost.
- Reunification Protocols
  - Working with RAPTOR
  - Established District Office team to conduct reunification in case of an emergency.
- Custodial and Food Service Staffing
  - Currently - short 2 in each area
  - Last year - short close to 20 positions

# 2023-2024 Goals

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- Complete the following projects
  - Projects at O'Leary Middle School
    - Exterior Doors
    - Single Use Restroom
    - Back Parking Lot
  - Roper Auditorium
    - Roof
  - Twin Falls High School
    - Student Parking Lot
  - Morningside and Harrison
    - Corridors
  - Robert Stuart
    - ERC Room
  - Create Plan to address HVAC issues throughout the District
    - Work with Budget Advisory Committee

# Future Goals

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- Continue to plan to address asphalt and roofing needs.
- Furniture upgrades throughout all schools.
- Continue to address safety issues and concerns throughout the District.

TWIN FALLS PUBLIC SCHOOLS

# **School District No. 411**

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO  
83301

## **DECLARATION OF CANDIDATE ELECTED AS TRUSTEE IN ZONE 4**

**Whereas, the date for filing written nominations for the office of Twin Falls School District No. 411, Twin Falls County, Idaho, Trustee in Zone 4 has expired and no candidates have filed a write-in declaration of intent prior to the eighth Friday before the election it appears that only one qualified candidate has been nominated for the open position in that zone.**

**NOW THEREFORE, be it resolved that the nominated candidate for Zone 4, Emily Christensen is hereby declared elected as Trustee for Zone 4. No election will be held for this seat. Emily Christensen will take office January 1, 2024.**

**BE IT FURTHER RESOLVED that the clerk shall immediately thereafter prepare and deliver to Emily Christensen a Certificate of Election to be signed by the clerk under seal of the District.**

**Authorized this 27<sup>th</sup> day of September, 2023.**

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**Chairman, Jonathan Lord**



TWIN FALLS PUBLIC SCHOOLS

# **School District No. 411**

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO  
83301

## **DECLARATION OF CANDIDATE ELECTED AS TRUSTEE IN ZONE 5**

**Whereas, the date for filing written nominations for the office of Twin Falls School District No. 411, Twin Falls County, Idaho, Trustee in Zone 5 has expired and no candidates have filed a write-in declaration of intent prior to the eighth Friday before the election it appears that only one qualified candidate has been nominated for the open position in that zone.**

**NOW THEREFORE, be it resolved that the nominated candidate for Zone 5, Heidi Jo Casdorph is hereby declared elected as Trustee for Zone 5. No election will be held for this seat. Heidi Jo Casdorph will take office January 1, 2024.**

**BE IT FURTHER RESOLVED that the clerk shall immediately thereafter prepare and deliver to Heidi Jo Casdorph a Certificate of Election to be signed by the clerk under seal of the District.**

**Authorized this 27<sup>th</sup> day of September, 2023.**

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**Chairman, Jonathan Lord**

Motion to go into executive session:

I move that after a five-minute break the Board retire into executive session as per ID Code 74-206(1) subsections (b), and (d):

***Action*** Executive Session as per Idaho Code 74-206(1) Subsection (b) and (d)  
(b) To consider the dismissal or disciplining of, or to hear complaints or charges brought against, employee, staff member, or public school student; and  
(d) To consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code.

Open back up to the public:

**Action**

A. Personnel: Administrative Leave