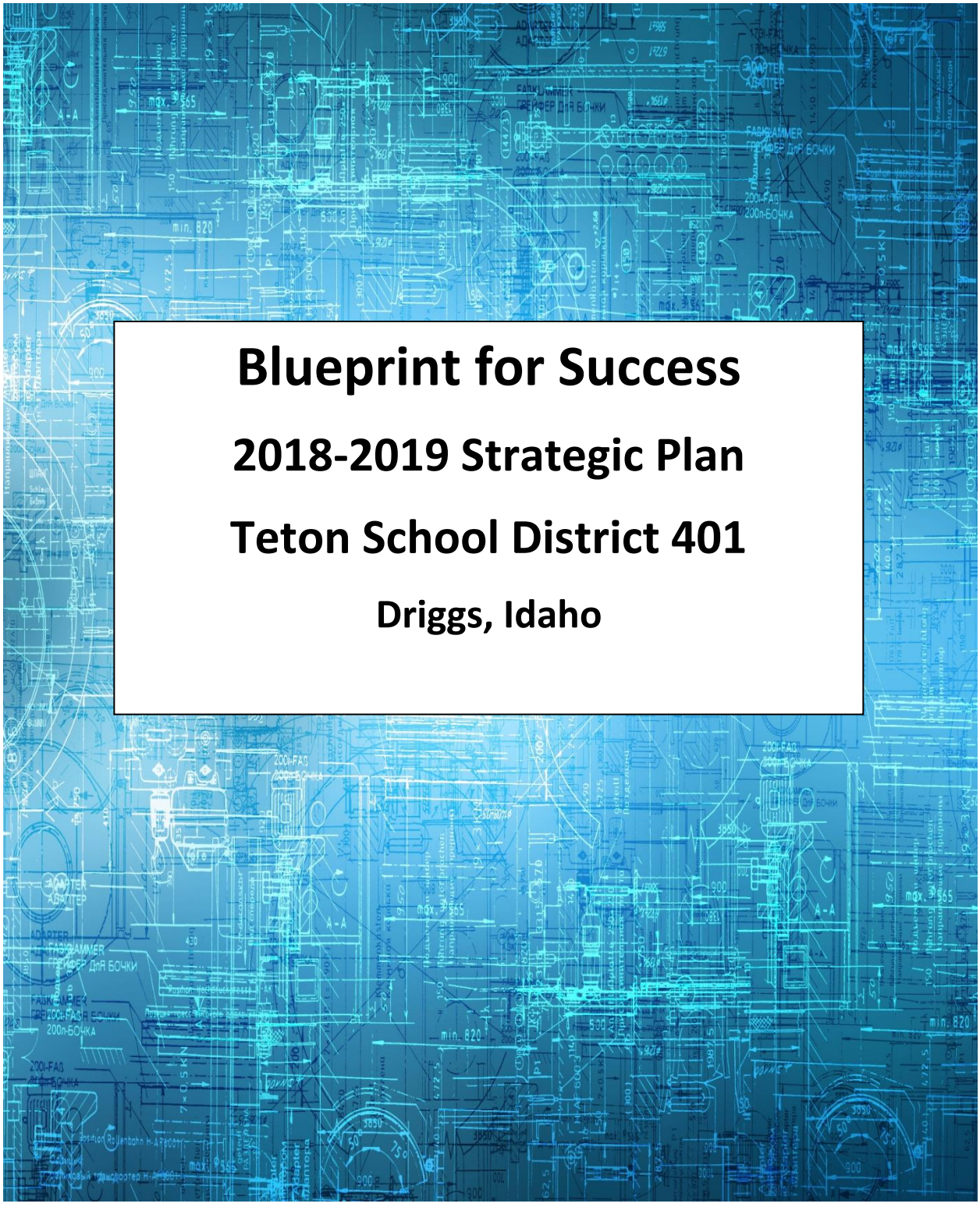


Blueprint for Success

2018-2019 Strategic Plan

Teton School District 401

Driggs, Idaho

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School Board Members:

Chris Isaacson	Chair
Delwyn Jensen	Vice-Chair
Ben Kearsley	
Mary Mello	
Nan Pugh	

Superintendent:

Monte R. Woolstenhulme, Ed.S

Teton School District 401

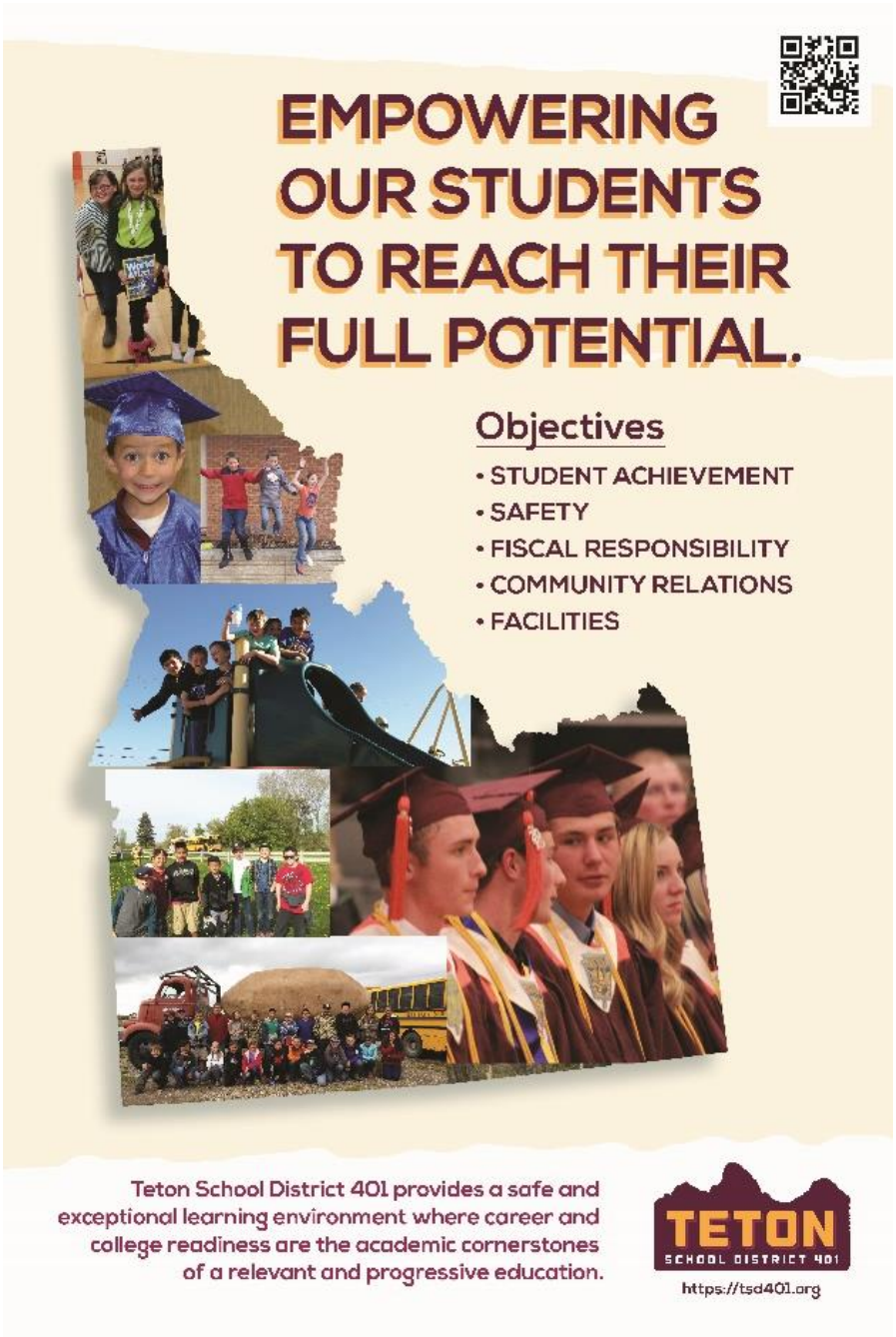
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Mission Statement

Teton School District 401 provides a safe and exceptional learning environment where career and college readiness are the academic cornerstones of a relevant and progressive education.

Vision Statement

Empowering our students to reach their full potential.



Message from the Superintendent

The school district strives to serve the needs of our community in educating students to be career and college ready as they graduate from our district. This partnership with parents, families and community members relies on communication and participation. In that work the district updates the community in monthly school board meetings, updates on our website (tsd401.org), newsletters and social media posts. Students, parents, families and community members participate in strategic planning meetings, public comments at school board meetings, attending school activities, assemblies, programs and athletic events. Together we strive to empower our students to reach their full potential. Through high academic standards, curriculum resources aligned to those standards, and infusion of technology and 21st century skills, many students graduate with college credits and scholarships to create a positive start to their higher education experience. We invite you to visit our schools and participate in the important work of educating our students in our great community of Teton Valley Idaho.

Monte R. Woolstenhulme, Ed. S.

Superintendent, Teton School District 401

Why the Strategic Plan?

The reason for developing and implementing a Strategic Plan is to determine who we are as an organization, identify what we are currently doing in educating the children of Teton County, and then from all the information gathered determine a path for the future. The purpose is to help Teton District 401 do a better job of educating our children, always asking "are we doing the right thing". The planning process ensures that every one of our staff is working toward the same goals and that we are assessing and adjusting our plan in response to data and to a dynamic, changing environment.

In developing our Strategic Plan the School Board engaged in 8 Working Sessions and 3 Eggs and Education Breakfast meetings with participation from our internal stakeholders (district staff) and our external stakeholders (parents, community members, organizations, and businesses). Through the input from our stakeholders strengths and weakness of the district and desired future outcomes were identified.

This is called an **Environmental Scan**. The scan areas are:

Student Achievement, Safety, Fiscal Responsibility, Community Relations, and Facilities.

These areas are also the goal areas found in Teton School District 401 mission statement.

Dates of Working Sessions	**Dates of Eggs and Education Breakfasts:**
September 24, 2015	November 4, 2015
October 28, 2015	January 22, 2016
November 18, 2015	April 27, 2016
January 13, 2016	
February 23, 2016	
March 9, 2016	
April 18, 2016	
June 6, 2016	
July 20, 2017	
Aug. 7, 2017	

The following page is the Strategic Planning Process graphic which was used in seeking input from our stakeholders to develop the plan. On the pages following that are the results from the District's Environmental Scan. Developed from the scan are the District Goals, Strategies and Initiatives for each area. We express our appreciation to the staff members, parents, community members and local leaders that helped contribute to the updates on the strategic plan.

Strategic Planning Process

Identification of Goals

- Use Working Sessions to get public input on the district mission statement goal areas of:
  - Student Achievement
  - Student Safety
  - Fiscal Responsibility
  - Community Relations
  - Facilities
- Use the district vision to brainstorm ideas and concerns for each goal area
- Review district data
- Set priorities from the public brainstorming working sessions
- Select goals for each mission goal area that focus on the outcomes to be attained

Development of Goals

- Establish working sessions (consisting of parents, community members, teachers and administrators) to identify targeted goals in State 1
- Present the Strategic Plan to internal and external stakeholders for feedback and refine the plan
- Begin concurrent implementation of action plan areas prior to final board approval

Complete 3-5 Year Strategic Plan

- Develop objectives, strategies and actions aligned to the goal areas
- Assemble all goal area action plans
- Draft the 3-5 year Strategic Plan based on the 5 goal areas
- Present final Strategic Plan to board for approval
- Share the completed Plan with all internal and external stakeholders

The purpose of the planning process is to identify where we currently are as a district, where we need to go and how we are going to get there. The plan gives the district the ability to:

- Align all educational and district support service functions to improve student achievement
- Direct decisions and resource allocations
- Establish the district in a continuous improvement cycle
- Provide accountability to the system's internal and external stakeholders

The Strategic Plan will be a three to five year blueprint with annual review and revisions to make sure we are on the correct path to improvement. The process of developing the plan will be initiated through at least 8 working sessions with the public, surveys, administrative presentations to the board, and through other community activities such as business and education breakfasts during the 2015-16 school year. The existing Vision and Mission Statement that were developed in 2014-15 will be used as the cornerstones in the planning process.

Empowering our students
to reach their full potential
is our vision to be realized.

TETON
SCHOOL DISTRICT 401
EMPOWERING OUR STUDENTS TO REACH THEIR FULL POTENTIAL

Environmental Scan Results

Student Achievement

Belief statement: Teton School District 401 believes that all children can learn. We believe a healthy school culture is student centered. Our schools will implement programs to inspire innovation and prepare our students for the rigorous challenges of college, jobs, and life. Instruction will be innovative, engaging, and creative to motivate our children and produce critical thinkers. In developing a strong school system parents, business and all parts of our community must collaborate and problem solve together to grow our district into one of excellence.

Environmental Scan Results:

1. All students will be prepared to succeed in a career and/ or college of their choice.

2. All students have equitable access to a rigorous aligned standards based curriculum, instructional methods, materials/resources, and assessments.

3. Utilize data-driven decision making at all levels by reviewing and strengthening our plans and systems.

4. Employ best teaching practices that are research based, innovative, engaging, authentic, and differentiated including implementing programs that will facilitate technological learning for the future.

5. Create a professional development system that will address the individual needs of teachers and leaders based on evaluations and student performance data with a strong accountability and coaching framework.

6. Hire a Curriculum Director to provide leadership in strategic planning, curriculum development, instruction and assessment, instructional media and technology, and staff development.

7. Investigate supplemental services through extended day and year programs, resource centers services, and educational support systems for families and students.

See Appendix for Student Achievement Definitions

Safety

Belief statement: Our belief in student and school safety and security is found in the mission statement: Teton School District 401 Provides a Safe and Exceptional Learning Environment where Career and College Readiness are the Academic Cornerstones of a Relevant and Progressive Education. The district is committed to providing a safe learning environment for all students, staff, and visitors. This belief is focused on meeting students' physical, mental and emotional, social and safety needs, to create a school culture that is safe, welcoming and nurtures positive relationships to guide student achievement.

Environmental Scan Results:

1. Suicide Prevention (training for staff, coaches, resources for parents, peer-mentoring (state Sources of Strength grant/training/support), need is ongoing.

2. Bullying-Cyberbullying-Harassment prevention, Digital Citizenship support, training, resources (Training for staff, resources for students & parents).

3. Safe Routes to School (pathways, sidewalks, crossing flags, and updated signage), continue to address access areas (sidewalks between schools, paving bus loading areas, lighting on pathways).

4. Positive student relationships (peers, staff, community members), PBIS (Respect, Responsible, Ready), staff expectations, support, and student accountability.

5. Safe entryways to schools (review security access at all entrances to schools: enhanced video monitoring systems, buzzer systems, remodel entry way to direct all entrance traffic through the main office, or other feasible options).

6. Collaboration with safety officials: Teton County Sheriff's Department, Teton County Fire & Rescue Department, Teton County Emergency Management, Eastern Idaho District 7 Public Health Department, American Red Cross, Teton Valley Hospital and Ambulance Services, State of Idaho Division of Building Safety with annual safety inspections of all schools and facilities, to ensure our schools are safe, secure and well prepared if an emergency occurs.

7. School Resource Officer (SRO): continue to research funding and staffing options with the school district and Teton County Sheriff's Department to restore this position.

8. Enhance internal communication systems and assignments: update and install PA systems in elementary schools, develop redundant communication systems and chain-of-command delegation (multiple ways to communicate and alternative leadership assignments are used).

9. Emergency Operations Plan covers a wide variety of situations to help staff as well as our public safety and community partners respond swiftly should a crisis occur in our schools. In the event of a school emergency, communication from the school district to parents and the community will happen in various ways.

Fiscal Responsibility

Belief statement: Teton School District 401 strives to be responsible stewards of public funds with the goal to empower our students to reach their full potential. The district will balance competitive salaries with a healthy General Fund balance, aligning spending to district priorities and being transparent. We define transparent as having all financial documents available to public on the district website (under the district tab, then to levies and bonds), in accordance to policy number 8605.

Environmental Scan Results:

1. Create and share budgets that are transparent, accurate, and easy to understand and follow IFARMS (Idaho Financial Accounting Reporting Management System). Allowing for increased public knowledge and understanding of district finances. Use forecasting budgets monthly or quarterly (budget to actual)

2. Align spending with district priorities, IFARMS, and state requirements. District priorities as follows:
    1. Student achievement as outlined in the strategic plan.
    2. Paying faculty and staff a highly competitive salary for eastern Idaho.
    3. Making sure that district funds classrooms and curriculum materials.
    4. The Technology Plan as outlined in the strategic plan in the facilities section.
    5. Safety as outlined in the strategic plan.
    6. Facilities as outlined in the strategic plan.
    7. Community relations as outlined in the strategic plan.

3. District staff will perform an annual review that will identify additional revenue sources, make sure the district is utilizing and maxing ADA, expenses are in line with districts goals.

4. Establish policies and/ or practices that guide use of funds.
    1. Create a policy for the General Fund balance with an ideal reserve, and basic contingency plans for budget shorts falls and surplus. 7215 policy is currently being reviewed
    2. Create a policy for student groups requesting extra funds.

5. Have the external annual audit come back favorable.

6. Establish a budget committee.
    *Reference Policy Section 7000

Community Relations

Belief Statement: Teton School District 401 strives to keep the public informed and maintain effective two-way communication. Community participation and engagement is vital in order to provide a quality education for all students. All district employees are important public relations ambassadors.

Internal and External Stakeholders:

Students	Staff	Parents/Grandparents	Business Community
Realtors	Senior Citizens/Retirees	Teton County/Potential Residents	Young Adults
Students	2nd Homeowners	County and City Entities	Non-Profit

Environmental Scan Results:

1. The district will maximize social media to increase visibility and collect feedback through the following:
    a. redesign website (in progress)
    b. increase utilization of Facebook and establish campaign to increase followers
    c. stream school board meetings
    d. utilize monthly board newsletters to staff (in progress)
    e. send out email blasts (gather patron emails from school secretaries)
    f. send school-wide text out in regard to upcoming school board meetings
2. Establish an advisory board of influential stakeholders that will inform the board of community sentiment (fears, values, priorities, etc.) and push the district message into the community. Committees approved by the Board are:
    a. Community & Public Relations Committee
    b. Facilities Committee
    c. Attracting, Retaining, and Building Human Capacity Committee
    d. Budget Committee
3. Address concerns brought to the district and board in a timely and professional manner
4. Create a student driven video campaign that highlights the district to be shared on social media.
5. Maintain positive working relationships with city and county leaders through participation in designated meetings.
6. Continue to support the collaborative relationship between Teton School District 401, Teton Valley Education Foundation, Teton Valley Business Development, and Parent-Teacher Organizations. (ongoing)
7. Continue, as needed, community input through School Board working sessions.
8. The district will investigate hiring a part time person to coordinate public relations for the district.
9. Improve our community outreach by making all information available in English and Spanish.

*Reference Policy 4100

Facilities

Belief statement: Teton School District 401 believes all students deserve a safe and exceptional learning environment. The facilities our students, educators and staff utilize on a daily basis should optimize student learning in energy-efficient, cost-effective and technologically advanced spaces. We believe all parents, businesses and community members must work together in order for our district to create and maintain the facilities our students need to reach their full potential.

Environmental Scan Results

1. Ensure adequate capacity to accommodate projected enrollment demand over the next 10-15 years through passage of a bond and construction of new school(s).
    a. Establish a plan and timeline with items required to be accomplished as we prepare for our next bond vote. (July, 2016, March-Aug. 2017)
    b. Create a Facilities Committee to examine district needs and community desire regarding future new school construction. (In Progress)
    c. Determine if use of a professional online survey would be beneficial in gathering data to gauge our community leading up to our next bond proposal. (June 2016 Board Meeting)
    d. Make data-driven decisions, including staff input, regarding layout, design, etc. of new construction projects.
    e. Expand outreach to the wider community to create partnerships that may be mutually beneficial by allowing sharing of facilities and resources.
2. Develop a plan outlining how the district will increase space and improve infrastructure within our current elementary facilities to meet our needs over the next 3-5 year period.
3. Create a district-wide technology plan that allows our educators and staff to integrate current technology as a natural part of the education experience.
4. Utilize the working document "Facility Planning-Future Project Needs," to assist with the planning, managing and implementation of ongoing and future prioritized district projects. (see appendix)
5. Provide maintenance staff with the information, tools, space and equipment needed for ongoing and future repairs.
    a. Have repairs and upgrades completed in a timely manner.
    b. Renew plant facilities levy to maintain revenue needed to complete maintenance and new projects as needed.
    c. Find or build a suitable facility to be used for district maintenance staff, projects, storage and parking for busses.
6. Continue to serve our community through shared use of our current and future district facilities.
7. Determine (for future reference) at what capacity do we as a district move forward with adding on to existing facilities and/or building new facilities.

*Reference Policy Section 9000

Goals, Strategies and Initiatives

For detailed Annual Action Plans for all Goal Areas see Strategic Plan Working Doc.

Student Achievement

Objective: All students will be prepared to succeed in a career and/or college of their choice.

Goal: All students will meet growth targets on the MAP assessment (grade 1-9), and other measures in other courses/grades, and programs.

Strategy 1: All K-12 coursework will be aligned to the Idaho Content Standards.

1-1A Initiative: All students have equitable access to a rigorous, aligned standards based curriculum, instructional methods, materials/resources, and assessments.

1-1B Initiative: Provide time and resources for K-12 teachers and administrators to horizontally and vertically align curriculum within grades, between grades and in transition years between schools through a focus on instructional methods and practices.

1-1C Initiative: Establish a meeting rubric/protocol to assist in planning and guiding collaboration and team meetings to assist with district-wide consistency and support.

1-1D Initiative: Curriculum, instruction and assessment work will be aligned to the district strategic plan, state and federal guidelines, and requirements.

1-1E Initiative: The curriculum director will help facilitate the instructional practices, curriculum alignment and assessment coordination in the district.

1-1F Initiative: Conduct a district wide curriculum audit in Math, Language Arts/English, Reading, and present results to administrative team.

Strategy 2: Student achievement will improve for all students in the district with a focus on challenging students and closing the achievement gap between subgroups of students through data driven decision making.

1-2A Initiative: Follow assessment schedule and present summary assessment reports.

1-2B Initiative: Implement Response to Intervention, Multi-Tiered System of Support (RtI-MTSS) teaching practices through state grant training, collaboration in the school district and with other school districts and SDE.

1-2C Initiative: The district and administrative team will conduct quarterly data review to determine student growth, and success of academic plans and support systems as measured through MAP grades 1-9 Summary document and 3 year implantation plan, and as required for Access, Engage New York math K-5, RTI-MTSS, course pre and post-test, and the annual ISAT to drive decision making per grade level and subject area.

1-2D Initiative: The district engages the administration, teachers and students in gathering information on their own performance.

1-2E **Initiative**: Decrease the number of students needing remediation support.

1-2F **Initiative**: Increase learning opportunities with under-represented groups of students (subgroups and others).

1-2G **Initiative:** Review board Policy 5340 with administrative team and teacher grade level teams to address assessment rigor and assessment development related to teacher evaluation and investigate the use of the 2 Points in Time reflection document as guide.

Strategy 3: **Our district will employ best practices that are researched based, differentiated, innovative, engaging and authentic including implementing programs that will facilitate technological learning for the future.**

1-3A **Initiative**: All students will receive high quality instruction delivered through differentiated instructional practices.

1-3B **Initiative:** Teachers and instructional staff will be supported in the implementation of the Danielson Teachers Evaluation Framework.

1-3C **Initiative**: Hire a curriculum director to provide leadership in strategic planning, curriculum development, instruction and assessment, instructional media and technology, and staff development.

1-3H **Initiative**: Implement a dual language program starting in grades K-1 in the 2017/18 school year modeled after the Jefferson School District Rigby, Idaho. See Timeline phases I, II and III to build capacity.

1-3I **Initiative:** Address ELL program improvements identified by the SDE federal program audit, April 2016, (**will be addressed during 2016/17 put in timeline)**

1-3J **Initiative**: Evaluate current career and college readiness to determine student needs and program effectiveness.

1-3K **Initiative**: Develop business collaboration internships and enhance work experience opportunities in the community.

1-3L **Initiative**: All students will develop and follow a 4 year academic high school plan aligned to their interest in college/career as determined by using the Idaho Career Information System.

1-3M **Initiative**: Set a vision and three year plan for learning enabled by technology in the areas of accessibility, devices, connectivity, and resources to build cutting edge technology and a robust infrastructure for learning in future ready schools.

1-3N **Initiative**: Review current technology plan, update according to best practices and align to technology skills standards in Idaho.

1-3O **Initiatives**: All students will follow a K-12 technology skill plan in learning to prepare them for career and college.

1-3P **Initiative**: Investigate resources like National 2016 Technology Plan and Title IVA.

1-3Q **Initiative**: Investigate resources to improve STEM focus in schools.

1-3R **Initiative:** Research grants to address areas of need such as ELL, RtI-MTSS, etc.

1-3S Initiative: Implement an extended year reading program (equivalent of 40 hours) for students in grades K-3 that perform below grade level on the IRI reading assessment in accordance with Idaho Code 33-1615.

1-3T Initiative: District review of the grant funded after school program, K-8, for academic and social gains with a focus on future needs and funding with funding ending 2017/18, and investigate extended year programs, resource center services, and educational support systems for families and students.

1-3U Initiative: Implement the fiscal agent sponsorship of the 4-8 week summer camp program partnering with local programs such as the library, summer food program at Driggs Elementary.

Goal 2: To identify excellence in teaching for all teachers, the district will use the Danielson Teaching Quality Framework Summary State Report and other measures of student, parent feedback annually.

<u>Strategy 4:</u> Create a professional development system that will address the individual needs of teachers and leaders based on evaluations and student performance data with a strong accountability and coaching framework.

1.2-4A Initiatives: District and school plans and the alignment to Idaho Core Standards will drive the PD content in collaboration with the district PD committee which are researched based and best practice.

1.2-4B Initiative: All teachers will participate in district wide collaboration tied to professional development and focused on aligned curriculum horizontally and vertically k-12 to the Idaho Core Standards within grade level teams and subject areas.

1.2-4C Initiative: ELL program improvements and supports will be addressed through PD.

1.2-4D Initiative: Training and support for counselors at the middle and high school in Idaho CIS will occur.

1.2-4E Initiative: Distribute and follow the schedule of current PD plan for 2016/17 and solicit feedback on areas needing improvement.

1.2-4F Initiative: District Administration will complete required teacher evaluation training for Danielson evaluations, to provide clear feedback to promote professional growth.

1.2-4G Initiative: Focus on high quality, in-district PD will be identified and scheduled.

1.2-4H Initiative: Investigate summer work for curriculum development in all subject areas with teacher teams for summer of 2017.

1.2-4J Initiative: Support the PD program at Driggs Elementary for teachers pursuing ELL endorsements in partnership with Idaho State University.

1.2-4L Initiative: (new) District administrative team will review training needs that will positively impact administrative performance. For example leadership, coaching, public relations, student interactions, etc.

Safety

2. Objective: The district is committed to providing a safe learning environment for all students, staff, and visitors. This belief is focused on meeting students' physical, mental and emotional, social and safety needs, to create a school culture that is safe, welcoming and nurtures positive relationships to guide student achievement.

Goal: All students will be safe at school every day.

1. Strategy: The district is committed to providing a safe learning environment for all students, staff, and visitors, and will incorporate best practices, safety technology and exercises to create a safe environment for the physical, mental emotional and social well-being of all students.

2-1 **Initiative:** Suicide Prevention (training for staff, coaches, resources for parents, peer-mentoring (state Sources of Strength grant/training/support), need is ongoing.

2-2 **Initiative:** Bullying-Cyberbullying-Harassment prevention, Digital Citizenship support, training, resources (Training for staff, resources for students & parents), need is ongoing.

2-3 **Initiative:** Safe Routes to school (pathways, sidewalks, crossing flags, updated signage), continue to address access areas (sidewalks between schools, paving bus loading areas, lighting on pathways), continue collaboration and partnerships.

2-4 **Initiative:** Positive student relationships (peers, staff, community members), PBIS (Respect, Responsible, Ready), staff expectations, support, and student accountability, need is ongoing.

2-5 **Initiative:** Safe entryways to schools (review security access at all entrances to schools: enhanced video monitoring systems, buzzer systems, remodel entry way to direct all entrance traffic through the main office, or other feasible options), need is ongoing.

2-6 **Initiative:** Collaboration with safety officials: Teton County Sheriff's Department, Teton County Fire & Rescue Department, Teton County Emergency Management, Eastern Idaho District 7 Public Health Department, American Red Cross, Teton Valley Hospital and Ambulance Services, State of Idaho Division of Building Safety with annual safety inspections of all schools and facilities, to ensure our schools are safe, secure and well prepared if an emergency occurs.

2-7 **Initiative:** School Resource Officer (SRO): continue to research funding and staffing options with the school district and Teton County Sheriff's Department to restore this position.

2-8 **Initiative:** Enhance internal communication systems and assignments: update and install PA systems in elementary schools, develop redundant communication systems and chain-of-command delegation (multiple ways to communicate and alternative leadership assignments are used), need is ongoing.

Fiscal Responsibility

Objective: In Development

Goal: The school district will operate within a balanced budget annually.

Strategy: In Development

Initiative: Create and share budgets that are transparent, accurate, east to understand and follow (IFARMS: Idaho Financial Accounting Reporting Management System). Allowing for increased public knowledge and understanding of district finances. Use forecasting budgets monthly or quarterly (budget to actual).

Initiative: Align spending with district priorities, IFARMS, and state requirements. District priorities as follows:

Initiative: District staff will perform an annual review that will identify additional revenue sources, making sure the district is utilizing and maximizing ADA (Average Daily Attendance), expenses are in line with district goals. *Reference Student Achievement goals.

Initiative: Establish a finance committee.

***Reference Policy Section 7000 Financial Management**

Community Relations

Objective: In Development

Goal 1: The school district will improve its media presence (i.e.: Facebook, Twitter, Website, Newspaper), on a regular basis.

Strategy: The school district will maximize social media to increase visibility and collect feedback through the following:

Initiative: redesign website (in progress)

Initiative: increase utilization of Facebook and Twitter, and establish a campaign to increase followers.

Initiative: On-line streaming service of school board meetings

Initiative: Utilize monthly board newsletter to staff

Initiative: send out email blasts (gather patron emails from school secretaries)

Initiative: send school-wide text out in regard to upcoming school board meetings

Initiative: Create a student driven video campaign that highlights the district, to be shared on social media (District Facebook, District YouTube channel).

GOAL 2: Establish an advisory board of influential stakeholders by January, 2017.

Strategy: Establish an advisory board of influential stakeholders that will inform the board of community sentiment (fears, values, priorities, etc.), and push the district message into the community

Initiative: Committees approved by the Board are: A) Community & Public Relations

Initiative: Committees approved by the Board are: B) Facilities

Initiative: Committees approved by the Board are: C) Attracting, Retaining and Building Human Capacity

Initiative: Committees approved by board are: D) Finance Committee

Facilities

Objective: The facilities our students, educators and staff utilize on a daily basis should optimize student learning in energy-efficient, cost-effective and technologically advanced spaces.

Goal 1: Pass a school bond in 2017 to meet school capacity needs.

Strategy: Accommodate projected enrollment demands over the next 10-15 years through passage of a bond and construction of new school(s).

Initiative: Establish a plan and timeline with items required to be accomplished as we prepare for our next bond vote (May, Aug. or Nov., 2017)

Initiative: Create focus groups to examine the district needs and community desire regarding future new school construction (Committee referenced in Community Relations section will assist).

Initiative: Make data-driven decisions, including staff input, regarding layout, design, etc. of new construction projects.

Initiative: Expand outreach to the wider community to create partnerships that may be mutually beneficial by allowing sharing of facilities and resources.

Initiative: Develop a plan outlining how the district will increase space and improve infrastructure within our current elementary facilities to meet our needs over the next 3-5 year period.

Goal 2: Create a 3-5 year District technology plan, allowing integration of current technology as a natural part of the educational experience by March 2017.

Strategy: In Development

Initiative: Develop, recommend, implement, support, and communicate the District technology plan.

THS College and Career Readiness Plan 2018-2019

All seniors will complete a senior project based on their interest in an approved topic. The topic will be based on a culmination of their high school experience or post high school plans. This will help them focus on what post high school track they will need to take in order to accomplish this goal.

All juniors will take the SAT and all sophomores will take the PSAT. Juniors have been highly suggested to take the PSAT and ASVAB. ACT is offered three times per year at Teton High School.

Students will take an advocacy class to have a focus once a week on social and emotional growth along with career and/or college lessons. Students will look at data, their own and state/county data, to help direct focus through the path of career and/or college.

All freshman will take the MAP and will use this data along with classroom data to help implement RTI groups and plans.

All students will attend a college/career fair during school.

FAFSA Night will be hosted to help students and parents complete needed paperwork.

18-19 Student Achievement Goals by School

THS- The percent of students who score proficient on the Spring 2019 ISAT will increase by 5% in both Math and ELA.

98% of seniors will graduate.

Basin-

TMS- The percent of students who score proficient on the Spring 2019 ISAT will increase by 5% in both Math and ELA

RUES- Fourth and Fifth grade will have a Fall to Spring growth percentile of 80% on the spring MAP assessment in reading, language and math.

The gap between the percent of students without disabilities proficient on the Spring 2019 ELA ISAT and the percent of students with disabilities who are proficient on the Spring 2019 ELA ISAT will decrease to 25%.

98% of students with disabilities will participate in the Spring 2019 ISAT.

DES- 25% or more of K-3 students who score below proficient on the Fall 2018 IRI will gain at least one performance category on the Spring 2019 IRI.

55% of 3rd graders will score proficient or advanced on the Grade 3 ELA ISAT in spring 2019.

The gap between the percent of students without disabilities proficient on the Spring 2019 IRI and the percent of students with disabilities who are proficient on the Spring 2019 IRI will decrease to 25%.

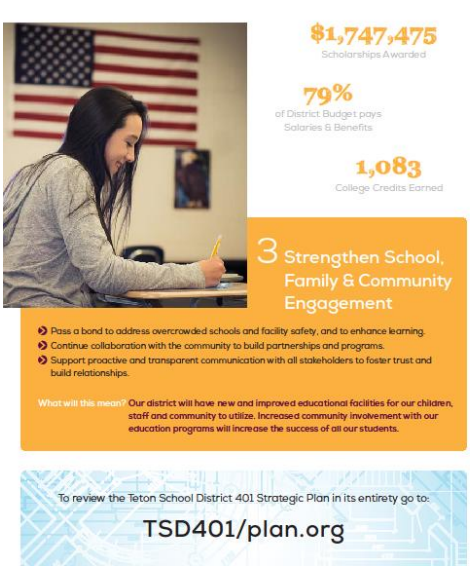
TES- 25% or more of K-3 students who score below proficient on the Fall 2018 IRI will gain at least one performance category on the Spring 2019 IRI.

55% of 3rd graders will score proficient or advanced on the Grade 3 ELA ISAT in spring 2019.

VES- 25% or more of K-3 students who score below proficient on the Fall 2018 IRI will gain at least one performance category on the Spring 2019 IRI.

55% of 3rd graders will score proficient or advanced on the Grade 3 ELA ISAT in spring 2019.

Strategic Plan Brochure



$1,747,475
Scholarships Awarded

79%
of District Budget pays Salaries & Benefits

1,083
College Credits Earned

3 Strengthen School, Family & Community Engagement

- Pass a bond to address overcrowded schools and facility safety, and to enhance learning.
- Continue collaboration with the community to build partnerships and programs.
- Support proactive and transparent communication with all stakeholders to foster trust and build relationships.

What will this mean? Our district will have new and improved educational facilities for our children, staff and community to utilize. Increased community involvement with our education programs will increase the success of all our students.

To review the Teton School District 401 Strategic Plan in its entirety go to:

TSD401/plan.org

We've heard it said, "It takes a village to raise a child," so we could imagine that it takes a community to raise a school district. By pulling together to strengthen the education our children receive, we can build a **strong local economy**, a **good quality of life**, and a **brighter future for everyone**. Community involvement creates stronger staff morale, increased student achievement, higher student attendance and a positive public opinion. Teton Valley's continued success requires the support and involvement of our entire community.

How can you support education in Teton Valley?

Be Aware

- **Like us** on Facebook Teton School District 401 for up-to-date information.
- **Tour** our district schools to see our students and staff in action.
- **Attend** School Board and community meetings (2nd Monday of each month).

Advocate

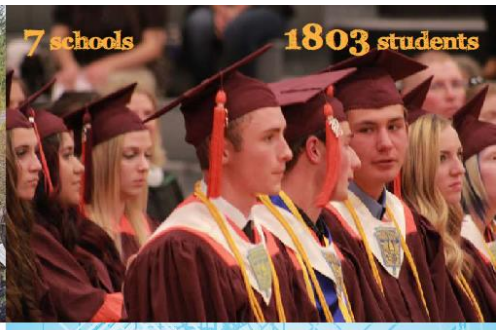
- **Share** your positive school experiences with our community.
- **Support** adequate funding for public education through levies and facility bonds.
- **Get to know** our knowledgeable and caring teachers, administrators and staff.

Participate

- **Actively engage** in your child's education.
- **Volunteer** in our schools (contact school principals or Teton Valley Education Foundation for opportunities).
- **Encourage students** to take rigorous coursework and to plan for college and/or career.

Questions or comments? Email: **info@TSD401.org**





TETON
SCHOOL DISTRICT 401

TSD401.org
445 N Main, Driggs, ID 83422

PRSRT STD
US Postage PAID
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Driggs, ID 83422

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Blueprint for Success

TETON
SCHOOL DISTRICT 401

TSD401.org

Teton County Idaho Statistics

Population estimates (July, 2016, US Census Bureau): 10,960

http://www.census.gov/quickfacts/table/PST045215/16081

Teton County, Idaho website: http://tetoncountyidaho.gov/

Teton County Labor Force as of July 2017

Civilian Labor Force	4,926
Total Employment	4,615
Unemployed	147
% of Labor Force Unemployed	2.5
State of Idaho % Unemployed	3.0
US % Unemployed	4.3

Major Employers in Teton County

Teton County School District 401

Teton Valley Hospital

Teton County

Broulim's Supermarket

MD Landscaping

Owen PC Construction

Per Capita Income as of 2015

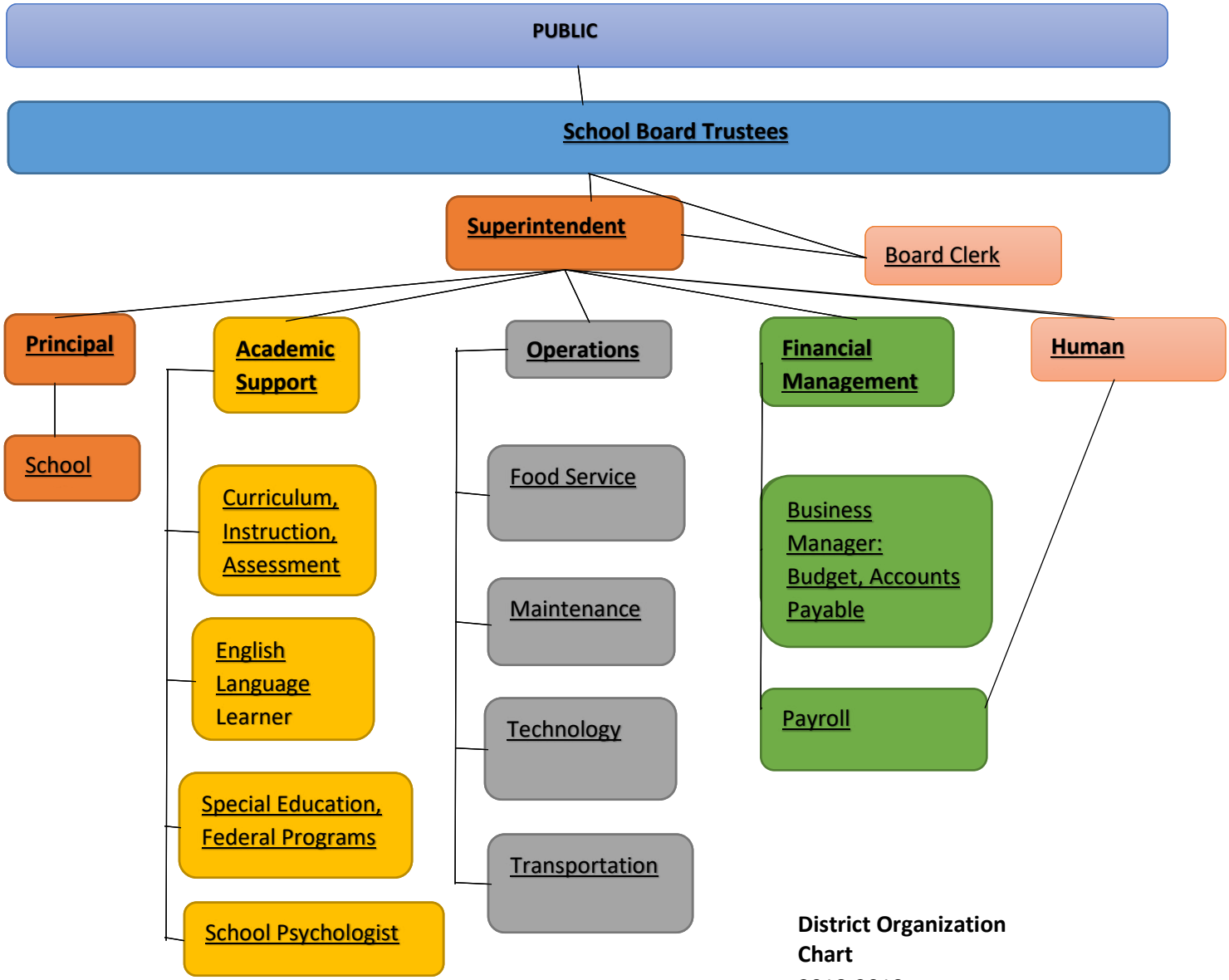
Teton County	$31,023
State of Idaho	$38,392
United States	$48,112

Information taken from https://labor.idaho.gov/publications/lmi/pubs/TetonProfile.pdf

Median household Income in 2015 $53,474

Teton School District 401
Organization Chart

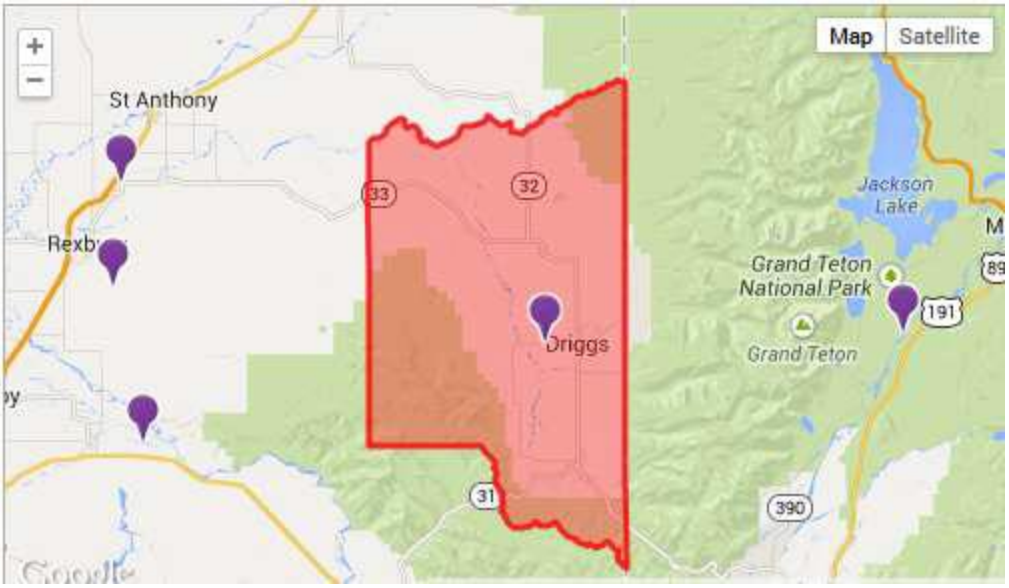
Teton School District 401



District Organization Chart
2018-2019
March 16, 2017

Overview of District

Teton County School District #401 is located in east Idaho and has 449.46 square miles of land area and 1.10
As of 2015, the total Teton County School District #401 population is Est. as of 2015 is 10,564.



Type: Regular Local School District
Grade: Prekindergarten to Grade 12
Number of Schools: 7
Number of Students: 1872
Staff Members: 245
Population Growth: 3.9% growth from 2010-2015
Population Density: 22.57/sq. mi
Time Zone: Mountain GMT -7:00 with Daylight Saving in the summer
Land Area: 449.46 sq. mi, rank
Water Area: 1.10 sq. mi (0.25%)
State: Idaho
County: Teton County
City: Victor, Driggs, Tetonia, Felt
Student enrollment populations include:
White Students 68.1%
Hispanic Students 29.8%
Other Students 2.1%
English Language Learners: 14.9%
Free & Reduced: 40%
Special Education: 13.8%

School Information

7 Schools: one high school, one middle school, one alternative school, 4 elementary schools

Staff: 245 total employees**,** 111 teachers, 8 administrators, 7 school counselors, 100% of teachers hold a bachelor's degree, 38 hold a master's degree, 1 holds a post-graduate degrees.

High School Graduation rate for 2017/18 was 97%

Scholarships Awarded (Teton High School Seniors):

2018	**$11,563,420**	**888 College Credits**	**106 seniors**
2017	$3,960,143	894 College credits	104 seniors
2016	$1,747,475	1083 college credits	95 seniors
2015	$1,449,587	679 college credits	81 seniors
2014	$1,727,783	837 college credits	100 seniors

School	**Year Built**	**Age of School**
Victor Elementary	1941	77
Driggs Elementary	1952 & 1972	66
Basin Alternative High	1952 & 1972	66
Rendezvous Elementary	1953	65
Teton Middle	2009	9
Teton High	1998 & 2008	20

District Disciplinary Action K-12 for 2017-2018

Out of School Suspensions	48
In School Suspensions	23
Expulsions	0

Teton School District 401 2017-2018 Average Daily Attendance

Teton School District- 94.02%
Basin Junior/Senior High School- 76.98%
Driggs Elementary School- 94%
Rendezvous Upper Elementary School- 94.45%
Teton High School- 94.39%
Teton Middle School- 93.96%
Tetonia Elementary School- 93.28%
Victor Elementary School- 94.75%

Idaho currently uses a formula called Average Daily Attendance (ADA) to determine the major portion of state funding received by a district. ADA counts how many students attend class each day, NOT how many are enrolled.

While there is controversy around this model, kids don't learn as well if they aren't in school, so the model is not without its merits. But how does ADA work?

"A day of Attendance is one in which a pupil is physically present and is under the guidance and direction of a teacher while school is in session." (*Idaho Department of Education Instruction Manual for Reporting Attendance and Enrollment,* State Department of Education website). For each student, 4 hours of instruction on a regular school day—not merely time at school—count as a full day of attendance; 2.5 hours of instruction count as a half day of attendance. Anything less counts as no attendance, although there are special rules for home, private, charter, alternative, and out-of-state students. ADA is calculated each week: the numbers of students who attended each day for the specified amount of time are added up and the sum is divided by the number of days of instruction that week to yield the Average Daily Attendance for that week. The process is repeated weekly and reported to the state at specified dates throughout the year.

Roughly 80% of state funding is based on the ADA during the first 10-12 weeks of school, while an additional 20% is based on the best 28 weeks of ADA over the course of the entire year. For 2015-16, Teton District schools received around $8 million from the state in ADA-based funds.

Teton Valley News September 2, 2016

TSD 401 Annual Assessment Measures

TSD Assessment System

TSD Data Review

2017-2018 MAP Student Growth Summary

MAP

Computer Adaptive Interim Assessment

Students in grades 1 – 9 annually participate in MAP testing to assist teachers in providing appropriate instruction to all students. This measure creates a personalized assessment experience by adapting to each student's learning level, thus measuring student progress and growth for each individual. The academic areas measured are reading, language usage, and mathematics. The students in our district are assessed three times per year; fall, winter and spring. Target growth is predicted for each student for each assessment. The results from the assessment are available within twenty-four hours. Thus, the classroom teachers can use the assessment to inform instruction and monitor progress from accelerating students learning to remediation. **Please see the MAP Implementation Plan. We are currently in the year four phase.**

The MAP assessment **provides teachers with a strong understanding of where a student is performing in comparison with peers and also creates a clear set of skills that students need in order to grow.** In addition, the MAP assessment is **aligned to the Idaho Core standards** and gathers data that is relevant to what is happening in our classrooms.

MAP has reliable national normative data based on 30 years of data collection in real schools throughout the nation. Upon completing a MAP assessment, teachers are able to look at individual student data to **determine a student's proficiency level** in comparison with other students in the same grade across the nation or can look at their overall classroom's proficiency. MAP also provides data related to student growth to teachers. After the fall testing session, **teachers and students can set goals for performance** in winter and performance in spring based upon how other students in the same grade and same testing period grow. Teachers then have detailed information about what skills to focus on with students to make this growth happen. The data provided by MAP is relevant to classroom teachers, as well as our district and parents.

Lastly, the MAP assessment is an **assessment that we as a district have control over**. As the state brings in new assessments (ISIP by Istation, ISAT 2 by Smarter Balanced) and throws out old assessments (ISAT 1, Aimsweb, and IRI) **we have a consistent set of data that we understand that is actively in use in classrooms, helping us to ensure that every student grows.**

ISAT

Each year, students in grades 3-8 and once in high school take the Idaho Standards Achievement Test (ISAT) to determine whether they have achieved the standards for their grade level and subject area. There are tests for English Language Arts/Literacy and Mathematics. In grades 5 and 7, students also take the ISAT science assessment.

These tests are administered to provide ongoing monitoring of individual, school, district, and state progress. Academic proficiency is more than scores. Competency in all academic areas is the goal for every child. This once a year (summative) test is an important component of the statewide student assessment system as stated in IDAPA 08.02.03.111.06.

The ISAT items address a variety of skill levels, from short-term recall to skills and problem solving. The ISAT summative assessment is administered during the last 8 weeks of the school. It consists of two parts: a computer-adaptive test and performance tasks that are given on the computer.
The Assessment Main Objectives:

- To give an indication of both student achievement and growth of student learning as part of program evaluation and school, district, and the state accountability system
- To provide a valid, reliable, and fair measures of students' progress toward, and the attainment of the knowledge and skills required to be college and career ready
- To capitalize on the strengths of computer-adaptive testing — efficient and precise measurement across the full range of achievement with quick turnaround of results

2016 - 2018 ISAT 2 Summary

	Math % proficient or advanced				ELA % proficient or advanced			
Grade	2015-2016	2016-2017	2017-2018	Idaho 17-18	2015-2016	2016-2017	2017-2018	Idaho 17-18
3			40	52			44	50
4		42	45	48		40	46	50
5	47	38	35	42	42	46	42	55
6	40	27	14	44	53	46	30	54
7	33	13	26	44	45	24	33	54
8	10	15	17	40	25	28	35	54
10	53		14	33	53		38	59

	Science Percent Proficient		
Grade	2016-2017	2017-2018	Idaho 17-18
5	59	56	65
7	23	42	51
10	47	45	57

Idaho Reading Indicator (IRI), grades K-3

The Idaho Reading Indicator (IRI) is mandated by the state of Idaho to be administered twice a year; once in the fall and once in the spring. The IRI helps to identify the reading skills of each K-3 student. The IRI provides school personnel with student reading performance in order for school personnel to provide the necessary interventions to improve student's reading skills. During the 2018-2019 school year, the state has adopted a new IRI test, the ISIP by IStation. In 2017-2018 TSD 401 students were able to pilot the new ISIP IRI, while also taking the traditional IRI assessment. The traditional IRI test was administered by proctors (other than the classroom teacher) who were trained by the district in the administration of the tests. Each assessment is given individually and must take less than 10 minutes. Students are required to perform the reading tasks orally with a trained proctor collecting the score. The new ISIP assessment that is replacing the traditional IRI is computer based and does not require proctors. Students can complete the assessment in the whole group setting and the assessment takes an average of 20 minutes to complete.

Kindergarten: measures reading readiness and phonological awareness. **Grades 1-3**: measures reading fluency and accuracy

2017-2018 **Spring Traditional IRI Results (District summary grades K-3)**

% of students at or above benchmark/proficient

Grade 3 (90%)

Grade 2 (74%)

Grade 1 (98%)

Kindergarten (77%)

2017 – 2018 **Spring ISIP IRI results (District Summary grades K-3)**

% of students at or above benchmark/proficient

Grade 3 (71%)

Grade 2 (66%)

Grade 1 (60%)

Kindergarten (66%)

K-3 Literacy Plan for 2018 - 2019

Teton High School SAT (Scholastic Aptitude Test) School Day April 2016, 11th Grade

To aid Idaho students, the Idaho State Department of Education with funding appropriated by the Idaho State Legislature, has contracted with the College Board to fund the statewide SAT School Day at each Idaho public high school.

Thus, **100% of the 11th grade** students participated in the newly revised test assessing students on mathematics, and evidence based reading and writing. The results are:

School Mean Score	**982**	**(100% participation)**
State Mean Score	999	(90% participation)
National Tested Mean Score	984	(6% participation)

100% of our students performed only 2 points lower than only 6% of national students. That indicates that our students are performing very well.

PSAT (Preliminary Scholastic Aptitude Test) 2015 fall, 11th Grade

This test is given before the SAT to provide practice for the SAT, measure readiness for college, and access scholarships.

Only 39% of 11th graders participated. Here we are significantly above the mean for State and National scores.

School Mean Score	**1078**
State Mean Score	1025
National Mean Score	1009

Idaho English Language Assessment (Access 2.0)

What is the Idaho English Language Assessment?

The Access 2.0 is designed to assess the growth and proficiency level of Limited English Proficient (LEP) students in the five areas of Reading, Writing, Listening, Speaking, and Comprehension.

Who takes the Access 2.0?

All students who have been identified as "Limited English Proficient" (LEP) within the district and Note: Not all English language learners are LEP students.
Districts and schools may elect to administer this test to their LEPX students who are still within the 2-year monitoring period after exit from an LEP Program.

2016 Spring WIDA Summary Report

	1 - Entering	2 - Emerging	3 - Developing	4 - Expanding	5 - Bridging	6 - Reaching
Overall Level of Proficiency	19	37	79	60	26	3
% of Proficiency	8%	17%	35%	27%	12%	1%
Literacy Score	34	56	67	50	17	0
% of Proficiency	15%	25%	30%	22%	8%	0%

Total # of Students: 224

*17 ELL students (8%) are potentially able to be exited based on the overall and literacy score only

1 - Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2 - Emerging	Knows and uses some social English and general academic language with visual and graphic support
3 - Developing	Knows and uses social English and some specific academic language with visual and graphic support
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test

Idaho's Exit Requirements for the 2015-2016 School Year:

*Score at/above on ACCESS for ELLs 2.0 Level 5 (Bridging) on the overall Grade Adjusted Composite

*Score at/above Level 5 (Bridging) on each domain (Listening, Speaking, Reading, Writing)

AND Criteria from one of the following:

-Receive an Idaho Reading Indicator (IRI) score of at least a 3 (Grades K-3)

-Receive an Idaho Standards Achievement Test (ISAT) score that meets the Level 2 (Grades -12)

-Demonstrate access to core content with a student portfolio using work samples from at least two

Students who qualify for LEP services, but whose parent's waive the Title III funded services, must still test on this annual assessment.

Teton High School Dual/AP Classes

• AP Language	3 credits	Idaho State University (ISU)
• AP Literature	3 credits	Idaho State University
• AP Calculus AB	4 credits	Idaho State University
• AP Biology	4 credits	Idaho State University
• Dual US Government	3 credits	Idaho State University
• Dual Communications 101	3 credits	Idaho State University
• Dual Pre-Calculus	5 credits	College of Southern Idaho (CSI)

In addition, Idaho Digital Learning Academy (IDLA) offers many AP and Dual Credit options which are available to our students. Several Teton High School students take advantage of this option.

Teton High School offers many college/tech prep credits through our Vocational Courses. Typically, after taking a sequence of courses and upon reaching the Capstone Course, course college credit is an option. In additional, some of the college credits require passing certification testing as well.

888 College Credits earned during 2016-2017 from ISU and CSI.

These college credits transfer to the institutions of higher education and may count towards general education, electives or credits towards a major or minor. Students and parents are highly encourage to verify that credit transfer with the institution of higher education they are interested in attending after high school. You may contact the institutions directly, or use a great online resource for Idaho: **www.idtransfer.org**

Response to Intervention (RTI)

Tier Definitions	MAP, RCBM, MAZE Percentile Rank	Population Goal
Tier 3- Replacement/Intensive Intervention	0 - 10th %ile	5-10%
Tier 2.5- Intensive Intervention	11th - 21st %ile	5-10%
Tier 2- Strategic Intervention	22nd - 61st %ile	10 - 15%
Tier 1- Core Instruction with differentiation	62nd - 94th %ile	65-80%
Tier 2- Advanced/Gifted instruction	95th %ile +	10%

What is the Purpose of Response to Intervention (RTI)?

Response to Intervention is a process that refers to how well students respond to research based instruction and the levels of interventions that occur for those students who need intervention (see Tier levels below).

Tier 1- Core Instruction- Every teacher, every kid, every school

The first tier states that all students receive core classroom instruction that is differentiated and utilizes strategies and materials that are scientifically research-based. Assessment in the classroom should be ongoing and effective in that it clearly identifies the strengths and weaknesses for each learner. Any necessary interventions at this level are within the framework of the general education classroom and can be in the form of differentiated instruction, small group review, or one-on-one remediation of a concept.

Tier 2- Strategic/Remedial Instruction- Some kids, some teachers, every school

In the second tier, supplemental interventions may occur within or outside of the general education classroom, and progress monitoring occurs at more frequent intervals. Core instruction is still delivered by the classroom teacher, but small groups of similar instructional levels may work together under a teacher's instruction and/or guidance. This targeted instruction may occur in the general education setting or outside in a smaller group setting with a specialized teacher.

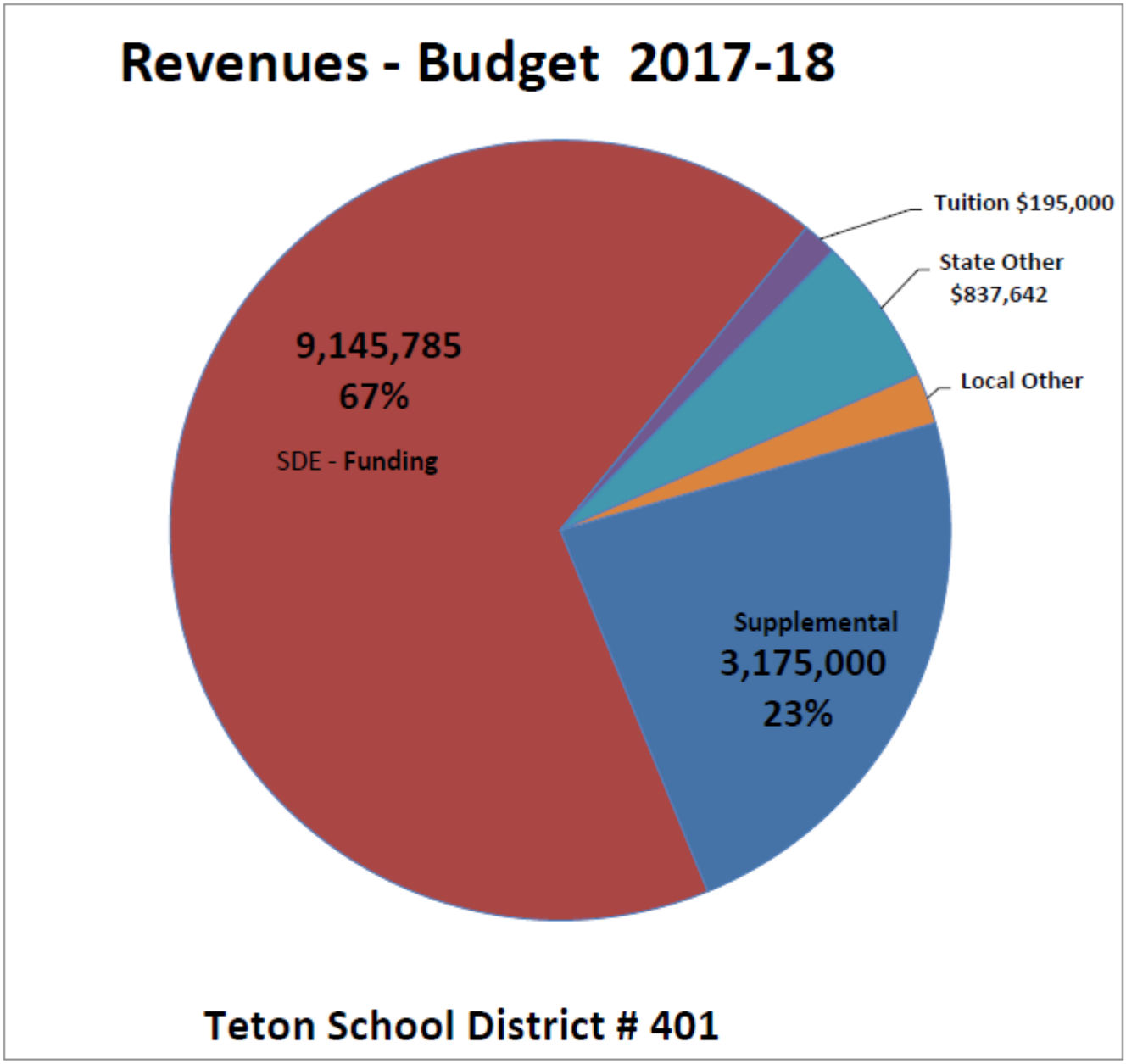
Tier 3- Intensive/Replacement Instruction- Some kids, some teachers, all schools

Tier three is for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. The interventions in this tier may be similar to those in Tier 2 except that they are intensified in focus, frequency, and duration. The instruction in Tier 3 is typically delivered outside of the general education classroom. If Tier 3 is not successful, a child is considered for the first time as potentially having a learning disability.

School Finances

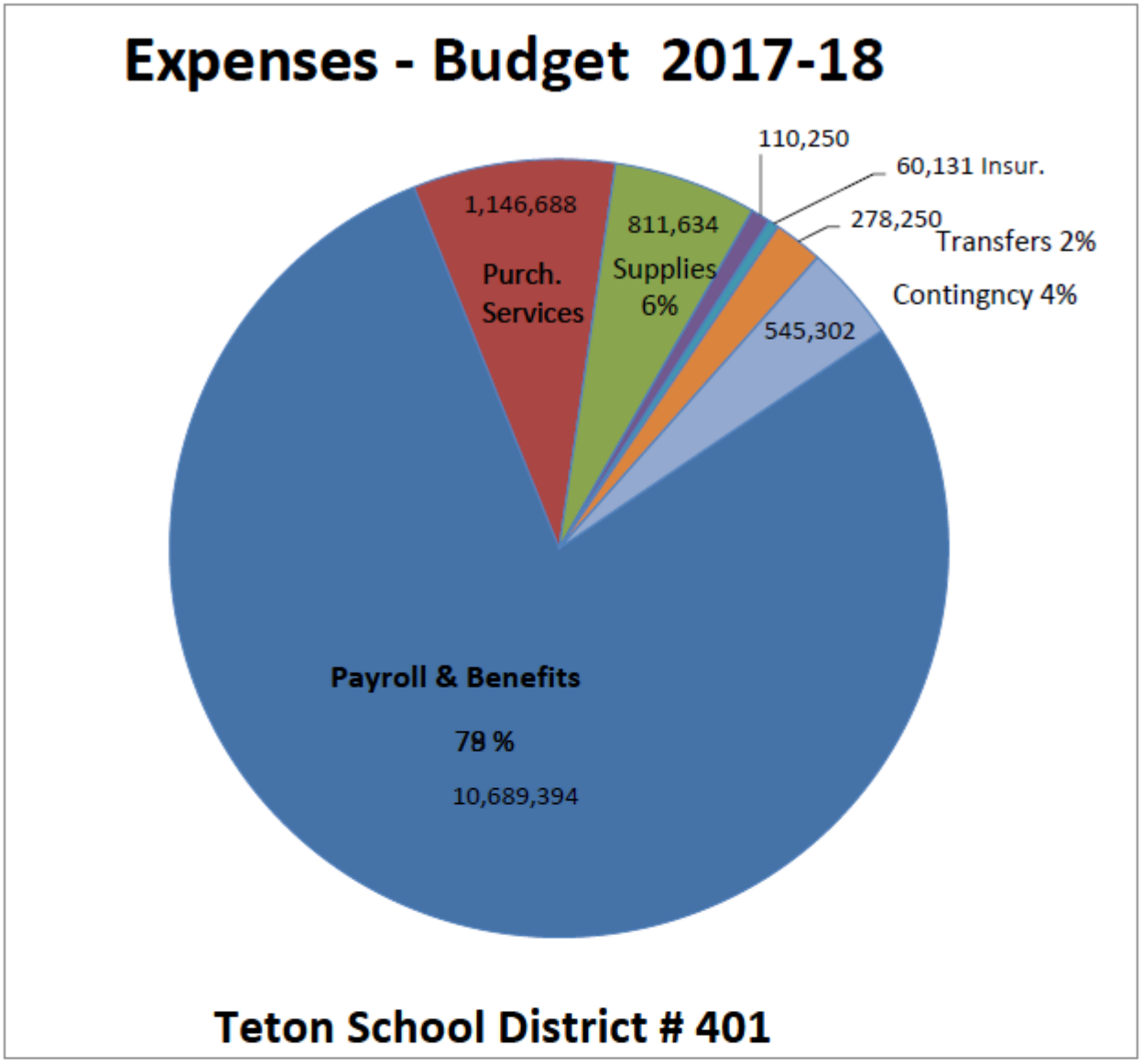
Teton School District 401 strives to be transparent in regard to our finances and spending practices. The pie charts below show our revenues and our expenditures. All budget information is posted on our district website.

See Revenue and Expenditure charts on the following pages.



Revenues General Fund

Supplimental	3,175,000	23%
SDE Funding	9,145,785	67%
Emergency	-	0%
Tuition - Swan & WY	195,000	1%
State Other	837,642	6%
Other Local	288,221	2%
	13,641,648	100%



Expenses - General Fund

Salary & Benefits (all)	10,689,394	78%
Purchase Services	1,146,688	8%
Supplies - All - Includes Fuel	811,634	6%
Equipment	110,250	1%
Insurance - Includes Wkr Cmp	60,131	0%
Transfers	278,250	2%
Contingency	545,302	4%
	13,641,648	100%

APPENDIX

Student Achievement Definitions

Critical Thinking: enable students to analyze complex information to solve problems and develop creative solutions.

Instructional Methods: teaching strategies that teachers use to motivate and engage students in learning of skills and course content.

Curricular Alignment: building consistency into what our children learn from K to 12th grade; using similar and consistent language across subjects and build connections between subject areas. Alignment can be within grade levels (horizontal) and across grade levels (vertical) and across programs.

Assessment: the process of evaluating and measuring student learning to inform instruction and determine reasonable growth goals to determine if students may need more challenge, assistance or a different teaching approach.

Data driven Decision Making: refers to the collection and analysis of information, statistics, and facts to guide decisions that improve success in planning, learning and growing in the district, school and classroom.

Differentiated Teaching: when a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience for the students. Teachers can vary learning based on student readiness, interest and learning styles in the areas of content, process, product and learning environment.

Professional Development System: process of improving and increasing capabilities of staff through access to education and training opportunities designed to support the acquisition of professional knowledge and skills and the application of this knowledge in practice to benefit all children and families.

Strategic Planning: is the process by which planners define strategies, goals, directions and decision making to guide an organization. It is an activity and thus has inputs, activities, outputs and outcomes. It is a guiding policy on what the organization intends to accomplish, and key action plans for achieving the guiding policy.

Supplemental Services: extra assistance to students and families that provided additional intervention or support.

List of Acronyms

RTI	Response To Intervention	A method to better deliver individualized education/ educational support
PBIS	Positive Behavior Intervention & Supports	A three tier program to help create good school behavior.
IRI	Idaho Reading Indicator	Benchmark test for elementary students on reading. K-know 17sounds and letters, 1st grade read 23 words/ min, 2nd grade read 77 words/ min, 3rd 96 words/ min. Only tests fluency no comp.
ISBA	Idaho School Board Association	An association that TSD is a member. They help to guide policy.
IDLA	Idaho Digital Learning Academy	On-line learning program used at middle school and high school
ADA	Average Daily Attendance	How school enrollment is determined and funding is based on ADA. Heat in the seat.
SBAC	Smarter Balance Assessment Consortium	Benchmark test for Common Core. State chose this test. Test scores come back at basic, proficient, below. Summative test. Grades 3-8 and 10
MAP	Measures of Academic Progress. Published by NWEA (Northwest Ed. Association)	Given three times a year. To measure growth. Formative assessment. District driven grades 1-9 math, ELA
Leadership Premium		How teachers are awarded extra money based on extra work outside of contract hours
Accu placer		High school program to help better place students in correct classes. 2015-2016 will be a pilot year for THS and the state.
Title program		These are federal programs. Free and Reduced lunch, ESL programs.

Spanish Dual Language Implementation Timeline

Phase I:	**Initial Program Development – Completion Date Oct/Nov 2016**
August 2016	The Board will discuss and vote to determine if a Spanish Dual Language Program will be implemented.
August 2016	reach out to Hispanic Resource Center to obtain assistance with community outreach for Dual Language Program. (Board Member :)
August 2016	Contact BYUI & other universities regarding future potential candidates. (Board Member :)
August 2016	hold informational meeting with Driggs Elementary staff regarding potential start for Dual Language program.
August 2016	Obtain needed documents from Jefferson School District, including parent survey. (Board Member :)
September 2016	hold parent information meetings throughout the district to inform parents about the program and what it has to offer during Back to School Night at each of the K-3 schools. Parents will complete an interest survey to determine if there is enough support.
October 2016	Data from parent surveys will be tabulated and presented to parents. Additional parent outreach if needed through parent trips to Jefferson School District.
Phase II:	**First Year Implementation – Completion Date Aug/Sept 2017**
March 2017	hold mandatory parent informational meeting for those interested in registering for Dual Language.
April/May 2017	conduct a registration process for the program.
May 2017	Hire needed teaching personnel to work in the program.
June 2017	World Language Administrators will attend meeting hosted by the Utah State Board of Education.
June 2017	Purchase necessary curriculum materials for the Kindergarten and First Grade Programs.
July 2017	if a lottery is necessary the district will hold a lottery to identify who will be in the program.
August 2017	Parents will be notified of final placement of their child in the program.

August 2017 World Language Personnel will attend a week long training hosted by the Utah State Board of Education.

Aug/Sept 2017 School Begins.

Phase III: **Ongoing Implementation**

The first year implementation will continue to be followed focusing on incoming Kindergartners. 2nd grade staff and curriculum will be addressed.

2 Points of Data

Teacher Reflection for Evaluation

The purpose of this document is to assist administrators and teachers in evaluating your assessments. This ties to board policy 5340 regarding teacher evaluation which includes student growth on multiple assessment measures. This is about teacher learning and reflection and is meant as a tool to help guide the effectiveness of the assessment and to determine whether or not adjustments will need to be made moving forward.

Teacher Name:

Descriptor	Teacher Reflection
Standards Alignment- ● Directly correlates with a grade level standard. ● Reflects the cognitive demand of the grade level standard.	
Instructional Alignment- The assessment reflects the instructional period and instructional focus (I've been teaching about phonics or cells and my assessment is a phonics assessment or an assessment of the differences between plant and animal cells)	
Response Types- ● The response types reflect the content being assessed. ● The response types are varied, providing opportunities for different types of responses (written, selected, short answer, constructed, modeled)	
Cognitive Demand- ● A leveled selection of response types is required allowing teachers to see different levels of understanding. ● There is a range of cognitive demand from simple recall to problem solving reflecting various depths of knowledge*	

Vertical and Horizontal Alignment ● The assessment is the same across classes (every English 9 class uses the same assessment, every 3rd grade teacher uses this assessment) ● The assessment builds upon the level in grades and subjects below them (English 10 rubric is similar to English 9, but with increased depth and content requirements) ● The assessment bridges to the level of grades and subjects above them (Grade 3 math assessment has precursory skills to the grade 4 requirements) ● The assessment is the same as those I am aligning with. (We all give one hour for it, or do it in one sitting, not one person across a month and one person sending it home)	
How is the data being used? ● The purpose of the assessment, be it formative or summative is evident when looking at the assessment. ● The data is useful for teaching. Teachers can use this data to inform instruction.	
Reliability ● There are precise scoring criteria for evaluating a level of mastery. ● There are a sufficient number of items to provide evidence of ability/skill/understanding.	

TSD 401 Instructional Vision

Tier 1- Core Instruction- Every teacher, every kid, every school

Facilities that provide an environment that encourages and supports effective instruction

Regular, monitoring of effective instruction that is clearly defined by standards of practice.
Regular monthly walk-throughs of all certified classroom teachers by the building administrator and another teaching staff member based on Danielson's Framework for Teaching
Monthly instructional rounds with district-wide staff in all schools
-Unified walk-through template or forms used aligned with annual Danielson focus
- peer observation or instructional focus form
-Annual district-wide instructional focus based on Danielson's Framework for teaching
-district-wide understanding of teacher quality and effectiveness and the Danielson Framework
Twice annual formal observation (by December - February/March)
-Unified observation form
-Unified pre-conference along with lesson plan requirement
-Unified post-conference along with the form
Regular Data collection
- District-wide tool for data collection and sharing that is both horizontally and vertically shared
-Fall, Winter Spring benchmark data collection through MAP assessment and/or IRI
-Consistency of data collected
-MAP or MPG grades 1- 9
-Spring ISAT -SAT, ACT for HS
-Reading- IRI, RCBM, MAZE
-Math- MCAP, MCOMP
-Writing- WCBM
-Early Warning System (6-12)- Attendance, D's-F's, Behavior referrals, Counselor referrals
-Rigorous, standards-aligned end of course assessments
- Annual achievement goals for schools and district based on data
-Regular data conversations with grade levels/departments
-Regular analysis of data being collected by school and district level instructional teams

Effective, differentiated and informed Instruction at all subjects and all grades
Vertically and horizontally aligned guiding documents published in user friendly curriculum maps and common assessments
High quality, current curricular materials aligned to the guiding documents
Technology resources in each classroom/building that support effective tiered instruction

Student Achievement (RtI) team at each building that meets regularly with or without referrals

-data driven
-regular review of screening data
-regular review of progress monitoring data
-student specific meetings for students who have been unsuccessful in 2 group interventions

All staff effectively implementing Common Core resulting in noticeably increased Intensity and rigor of instruction K-12
Clearly defined, district-aligned instructional practices, developed and sustained through PD and coaching
Differentiated Instruction- Use of formative and classroom based assessments that result in adjustments to teaching

Effective, data-driven Professional Development and Collaboration
School schedules reflect the value of collaboration with regularly scheduled times for vertical and horizontal collaboration within buildings and across buildings
Data driven professional development aligned with the instructional vision
School calendar that reflects that professional development is valued with regular days for PD

School schedules/course offerings that reflect the needs of students and support tiered instruction

PBIS
Clearly defined district-wide core values that are reinforced and alive in all schools
Clearly identifiable school culture based on the core values that emphasizes academic growth
Clear behavioral expectations aligned to the core values and consistently implemented consequences,
District-wide routines for teaching, reinforcing and responding to behavior

Tier 2- Strategic/Remedial Instruction- Some kids, some teachers, every school

A school day schedule that supports tiered instruction
A description of intervention offerings at each level (remedial/extension courses, walk-to times, etc..)
Identified entry and exit procedures based on data for interventions
All school staff have a clear understanding of the qualities and characteristics of Tier 2 instruction
All school staff have a clear understanding of how a student is referred/identified for Tier 2 supports
All school staff have a clear understanding of the intervention resources available within the district
Staff delivering Tier 2 instruction are trained in research based programs and/or research based instructional strategies for Tier 2

All school staff have a clear understanding of the schedule and where intervention takes place
All school staff have a clear understanding of who is involved in intervention times
Professional Development in designing research-based interventions
Explicit Instructional strategies in use in Tier 2 courses/interventions
The content of Tier 2 interventions directly supports success in CORE instruction
Clearly defined and implemented regular progress monitoring methods/procedures
Regularly scheduled instructional team meetings to analyze progress monitoring data and make decisions about increasing effectiveness of instruction or making instructional changes
High quality research-based materials to support effective Tier 2 instruction
A district form in bright paper in the cum folder for documenting intervention progress and instructional decisions
Clearly defined standards of practice that reflect instructional intensity at this level

Tier 3- Intensive/Replacement Instruction- Some kids, some teachers, all schools

A school day schedule that supports tiered instruction
A description of intervention offerings at each level (remedial/extension courses, walk-to times, etc..)
Identified entry and exit procedures based on data for interventions
All school staff have a clear understanding of the qualities and characteristics of Tier 2 instruction
All school staff have a clear understanding of how a student is referred/identified for Tier 2 supports
All school staff have a clear understanding of the intervention resources available within the district
Staff delivering Tier 2 instruction are trained in research based programs and/or research based instructional strategies for Tier 2
All school staff have a clear understanding of the schedule and where intervention takes place
All school staff have a clear understanding of who is involved in intervention times
Professional Development in designing research-based interventions
Explicit Instructional strategies in use in Tier 2 courses/interventions
The content of Tier 2 interventions directly supports success in CORE instruction
Clearly defined and implemented regular progress monitoring methods/procedures
Regularly scheduled instructional team meetings to analyze progress monitoring data and make decisions about increasing effectiveness of instruction or making instructional changes
High quality research-based materials to support effective Tier 2 instruction
A district form in bright paper in the cum folder for documenting intervention progress and instructional decisions
Clearly defined standards of practice that reflect instructional intensity of this level

Community and Public Relations Committee

Goal: understand Teton County, ID residents' opinions on District 401 schools and specific issues related to public schools.

Phase 1 Objectives:

- Identify how the community receives information
- Identify what the values are around public schools
- Identify what the fears are around public schools
- Identify values/opinions on specific topics such as:
    a) Facilities – size, location
    b) Bond for facilities
    c) School programs – what works, what doesn't, what they would like
    d) Teachers
    e) Administrators – principals and superintendent
    f) School Board
    g) Mascot "Redskins"
    h) Role of public schools in economic development
- Basic information:
    a) Where they live
    b) Proportion of respondents who have school aged children
    c) If respondent has a school aged child, where do they send them to school
- Identify needed resources to meet committees requirements

Phase 2 Objectives:

- Identify target messages to influence public opinion positively for public schools
- Develop a campaign plan to shift or grow public opinion positively for public schools
- including but not limited to:
    a) Identify costs to develop media pieces (e.g. paid advertising, op Ed.S, LTEs mailers, Facebook, etc.)
    b. Identify outlets to disperse targeted messaging
    c. Work with the Capacity/Facilities Committee to develop a campaign for successful passage of a school bond

Committee Members: 5-7

Qualifications:

- Experience in public opinion polling, focus groups, etc.
- Experience in identifying qualifications and selecting public opinion firms
- Experience in running or executing a campaign including grassroots organizing
- Experience in messaging, marketing, public relations
- Strong written and verbal communication skills
- Strong quantitative skills in analyzing data and identifying trends
- Knowledge in designing, supervising and interpreting surveys

Attracting, Retaining, Building Human Capacity Committee

Goal: understand how to attract and retain the best leaders/administrators and educators

Objectives:

- Identify how to attract the best administrators (e.g. salary, time off, quality of life, job opportunities, etc.)
- Identify how to attract the best teachers (e.g. salary, time off, quality of life, job opportunities, etc.)
- Identify why a great administrator or teacher would leave Teton District 401

Tools: polling, focus groups

Target Audiences: current teachers and administrators in District 401, current teachers/administrators in Teton County, WY school district who live in Teton County, ID, other teachers/administrators from comparable districts in similar communities (e.g. Madison County, McCall, Latah, etc.)

Committee Members: 5-7

Qualifications:

- Experience in education and/or teaching (e.g. current or past TC District 401 teacher)
- Experience in school administration or management (e.g.
- Experience in facilitation

Building Capacity Committee

Purpose: Assist the School Board as they objectively assess the educational facility assets owned and operated by the school district and create a plan to move forward with facility investment opportunities.

Goal: Identify capital/facility needs of District 401 for a growing and diverse student body that provides an optimal environment for teaching and learning

Objectives and Tasks:

- Collect data and research history for past bond election attempts; including but not limited to:
    a) Current inventories and conditions of school buildings
    b) Needs assessments concerning the current student populations in each facility
    c) Predicted student numbers and facility needs for the expected life cycle of new projects the School Board may consider necessary
    d) Identify options for dealing with the current class population issues as well as predicted future needs.
    e) Identify cost benefits and comparison of community/neighborhood and consolidates schools
- Work with the Public and Community Relations Committee to gather community opinion concerning the various expected solutions for facilities issues.
- Assist the School Board and Community and Public Relations Committee in informing the community about a facilities bond (targeted messaging).
- Identify funding mechanisms for capital funding including but not limited to bonds, grants, etc.

Timeframe: Due to the urgency concerning a possible bond request and election, the timeline for this subcommittee's formation and implementation is immediate and the subcommittee would operate until the School Board deems their services no longer necessary. The decision to disband this subcommittee will hopefully be due to the location of a funding source that would alleviate the facilities issues and move any plans for capital improvements forward.

Committee Members: 5-7

Qualifications:

- Educational Facilities Assessment—Direct knowledge of the needs of a functional school district in a uniquely demographic and geographic area like Teton Valley, Idaho
- Facilities Budgeting – An understanding of public institutions' construction budgeting and operations
- Facilities Lifecycles—Knowledge of expected life cycles of public buildings
- Architecture and Engineering – Design and engineering of facilities used in the public sector
- Real Estate, Development, County Involvement—an understanding of the value added benefits of a healthy and successful school district.

Budget Committee

Purpose: work with the School Board and Administration to develop a budget for desired outcomes based on the information generated from the Capacity Building Committees (Human and Facilities).

Goal: Develop a school budget that is balanced, conservative and provides resources to implement desired outcomes.

Objectives:

- Identify budget scenarios/options that budget for desired outcomes
- Identify opportunities to eliminate waste or create efficiency
- Identify opportunities for budget alignment
- Identify opportunities for investment and plan for the future

Committees Members: 3-5

Qualifications:

- Experience working with large, complex public budgets
- Understanding of Idaho laws as they relate to school funding
- Experience in budgeting that plans for future growth/needs
- General accounting
- Strong analytical and data interpretation skills
- Strong attention to detail

Teton School District No. 401

COMMUNITY RELATIONS Policy 4100

Public Relations

The goal of school public relations is to improve the quality of education for all children. In order to achieve this goal, and to evaluate progress towards it, the board sets itself the following objectives:

1. To develop public understanding of all aspects of school operation; to ascertain public attitudes toward issues in education; and to discover the public's aspirations for the education of their children;

2. To secure adequate financial support for a sound educational program from the public;

3. To help citizens feel directly responsible for the quality of education provided by their schools;

4. To earn the good will, respect, and confidence of the public with regard to school staff and services;

5. To foster public understanding of the need for constructive change and to solicit public advice on how we can achieve our educational goals;

6. To involve citizens in the daily operations of the schools and in resolving the educational problems;

7. To identify non-parent groups, such as senior citizens, and promote the involvement of these persons in school activities and programs; and

8. To promote the genuine spirit of cooperation between the school and the community and to set up channels for sharing the leadership in improving community life.

Achieving these objectives requires that the board and staff, individually and collectively, in their daily contacts with parents, people in the community and one another express positive attitudes towards the schools. The board needs to make systematic, honest and continuing efforts to discover what the public thinks and what citizens want to know and to interpret school programs and accomplishments to the public. The board and staff should develop and active partnership with the community in working with the needs of the total community to find ways to make the area a better place to live.

The Board of Trustees has a dual responsibility for implementing statutory requirements pertaining to public education and local citizens' desires for educating the community's youth. While the Board has an obligation to determine and assess citizens' desires, it should be understood that when citizens elect delegates to represent them in the conduct of public education, they, at the same time, endow their representatives with the authority to exercise their best judgment in determining policies, making decisions, and assuring procedures for carrying out the responsibility.

The District shall strive to maintain effective two-way communication channels with the public. Such channels shall enable the Board and staff to interpret the schools' needs to the community and provide a means for citizens to express their needs and expectations to the Board and staff.

The Superintendent shall establish and maintain a communication process within the school system and between it and the community. Such a public information program shall provide for news releases at appropriate times, arrange for news media coverage of district programs and events, provide for regular direct communications between individual schools and the citizens they serve, and assist staff in improving their skill and understanding in communicating with the public.

Community participation in this district is important for improving the quality of education for the students. Therefore, this board intends to make every effort to identify the desires of the community and to be responsive to those desires. Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses and other such events or activities which may bring staff and citizens together. Patrons of this district are encouraged to express their ideas, concerns, and judgments through: written suggestions or proposals; presentations at
Public hearings; responses to survey; comments at meetings of this board; and service on citizens advisory committees. The advice and the concerns of the public will be carefully considered. In evaluation of such advice, the first concern of this board will be the educational program as it affects students.

Establishing and maintaining good public relations with the community and other governmental organizations requires a concerted effort by the entire school district staff. Each school will make an effort to inform the public of various educational achievements, activities, and goals.

The most important public relations ambassadors are the teachers who work directly with students every day. All employees are encouraged to participate in community activities and demonstrate to the community by their words, attitudes, and actions the ideals set forth by this district.

Policy History:

Adopted on:
Revised on: March 11, 2013

Teton School District No. 401

FINANCIAL MANAGEMENT Policy 7000

Goals

The board of trustees recognizes that its primary purpose is to provide the best education within the limits of the established curriculum and the financial ability of the school district. The board of trustees also recognizes its responsibility to the citizens of the school district for the efficient use of public funds. It is, therefore, the duty of the board to determine the guidelines for the most effective use of public funds and for reporting such use to the public.

Since educational programs are dependent on adequate funding and the proper management of those funds, District goals can best be attained through efficient fiscal management. As trustee of local, state and federal funds allocated for use in public education, the Board shall fulfill its responsibility to see that funds are used to achieve the purposes intended.

Because of resource limitations, fiscal concerns often overshadow the educational program. Recognizing this, the District must take specific action to ensure that education remains primary. This concept shall be incorporated into Board operations and into all aspects of District management and operation.

In the District's fiscal management, the Board seeks to achieve the following goals:

1. Engage in advance planning, with staff and community involvement, to develop budgets that will achieve the greatest educational returns in relation to dollars expended.

2. Establish levels of funding which shall provide superior education for the District's students.

3. Provide timely and appropriate information to staff who have fiscal responsibilities.

4. Establish efficient procedures in all areas of fiscal management.

Legal Reference: I.C. § 33-701 et seq. Fiscal Affairs of School Districts

Policy History:
Adopted on: August 10, 2009
Revised on: June 21, 2010

Teton School District No. 401

SCHOOL FACILITIES 9000

Goals

The Board will strive to provide facilities that will offer the best possible physical environment for learning and teaching. The Board recognizes the importance the physical plant plays in enhancing the instructional program. The Board shall develop a program to maintain and/or upgrade the buildings and grounds of the District. Facilities represent a long-term investment of the District. The functional utility of such facilities can be increased with a regular maintenance program monitored by staff. The Board further recognizes the importance of planning in order to provide the anticipated facility needs of the future. The District will review demographic factors as changes make such reviews necessary.

The Board aims specifically toward:

1. New buildings and renovations that will accommodate and facilitate those organizational and instructional patterns that support the district's educational philosophy and instructional goals;

2. Meeting all safety requirements through the remodeling of older structures;

3. Providing such building renovations as needed to meet requirements on the availability of public school facilities to handicapped persons;

4. Building design and construction that will lead themselves to low maintenance costs and the conservation of energy. These two factors will also be given special consideration in the renovation of buildings.

For each major building program the Board will recommend the employment by contract with an architect to provide the expert services in rendering preliminary plans along with later drawings and specifications.

Policy History:
Adopted on: August 10, 2009
Revised on: July 19, 2010

TSD401 FACILITIES CAPACITY REVIEW

FACILITIES REVIEW

- Review 2012 Capacities Study
- 2016 Capacities

Prepared by Nicole Elliott
September 21, 2016

COMMENDATIONS

- Implantation of RtI tiered supports and interventions that include EL (English learner) students with ALL students.
- This, "all means all," theme was recurring through all staff and administration interviews.
- Outreach the district is making to obtain funding and opportunities for classroom teachers to obtain their ENL endorsement through Idaho State University.

FINDINGS

- TSD 401 needs to create a district-wide plan and implementation timeline that will:
    - Highlight ELD program strengths
    - Address specific areas for improvement
    - Include focused, comprehensive & ongoing professional development (including to all classroom teachers, principals, administrators, and other school or community-based organizational personnel) that is specific to meeting the linguistic needs of English learners across all grade levels (K-12)
    - Include how the district will ensure effective implementation of PD in some format to ensure English learners are receiving effective & equitable instructional methods
    - Improve parent contact and notification of EL process and student placement
    - Improve parent involvement in the ELD program implementation and evaluation

RECOMMENDATIONS

- Need for providing additional staffing, particularly in the role of EL Coordinator to provide the support necessary for district-wide implementation and consistency in delivery of EL programming and support.
- Create a program manual handbook outlining district processes and procedures for EL programming in an effort to ensure consistency throughout the district in EL programming, support and services.

Technology Plan—January 5, 2012

**The technology plan will be reviewed and updated by the district technology committee, during the 2018-2019 school year.*

Students Come First: Classroom Technology Integration Report

Each school district in Idaho has been asked to develop a plan that will support the integration of classroom technology to assist teachers in the effective and efficient delivery of instruction. The purpose of this report is to provide information about the district plan to the State Department of Education regarding the district plan to use the funds for classroom technology and the strategies to measure the impact on instruction and learning. The information in the report should reflect the use of the classroom technology money distributed to districts in response to Senate 1184 during the 2011-2012 school year.

Integration of Technology into classroom practice that supports teaching & student learning

Definition: Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area or multidisciplinary setting... Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions — as accessible as all other classroom tools. The focus in each lesson or unit is the curriculum outcome, not the technology (ISTE, 2010)

Key District Contact for Classroom Integration of Technology Plan

Name	Monte Woolstenhulme	Title	Superintendent-IT Director
Email address	mrw@d401.k12.id.us	Phone	208.228.5923

Section A: Identification of Instructional areas that will be supported with classroom technology funds

Describe the process used to determine instructional areas of need and to develop plan to address need.

Participants in plan development (select all that apply)

Superintendent	X	School Board Member		Building Administrator	X
Federal Programs Director	X	Special Education Director	X	Curriculum Director	X
Classroom Teacher	X	Instructional Technology	X	Parent	X
Student		Other			

What sources were used to identify instructional areas of need for which classroom technology will be used? E.g. School Improvement Plan, District Technology Plan, Student Assessment Data

School technology survey was conducted to assess the level of technology in each classroom and school, in coordination with a district-wide classroom technology inventory review.

Describe the process used to determine instructional area(s) of need that classroom technology funds will be used to address.

Classroom level technology is the focus, at all grade levels. Our focus is to bring all classrooms up to the same level of technology: projector, interactive device (Whiteboard/Smart board, Mobi/tablet, clickers, document-camera), as determined by the committee and administration with age appropriate technology and usage by students and teachers. The focus is classroom level, interactive technology that will facilitate the learning process with students, teachers, para-professionals, volunteers, parents and others that support the learning process.

Section B: Selection of Technology

Based on instructional area and goals selected, the district identifies technology that will be utilized to assist teachers and support student learning, allocates budget and plans deployment.

Method of Distribution

Technology Device	How will it be used?	Student group served	Budgeted amount
Projectors **(priority 1)**	Teacher & student usage with curriculum , in classrooms	K-12	$1,400 each, need 12, for $16,800
Interactive device: **(priority 2)** Whiteboard Mobi Sound system Clickers Installation Training	Teacher & students: curriculum, projects, activities, presentations Get the equipment installed Train staff with all technology equip.	K-12	Smart board: $1,999 each, need 12, for $23,988 Install: $2,000 Training: $2,000 Other costs made up by local funds

Describe the deployment planned for the selected technologies.

Continue to install projectors in all classrooms in the school district

Install projectors in classrooms that currently do not have projectors **(priority 1)**

Install interactive whiteboards/devices in classrooms, as available, after projectors have been installed **(priority 2)**

Provide training for all technology equipment with school staff, on-going, regular basis built into Professional Development days (1 Friday/month), specific follow up training on devices, **(priority 3)**

Facilitate collaboration with schools and observations of other school in Eastern Idaho about effective usages of technology (for example: IEN at Sugar HS, Robotics at Hillcrest HS, Senior projects at Butte HS) **(priority 4)**

Classroom Innovation Grants (Optional)

This is an option for distribution. The district may choose to use part or all of the funds to support grants awarded to personnel based on a district developed application for innovative ways to use technology that supports teaching and student learning. The outcome of these grants should address the areas and goals identified by the school district.

Describe process used to award grants, including amount budgeted.

Priorities are set by the technology committee, and reviewed by the administrative-team, with teacher representation on the technology committee, and regular communication with principals and the administrative-team. Amounts budgeted were determined by selecting the best product (research, experience, comparison of other schools & technologies), and gathering quotes, to select the product that would provide, quality, interactivity in a multi-user (multi-touch) setting, **where multiple students, and/or students with teacher, can utilize the technology to improve engagement with the learning process for all students.**

Section C: Measuring Impact

Anticipated Outcome and Measurement

In the table below:

1. Describe the outcomes that are anticipated from the integration of the technology selected. Take into consideration the goals to be addressed, the student population, the technology selected.

2. Describe the methods and sources that will be used to gather data and information regarding the impact the technology has on the areas of instruction identified and how it has assisted teachers in the effective and efficient delivery of instruction.

Examples of measurement include:

Qualitative: Interviews with teachers and students about the use of the technology

Quantitative: Progress monitoring data of student skill development in the area supported by the technology

Anticipated Outcome	**Measurement**	**Dates of Collection**
Teacher survey at the end of the school year: how much has their usage of technology with students increased	Teacher survey	May 15, 2012
Staff Meetings: each staff member shares 3 tips of technology, effective uses	Staff meeting notes	Monthly, school year 11-12, starting Feb. 2012
Classroom Observations: student engagement and interaction with technology	Principal walk-thru, Danielson Teacher Evaluation model, student stories of using technology in class	Classroom observations Principal walk-thru data, May, 2012, and 12-13 school year

Past Years Strategic Plans

Teton School District 401

Driggs, Idaho,

2015

2017

2018

