

# Teton School District 401 CONTINUOUS IMPROVEMENT PLAN (2022-2023)

Archive: [2020-2021 Master Strategic Plan TSD401](#)

<b>SCHOOL DISTRICT</b>	<b># 401</b>	<b>NAME: TETON SCHOOL DISTRICT 401</b>	
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[IDAHO STATE DEPARTMENT OF EDUCATION K-12 REPORT CARD](#)

## MISSION/VISION

EMPOWERING OUR STUDENTS TO REACH THEIR FULL POTENTIAL

Teton School District 401 provides a Safe and Exceptional Learning Environment where Career and College Readiness are the Cornerstones to a Relevant and Progressive Education

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## DEMOGRAPHIC ANALYSIS

	2019-20	2020-21	2021-22	2022-23
OVERALL ENROLLMENT	1899	1800	1906	1931
MALE	53%	53%	53%	52%
FEMALE	47%	47%	47%	48%
WHITE	68%	67%	69%	68%
BLACK/AFRICAN AMERICAN	<1%	<1%	<1%	<1%
ASIAN	<1%	<1%	<1%	<1%
NATIVE AMERICAN	<1%	<1%	<1%	<1%
HISPANIC/LATINO	32%	33%	29%	30%
FREE/REDUCED LUNCH PROGRAM	38%	36%	36%	13%**
RECEIVED SPECIAL EDUCATION (IEP STUDENTS)	11%	11%	12%	14%

\*\*STILL GATHERING FREE & REDUCED LUNCH DATA

## Community Involvement

### Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

Superintendent Monte Woolstenhulme hosts a monthly parent advisory committee that covers different school improvement topics each month. Administrators from the district attend these meetings to help share school specific goals and efforts. The Curriculum and Assessment director has met multiple times with parents to discuss directions we are taking in regards to student achievement and the resources available to students and teachers to support efforts in raising student achievement.

### Parental Involvement in Students' Individual Reading Plans

Parents are an integral part of student learning. Parents are provided many resources and opportunities to be a part of our students' learning and growth. Parents are provided resources through the newsletters, postings on each individual school's websites and through our school and public libraries. Resources we provide parents include: web resources on reading strategies to use with their children at home, parent and student assemblies geared toward reading programs in our communities, Read to Rover (service animal program for K-5 students who are reluctant readers), summer reading programs at our public libraries and in our elementary buildings, weekly summer reading library programs at each elementary school, monthly parent nights where parents can collaborate and learn strategies to use at home with their children to promote

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reading, as well as, consistent parent involvement during our school days with parent reading volunteers and classroom assistants. Several reading online intervention programs we use at school (RAZ, MobyMax, Imagine Learning, Spelling City) can be accessed at home with the student password for extra practice with parents.

Communication with parents includes: The IRI parent notification letters if their child received a 1 or 2 on the assessment with our plan for interventions and strategies to be implemented to raise achievement, Parent/Teacher Conferences, AR data sent home every month, new iStation data shared monthly, STAR assessment data shared with parents after each benchmark assessment, teacher newsletters, and upholding strong communication between parents and teachers.

Parent involvement in the development of literacy plans and interventions is essential for student growth. In addition to our parent programs and high levels of communication, we provide parents many opportunities to give input and be a part of their child's literacy interventions. We have established CARE Teams where our counselors invite parents to meet with a small team (the parent, general education teacher, principal and other appropriate support staff) to develop a unique plan for areas of struggle. In some cases this may be the beginning stages of Child Find, but typically we gather information and determine the plan for school and home for structured and consistent literacy support. Parents and school staff determine their roles in the implementation of reading supports, home and school tracking reports are developed, daily communication between home and school is established, and a follow-up meeting is scheduled within 2-4 weeks to look at progress, problem solve and/or adjust the plan.

### **SECTION I: STUDENT ACHIEVEMENT & GROWTH METRICS**

Summary student Achievement is reported to the school board annually at the June school board meeting.

District and School level data are presented by the district admin-team, comprising the school principals and district leadership (Superintendent, Curriculum-Instruction-Assessment Director, Special Education-Federal Programs Director).

This process allows for public review and comment, discussion and questions from the school board, and collaboration by the school district admin-team.

To view the archive of that presentation, go to: <https://www.youtube.com/user/TSD401>

Scroll to the June 2022 TSD 401 monthly School Board Meeting

[2021 - 2022 TSD 401 District Report Card](#)- District achievement data

[2021 - 2022 TSD 401 ELL Report Card](#)- English Learner achievement data

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### Section I: Student Achievement & Growth Metrics - Performance Targets

Goal	Performance Metric	2021-22 Targets (Prev. chosen by LEA)	2022-23 Performance Targets (LEA Chosen)
		2020 cohort	2021 cohort
All students will be college and career ready	4-year cohort graduation rate	97%	97%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	40%	40%
	% students who make adequate growth on the grade 8 Math ISAT	100%	100%
	% students who score proficient on the grade 8 ELA ISAT	63%	60%
	% students who make adequate growth on the grade 8 ELA ISAT	100%	100%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	34%	40%
	% students who make adequate growth on the grade 6 Math ISAT	100%	100%
	% students who score proficient on the grade 6 ELA ISAT	61%	60%
	% students who make adequate growth on the grade 6 ELA ISAT	100%	100%

### Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets

Goal	Performance Metric	2021-22 Performance Targets (Prev. chosen by LEA)	2022-23 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	80%	80%
	% students who score proficient on the Grade 1 Spring IRI	80%	80%
	% students who score proficient on the Grade 2 Spring IRI	80%	80%
	% students who score proficient on the Grade 3 Spring IRI	80%	80%
	% students who score proficient on the Grade 4 ELA ISAT	50%	50%
	% students who make adequate growth on the Grade 4 ELA ISAT	100%	100%

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<b>Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics</b>			
<b>Performance Metric</b>	<b>2021-22 Targets (prev. chosen by LEA)</b>	<b>SY 2021-22 Results (if available)</b>	<b>2021-22 Performance Targets (LEA Chosen)</b>
% of students Scoring proficient or advanced on the Grade 3 ELA ISAT.	55%	38%	50%
% of K-3 English Learners scoring proficient on the spring ISIP.	N/A	17%	30%

### **LITERACY INTERVENTION PROGRAM (K-3) 2022-2023**

#### **Comprehensive K-3 Literacy Program Summary**

Initiatives implemented at the three K-3 elementary schools in Teton School District 401: Driggs Elementary (286 students), Victor Elementary (184 students), and Tetonia Elementary (83 students).

In 21-22, TSD401 adopted Wilson Foundations, a K-3 foundational reading program to better support literacy instruction. This Orton-Gillingham program explicitly teaches key literacy skills including phonemic awareness, phonics, vocabulary, spelling, handwriting and comprehension. In addition to Foundations, we also adopted the Heggerty Phonemic Awareness program in grades K-1, to provide additional support for foundational phonological awareness skills.

Each year, all K-3 students are screened using the ISIP assessment in the fall, winter and spring. In the fall, a RAN assessment is conducted with all students K-3 to further screen for reading difficulties. Screening data is used to determine which students are not performing at benchmark.

Following the fall screening process, additional diagnostic assessments are conducted with all students identified as Tier 2. The CORE phonics survey is used to further assess specific areas of reading in order to better inform intervention systems. Tier 3 students in grades 2 and 3 complete the Wilson Assessment of Decoding & Encoding (WADE) to better inform interventions.

Tier 2 intervention resources include- Foundations, Heggerty phonics, Read Naturally, Words Their Way, Phonics for Reading, 6-Minute Solution, and Step up to Writing. Tier 2 Interventions include the Wilson Reading System (2-3), Foundations (K-1), and Reading Mastery.

With the assistance of additional diagnostic assessments, students in Tier 2 and 3 are placed in daily intervention groups that last for 30 - 45 minutes. Trained instructors including classroom teachers, paraprofessionals, and special education teachers conduct daily interventions. Interventions specifically target identified areas in reading.

Progress monitoring for interventions is completed bi-weekly using Aimsweb measures. This information is stored in a school based data document shared with pertinent staff members. Following 6 weeks of intervention, school based CARE teams meet to discuss intervention progress, adjust groupings as needed and address individual student needs with additional assessments or interventions as appropriate. Intervention, monitoring, and CARE team reflection continues throughout the school year. CARE teams involve grade level teachers, paraprofessionals, and special education staff.

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### Comprehensive K-3 Literacy Plan Alignment

#### Critical Literacy Skills:

- 1. Phonological Awareness** – Addressed through Heggerty Phonemic Awareness instruction in K-1 Core or 2-3 Intervention. Further intervention with K-1 students provided utilizing Heggerty.
- 2. Phonics** – Addressed in K-3 Core Curriculum, Foundations. Tier 2 - Foundations, Read Naturally, Phonics for Reading. Tier 3 Wilson Reading System. Progress monitoring with Aimsweb.
- 3. Fluency** – Addressed in K-3 Core Curriculum Foundations. Tier 2- Foundations, Read Naturally, and 6-Minute Solution. Tier 3- Wilson Reading System. Progress monitoring with Aimsweb RCBM. LNF, LSF.
- 4. Vocabulary** – Addressed in K-3 Core Curriculum through Foundations, Houghton-Mifflin Reading. Tier 2 Foundations, Read Naturally. Tier 3 Wilson Reading System.
- 5. Comprehension** – Addressed in Core Curriculum and intervention programs (Foundations, Houghton-Mifflin Reading) and assessed/monitored through iStation and Aimsweb MAZE. Tier 3 Wilson Reading System.

#### Essential Elements:

- 1. Collaborative Leadership:** We have a leadership team at Teton which serves as a conduit of communication to the teachers and paraprofessionals. Our leadership team maintains a focus on improving student results through decision making processes regarding curriculum, instruction, and professional development especially related to areas of need identified through self-assessment on the Danielson Framework, as well as current areas of improvement as designated through several assessment data checks (data walls and admin team data digs). Grade level instruction teams meet weekly with a focus on our RTI data and monitoring the progress of students, instructional strategies that are working and should be shared, and pacing curriculum. Principals present mini in-services pertaining to instruction, curriculum, and student learning at staff meetings and on in-service days. Professional Development on an individual basis for teachers and admin is available per individual need.
- 2. Developing Professional Educators:** All teachers have successfully completed the Idaho Comprehensive Literacy Course. Much of our professional development throughout each year often has a literacy focus because students need to learn to read. We know it is the single most important skill they need to learn in elementary school. We utilize a variety of resources for professional development including webinars, training a staff member is able to provide, going out to participate in various training opportunities, and bringing trainers in to work on a specific topic. Each grade level meeting results in a mini training as teachers share what is and is not working with students. We also use in-house opportunities with the development of PLCs where teachers visit classrooms to observe instructional practices they would like to see in action and take their learning back to their own classrooms. This is a highly effective method of building capacity and a strong culture of a learning community.

The Danielson Framework is used to help develop individual growth plans annually with each teacher. Through regular classroom walkthroughs, formal observations, and coaching conferences, we strive to create an environment that focuses on the growth of teachers. Analysis of classroom data helps teachers and administrators develop achievable annual goals.

- 3. Effective Instruction and Interventions:** We have a standards-based report card and place an emphasis on the Danielson Framework as not only an evaluative tool, but an instructional model. Literacy instruction is systematic and explicit based on research based curriculum and instructional strategies. Our

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teachers are regularly monitoring the progress their students are making toward reading targets. They are adjusting strategies, adding strategies, visiting with parents and other staff, and using team meetings to evaluate and discuss next steps in instruction and assessment. Our system of intervention is flexible and each and every staff member is willing to look at needs and try something new in order to make gains. Our teachers are all certified, using researched based curriculum and intervention programs, and providing instruction with effective and sound practices and strategies. Teachers are also using multiple assessment data sources for analysis of student needs and growth.

**4. Assessment and Data:** We use a variety of data sources when making instructional and intervention decisions. We begin with the IRI in grades k-3. We follow up the Istation assessment with additional diagnostic assessments including CORE Assessments and Aimsweb Probes, and classroom based assessments to determine intervention groups at each grade level. Students receiving Tier 2 intervention are progress monitored monthly using the ISIP and CORE or Aimsweb probes depending on the intervention focus. Students receiving Tier 3 intervention are progress monitored twice monthly using the ISIP and Aimsweb. We use our instructional grade level meetings to analyze screening and progress monitoring data to address any necessary changes to instruction at all Tiers and any changes to interventions.

Students in third grade will also participate in at least 2 interim assessments for the ISAT, 1 interim comprehensive and 1 interim block assessments. Of course, our K-3 students will participate in the IRI including a winter assessment. The third grade students will participate in the spring on the comprehensive ISAT summative test.

### Section IV: College & Career Advising & Mentoring Goals

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2021-22 Targets (prev. chosen by LEA)	2021-22 Results (if available)	2022-23 Performance Targets (LEA Chosen)
% OF HIGH SCHOOL SENIORS WHO COMPLETE A COLLEGE APPLICATION	100%	68%	75%

### Section V: Report of Progress

The 21-22 school year was in many ways more difficult than our 20-21 school year. Throughout the year we struggled to maintain support staff, to cover for teachers and staff when they were sick, and to support a positive staff morale when facing staffing shortages. Although there are no metrics to necessarily convey this challenge, we are so proud of our teachers, paraprofessionals, bus drivers, cooks, and custodians who stuck with us through rising costs of living, opportunities to make more money in other areas, covering for absences, reaching beyond the typical job description and chose to be here for our students. This above all else is a win; a success.

As we reflect on the 21-22 school year, there were some bright moments. We furthered our college and career conversations at the high school with an additional staff member funded through a grant. A wall of college logos and student pictures put the conversation about college in the forefront. We had a high school graduate who had already completed an associate's degree for the first time in school history.

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We adopted a new foundational reading curriculum K-3 that we feel is better setting us up for success. This included Tier 2 resources that were aligned with the core curriculum. Adopting a new program is hard, and through regular coaching, lots of PLC conversations, and feedback, we grew a lot in our implementation of Foundations and Heggerty. We look forward to seeing the results of this new program in our ISIP data in year 2. More than half of students K-3 were proficient on the Spring IRI, however, we would like to see this number be closer to 80% proficient.

An area that we are less successful in our literacy efforts is with English Learners. We had more newcomers in our school district in the 21-22 school year than we have ever had in the past. This tested the systems that we had in place and forced us to adjust some of our supports and resources. In addition to newcomers, we have historically struggled to meet the needs of our EL students. We are showing growth, but know that more growth needs to be seen in order for students to enter classrooms with the foundational skills needed. We added a K-3 English Learner goal to our literacy plan to reflect a stronger focus on English learners.

In terms of our student achievement, our middle school continued to show strong growth. In their final year as a CSI school, this was fantastic to see. Our ELA scores continued to be stronger than our math scores, and we exceeded the state average in 4th and 7th grade ELA. The 4th graders continued to shine in math, also exceeding the state average for their performance. Some areas we are closely looking at moving forward include the transition from 5th to 6th, and engaging our HS students in the state assessments.

### Section VIII: Staff Performance - Previous Year Results & Current Year Performance

Targets [TSD 401 Danielson Implementation Cycle](#)

Grade(s)	Subject	Performance Metric	Assessment Tool	2021 - 22 Targets (Prev. chosen by LEA)	2021-22 Results	2022-23 Performance Targets (LEA Chosen)
K-3	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Istation	100%	93%	100%
	Math		Bridges Pre/Post Test	100%	96%	100%
4-5	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	100%	97%	100%
4-5	Math		Bridges Pre/Post Test	100%	95%	100%
6-8	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	100%	95%	100%
	Math		Pre/Post Test	100%	94%	100%

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6-8	Science/ Social Studies	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	100%	96%	100%
	Electives		Pre/Post Test	100%	98%	100%
9-12	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	100%	95%	100%
	Math		Pre/Post Test	100%	93%	100%
	Science/ Social Studies		Pre/Post Test	100%	94%	100%
9-12	Electives	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test Performance Tasks	100%	96%	100%
9-12	CTE	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	100%	97%	100%
K-12	PE	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	100%	100%	100%

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<b>K-3 Literacy Plan Budget</b>						
<b>District Name and Number:</b>				Teton School District 401		
<b>Estimated Total Literacy Funding for 2022-2023 :</b>				<b>\$160,000.00</b>		
<b>PERSONNEL COSTS</b>					<b>Proposed Budget</b>	
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>	<b>Amount from Literacy Funds</b>	<b>Amount from Other Funds</b>
Literacy Paraprofessionals	One Literacy para at Each School Site	5.75	30,000	172,500.00	160,000	12,500.00
Full Time Kinder Teachers	3 FT Kindergarten Teachers	3.0	75,000.00	225,000.00	0.00	225,000.00
<b>Personnel Subtotal</b>				<b>358,000.00</b>	<b>160,000</b>	<b>237,500.00</b>
<b>PROGRAMS / CURRICULA COSTS</b>					<b>Proposed Budget</b>	
<b>Item</b>	<b>Details</b>	<b># Items</b>	<b>Cost Per Item</b>	<b>Total Cost</b>	<b>Amount from Literacy Funds</b>	<b>Amount from Other Funds</b>
RENLearn AR	Licenses for all students	550	7.00	3,850.00	0.00	3,850.00
Heggerty PA	Heggerty Intervention Resources	4	90.00	360.00	0.00	360.00
Fundations	Fundations Intervention Resources	250	12.00	3,000.00	0.00	3,000.00
CTOPP-2	Phonological Skills Assessment	4	374.00	1,496.00	0.00	1,496.00
<b>Programs / Curricula Subtotal</b>				<b>8,706.00</b>	<b>0.00</b>	<b>8,706.00</b>
<b>TOTAL COSTS &amp; BUDGET</b>				<b>406,206.00</b>	<b>\$160,000.00</b>	<b>\$246,206.00</b>