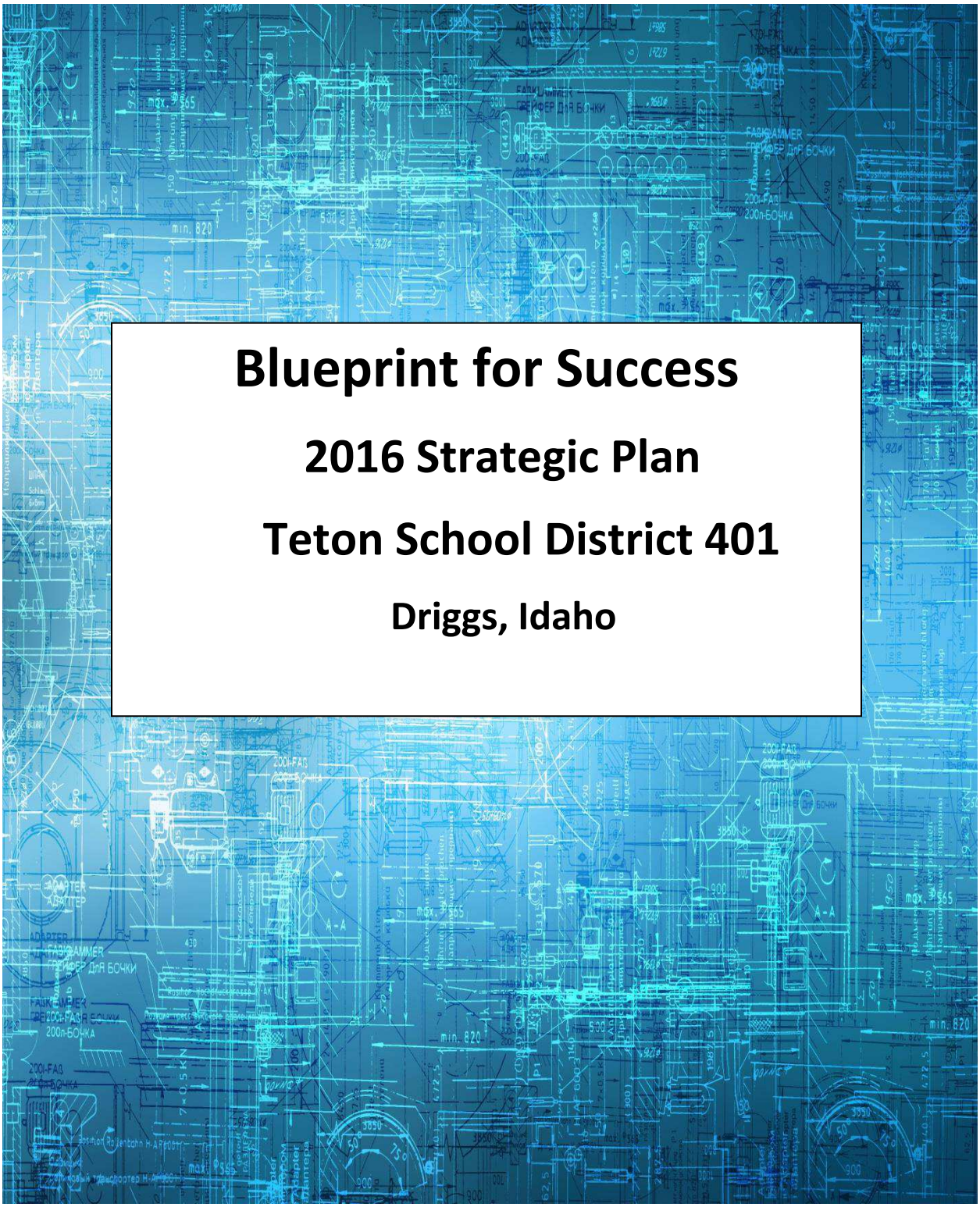

Blueprint for Success

2016 Strategic Plan

Teton School District 401

Driggs, Idaho

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School Board Members:

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Chris Isaacson Vice-Chair

Ben Kearsley

Shelley Streit

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Monte R. Woolstenhulme, Ed.S

Teton School District 401

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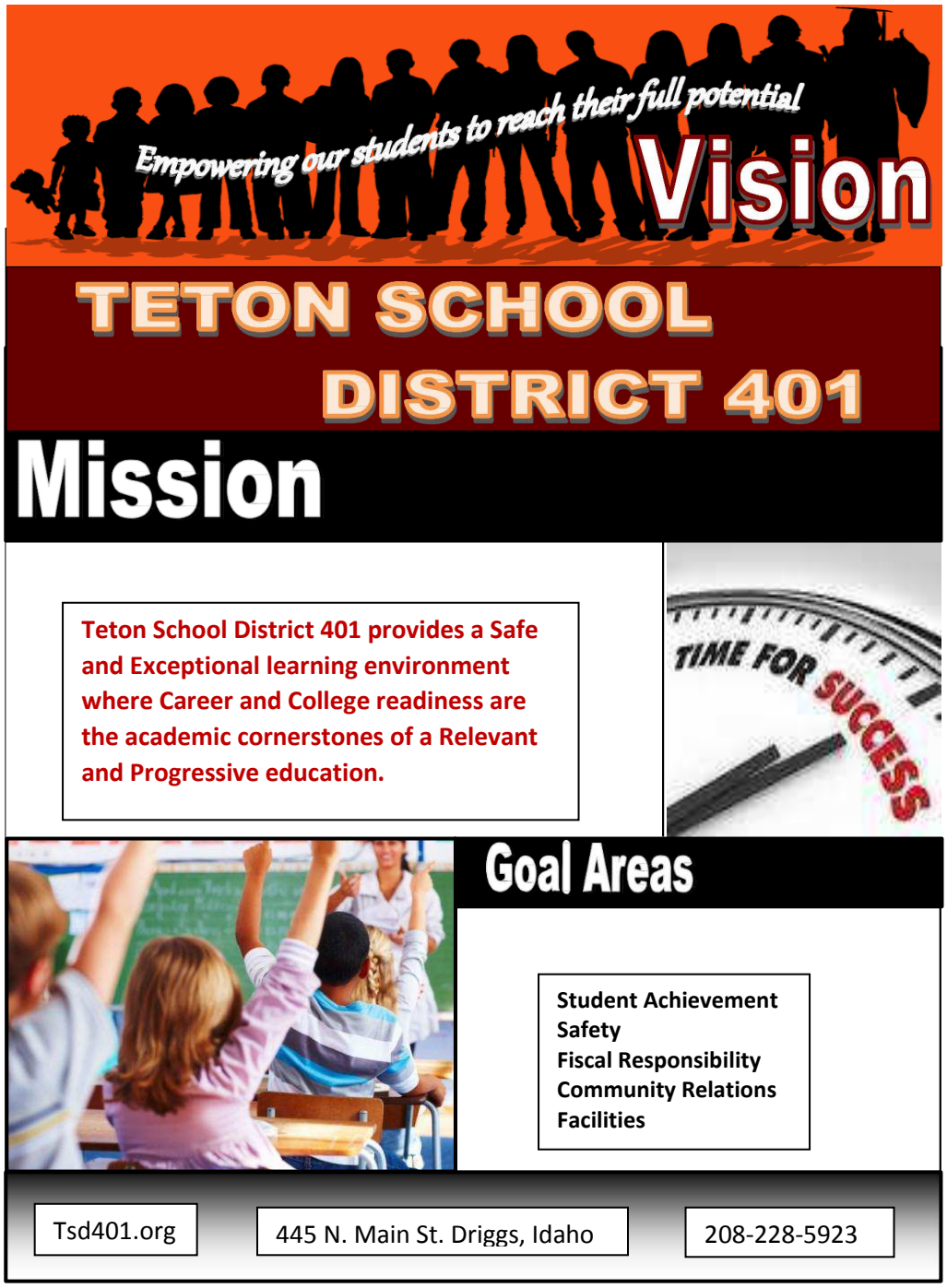
Mission Statement

Provide 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	

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)
    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 from Environmental Scan

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 by the end of the 2016-2017 school year.

Strategy: **All K-12 coursework will be aligned to the Idaho Core Standards in curriculum, instructional methods, materials and resources used for student learning.**

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

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.

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

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

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

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

Strategy: **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.**

Initiative: Follow assessment schedule and present summary assessment reports.

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.

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 K-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.

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

Initiative: Decrease the number of students needing remediation support.

Initiative: Increase advanced learning opportunities with under-represented groups of students (subgroups and others).

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

Initiative: All students will receive high quality instruction delivered through differentiated instructional practices.

Initiative: Teachers and instructional staff will be supported in the implementation of the Danielson Teachers Evaluation Framework.

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

Initiative: CD assesses current resources and curriculum, identifies areas of strengths and areas of improvement, Math focus 2016/17 and review with SDE on curriculum adoption cycle.

Initiative: District administrative team will coordinate with the curriculum director on comprehensive curriculum audit of core subject areas K-12.

Initiative: The CD will report summary curricular audit findings to administrative team and school board.

Initiative: Create needed curriculum documents and guides such as curricular maps.

Initiative: Implement a dual immersion program starting in grades K-1 in the 2017/18 school year modeled after the Jefferson School District Rigby, Idaho. See Timeline phases I and II.

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

Initiative: Evaluate current career and college readiness to determine student needs and program effectiveness.

Initiative: Develop business collaboration internships and enhance work experience opportunities in the community.

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.

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.

Initiative: Review current technology plan, update according to best practices and align to technology skills standards in Idaho.

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

Initiative: Investigate resources like National 2016 Technology Plan and Title IVA.

Initiative: Investigate resources to improve STEM focus in schools.

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

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.

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.

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: 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.

Strategy: 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.

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.

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.

Initiative: Ell program improvements and supports will be addressed through PD.

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

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

Initiative: District Administration will complete required teacher evaluation training for Danielson evaluations, per Teachscape online coursework that meet the SDE requirements.

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

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

Initiative: Increase of $1000 per teacher for PD starting in 2016/17 aligned to standards and PD plan.

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

Initiative: Improve collaboration with TVEF and their teacher PD program.

Safety

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.

Strategy: In Development

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

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

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).

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

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).

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.

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.

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).

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: 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: 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: 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: 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.

District Plan Chart

STUDENT ACHIEVEMENT (1)

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 (grades 1-9), and other measures in other courses/grades, and programs by the end of the 2016-2017 school year.

Strategy 1: All K-12 coursework will be aligned to the Idaho Core Standards in curriculum, instructional methods, materials and resources used for student learning.

Initiatives	Responsible	Timeline	Evidence/Metrics
1-1A. All students have equitable access to a rigorous, aligned standards based curriculum, instructional methods, materials/resources, and assessments.	**In Development**	**In development**	**In Development**
1-1B. 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. 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. Curriculum, instruction and assessment work will be aligned to the district strategic plan, state and federal guidelines, and requirements.			
1-1E. The curriculum director will help facilitate the instructional practices, curriculum alignment and assessment coordination in the district.			
1-1F. 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.

Initiatives	Responsible	Timeline	Evidence/Metrics
1-2A. Follow assessment schedule and present summary assessment reports.			
1-2B. 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. 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 K-9 Summary document and 3 year implementation plan, and as required for Access 2.0, 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. The district engages the administration, teachers and students in gathering information on their own performance.			

Initiatives	Responsible	Timeline	Evidence/Metrics
1-2E. Decrease the number of students needing remediation support.			
1-2F. Increase advanced learning opportunities with under-represented groups of students (subgroups and others).			

Strategy 3: **Employ best practices that are researched based, differentiated, innovative, engaging and authentic including implementing programs that will facilitate technological learning for the future, to enable students to be college and career ready upon graduation.**

Initiatives	Responsible	Timeline	Evidence/Metrics
1-3A. All students will receive high quality instruction delivered through differentiated instructional practices.			

1-3B. Teachers and instructional staff will be supported in the implementation of the Danielson Teachers Evaluation Framework.	Admin team Teachers	16-17	Danielson training, 6-12, K-5 Aug. 26, 2016
1-3C. Hire a curriculum director (CD), to provide leadership in strategic planning, curriculum development, instruction and assessment, instructional media and technology, and staff development.	Admin-team MW	16-17	Hired May, 2016, start Aug. 2016
1-3D. CD assesses current resources and curriculum, identifies areas of strengths and areas of improvement, Math focus 2016/17 and review with SDE on curriculum adoption cycle.			

1-3E. District administrative team will coordinate with the curriculum director on comprehensive curriculum audit of core subject areas K-12.			
1-3F: The CD will report summary curricular audit findings to administrative team and school board.			
1-3G: Create needed curriculum documents and guides such as curricular maps.			
1-3H: Implement a dual immersion program starting in grades K-1 in the 2017/18 school year modeled after the Jefferson School District Rigby, Idaho. See Timeline phases I and II.	Admin-team MW	16-17	Follow Dual Immersion Implementation timeline
Initiatives	**Responsible**	**Timeline**	**Evidence/Metrics**
1-3I: Address ELL program improvements identified by the SDE federal program audit, April 2016, (**will be addressed during 2016/17 put in timeline)**			
1-3J: Evaluate current career and college readiness to determine student needs and program effectiveness.			
1-3K: Develop business collaboration internships and enhance work			

experience opportunities in the community.			
1-3LA: All students will be College and Career ready at graduation. 60% of students taking the SAT at THS, during the 2016-2017 school year, will meet the benchmark composite of college readiness. **Plan benchmarks:** **A) The type of College and Career Advising and Mentoring model used:** Direct College and Career Advising by high school counselors. This will be facilitated through hiring a testing coordinator for the high school, to direct assessments like SAT, PSAT, ACT, ISAT, IELA, NWEA-MAP, to remove this duty from the counselors, providing more time for them to focus on student college and career counseling. One example is the Advanced Opportunities student and parent night, for grades 7-12, Oct. 3, 7pm to reviewing the $4,125 funding for students for advanced and dual-enrollment coursework. **B) Summary of college and career advising and mentoring used at each grade level (available resources/services by grade level or group of grades):** Students in grades 9-12 will be counseled directly by the two high school counselors at THS (providing a counselor: student ratio of 1:256). Logs will be kept on the college & career counseling for students, indicating number of visits, hours or sessions completed. Idaho CIS program will be one of the main resources used by counselors, along with others such as college recruiters, campus visits, etc.	THS Admin. THS Counselors. THS Teachers THS students taking the SAT.	2016-2017	Previous year data (report 2015-2016 results) Establish baseline data. # of students served in College & Career mentoring plan: 2016-2017 baseline *review college & career counseling program for 2015-2016, enter summary data, narrative

C) Current and projected budget (Metrics chosen by the school district/charter school, required metrics, baseline data, and school district selected benchmark: Hire testing coordinator to alleviate that duty on school counselors, allowing them time to focus on college & career mentoring for students: **Budget for 2015-2016:** handled by current school counselors with testing coordination **Budget for 2016-2017: $27,468, toward .75 FTE testing coordinator at THS.**			
1-3LB: High School Preparedness: 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. • Reference academic goal for 8th grade students (MAP)	TMS Admin, Counselors, Grade level team teachers, and 8th grade students.	2016-2017	Completion of 4 yr academic plans by all 8th grade students by June, 2017, as entered into the Idaho CIS system. 2016-2017 baseline year 2017-2018 year 2 2018-2019 year 3
1-3M: 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: Review current technology plan, update according to best practices and align to technology skill standards in Idaho.			
1-3O: All students will follow a K-12 technology skill plan in learning to prepare them for career and college.			
1-3P: Investigate resources like National 2016 Technology Plan and Title IVA.			

1-3Q: Investigate resources to improve STEM focus in schools.			
1-3R: Research grants to address areas of need such as ELL, RtI-MTSS, etc.			
1-3S: 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.			
1-3T: 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.			
1-3U 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.			

Goal: 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.

4. **Strategy: 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.**

Initiatives	Responsible	Timeline	Evidence/Metrics
1-4A: 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. **1-4B:** 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.			
1-4C: Ell program improvements and supports will be addressed through PD.			
1-4D: Training and support for counselors at the middle and high school in Idaho CIS will occur.			
1-4E: Distribute and follow the schedule of current PD plan for 2016/17 and solicit feedback on areas needing improvement.			
1-4G: Focus on high quality, in-district PD will be identified and scheduled.			
1-4H: Investigate summer work for curriculum development in all subject areas with teacher teams for summer of 2017.			
1-4I: Increase of $1000 per teacher for PD starting in 2016/17 aligned to standards and PD plan.			
1-4J: Support the PD program at Driggs Elementary for teachers pursuing ELL endorsements in partnership with Idaho State University.			
1-4K: Improve collaboration with TVEF and their teacher PD program.			

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.

Strategy: In Development

Initiatives	Responsible	Timeline	Evidence/Metrics
2-1: Suicide Prevention (training for staff, coaches, resources for parents, peer-mentoring (state Sources of Strength grant/training/support), need is ongoing.	**In Development**	**In Development**	**In Development**
2-2: Bullying-Cyberbullying-Harassment prevention, Digital Citizenship support, training, resources (Training for staff, resources for students & parents).			
2-3: Safe Routes to school (pathways, sidewalks, crossing flags, and updated signage), continue to address access areas (sidewalks between schools, paving bus loading areas, and lighting on pathways).			
2-4: Positive student relationships (peers, staff, community members), PBIS (Respect, Responsible, Ready), staff expectations, support, and student accountability			
2-5: 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).			
2-6: 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.			
2-7: 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.			
2-8: 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).			

FISCAL RESPONSIBILITY (3)

OBJECTIVE: In Development

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

Strategy: In Development

Initiatives	Responsible	Timeline	Evidence/Metrics
3-1: 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).	**In Development**	**In Development**	**In Development**
3-2. Align spending with district priorities, IFARMS, and state requirements. District priorities as follows:			
3-3: 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.			
3-6: Establish a finance committee.			
***Reference Policy Section 7000 Financial Management**			

COMMUNITY RELATIONS: (4)

OBJECTIVE: In Development

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

Strategy: 4-1: The school district will maximize social media to increase visibility and collect feedback through the following:

Initiatives	Responsible	Timeline	Evidence/Metrics
4-1A: redesign website (in progress)			
4-1B: increase utilization of Facebook and Twitter, and establish a campaign to increase followers	**In Development**	**In Development**	**In Development**
4-1C: On-line streaming service of school board meetings			
4-1D: Utilize monthly board newsletter to staff			
4-1E: send out email blasts (gather patron emails from school secretaries)			
4-1F: send school-wide text out in regard to upcoming school board meetings			
4-1G: Create a student driven video campaign that highlights the district, to be shared on social media (District Facebook, District YouTube channel).			

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

Strategy: 4-2: 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.

Initiatives	Responsible	Timeline	Evidence/Metrics
4-2A: Committees approved by the Board are: A) Community & Public Relations			
4-2B: Committees approved by the Board are: B) Facilities			
4-2C: Committees approved by the Board are: C) Attracting, Retaining and Building Human Capacity			
4-2D: Committees approved by board are: D) Finance Committee			

FACILITIES (5)

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

Strategy: 5-1: Accommodate projected enrollment demands over the next 10-15 years through passage of a bond and construction of new school(s).

Initiatives	Responsible	Timeline	Evidence/Metrics
5-1A: Establish a plan and timeline with items required to be accomplished as we prepare for our next bond vote (May, Aug. or Nov., 2017)	**Board & Monte**	**February 2017**	**Written document consisting of bond timeline, created and approved by the SB.**
5-1B: Create focus groups to examine the district needs and community desire regarding future new school construction (Committee referenced in Community Relations section will assist).	**Board, Monte, Community & Public Relations Committee & Facilitator**	**February 2017**	**Final report presented from hired Facilitator.**
5-1C: Make data-driven decisions, including staff input, regarding layout, design, etc. of new construction projects.	**Admin & Facilitator**	**February 2017**	**Report detailing staff needs in new district construction.**
5-1D: Expand outreach to the wider community to create partnerships that may be mutually beneficial by allowing sharing of facilities and resources.	**Assign a Board Member???**	**February 2017**	**Contact made with Cities, County, and Recreation & Library leaders to determine if there is shared interest in collaboration (Also determined by focus groups).**
5-1E: 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.	**Monte, Admin**	**TBD depending on bond election result**	**Written document outlining facilities over next 3-5 years.**

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

Initiatives	Responsible	Timeline	Evidence/Metrics

5-2: Develop, recommend, implement, support, and communicate the District technology plan.	**IT Team & Monte**	**March 2017**	**Written document outlining the District technology plan, including a timeline and budget for its implementation.**

Blueprint for Success Brochure

Page 1

7 schools

1803 students

Teton School District 401's Strategic Plan is a **five-year blueprint for 2015-2020**. The Plan builds a solid foundation and innovative structural design to effectively implement input that was **collaboratively generated** by our parents, educational staff, community leaders and businesses over the past year. The goals and strategies in our plan will **guide our district** through a **continuous improvement cycle** monitoring and reporting on progress and determining what is working well and what needs to be adjusted. We thank our community for helping us find our common purpose and being part of our future in growing our great schools.

Engaged students

Effective classrooms

Varied instructional practices

Mission: Provide a safe and exceptional learning environment where **career and college readiness are the academic cornerstones** of a relevant and progressive education.

Vision: Empowering **all students** to reach their **full potential**.

Page 2

85 % of seniors accepted to college

The Strategic Plan is built on five areas: Student Achievement, Student Safety, Fiscal Responsibility, Community Relations, and Facilities. The following are highlighted initiatives found in the plan. To review the Teton School District 401 Strategic Plan in its entirety go to …….. (Include complete web address)

1 Align K-12 **curriculum** and instruction

*Build a rich educational environment that meets the **differentiated** needs of all students

* Focus on challenging students and closing **the achievement growth gap** between subgroups of students

*Build **cutting edge** technology for learning in a **future ready** district

* **Invest in our teachers and staff** through aligned professional development

What will this mean? Our district will build a culture based on high expectations for all.

Scholarship $1,747,475 1,083 college credits earned

12.5 % of students eligible for English Language Learner Services

2 Implement a **Dual Immersion** Program 2017-2018

*English-speaking students and Spanish speaking students learn both in their native and targeted language throughout their school day

* The program will begin in Kindergarten and 1st grade on a limited basis through parental registration

*The scope of the program will grow annually from K-12th grade

What will this mean? Students participating in this program will develop bilingualism/bi-literacy, academic achievement, and cross-cultural competencies.

12% of our students are enrolled in Special Education Services

79.3 % of district budget is for

Payroll and benefits

3 Strengthen **school, family** and **community engagement**

***Pass a bond** to address overcrowded schools, 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. Each of us is an important part of our student's journey and success.

43.5 % Free and Reduced Lunch

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 rates 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 and see our students and staff in action

-Attend School Board and community meetings (2nd Monday of each month)

Participate

-Volunteer in our schools (contact building principals or TVEF for opportunities)

-Actively engage in your child's education

-Encourage students to take rigorous coursework and to plan for college and/or career

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

Teton County Idaho Statistics

Population estimates (July, 2015, US Census Bureau): 10,564

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

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

Teton County Labor Force as of March 2016

Civilian Labor Force	5,196
Total Employment	4,799
Unemployed	178
% of Labor Force Unemployed	3.1
State of Idaho % Unemployed	3.8
US % Unemployed	5.0

Major Employers in Teton County

Teton County School District 401

Teton Valley Hospital

Teton County

Broulims Supermarket

MD Landscaping

Owen PC Construction

Per Capita Income as of 2014

Teton County	28,763
State of Idaho	$36,734
United States	$46,049 Median Household Income is about $47,000

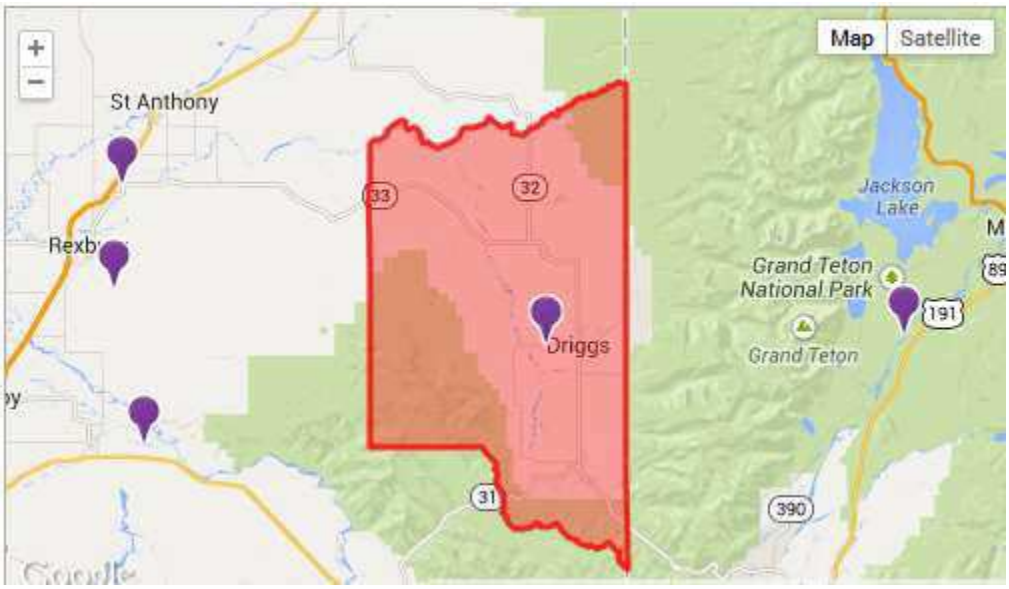
Information taken from Teton Valley Business Summit 2016

Teton School District 401
Organization Chart
2016-2017

Sept. 13, 2016

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: 1803
Staff Members: 225
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 71%
Hispanic Students 28%
Other Students 1%
English Language Learners: 12.5%
Free & Reduced: 43.5%
Special Education: 12%

School Information

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

Staff: 248 total employees**,** 101 teachers, 8 administrators, 6 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 2015/16 was 95%

Scholarships Awarded (Teton High School 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	75
Driggs Elementary	1952 & 1972	64
Basin Alternative High	1952 & 1972	64
Rendezvous Elementary	1953	63
Teton Middle	2009	7
Teton High	1998 & 2008	18

District Disciplinary Action K-12 for 2015-16

Out of School Suspensions	16
In School Suspensions	27
Expulsions	0

Teton School District 401 2015-2016 Average Daily Attendance/Support Units

State Groupings	ADA	Unit Divisor	Support Units Midterm	ADA	Unit Divisor	Support Units Best 28 Weeks
Secondary	641.64	16	40.10	634.37	16	39.650
Upper Elementary	345.49	23	15.02	343.25	23	14.920
Elementary	402.23	20	20.11	396.66	20	19.830
Kindergarten	134.29	40	3.36	134.19	40	3.350
Exceptional Child	108.24	14.5	7.47	108.24	14.5	7.470
Alternative High	16.41	12	1.56	19.44	12	1.810
Total			87.62			87.03
Protected			-0.05			-0.03
Adjusted Total			**87.57**			**87.00**

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

District Enrollment Demographics

Teton High School		Basin High School		Teton Middle School		Rendezvous Upper Elementary		Driggs Elementary		Victor Elementary		Tetonia Elementary		2015-16 District Total	
9	120	9	1	6	125	4	132	K	75	K	43	K	27	Secondary	778
10	127	10	1	7	135	5	130	1	84	1	44	1	25	Upper Elementary	387
11	125	11	8	8	139			2	75	2	45	2	19	Elementary	454
12	106	12	16					3	80	3	55	3	27	Kindergarten	145
								**PK	27						
All Grades	478		26		399		262		341		187		98		1791
Hispanic	23%		31%		28%		29%		43%		14%		16%		28%
Male	49%		62%		56%		56%		53%		53%		43%		53%
Female	51%		38%		44%		44%		47%		47%		57%		47%

MAP

Computer Adaptive Interim Assessment

Beginning in the 2015/16 school year the Measures of Academic Progress (MAP) by Northwest Education Association, was initiated in the District in grades 1-9. 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 appendix for the MAP Implementation Plan year one and year two. We are currently in the year two phase.**

The MAP assessment is a breath of fresh air for TSD. In the past we have used different assessments provided by the state of Idaho to determine where students are and to inform teaching. Aimsweb was the major assessment provided by the state department. The Aimsweb screeners including a reading fluency, reading comprehension, math fluency and math conceptual knowledge assessments, gave little information to inform instruction. These assessments gave staff an idea of who was not performing on grade level, but nothing as to why or what skills students needed in order to perform at a proficient level.

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 (ISAT 2 by Smarter Balanced) and throws out old assessments (ISAT 1 and Aimsweb) **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.**

MAP Implementation Plan

Map Vision: The MAP tool identifies student growth areas so that teachers can inform instruction to help all students reach their full potential.

Expected Outcomes of Full Implementation

- Clarity in terms of our district's achievement
- Regular, consistent data that is relevant to all stakeholders
- Regular, consistent data that is in use at the classroom level
- Annual, individual goals for student growth (status and growth)
- Annual, individual goals for teachers (status and growth)
- Increased number of students at or above the national norm

Example Student Goal:

- Fall Score was 214 in Math
- Winter Score was 218 in Math
- The typical 5th grader grows 4.4 from winter to spring in math
- The spring norm for 5th grade in math is 221
- Student A's goal is to grow by 5
- To grow by 5 in math, student A needs to improve in:

  Properties and Relationships of Operations

  - Applies the distributive property of multiplication to whole numbers
  - Understands division as equal sharing
  - Understands multiplication as a comparison of sizes
  - Understands multiplication as many groups of equal size
  - Understands the inverse relationship between addition and subtraction, whole numbers within 20

Year 1—Gather Valid Data

District-Board

- Summarize 1 year worth of MAP data
- Educate the School Board on what MAP is and the district vision for the MAP assessment
- Plant the seed for instilling a growth mindset

Admin

- Familiarize staff with the purpose of MAP, the administration of test sessions, and the reports and resources available through MAP
- Develop a MAP assessment protocol for before, during and after testing
- Develop a district vision for the MAP assessment including purpose, short and long term goals, and desired outcomes
- Define the key words and phrases we will use for explaining MAP
- Train admin in the different MAP reports, what it means, etc.…

Schools-Teachers

- Successfully implement fall/winter/spring assessment sessions
- Explore in depth the learning continuum with two current students
- Practice sharing what the MAP assessment is with parents
- Explore growth reports in depth to begin to develop a growth mindset

School Year 2015-2016

Year 2—Individual Student Growth

District-Board

- Share fall to spring growth goals with School Board and performance on goals
- Develop a Community Relations Plan for sharing MAP data

Admin

- Develop an understanding of growth mindset with staff
- Educate staff in the student growth reports and growth resources in MAP
- Analyze in depth each session of data, reports collected fall/winter/spring
- At the end of year, complete a strengths/weaknesses data analysis
- Set a district-wide goal for year 3

Schools-Teachers

- Explore goal setting for Spring based on Fall and Winter data with each of your students
- Identify a target group of students, explore the learning continuum based on these students, and develop learning targets for these students
- Plan and implement two differentiated lessons for a specific strand that targets the identified students each semester
- Share your differentiated lessons with team members
- Develop growth goals with each of your students with two strands of focus from the learning continuum
- Share growth goals with parents in parent teacher conferences

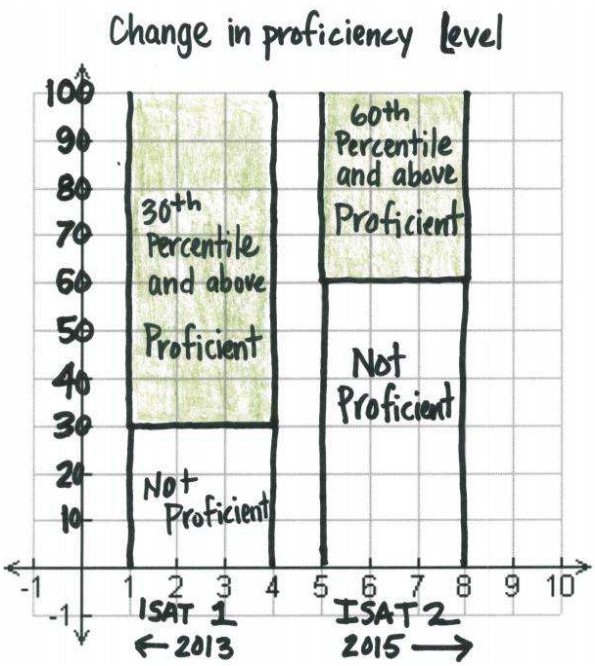
Students

- Determine growth goal for Fall to Spring with your teacher
- Evaluate your progress based on your growth goal following spring testing
- Know your goal

School Year 2016-2017

ISAT 2 Data Review

We know how much one pound is. We have reliable, valid tools to measure weight. When the pound was first introduced, this was not the case. Multiple examples of 1 pound had to be gathered to create a clear definition for what one pound equals. **In academics, the question of proficiency is a big one.** What should be considered proficient?



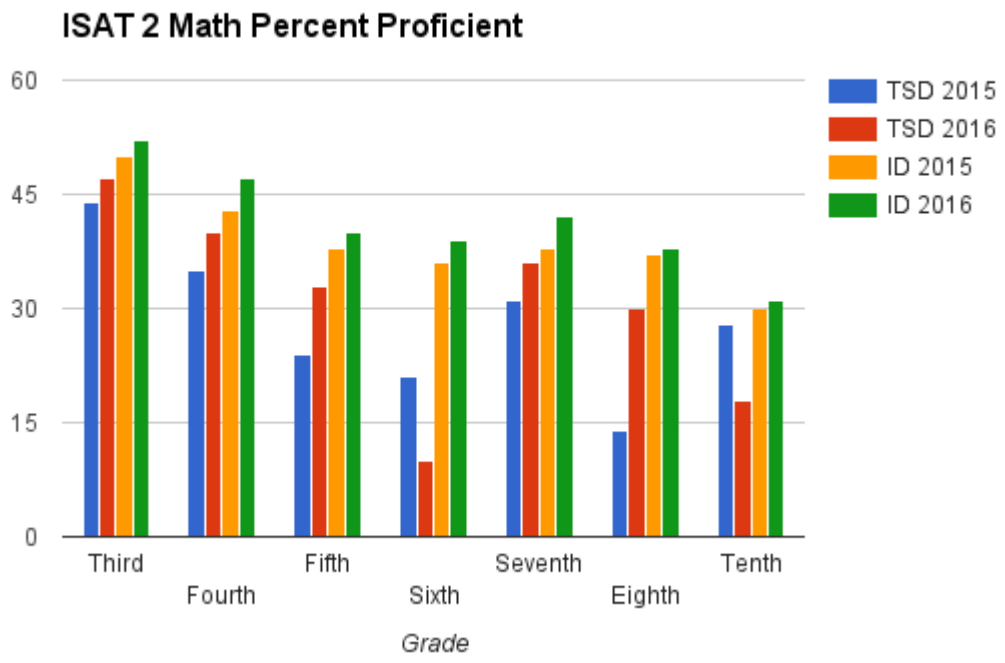
Prior to the ISAT 2 by Smarter Balanced, students in Idaho took the ISAT test. This standardized test had a proficiency level set at the 30th percentile. In order to achieve proficient on the original ISAT assessment, students needed to score better than the 30th percentile.

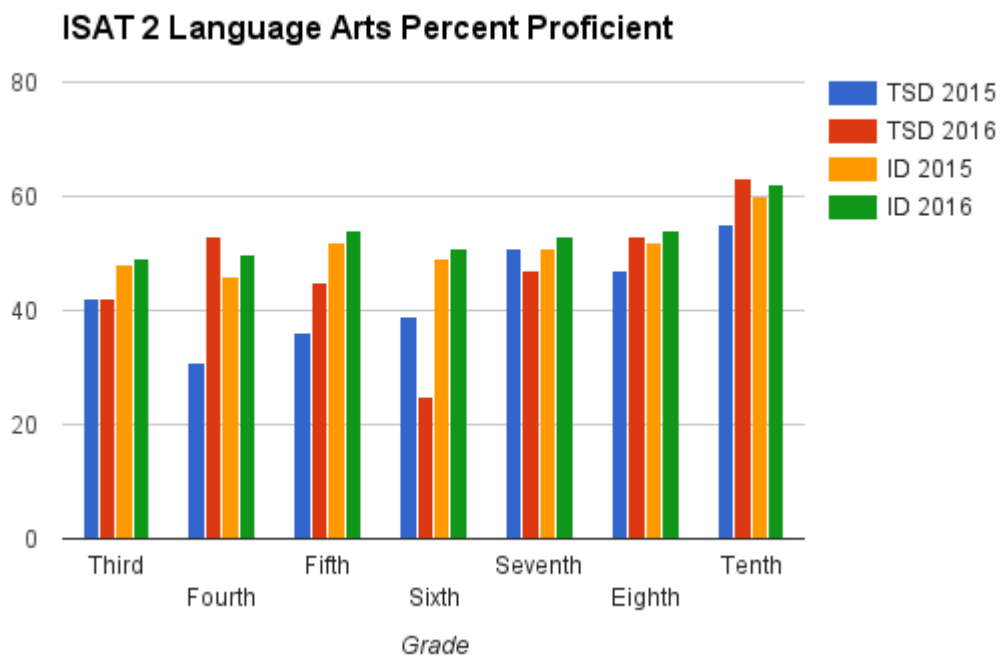
Percentile rank is most easily understood by thinking about a group of 100 students. If 100 students took the same test, the person with the highest score would be considered the top student or the student at the 100th percentile. The person with the lowest score would be considered at the 1st percentile. At the 30th percentile, 70 students would score higher than that proficiency level and 29 students would be below that proficiency level. The 30th percentile may not seem like the goal that we should be setting for ourselves, it may seem low as where we are trying to be, but this is where the state of Idaho set its proficiency level.

On the new, ISAT 2, the proficiency level has been set at the 60th percentile. This means that out of 100 students that take the test, 40 would score at or above proficient and 59 would not be considered proficient. This is a higher proficiency level than the previous test. Another way to think about this is the high jump. Idaho previously said that anyone who could jump 2 feet was proficient. We are now saying that that wasn't enough. In order to be considered a proficient high jumper, you need to be able to jump 4 feet. **Students that previously were considered proficient may not be considered so anymore. The bar has been raised.**

Not only does the ISAT 2 have a higher proficiency level, **it is also testing students based on different standards of learning.** The original ISAT tested based on the Idaho Content Standards in Reading, Language and Math. The ISAT 2 is a test measuring proficiency on the Idaho Core Standards or **Common Core Standards (corestandards.org) that in and of themselves are at a higher level than the previous Idaho State Standards.**

Teton School District 401 and the state of Idaho now have 2 years of data from the ISAT 2. In the tables below you will see Teton School District's performance on the ISAT 2 in comparison with the state of Idaho.





TSD Data Highlights

From 2015 - 2016, our district saw an average improvement in proficiency of 3.9% in Language Arts and 2.4% in Mathematics. Idaho scores grew an average of 2.4% in Math and 2.1% in Language Arts.

TSD Performance in grades 4 and 10 exceeded the Idaho average in Language Arts in 2016.

TSD's growth exceeded the growth for the state of Idaho in 4 grades in Language Arts and 5 grades in Mathematics.

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. The IRI tests are administered by proctors (other than the classroom teacher) who have been trained by their 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.

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

2015-2016 Spring IRI Results (District summary grades K-3)

	Intensive (1)	Strategic (2)	Benchmark (3)
	% of students		
Grade 3	(20%)	(20%)	(60%)
Grade 2	(26%)	(14%)	(60%)
Grade 1	(14%)	(18%)	(68%)
Kindergarten	(4%)	(6%)	(90%)

Intensive: Means that the student has a lack of mastery of the skills identified.

Strategic: Means that the student has partially mastered some of the skills identified.

Benchmark: Means that the student has met the expected level of achievement or proficiency, and has mastered the skills.

K-3 Literacy Plan for 2016-2017 (Draft 1)

Teton School District 401 Literacy Goals and Benchmarks
September 26, 2016

2016-2017 District Literacy Goals (K-3):

Kindergarten:

By Spring 2017, 90% of the kindergarten students who scored a 1 (Intensive) on the Fall 2016 IRI will score a 3 (Benchmark).
By Spring 2017, 80% of the kindergarten students who scored a 2 (Strategic) on the Fall 2016 IRI will score a 3 (Benchmark).

First Grade:

By Spring 2017, 100% of the first grade students who scored a 1 (Intensive) on the Fall 2016 IRI will score a 3 (Benchmark).
By Spring 2017, 95% of the first grade students who scored a 2 (Strategic) on the Fall 2016 IRI will score a 3 (Benchmark).

Second Grade:
By Spring 2017, 90% of the second grade students who scored a 1 (Intensive) on the Fall 2016 IRI will score a 3 (Benchmark).
By Spring 2017, 85% of the second grade students who scored a 2 (Strategic) on the Fall 2016 IRI will score a 3 (Benchmark).

Third Grade:
By Spring 2017, 90% of the third grade students who scored a 1 (Intensive) on the Fall 2016 IRI will score a 3 (Benchmark).
By Spring 2017, 90% of the third grade students who scored a 2 (Strategic) on the Fall 2017 IRI will score a 3 (Benchmark).

2016-2017 District Literacy Benchmarks (K-3):

Kindergarten:
By Winter 2017, 90% of the kindergarten students who scored a 1 (Intensive) on the Fall 2016 IRI will score a 2 (Strategic).
By Winter 2017, 80% of the kindergarten students who scored a 2 (Strategic) on the Fall 2016 IRI will score a 2 (Strategic).

First Grade:
By Winter 2017, 100% of the first grade students who scored a 1 (Intensive) on the Fall 2016 IRI will score a 2 (Strategic).
By Winter 2017, 95% of the first grade students who scored a 2 (Strategic) on the Fall 2016 IRI will score a 2 (Strategic).

Second Grade:
By Winter 2017, 90% of the second grade students who scored a 1 (Intensive) on the Fall 2016 IRI will score a 2 (Strategic).
By Winter 2017, 85% of the second grade students who scored a 2 (Strategic) on the Fall 2016 IRI will score a 2 (Strategic).

Third Grade:
By Winter 2017, 90% of the third grade students who scored a 1 (Intensive) on the Fall 2016 IRI will score 2 (Strategic).
By Winter 2017, 90% of the third grade students who scored a 2 (Strategic) on the Fall 2017 IRI will score a 2 (Strategic).

2016-2017 Data:

Current Enrollment 2016-2017

	DES	TES	VES	Grade Level Totals
Kindergarten	73	22	34	129
1st Grade	74	22	46	142
2nd Grade	76	21	47	144
3rd Grade	73	19	42	134
Totals	296	84	169	549

K-3 IRI - Idaho Reading Indicator 2016-2017 - Intensive (1)

Grade	Total Students Fall	Total Students Winter	Fall to Winter Growth	Total Students Spring	Total Student Growth
Kindergarten	16/5/3 = 24 (19%)				
1st Grade	9/1/0 = 10 (7%)				
2nd Grade	20/1/5 = 26 (18%)				
3rd Grade	21/5/2 = 28 (21%)				

K-3 IRI - Idaho Reading Indicator - 2016-2017 - Strategic (2)

Grade	Total Students Fall	Total Students Winter	Fall to Winter Growth	Total Students Spring	Total Student Growth
Kindergarten	27/8/14 = 49 (38%)				
1st Grade	2/12/3 = 17 (12%)				
2nd Grade	17/20/11 = 48 (33%)				
3rd Grade	17/4/5 = 26 (19%)				

Interventions (Based on Individual Needs and Services (ESL and SPED):

Kindergarten:

1. Full-Day Kindergarten
2. Paraprofessional Interventions (supplemental support with individualized reading sessions and small group instruction)
3. Weekly and bi-weekly literacy volunteers for extra reading practice (community members, public figures, and parents)
4. In-class interventions (individualized and small group)
5. Second grade peer tutoring (read alouds and partner reading)
6. Reading Workshop Model (using materials at individualized levels)

7. ELL students assessed and given the extra help they will need to be successful. Instructed using Avenues and Imagine Learning.

1st-3rd Grade:

1. After-school homework club (?) for supplemental, individualized reading instruction and supports
2. Individualized formative assessments utilized to track weekly progress: AR, STAR, Read Naturally, AIMSweb, Imagine Learning, DIBBLES, and SIPPS.
3. Paraprofessional Interventions (supplemental support with individualized reading sessions and small group instruction)
4. Weekly and bi-weekly literacy volunteers for extra reading practice (community members, public figures, and parents)
5. In-class interventions (individualized and small group)
6. Peer tutoring model with upper and lower grade levels.
7. More small group instruction for ELL students progress monitored using CORE.

School Improvement Plan: Draft - Not started….

TES - School Improvement Plan

Tetonia rates as a four-star school in Idaho. Four-Star Schools are recognized and celebrated for their excellent performance and they are not required to complete the WISE Tool. Regardless, TES has a leadership team. They do continue to meet regularly and they have the set school's goals for the school year.

	Goals	Tasks
1	**Improve instruction based on Charlotte Danielson's teaching framework** **3b- questioning and discussion techniques**	1. Walk-thru forms tailored to this area on a regular basis and data monitoring 2. Peer observations quarterly and professional development
2	**(SMART Goal)** Tetonia Elementary 3rd grade ESL students will increase their Spring 2014 Idaho English Language Assessment (IELA) Scores by 5 points for the Spring 2015 testing. **Tasks: Implement a system of support for all students in the areas of academics and behavior**	1. Regular data collection and progress monitoring (both academic and behavioral) 2. Leadership team and grade level teams review data

VES - School Improvement Plan

	Goals	Tasks
1	**Improve instruction based on Charlotte Danielson's teaching framework** **3b- questioning and discussion techniques**	1. Walk-thru forms tailored to this area on a regular basis and data monitoring 2. Peer observations quarterly and professional development
2	**(SMART Goal)** Victor Elementary 3rd grade ESL students will increase their Spring 2014 Idaho English Language Assessment (IELA) Scores by 5 points for the Spring 2015 testing. **Tasks: Implement a system of support for all students in the areas of academics and behavior**	1. Regular data collection and progress monitoring (both academic and behavioral) 2. Leadership team and grade level teams review data

DES - School Improvement Plan

Data based goal (Smart Goal): Increase proficiency for LEP students by 10% in the areas of reading (IRI).		
	Goals	**Tasks**
1	**Improve instruction based on Charlotte Danielson's teaching framework** **3b- questioning and discussion techniques**	1. Walk-thru forms tailored to this area on a regular basis and data monitoring 2. Peer observations quarterly and professional development
2	**Classroom instruction & interventions will be evaluated by assessments.**	1. Regular data collection and progress monitoring will be used to determine student growth. 2. Data will be reviewed during grade level and leadership meetings.
3	**Teachers will use standards, curriculum, and assessments to guide their instruction.**	1. A portion of the grade level meetings will be used to plan instruction, centered around standards. 2. Teachers will create a standards map for the school year and match curriculum to the created document. 3. Pre & post assessments will be given to determine the level of understanding of the standards being taught.

Enrollment K-3 2015-2016

	DES	TES	VES	Grade Level Totals
Kindergarten	19/17/17/18	26	21/23	141
1st Grade	21/20/21/22	26	22/24	156
2nd Grade	17/20/21/18	20	22/23	141
3rd Grade	28/27/27	28	26/27	163
Totals	313	100	188	601

**Parents will be contacted about this K-3 Literacy Plan and asked to provide feedback.*

9/27/2016

Idaho Reading Indicator - Parent Letter

Dear Parent or Guardian,

I'm writing to share with you your child's score on the state K-3 Idaho Reading Indicator. As required by Idaho law (Code 33-1615), schools must assess the reading ability of all students in kindergarten through third grade, at least, two times per year. The IRI is a tool used to identify student's proficiency levels by assessing a student's basic reading skills. It provides an early warning identifying students who might be "at risk" for developing reading difficulty. In mid-September, your child took the Idaho Reading Indicator for the fall benchmark period, and received a score of 1.

The scores are based on the following proficiency levels:

• 3 (Proficient) Indicates the student's skills matched those expected of successful learners.

• 2 (Basic) Indicates the student may need to further develop their skills or could be lacking certain skills needed to be a successful learner.

• 1 (Below Basic) Indicates the student lacks some key reading skills, and could benefit from additional learning opportunities.

Your child may be tested again in January. (The winter benchmark is optional for districts. It is not required by the Idaho State Department of Education. You will be notified if our district decides to test in the winter.) Your child will be tested again for a final time in April or May to further monitor their skill development. It is important to remember that the Idaho Reading Indicator is not a complete diagnostic reading test; therefore, with teacher recommendation and your permission, the school will do additional testing of students who score a Basic or Below Basic in order to determine the specific areas where each student may be struggling. Additionally, state law (Code 33-1615) requires us to offer 60 hours of intervention for students scoring Below Basic and 30 hours of intervention for students scoring Basic.

Enclosed is a copy of the IRI Parent Information Brochure which outlines the specific reading skills, measured.

If you have any questions, please contact your school principal.

Sincerely,

Greg Larson – Principal Driggs Elementary School - (208) 228-5927
Megan Christiansen – Principal Tetonia Elementary School - (208) 228-5930
Principal Victor Elementary School – (208) 228-5929

9/27/2016

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The scores are based on the following proficiency levels:

• 3 (Proficient) Indicates the student's skills matched those expected of successful learners.

• 2 (Basic) Indicates the student may need to further develop their skills or could be lacking certain skills needed to be a successful learner.

• 1 (Below Basic) Indicates the student lacks some key reading skills, and could benefit from additional learning opportunities.

Your child may be tested again in January. (The winter benchmark is optional for districts. It is not required by the Idaho State Department of Education. You will be notified if our district decides to test in the winter.) Your child will be tested again for a final time in April or May to further monitor their skill development. It is important to remember that the Idaho Reading Indicator is not a complete diagnostic reading test; therefore, with teacher recommendation and your permission, the school will do

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Megan Christiansen – Principal Tetonia Elementary School - (208) 228-5930
Principal Victor Elementary School - (208) 228-5929

Supplemental instruction (may be imbedded into the school day)

A minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score below basic on the reading screening assessment *(see previous parent letters)*.

A minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment *(see previous parent letters)*.

This draft K-3 Literacy Plan will be reviewed with the school board Oct. 10, 2017, due to two new K-3 administrators in all of our K-3 schools in the district for the 2016-2017 school year.

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 (IELA)

Future Name is WIDA for 2016-17 New Standards and Assessment

What is the Idaho English Language Assessment?

The Idaho English Language Assessment (IELA) 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 can take the IELA?

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)
- Spanish 101 and 102 6 credits College of Western Idaho (CWI)
  (typically taught every other year)

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.

693 College Credits earned during 2015-2016 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.

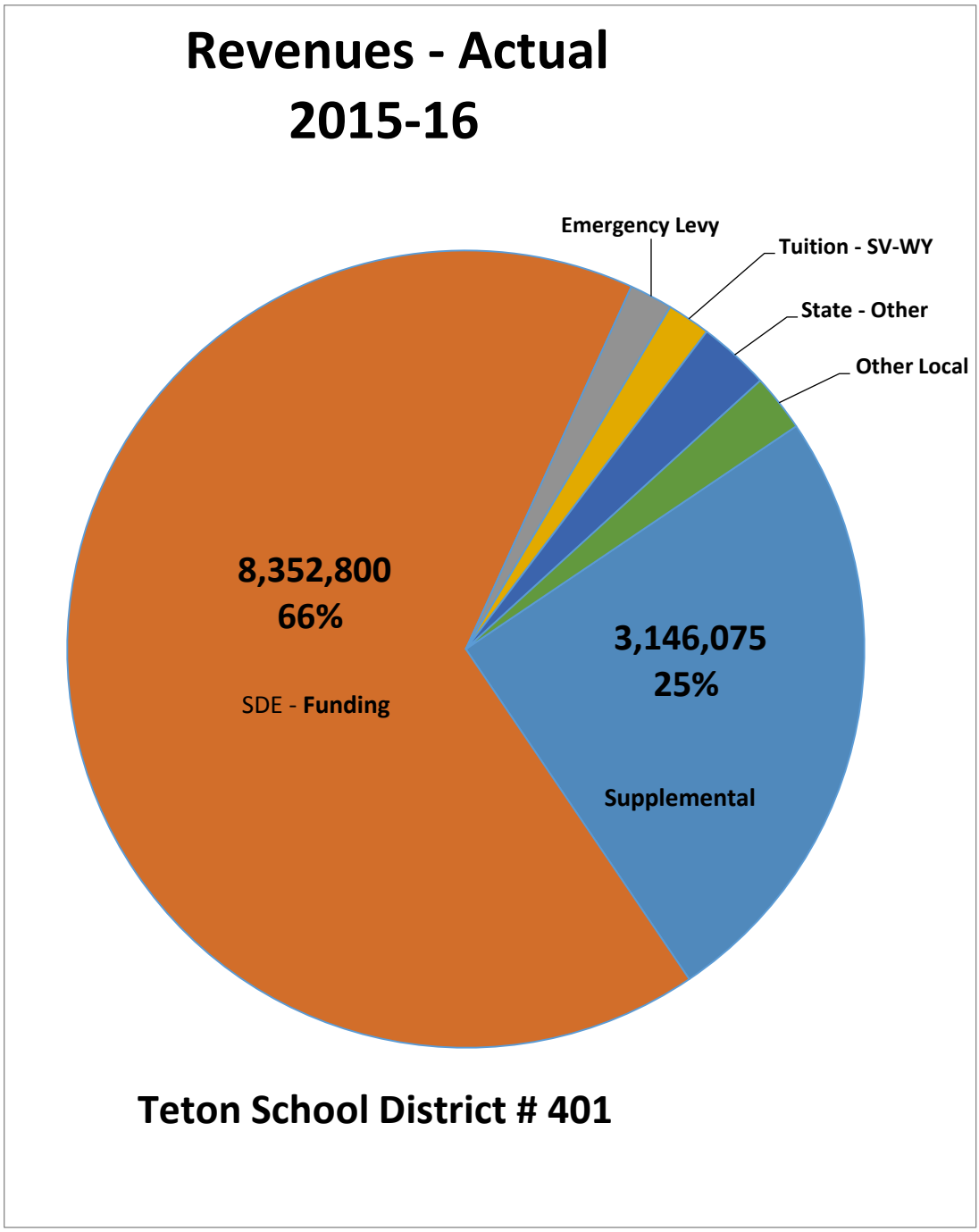
Tier 3- Intensive/Replacement Instruction- Some kids, some teachers, all schools

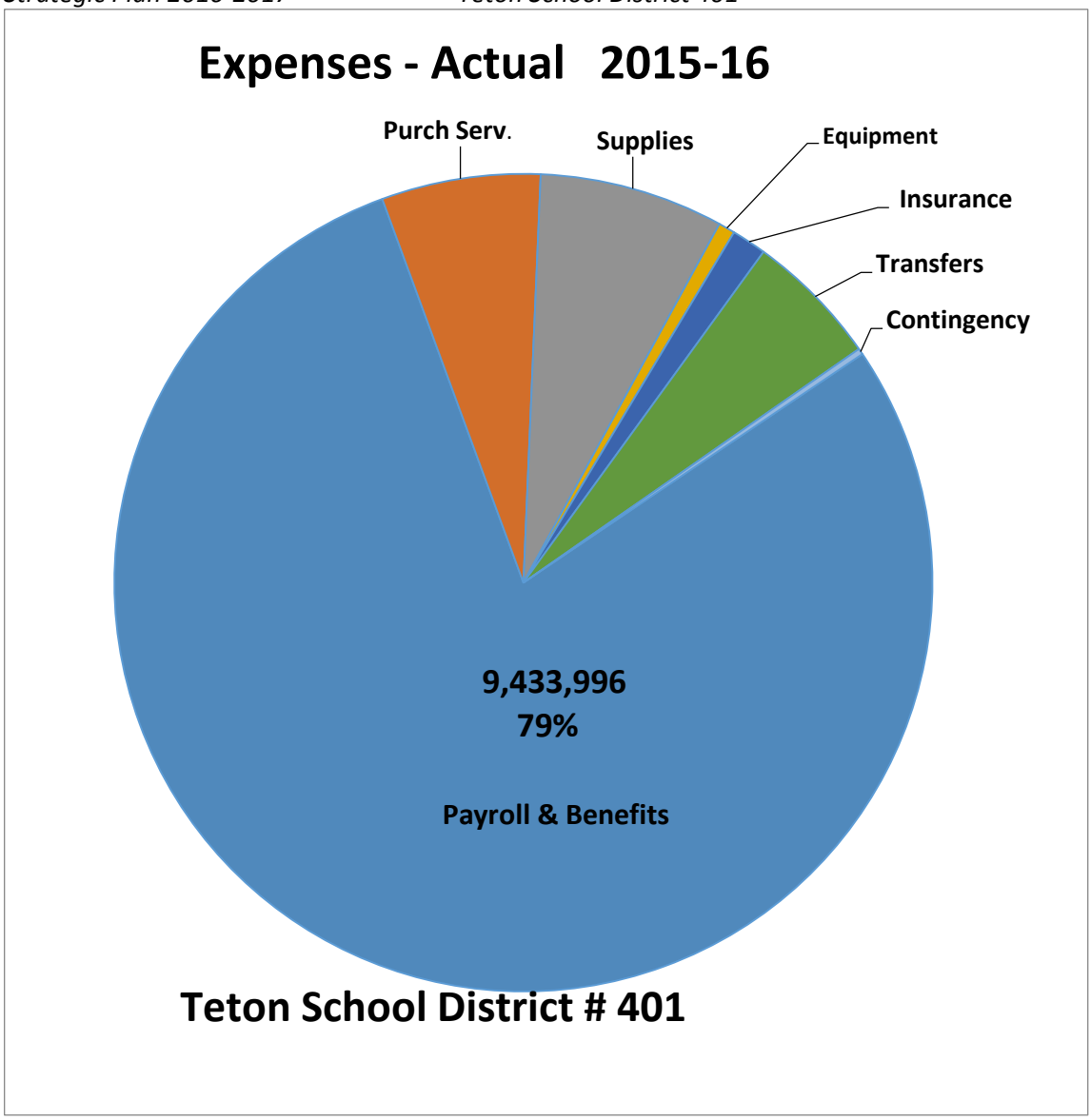
Tier three is for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. The interventions in this tier may be similar to those in Tier 2 except that they are intensified in focus, frequency, and duration. 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 - Actual
2015-16
Emergency Levy
Tuition - SV-WY
State - Other
Other Local
8,352,800
66%
SDE - Funding
3,146,075
25%
Supplemental
Teton School District # 401


Expenses - Actual 2015-16
Purch Serv.
Supplies
Equipment
Insurance
Transfers
Contingency
9,433,996
79%
Payroll & Benefits
Teton School District # 401

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 Immersion 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 Immersion Program will be implemented.
August 2016	reach out to Hispanic Resource Center to obtain assistance with community outreach for Dual Immersion 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 Immersion 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 Immersion.
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.

<u>Phase III:</u> **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)	
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	
Reliability ● There are precise scoring criteria for evaluating a level of mastery. ● There are a sufficient number of items to	

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 at 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 eds, 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.

<u>Policy History:</u>

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

03.14.2016

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FACILITIES REVIEW

- Review 2012 Capacities Study
- 2016 Capacities

~~**CONSTRUCTION DELIVERY METHODS**~~

- Design/Bid/Build
- Design/Build
- CMA
- CMGC

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DETERMINING CAPACITY OF YOUR FACILITIES

- Idaho Dept. of Ed does not have a standard

- Idaho Division of Building Safety does not have a standard

- International Building Code
  - Classroom Areas 20sf/occ
  - Shops and Other Voc. Rooms 50sf/occ

- International Mechanical Code
  - Occupants < or = 9 yrs.: 40sf/occ
  - Occupants > 9 yrs.: 28sf/occ

- Other State Standards

National Data

DETERMINING CAPACITY OF YOUR FACILITIES

- Other State Standards
  - North Dakota Department of Instruction
  - Wyoming School Facilities Department
  - California Department of Education
  - Texas Education Agency
  - Universal Child Care Licensing Standards

- National Data
  - School Planning and Management
    - Annual School Construction Report

DETERMINING CAPACITY OF YOUR FACILITIES

- Elementary Schools
  - Classrooms = 35 sf/occ
  - School = 129 sf/occ

- Middle Schools
  - Classrooms = 37 sf/occ x 0.85 Utilization Rate
  - School = 138 sf/occ

- High Schools
  - Classrooms = 40 sf/occ x 0.8 Utilization Rate
  - School = 165 sf/occ

DETERMINING THE CAPACITIES OF YOUR SITES

- Elementary
  - Minimum of 5 acres
  - Additional acre for each 100 pupils

- Junior High Schools
  - 10 acres for enrollments to 300
  - 15 acres for enrollments to 500
  - 20 acres + 1 acre for each 100 pupils for enrollments > 500

- Senior High Schools
  - 20 acres for enrollments to 400
  - 25 acres for enrollments to 800
  - 30 acres + 1 acres for each 100 pupils for enrollments > 800

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05.2012 - TSD401 Facility Service Life

Expected Service Life of Facilities	Years
Masonry	*77
Wood	*51
Concrete	*87
Steel	*77
Portable Structures	**25

*Survey on Actual Service Lives of North American Buildings 2004
**Capital Assets of Local Governments Suggested Useful Lives

Teton High School/Vo-Ag

Building Data	
Total Building Square Footage (TBSF)	90,000
Number of Classrooms	29
Total Classroom Square Footage (TCSF)	29,512
Actual Student Body (2012)	413
Capacity	
Widely Accepted Standard Method [TCSF/(40 sf/occ.) x 0.8 Utilization Rate]	590
2011 National Median Method [TBSF/(165 sf/occ.)]	545

TSD401 FACILITIES CAPACITY REVIEW

03.2012 STUDY REVIEW

Capacity Range of 545-590 Students	70-76%

Teton Middle School	
Building Data	
Total Building Square Footage (TBSF)	61,773*
Number of Classrooms	22*
Total Classroom Square Footage (TCSF)	19,512
Actual Student Body (2012)	381
Capacity	
Widely Accepted Standard Method [TCSF/(37 sf/occ.) x 0.85 Utilization Rate]	448
2011 National Median Method [TBSF/(138 sf/occ.)]	447

TSD401 FACILITIES CAPACITY REVIEW

03.2012 STUDY REVIEW

Capacity Range of 447-448 Students	85%

*Figures deviate from District provided figures

Rendezvous Upper Elementary School

Building Data	
Total Building Square Footage (TBSF)	26,036
Number of Classrooms	13
Total Classroom Square Footage (TCSF)	9,083
Actual Student Body (2012)	256
Capacity	
Widely Accepted Standard Method [TCSF/(35 sf/occ.)]	259
2011 National Median Method [TBSF/(129 sf/occ.)]	201

TSD401 FACILITIES CAPACITY REVIEW

03.2012 STUDY REVIEW

Capacity Range of 201-259 Students	99-127%

Driggs Elementary School/Basin High School	
Building Data	
Total Building Square Footage (TBSF)	46,538*
Number of Classrooms	22*
Total Classroom Square Footage (TCSF)	13,781*
Actual Student Body (2012)	280
Capacity	
Widely Accepted Standard Method [TCSF/(35 sf/occ.)]	393
2011 National Median Method [TBSF/(129 sf/occ.)]	360

TSD401 FACILITIES CAPACITY REVIEW

03.2012 STUDY REVIEW

Capacity Range of 360-393 Students	71-78%

*Figures include maintenance square footage and second floor classrooms

Driggs Elementary School	
Building Data	
Total Building Square Footage (TBSF)	34,368*
Number of Classrooms	18*
Total Classroom Square Footage (TCSF)	13,781*
Actual Student Body (2012)	250
Capacity	
Widely Accepted Standard Method [TCSF/(35 sf/occ.)]	269
2011 National Median Method [TBSF/(129 sf/occ.)]	266*

TSD401 FACILITIES CAPACITY REVIEW

03.2012 STUDY REVIEW

Capacity Range of 266-269 Students	93-94%

*Figures modified to exclude space not utilized by Driggs Elementary

Victor Elementary School

Building Data	
Total Building Square Footage (TBSF)	22,382
Number of Classrooms	9
Total Classroom Square Footage (TCSF)	6,703
Actual Student Body (2012)	187
Capacity	
Widely Accepted Standard Method [TCSF/(35 sf/occ.)]	191
2011 National Median Method [TBSF/(129 sf/occ.)]	173

TSD401 FACILITIES CAPACITY REVIEW

03.2012 STUDY REVIEW

Capacity Range of 173-191Students	98-108%

Tetonia Elementary School

Building Data	
Total Building Square Footage (TBSF)	15,158
Number of Classrooms	8
Total Classroom Square Footage (TCSF)	4,300
Actual Student Body (2012)	86
Capacity	
Widely Accepted Standard Method [TCSF/(35 sf/occ.)]	122
2011 National Median Method [TBSF/(129 sf/occ.)]	117

TSD401 FACILITIES CAPACITY REVIEW

03.2012 STUDY REVIEW

Capacity Range of 117-122 Students	70-74%

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03.2012 - TSD401 Facilities Capacities

Facility	Student Body	Max. Capacity Range	% of Max. Capacity	Age of Facility	% of Service Life
Teton High School	413	545-590	70-76%	1998	18%
Teton Middle School	381	447-448	85%	2009	4%
Rendezvous Elementary School	256	201-259	99-127%	1958	110%
Driggs Elementary/Basin High School	280	360-393	71-78%	1952/72	81%
Driggs Elementary School	250	266-269	93-94%	1952/72	81%
Victor Elementary School	187	173-191	98-108%	1948	95%
Tetonia Elementary School	86	117-122	70-74%	1953	79%

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03.2016 - TSD401 Facilities Capacities

Facility	Student Body 2012	Student Body 2016	Capacity Range	% of Capacity 2012	% of Capacity 2016	Age of Facility	% of Service Life 2012	% of Service Life 2016
THS	413	490	545-590	70-76%	83-90%	1998	18%	23%
TMS	381	407	447-448	85%	91%	2009	4%	9%
RUES	256	262	201-259	99-127%	101-130%	1958	110%	118%
DES/BHS	280	377	360-393	71-78%	96-104%	1952/72	81%	86%
DES	250	317	266-269	93-94%	117-119%	1952/72	81%	86%

03.2012 - TSD401 Site Capacities

Facility	Acres	State Recommendation	% of Capacity
Teton High School	40	25 acres	63%
Teton Middle School	40	15 acres	37%
Rendezvous Upper Elementary School	6.58	7.62 acres	116%
Driggs Elementary/Basin High School	8	8.17 acres	102%
Victor Elementary School	2.5	6.89 acres	276%
Tetonia Elementary School	4	6 acres	150%

WHATS WRONG WITH OVERCROWDING?

- Overcrowding is sharply linked with…
  - lower achievement
  - students paying less attention
  - more violence
  - spread of illness

HOW DO WE DEAL WITH OVERCROWDING?

- Do nothing.
- Fill the playground and parking areas with "temporary" facilities;
- Convert gymnasiums, stages, libraries, computer labs, special education rooms, teachers' work rooms, and storage areas into classrooms;
- Attempt to move students elsewhere (bus them);

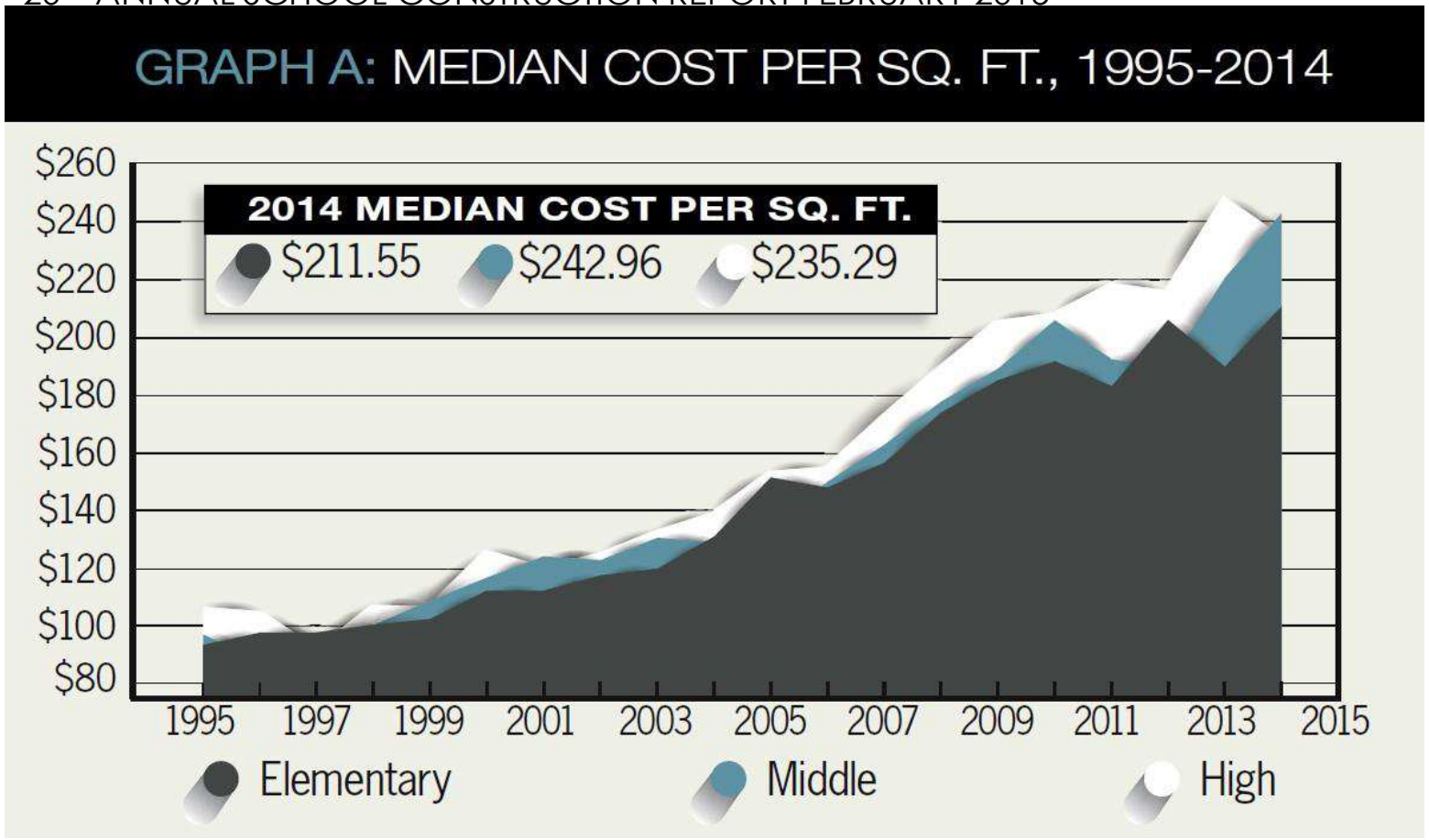
TSD401 FACILITIES CAPACITY REVIEW

03.2012 STUDY REVIEW

- Adopt new schedules (multi-track/year round); and/or
- Expand and/or replace facilities.

TSD401 FACILITIES CAPACITY REVIEW

SCHOOL PLANNING & MANAGEMENT
20TH ANNUAL SCHOOL CONSTRUCTION REPORT FEBRUARY 2015



TSD401 FACILITIES CAPACITY REVIEW

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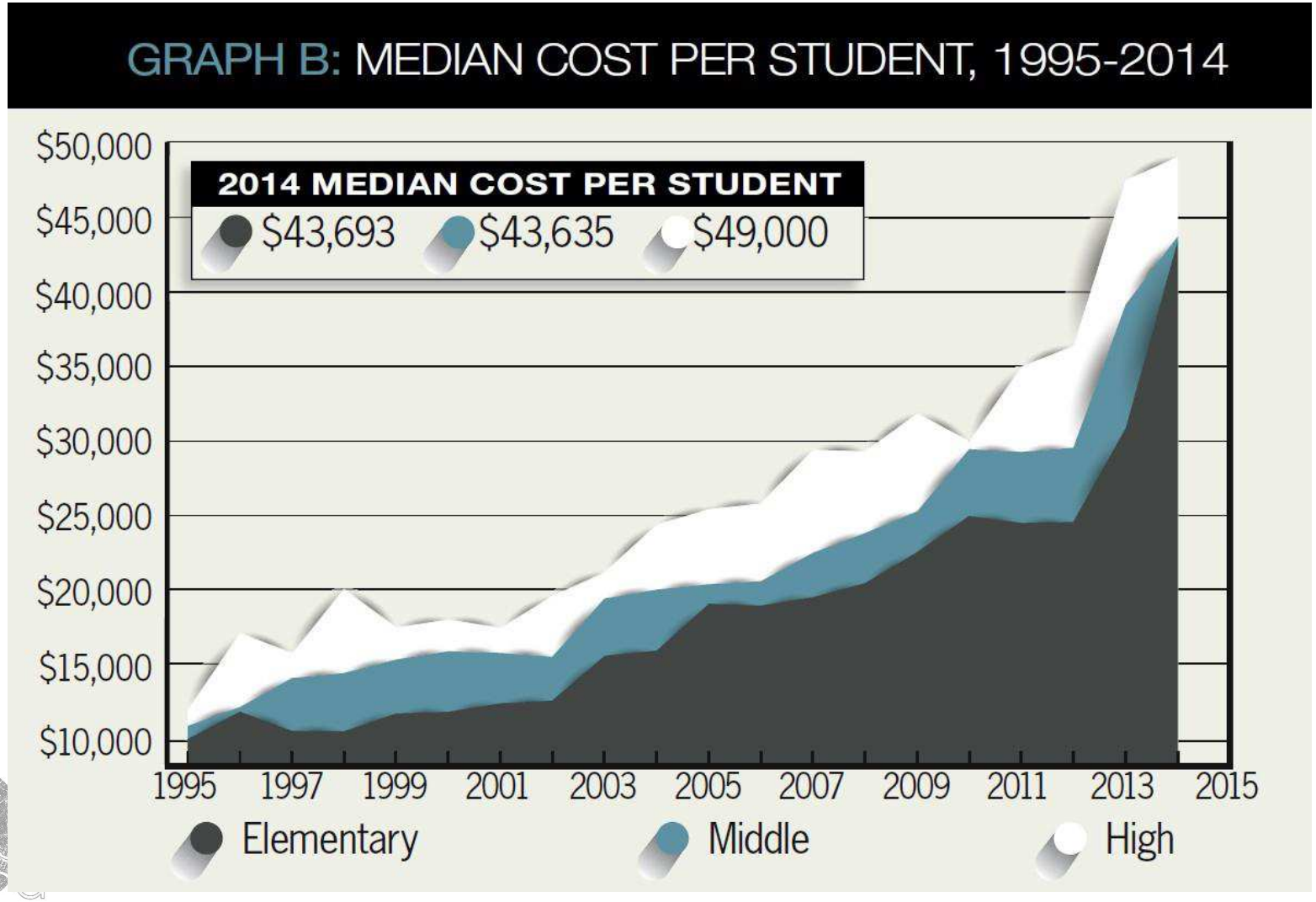

TSD401 FACILITIES CAPACITY REVIEW

SCHOOL PLANNING & MANAGEMENT
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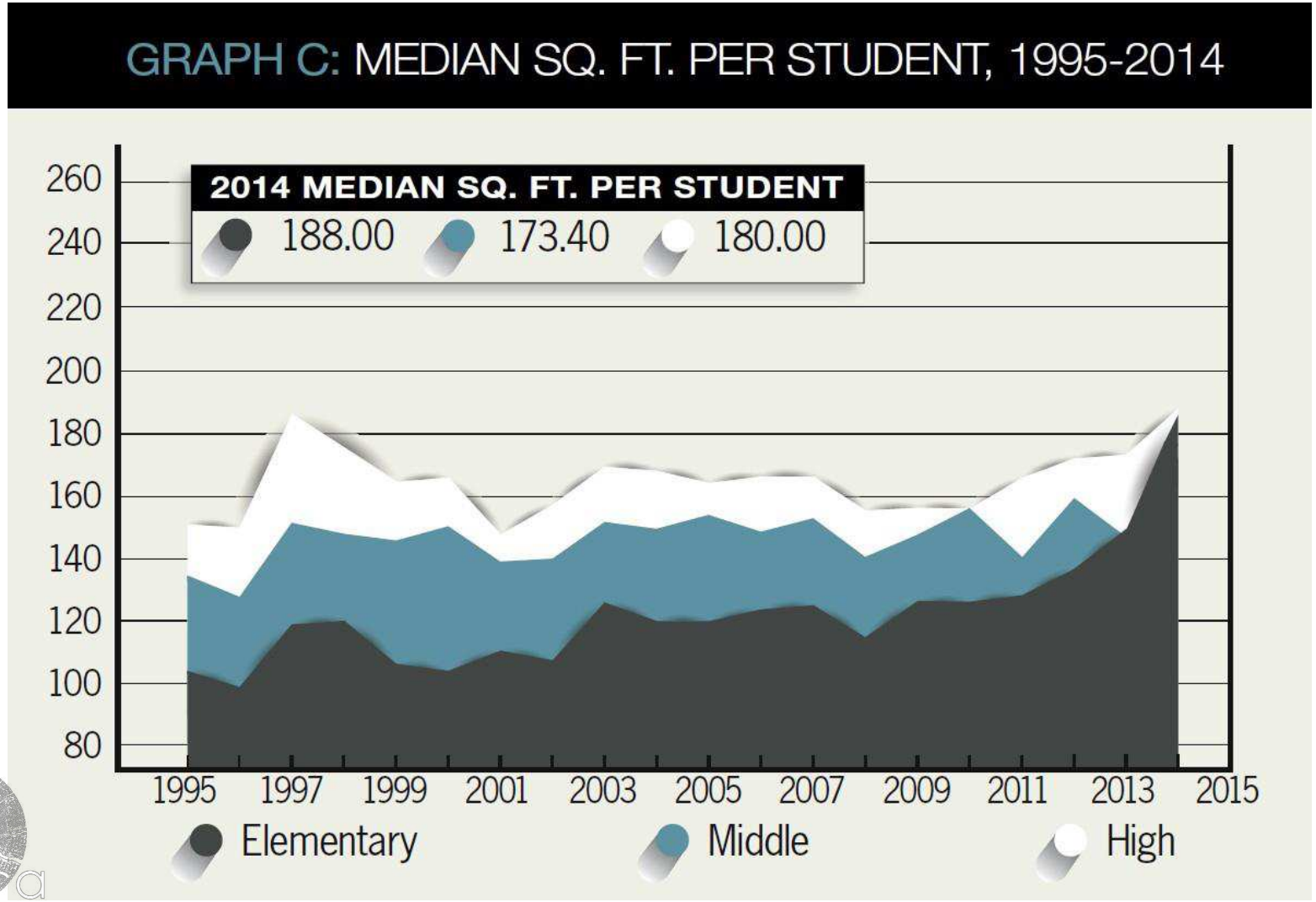


DESIGN-BID-BUILD

PROS

•Traditional method most widely used

• Theoretically, the lowest possible price

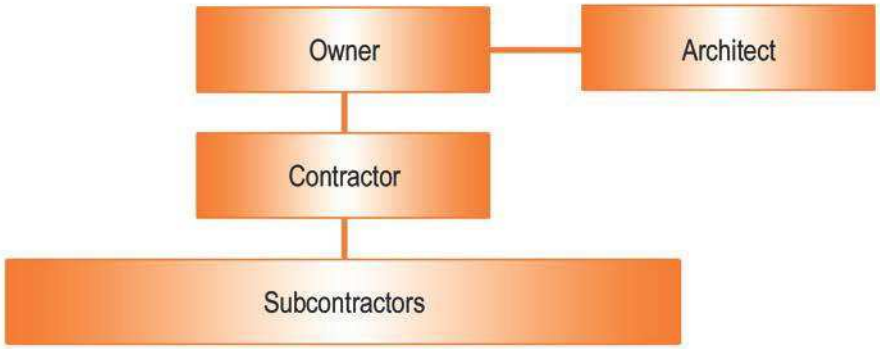
• Transparent procurement

CONS

• Little control over who bids and builds the project

• No input from Contractor on documents prior to bidding

• No control of construction cost prior to bidding



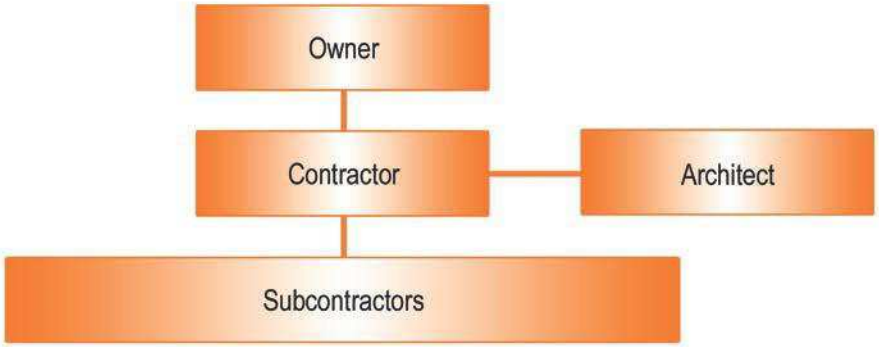
DESIGN-BUILD

PROS

- Single source of responsibility
- Allows Contractor and Architect to work as a team
- Establishes early and accurate cost estimates

CONS

- Eliminates checks and balances between Architect and Contractor
- The Project will be only as good as the proposal criteria given to the DB team
- Contractor has the final word on Aesthetics
- Contractor controls the flow of communication



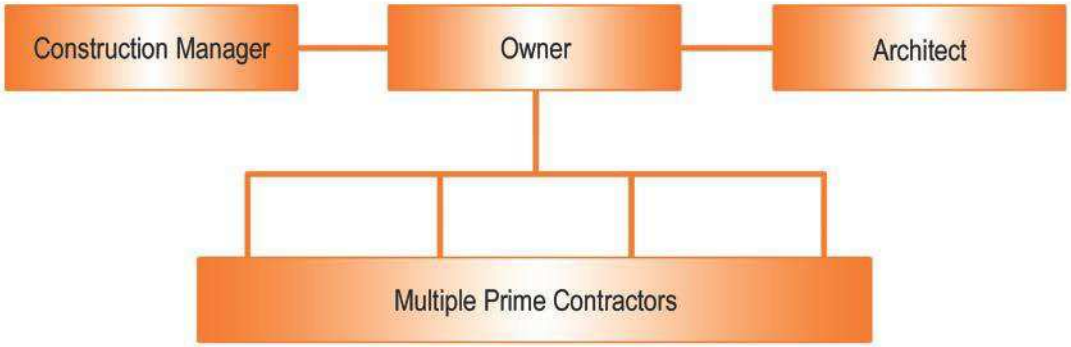
CONSTRUCTION MANAGER (CM) CONSTRUCTION MANAGER AGENCY (CMA)

PROS

- Construction Manager chosen through pre-qualification
- Can help establish preliminary costs but with no guarantees
- Allows for value engineering throughout design

CONS

- Construction Manager does not bond the project
- No single source of responsibility
- Owner holds multiple contracts (Heavy Owner involvement throughout)
- Can create finger pointing between prime contractors



CONSTRUCTION MANAGER GENERAL CONTRACTOR (CMGC)

CONSTRUCTION MANAGER AT RISK (CMAR)

PROS

- Owner maintains traditional control over project design and quality
- Increases opportunity to use local labor force
- Develops early and accurate scheduling
- Develops early and accurate costs
- Owner has guaranteed cost prior to bidding (no surprises)
- Maintains checks and balances between Architect and Contractor

CONS

- Can result in inflated costs

2015-2016 Idaho ESEA Federal Programs Monitoring Visit
ELL Summary
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 2016-2017 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 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

Strategic Plan

Teton School District 401

Driggs, Idaho, 2014-2015

Mission Statement

Provide 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 realize their full potential.

STRATEGIC PLAN 2014-2015 PHASE ONE

Each school district and public charter school in Idaho shall develop and maintain a strategic plan that focuses on improving the student Performance of the district or public charter school. The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The strategic plan shall: Be data

driven, specifically in student outcomes, and shall include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness; Set clear and measurable targets based on student outcomes; Include a clearly developed and articulated vision and mission; and Include key indicators for monitoring performance. Idaho Code 33-320

Message from the Superintendent

Teton School District 401 strives to provide a safe and exceptional learning experience for all students. In Partnership with our community and education foundation, the area of Teton Valley provides opportunities for outdoor education with Expedition Yellowstone for our 5th grade students, Winter Sports at Grand Targhee for all students, and field trips to facilitate place based learning. With improving technology and higher standards, we work to prepare students for career and college options upon graduation. Community support through bonds for newer schools (Teton High School 1998, Teton Middle School 2008), and a two year supplemental levy of $3.1 million allow for more staffing and higher wages than the state currently funds. All of these efforts are made to provide the best education for the students in our community.

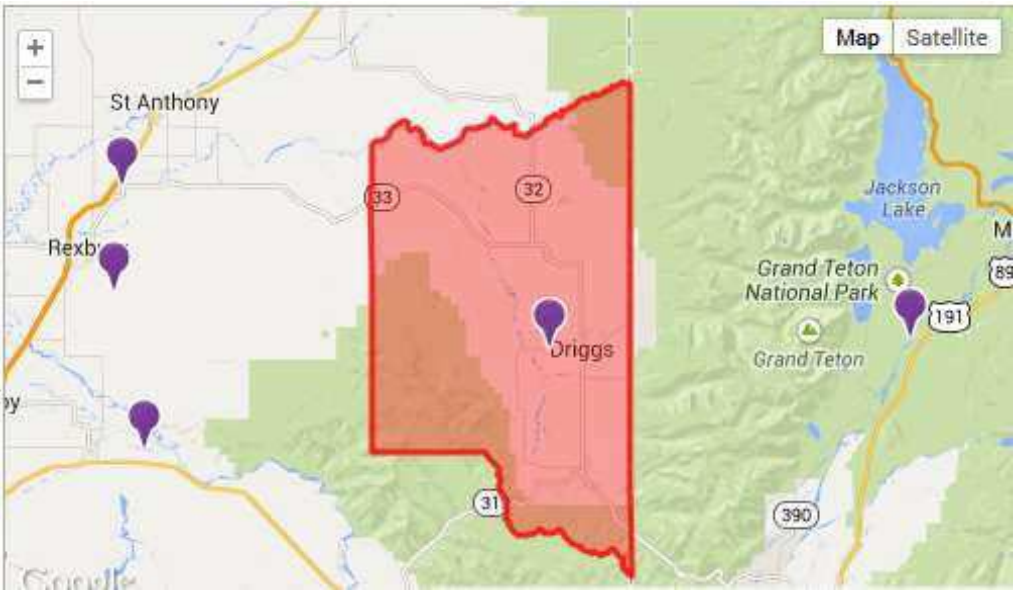
Monte R. Woolstenhulme, Ed. S.

School Board Trustees

Nancy Arnold, Delwyn Jensen, Doug Petersen, Ben Kearsley, and Bonny Etchemendy

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 square miles of water area. As of 2010, the total Teton County School District #401 population is 10,170.



Type: Regular Local School District
Grade: Prekindergarten to Grade 12
Number of Schools: 7
Number of Students: 1900
Staff Members: 225
Population10,170 (2010)
Population Growth: 20.76% since 2005-2009
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:

English Limited Language – 25%
Free & Reduced – 45 %
Special Education – 13%

Schools

Basin Jr/Sr. High School (Alt)	Grades 9-12	510 North 1st East, Driggs ID 83422
Driggs Elementary School	Pre K, K-3	481 N. Main Street, Driggs ID 83422
Rendezvous Upper Elementary	Grades 4-5	211 E. Howard Ave, Driggs ID 83422
Teton High School	Grades 9 -12	555 E. Ross Ave, Driggs ID 83422
Teton Middle School	Grades 6-8	935 N. 5th E, Driggs ID 83422
Tetonia Elementary School	K-3	215 South 5th St, Tetonia ID 83452
Victor Elementary School	K-3	43 East Center St, Victor ID 83455

Facility summary:

School	sq.	age	acres	classrooms	enrollment
Teton High School/Vo-Ag	90,000	1998/2008	40	25/4 (29)	484
Teton Middle School	70,000	2008	40	20	392
Rendezvous Up. Elem.	26,036	1958	6.58	13/2 (15)	255
Driggs El. /Basin HS	46,538	1952/1972	8	22	292/20
Tetonia Elem.	15,158	1953	4	8	82
Victor Elem.	22,382	1941	2.5	9/2 (11)	204

[1]Teton High School has 25 classrooms, including 3 computer labs, and the Vo-Ag has 4.
n

Basin High School is housed in the 3 upstairs classrooms on the east side of Driggs Elementary.

Teton Middle School has 20 classrooms, including 2 computer labs.

Rendezvous Upper Elementary has 13 classrooms and 2 classrooms in the modular.

Driggs Elementary has 22 classrooms, including the computer lab.

Tetonia Elementary has 8 classrooms, including the computer lab, teacher work room.

Victor Elementary has 9 classrooms and 2 classrooms in the modular.

Students and Teachers

	2010-2011	2009-2010	2008-2009	2007-2008
Total Students:	1,576	1,566	1,589	1,554
English Language Learner Students:	158	172	209	187
Total Teachers:	94.82	88.64	87.80	82.70
Prekindergarten:	1.63	1.00	1.00	1.00
Kindergarten:	5.00	4.50	4.50	4.50
Elementary:	35.00	41.60	39.90	34.60
Secondary:	53.19	41.54	42.40	42.60
Ungraded:	NA	NA	NA	NA
Instructional Aides:	23.70	19.15	15.70	15.60
Instructional Coordinators & Supervisors:	2.90	3.85	4.90	3.90
Total Guidance Counselors:	5.08	4.00	5.00	5.00
Elementary Guidance Counselors:	3.00	2.50	2.50	2.50
Secondary Guidance Counselors:	2.08	1.50	2.50	2.50
Other Guidance Counselors:	NA	NA	NA	NA
Librarians/Media Specialists:	2.00	2.00	2.00	2.00
Library/Media Support:	0.68	0.00	0.40	0.40
District Administrators:	1.00	1.00	1.00	1.00
District Administrative Support:	2.12	2.00	2.00	2.00
School Administrators:	6.00	4.00	3.00	4.00
School Administrative Support:	6.10	6.10	4.60	4.60
Student Support Services:	1.00	1.00	0.00	0.00
Other Support Services:	29.27	31.96	29.60	26.70
Student-Teacher Ratio:	16.62	17.67	18.10	18.79

Professional Qualifications of Public Elementary and Secondary School Teachers							
BA degree	BA +12 credits	BA +24 credits	MA degree	MA +12 credits	MA +24 credits	PhD degree or MA + 36 credits	Total
22.00	6.63	14.00	17.75	13.75	12.63	1.00	87.76

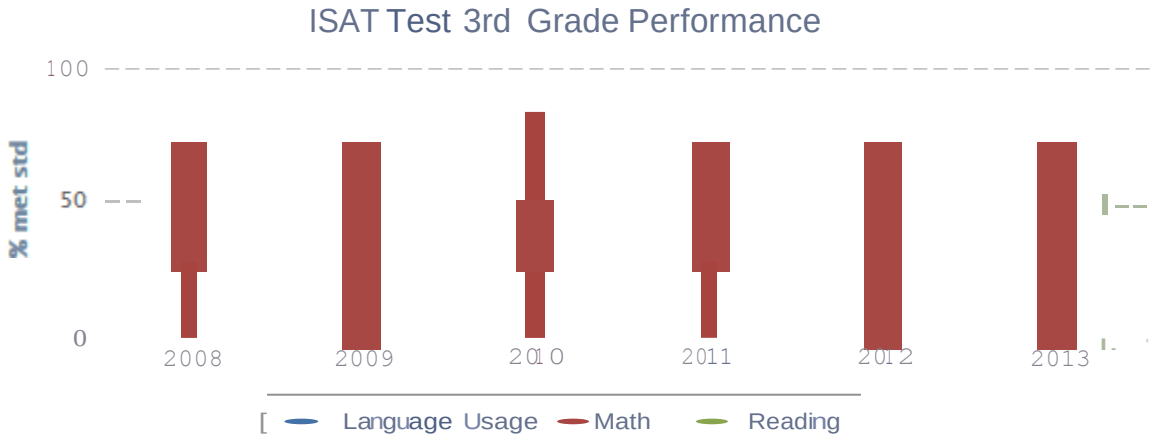
Public Elementary and Secondary School Teachers With Emergency/Provisional Certification
2.55%

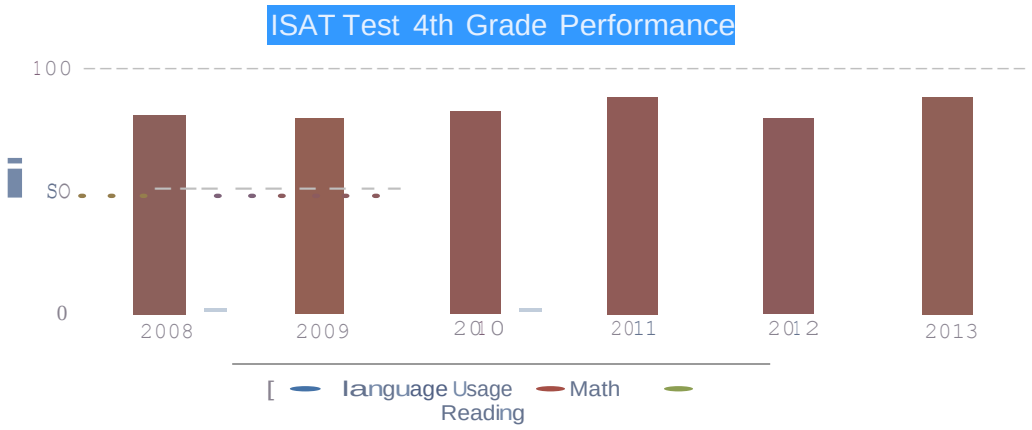
Core Academic Subject Elementary and Secondary School Classes not taught by Highly Qualified Teachers		
In High Poverty Schools	In Low Poverty Schools	Total
0.00%	7.53%	9.05%

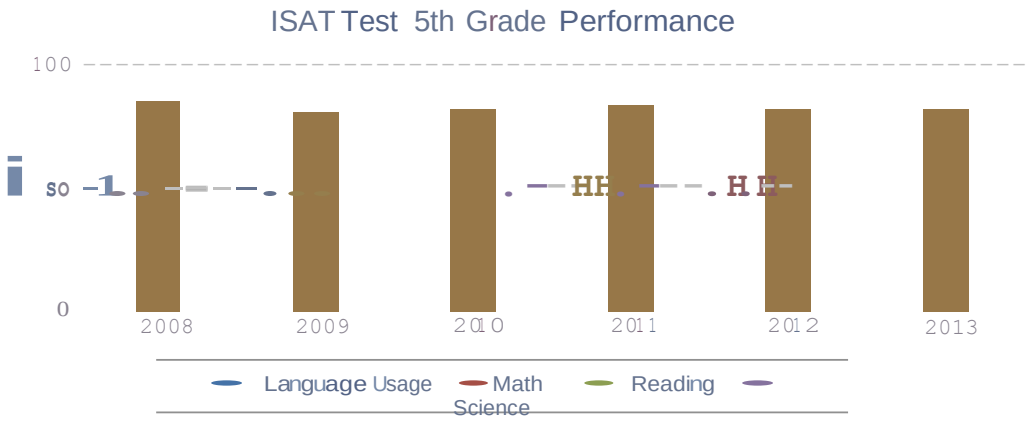
Test Performance

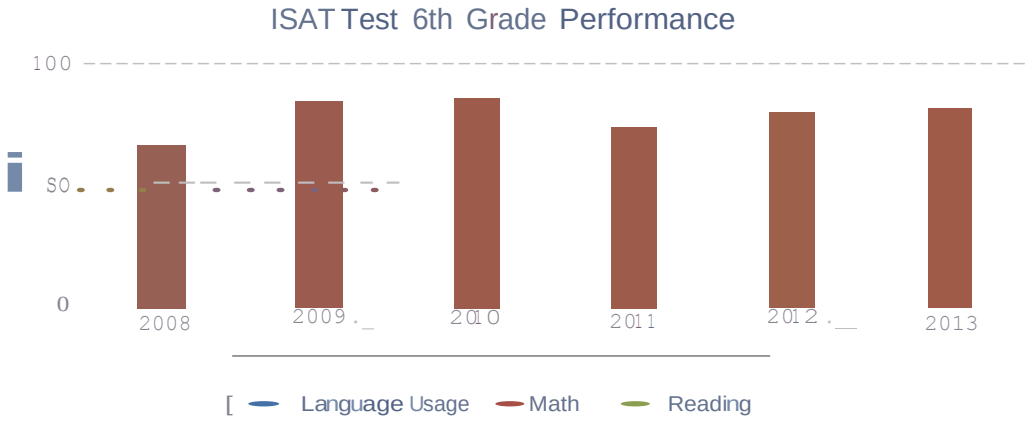
	Schools **Driggs El.**	**Tetonia El.**	**Victor El.**	**Rendezvous Up. El.**	**Teton Mid.**	**Teton High**	**Basin Alt.**
Star Rating	2 (Gr. 3)	4 (Gr. 3)	3 (Gr. 3)	2	3	4 (Gr. 10)	(w/THS)
Grade level	Pre-K-3	K-3	K-3	5-Apr	8-Jun	12-Sep	12-Sep
Enrollment	292	82	204	255	392	484	20
Expenditure $/per pupil (M&O)	$7,067	$7,067	$7,067	$7,067	$7,067	$7,067	$7,067
(Budget of $12,000,117/Enrollment 1,698= $7,067/student)							
Attendance (May, 2014)	93.70%	94.70%	94.90%	93.90%	92.74	96.67	88.5
ISAT-2013 District:							
- All students AMO	Adv./Prof.						
ISAT - Language	64.1%	64.1%	64.1%	64.1%	64.1%	64.1%	64.1%
ISAT - Math	69.1%	69.1%	69.1%	69.1%	69.1%	69.1%	69.1%
ISAT - Reading	84.3%	84.3%	84.3%	84.3%	84.3%	84.3%	84.3%

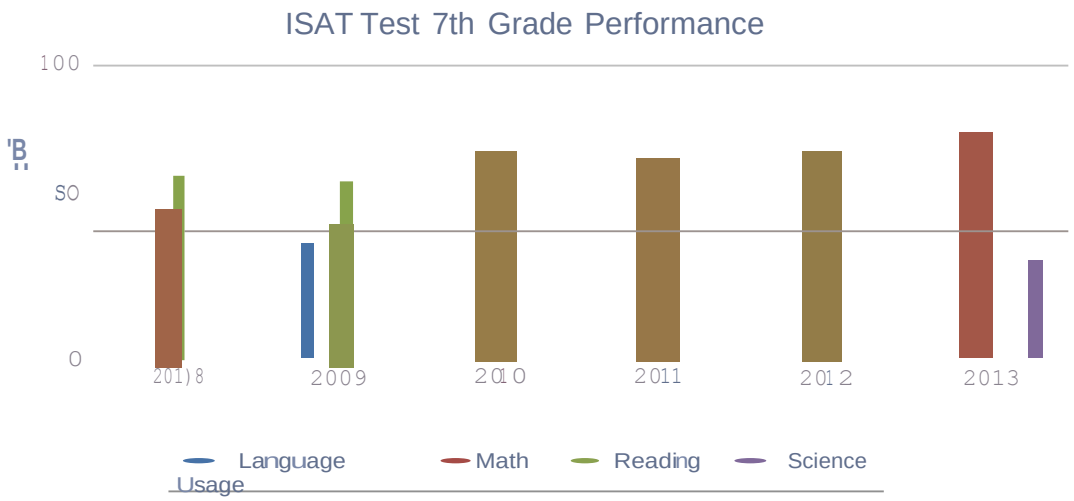
Idaho implemented the Common Core State Standards in 2010. With that implementation the standardized assessment being the ISAT will transition to the new SBAC (Smarter Balanced Assessment Consortium), which many of our students took as a 'field-test' only spring, 2014. For spring 2015 students in grades 3-11 will take the SBAC and get results back to see how students perform on that new assessment being aligned to the Common Core State Standards.

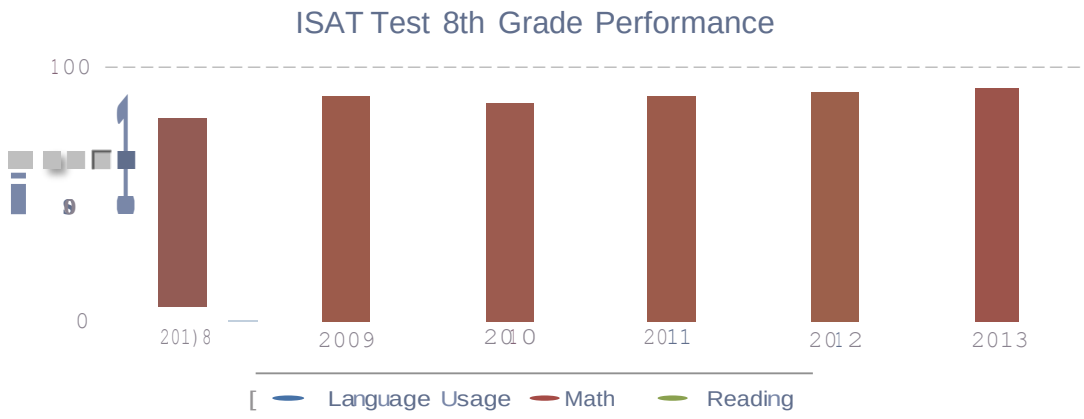

ISAT Test 3rd Grade Performance
100
50
0
% met std
2008
2009
2010
2011
2012
2013
Language Usage
Math
Reading

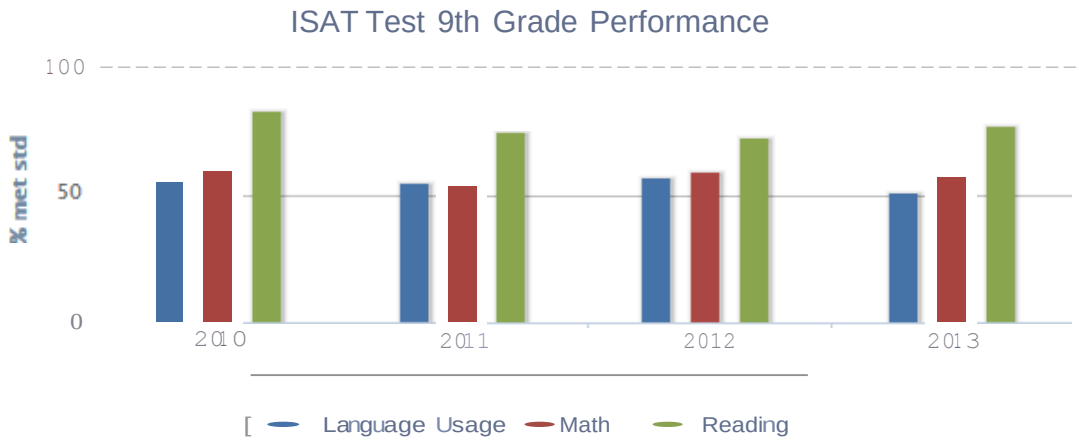

ISAT Test 4th Grade Performance
100
50
0
2008
2009
2010
2011
2012
2013
Language Usage
Math
Reading

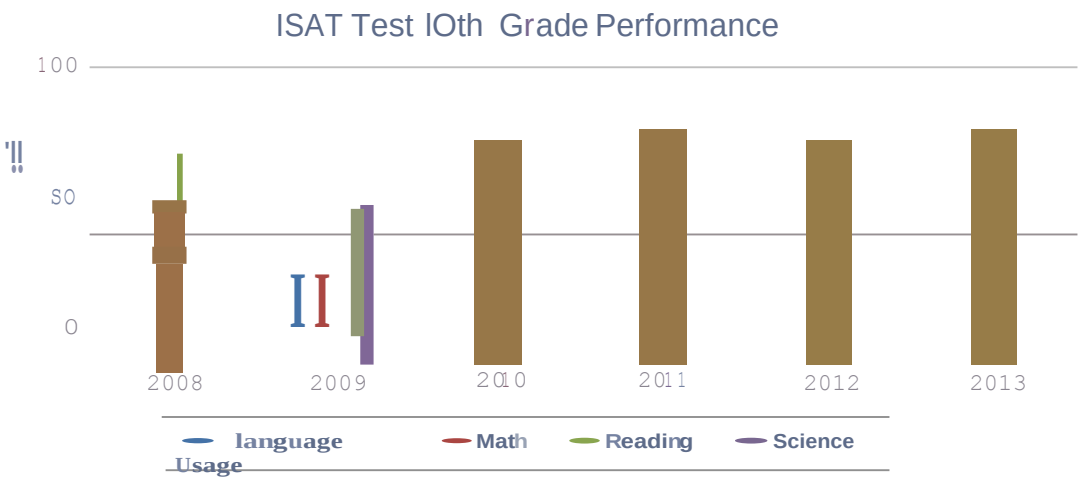

ISAT Test 5th Grade Performance
100
50
0
2008
2009
2010
2011
2012
2013
Language Usage
Math
Reading
Science


ISAT Test 6th Grade Performance
100
50
0
2008
2009
2010
2011
2012
2013
Language Usage
Math
Reading


ISAT Test 7th Grade Performance
100
50
0
2009
2010
2011
2012
2013
Language Usage
Math
Reading
Science


ISAT Test 8th Grade Performance
100
0
2009
2010
2011
2012
2013
Language Usage
Math
Reading


ISAT Test 9th Grade Performance
100
% met std
50
0
2010
2011
2012
2013
Language Usage
Math
Reading


ISAT Test lOth Grade Performance
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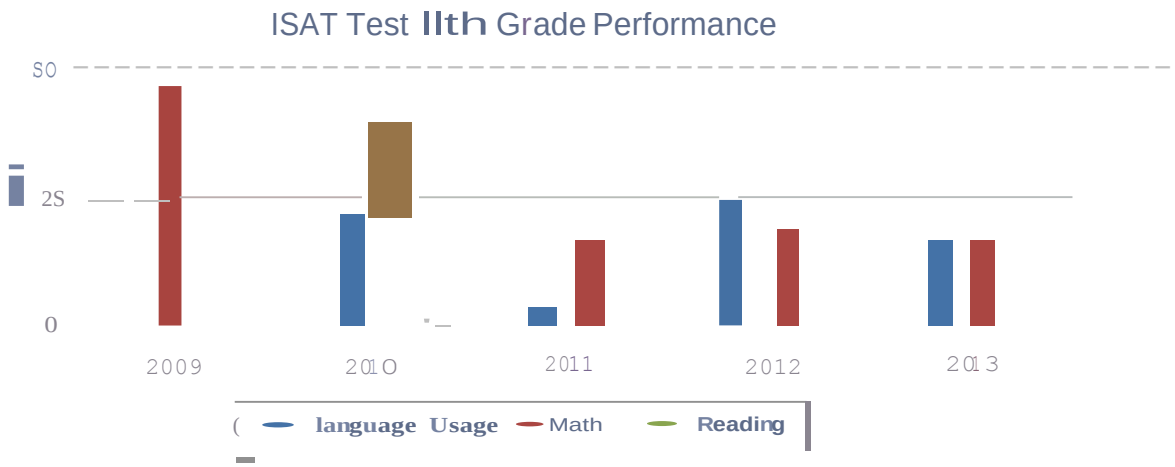
ISAT Test llth Grade Performance
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language Usage
Math
Reading

TETON COU!iTY

TETON COUNTY SCHOOL DISTRICT# 401

OF REVENUES & EXPENDITURES WITH CHANGES IN FUND

JULY 1, 2011 - JUNE 30, 2012

ACCOUNT	GENERAL M & O 100	SPECIAL REVENUE 200	FOOD SERVICE 290	DEBT SERVICES 300	CAPITAL PROJECTS 400	PROPRIETARY FUNDS ENTERPRISE FUNDS 500	INTERNAL SERVICE 600	FIDUCIARY TRUST 710/720	TOTALS (MEMORANDUM ONLY) FUNDS 100-600
REVENUE									
Taxes	2,806,591	-	-	1,343,356	401,723	-	-	-	4,551,670
Other Local	517,504	10,575	175,899	-	59,204	-	-	-	763,182
State Sources	6,632,663	112,858	-	-	-	-	-	-	6,745,521
Federal Sources	234,021	831,501	445,747	-	-	-	-	-	1,511,269
Other Sources	175,010	-	-	-	-	-	-	-	175,010
TOTAL REVENUE	10,365,789	954,934	621,646	1,343,356	460,927	-	-	-	13,746,652
Transfers In	36,503	654,512	-	-	33,876	-	-	-	724,891
TOTAL REVENUE & TRANSFERS	10,402,292	1,609,446	621,646	1,343,356	494,803	-	-	-	14,471,543
EXPENDITURES									
Elementary School Program	3,307,844	421,436	-	-	-	-	-	-	3,729,280
Secondary School Program	2,017,057	44,670	-	-	-	-	-	-	2,061,727
Alternative School Program	164,024	-	-	-	-	-	-	-	164,024
Vocational-Technical Program	-	51,016	-	-	-	-	-	-	51,016
Exceptional Child Program	430,761	490,096	-	-	-	-	-	-	920,857
Preschool Exceptional Program	119,282	19,029	-	-	-	-	-	-	138,311
Gifted & Talented Program	10,609	-	-	-	-	-	-	-	10,609
Interscholastic Program	162,927	-	-	-	-	-	-	-	162,927
School Activity Program	-	-	-	-	-	-	-	-	-
Summer School Program	-	-	-	-	-	-	-	-	-
Adult School Program	-	-	-	-	-	-	-	-	-
Detention Center Program	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTION	6,212,504	1,026,247	-	-	-	-	-	-	7,238,751
Attend./Guidance/Health Program	333,845	-	-	-	-	-	-	-	333,845
Special Services Program	211,878	189,096	-	-	-	-	-	-	400,974
Instruction Improvement Program	46,025	-	-	-	-	-	-	-	46,025
Educational Media Program	190,909	-	-	-	-	-	-	-	190,909
Instruction-Related Technology Prg	30,613	358,225	-	-	-	-	-	-	388,838
Board of Education Program	63,662	-	-	-	-	-	-	-	63,662
District Administration Program	425,431	-	-	-	-	-	-	-	425,431
School Administration Program	874,942	-	-	-	-	-	-	-	874,942
Business Operation Program	93,941	-	-	-	-	-	-	-	93,941
Central Service Program	-	-	-	-	-	-	-	-	-
Administrative Technology Service	-	-	-	-	-	-	-	-	-
Buildings-Care Program	936,976	-	-	-	-	-	-	-	936,976
Maintenance-Bldgs. & Equip	-	-	-	-	-	-	-	-	-
Maintenance-Student Occ.	403,022	-	-	-	-	-	-	-	403,022
Maintenance-Grounds	-	-	-	-	-	-	-	-	-
Security Program	-	-	-	-	-	-	-	-	-
Transport-School Program	678,958	-	-	-	-	-	-	-	678,958
Transportation-Activity Program	96,315	-	-	-	-	-	-	-	96,315
General Transportation Program	-	-	-	-	-	-	-	-	-
Other Support Services Program	-	-	-	-	-	-	-	-	-
TOTAL SUPPORT SERVICES	4,386,517	547,321	-	-	-	-	-	-	4,933,838
Food Services Program	14,030	-	653,030	-	-	-	-	-	667,060
Community Services Program	-	-	-	-	-	-	-	-	-
Enterprise Operations Programs	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTION	14,030	-	653,030	-	-	-	-	-	667,060
Capital Assets-Student Occ.	9,464	-	-	-	500,932	-	-	-	510,396
Capital Assets Program	-	-	-	-	16,563	-	-	-	16,563
Debt Services Prg - Principal	-	-	-	630,000	-	-	-	-	630,000
Debt Services Prg - Interest	-	-	-	640,725	-	-	-	-	640,725
Debt Services Prg - Refunded Debt	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	10,622,515	1,573,568	653,030	1,270,725	517,495	-	-	-	14,637,333
Transfers Out	688,388	36,503	-	-	-	-	-	-	724,891
TOTAL EXPENDITURES & TRANS	11,310,903	1,610,071	653,030	1,270,725	517,495	-	-	-	15,362,224
Excess (Deficiency) of Revenue Over Expenditures & Transfers	(908,611)	(625)	(31,384)	72,631	(22,692)	-	-	-	(890,681)
Fund Balance as of July 1, 2011	2,369,575	3,989	103,646	515,237	44,398	-	-	-	3,036,845
Fund Balance as of June 30, 2012	1,460,964	3,364	72,262	587,868	21,706	-	-	-	2,146,164

School District Grants

Teton School District #401 participates in the following grants to assist with becoming a high performing school district. These grants include:
21st century after school program, running for 5 yrs., started 2013-2014 was year 1
Idaho lives project – national peer mentoring support, voice program, suicide prevention –
ISEE phase 2 grant, state reporting, school improvement,
SchoolNet- student data system, management program for teachers with student data
Discovery Ed, online resources aligned to Common Core State Standards
RTI – response to intervention, differentiated instruction support and training for teachers

In addition Teton School District #401 has received numerous grants from the Teton Education Foundation. These grants funds student programs like Expedition Yellowstone for 5th grade classes, Space Camp and outdoor learning for GT classes at TMS, technology and curriculum resources for teachers, Google Chromebooks for students to use in the Wi-Fi BYOD (bring your own device) environment in our schools.

Graduation Rate

Graduation rate – 94%

College and Career Readiness

ACT Average Scores
72% of the class of 2012 (81) took the ACT.
69% of the Class of 2013 (94) took the ACT.

***SAT data:** http://www.idahoedtrends.org/schools/333/achievement

Year	English	Math	Reading	Science	Composite
2012	19.7	19.6	21.2	20.8	20.5
2013	21.4	20.4	22.4	21.9	21.7

ACT composite scores are up from 20.5 in 2009 to 21.9 in 2013

AP AND DUAL CREDIT

AP Courses offered include: AP World History (10th graders), AP US History (11th-12th graders), AP English Literature and Composition (11th graders), AP English Language and Composition (12th graders), and AP Biology (11th and 12th graders). Additionally, THS students may choose To take additional AP classes through Idaho Digital Learning Academy.

Dual Enrollment Coursework
Through ISU: AP US History, English 101, English 110, COMM 101
Through EITC: Principles of Speech, and Calculus, Economics
Through CSI: US Government and Pre-Calculus

In addition, the Technology Department has articulated with Eastern Idaho Technical College and the College of Southern Idaho to award college credit for the following Level 2 and 3 courses: Introduction to Cabinetry, Advanced Cabinetry, and Introduction to Drafting/CADD, Architectural/Mechanical Drafting, Construction Systems I, and Construction Systems II. The Business Department has articulated with EITC to offer college credit to juniors and seniors (Who meet certain requirements) for Keyboarding, Office Tech I and II, and Accounting. Through the Agriculture Department, students can earn credit through EITC for Agriculture Fabrications, and credit in Leadership through CSI for participation in FFA for 2 years, and Spanish Dual Enrollment course.

Scholarship awarded, and college credits earned

2014	$ 1,727,783	837 college credits
2013	$ 1,821,310	
2012	$ 2,500,000	
2011	$ 1,225,000	
2010	$ 589,649	
2009	$ 815,304	
2008	$ 292,880	
2007	$ 1,017,201	
2006	$ 320,553	
2005	$ 494,431	

Strategic Planning Committee

The Teton County #401 School Board began the process of review of the district's strategic plan in May 2014 to ensure it was in compliance with Idaho Code 33-320. The Board reviewed Mission and Vision Statement at a meeting on May 22, 2014. The Mission statement was unanimously approved and the Board decided to review the Vision statement at the following meeting. The Board brainstormed a list of stakeholders to invite to the next meeting to participate in the drafting of the 2014 – 2015 Strategic Plan in compliance with IC 33-320.

On June 16, 2014 the board and a group of stakeholders gathered for a six hour planning session. The Strategic Planning Advisory Committee members included:

Board: Doug Petersen, Nancy Arnold, Bonny Etchemendy, Delwyn Jensen, Ben Kearsley
Monte Woolstenhulme (Supt.), Julie Krumpen (Teacher), Alix Jeppson (THS Student Body Pres.)
Zach Smith (Mayor of Victor), August Christensen (City Council of Driggs), Gloria Hoopes (Mayor of Tetonia)
Diane Temple (Education Foundation Ex. Dir.), Kelly Chircop (Education Foundation Chair)
Alexis Bagley (Parent), Sue Berkenfield (Parent) Kim Hulet (Teacher, minutes) and Jackie Hopper (ISBA Facilitator)

This group went over the required elements of the plan, district statistics, and educational data. The Vision Statement was rewritten and will be presented to the Board for their approval at a following meeting. The group also conducted a SWOT analysis of the District.

The Board of Trustees met June 30th for the initial review of the work completed on June 16, 2014. Further discussion of goals will be conducted with the Board of Trustees and the Leadership Team of the District.

The Board met July 14, 2014 to review the Strategic Plan. Several suggestions were made to the plan. The Leadership Team of the District will continue to meet to refine the goals for the District.

On August 11, 2014 the Board met and approved the plan.

Clear and Measurable Targets

In comparing district leadership and student achievement, Waters and Marzano (2006) identified five specific district leadership responsibilities that positively correlated with student achievement:

- establishing a collaborative process to set goals;
- Establishing "non-negotiable goals" (that is, goals all staff must act upon once set by the board) in at least two Areas: student achievement and classroom instruction;
- having the board align with and support district goals;
- Monitoring goals for achievement and instruction;
- Using resources to support achievement and instruction goals.

- See more at: http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards/Eight-Characteristics-of-effective-school-boards.html#sthash.VhnirE6J.dpuf

As such the Teton County School District #401 overarching goal is to improve student achievement and close all existing achievement gaps by providing an engaging, rigorous, standards-based instructional program coupled with strategic supports for ALL students. Each student will achieve appropriate gains each year and be prepared for the next academic level.

Specific student achievement goals with measurable targets are being determined by the Superintendent, the District's Leadership team and the Board of Trustees and will be included in the Strategic Plan by October 30, 2014.

In addition, the following Goals will be the work of the Board for the academic year 2014 -2015.

1. Looking at the things that count

   Student safety will be increased through social emotional programs and increased education regarding healthy adult/child relationships

   Student progress will be monitored for continual improvement, with a focus on graduation rates, attendance rates, student achievement on standardized test (new SBAC/ISAT for spring, 2015).

   The School Board, the Superintendent, and the Leadership Team will monitor the District's Wise Tool, AYP, and Star Rating through monthly analysis of user-friendly data and evaluate effectiveness of interventions and strategies in order to make necessary changes for increased student achievement.

2. Supporting our teachers

   Master Agreement put in place and will be

   reviewed annually. Survey teachers/staff for

   how the board could support them.

   The School Board and Superintendent will ensure that Professional Development is
   Built into the school schedule. The Board will encourage and support systems that allow sharing of best practices in district across grade level cohorts.

3. Collaboration

   The Board will work to align policies and resources to the strategic plan and communicating the mission, vision, and strategic plan to the public.

   The School Board will work with teachers association to determine the best way to support teachers and staff.

   Strategic planning committee will continue to meet and work to put in place phase 2 of the strategic plan beginning with the September board meeting. The School Board will involve key school and community leaders in regularly updating the Strategic Plan.