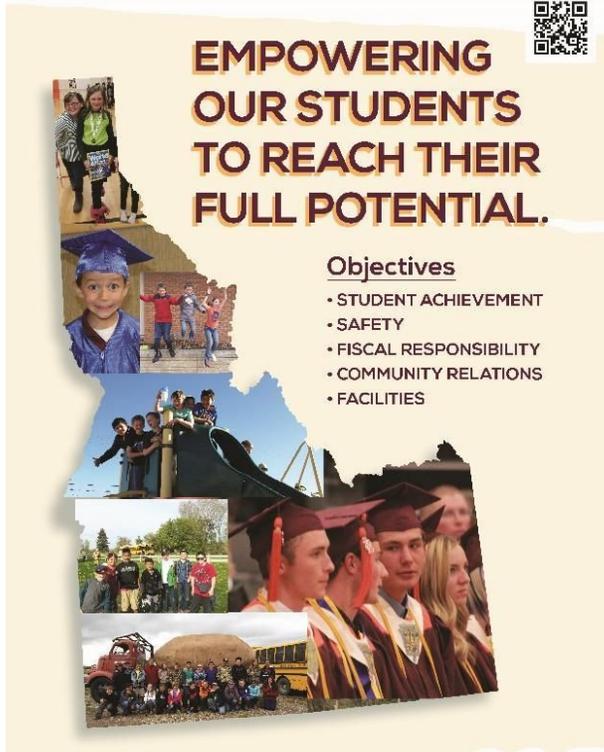


2019-2020 Strategic Plan

Teton School District 401



**EMPOWERING
OUR STUDENTS
TO REACH THEIR
FULL POTENTIAL.**

Objectives

- STUDENT ACHIEVEMENT
- SAFETY
- FISCAL RESPONSIBILITY
- COMMUNITY RELATIONS
- FACILITIES

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.



<https://tsd401.org>

Mission Statement

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

Vision Statement

Empowering our students to reach their full potential.

Message from the Superintendent

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

Monte R. Woolstenhulme, Ed. S.

Superintendent, Teton School District 401

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School Board Members:

Chris Isaacson Board Chair
Nan Pugh
Ben Kearsley
Mary Mello
Jake Kunz

Superintendent:

Monte R. Woolstenhulme, Ed.S

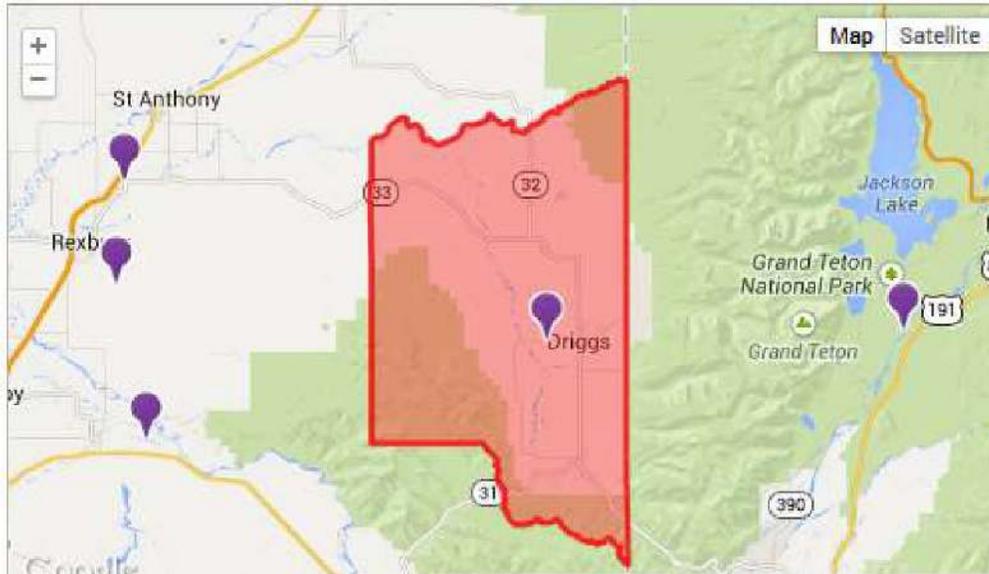
Teton School District 401

P.O. Box 775, 445 N. Main Street
Driggs, Idaho
(208) 228-5923

www.tsd401.org

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: 1894
Staff Members: 245
Population Growth: 3.9% growth from 2010-2015
Population Density: 22.57/sq. mi
Time Zone: Mountain GMT -7:00 with Daylight Saving in the summer
Land Area: 449.46 sq. mi, rank
Water Area: 1.10 sq. mi (0.25%)
State: Idaho
County: Teton County
City: Victor, Driggs, Tetonia, Felt
Student enrollment populations include:
 White Students 68.1%
 Hispanic Students 29.8%
 Other Students 2.1%
English Language Learners: 14.9%
Free & Reduced: 40%
Special Education: 13.8%

Teton County Idaho Information

State of Idaho County Information:

<https://www.idaho.gov/counties/teton/>

US Census Bureau:

<https://www.census.gov/quickfacts/fact/table/tetoncount/ida/PST045218>

Teton County, Idaho website:

<http://tetoncountyyidaho.gov/>

Teton School District 401

<https://tsd401.org/>

[Teton School District 401 Organization Chart](#)

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

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

High School Graduation rate

Teton High School

2018-2019	tbd
2017-2018	94.6%
2016-2017	97.2%
2015-2016	96.7%

Scholarships Awarded (Teton High School Seniors):

2019	\$2,406,418	816 college credits	98 seniors
2018	\$1,575,720	888 College Credits	106 seniors
2017	\$3,960,143	894 College credits	104 seniors
2016	\$1,747,475	1083 college credits	95 seniors
2015	\$1,449,587	679 college credits	81 seniors
2014	\$1,727,783	837 college credits	100 seniors

Teton High School Dual/AP Classes

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

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

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

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

Teton School District Facilities

<u>School</u>	<u>Year Built</u>	<u>Age of School</u>
Victor Elementary	1941, *2020 new school	78
Driggs Elementary	1952 & 1972, *2020 new school	67
*Basin Alternative High <i>(*at Driggs Elementary)</i>	1952 & 1972	67
Rendezvous Elementary	1953, 2019	66, new
Teton Middle	2009, *2020 new addition	10
Teton High	1998 & 2008, *2020 new addition	21
Tetonia Elementary	1951, 2019	68, new

New School Information: <https://tsd401bond.org>

Why the Strategic Plan?

[Strategic Plan Brochure](#)

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

September 24, 2015

October 28, 2015

November 18, 2015

January 13, 2016

February 23, 2016

March 9, 2016

April 18, 2016

June 6, 2016

July 20, 2017

Aug. 7, 2017

Dates of Eggs and Education Breakfasts:

November 4, 2015

January 22, 2016

April 27, 2016

On the pages following 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.

[Environmental Scan Results](#)

Goals, Strategies and Initiatives

For detailed Annual Action Plans for all Goal Areas see [Strategic Plan Working Doc](#) or the Annual Improvement Plans Section starting on page

[State School Report Card](#)

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

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

- 1-1A** **Initiative:** All students have equitable access to a rigorous, aligned standards based curriculum, instructional methods, materials/resources, and assessments.
- 1-1B** **Initiative:** Provide time and resources for K-12 teachers and administrators to horizontally and vertically align curriculum within grades, between grades and in transition years between schools through a focus on instructional methods and practices.
- 1-1C** **Initiative:** Establish a meeting rubric/protocol to assist in planning and guiding collaboration and team meetings to assist with district-wide consistency and support.
- 1-1D** **Initiative:** Curriculum, instruction and assessment work will be aligned to the district's strategic plan, state and federal guidelines, and requirements.
- 1-1E** **Initiative:** The curriculum director will help facilitate the instructional practices, curriculum alignment and assessment coordination in the district.

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

- 1-2A** **Initiative:** Follow assessment schedule and present summary assessment reports.
- 1-2B** **Initiative:** Implement Response to Intervention, Multi-Tiered System of Support (RtI-MTSS) teaching practices through state grant training, collaboration in the school district and with other school districts and SDE.
- 1-2C** **Initiative:** The district and administrative team will conduct quarterly data review to determine student growth, and success of academic plans and support systems and to drive decision making per grade level and subject area.
- 1-2D** **Initiative:** The district engages the administration, teachers and students in gathering information on their own performance.
- 1-2E** **Initiative:** Decrease the number of students needing remediation support.
- 1-2F** **Initiative:** Increase learning opportunities with under-represented groups of students

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

- 1-3A** **Initiative:** All students will receive high quality instruction delivered through differentiated instructional practices.
- 1-3B** **Initiative:** Teachers and instructional staff will be supported in the implementation of the Danielson Teachers Evaluation Framework.
- 1-3C** **Initiative:** Implement a dual language program modeled after the Jefferson School District Rigby, Idaho. See Timeline phases I, II and III to build capacity.
- 1-3D** **Initiative:** Address ELL program improvements identified by the SDE federal program audit, April 2016,
- 1-3E** **Initiative:** Evaluate current career and college readiness to determine student needs and program effectiveness.
- 1-3F** **Initiative:** Develop business collaboration internships and enhance work experience opportunities in the community.
- 1-3G** **Initiative:** All students will develop and follow a 4 year academic high school plan aligned to their interest in college/career as determined by using the Idaho Career Information System.
- 1-3H** **Initiative:** Set a vision and three year plan for learning enabled by technology in the areas of accessibility, devices, connectivity, and resources to build cutting edge technology and a robust infrastructure for learning in future ready schools.
- 1-3I** **Initiative:** Review current technology plan, update according to best practices and align to technology skills standards in Idaho.
- 1-3J** **Initiatives:** All students will follow a K-12 technology skill plan in learning to prepare them for career and college.
- 1-3K** **Initiative:** Improve STEM focus in schools.
- 1-3L** **Initiative:** Research grants to address areas of need such as ELL, RtI-MTSS, etc.
- 1-3M** **Initiative:** Implement an extended year reading program (equivalent of 40 hours) for students in grades K-3 that perform below grade level on the IRI reading assessment in accordance with Idaho Code 33-1615.
- 1-3N** **Initiative:** Support and partner to offer extended year programs, resource center services, and educational support systems for families and students.
- 1-3O** **Initiative:** Implement the fiscal agent sponsorship of the 4-8 week summer camp program partnering with local programs such as the library, summer food program at Driggs Elementary.

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

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

- 1.2-4A** **Initiatives:** District and school plans and the alignment to Idaho Core Standards will drive the PD content in collaboration with the district PD committee which are researched based and best practice.
- 1.2-4B** **Initiative:** All teachers will participate in district wide collaboration tied to professional development and focused on aligned curriculum horizontally and vertically k-12 to the Idaho Core Standards within grade level teams and subject areas.
- 1.2-4C** **Initiative:** ELL program improvements and supports will be addressed through PD.
- 1.2-4D** **Initiative:** Training and support for counselors at the middle and high school in Idaho CIS will occur.
- 1.2-4E** **Initiative:** Focus on high quality, in-district PD that reflects the needs of teachers, students, and schools.
- 1.2-4F** **Initiative: (new)** District administrative team will review training needs that will positively impact administrative performance. For example leadership, coaching, public relations, student interactions, etc.

Safety

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

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

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

- 2-1 Initiative:** Suicide Prevention (training for staff, coaches, resources for parents, peer-mentoring (state Sources of Strength grant/training/support), need is ongoing.
- 2-2 Initiative:** Bullying-Cyberbullying-Harassment prevention, Digital Citizenship support, training, resources (Training for staff, resources for students & parents), need is ongoing.
- 2-3 Initiative:** Safe Routes to school (pathways, sidewalks, crossing flags, updated signage), continue to address access areas (sidewalks between schools, paving bus loading areas, lighting on pathways), continue collaboration and partnerships.
- 2-4 Initiative:** Positive student relationships (peers, staff, community members), PBIS (Respect, Responsible, Ready), staff expectations, support, and student accountability, need is ongoing.
- 2-5 Initiative:** Safe entryways to schools (review security access at all entrances to schools: enhanced video monitoring systems, buzzer systems, remodel entryway to direct all entrance traffic through the main office, or other feasible options), need is ongoing.
- 2-6 Initiative:** Collaboration with safety officials: Teton County Sheriff's Department, Teton County Fire & Rescue Department, Teton County Emergency Management, Eastern Idaho District 7 Public Health Department, American Red Cross, Teton Valley Hospital and Ambulance Services, State of Idaho Division of Building Safety with annual safety inspections of all schools and facilities, to ensure our schools are safe, secure and well prepared if an emergency occurs.
- 2-7 Initiative:** School Resource Officer (SRO): continue to research funding and staffing options with the school district and Teton County Sheriff's Department to restore this position.
- 2-8 Initiative:** Enhance internal communication systems and assignments: update and install PA systems in elementary schools, develop redundant communication systems and chain-of-command delegation (multiple ways to communicate and alternative leadership assignments are used), need is ongoing.

[TSD 401 Safety Summary](#)

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, 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).

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.

Policy Section 7000 Financial Management

District Financial Reports

Community Relations

Objective: In Development

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

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

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

Initiative: Increase awareness of school board meetings through On-line streaming and a monthly board newsletter

Initiative: Utilize email and school-wide texts to increase awareness of school board meetings

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

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

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

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

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

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

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

[Community Relations Policy Section 4000](#)

Facilities

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

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

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

Initiative: Provide regular updates to school district staff and community on the progress of construction projects

Initiative: Develop a post-construction plan for sharing new schools and additions with the community

Initiative: Develop a post-construction plan to thank the community for its support of our schools

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

Strategy: In Development

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

[TSD401 Technology Plan](#)

[School Facilities Policy Section 9000](#)

Annual Improvement Plans

[State District Report Card](#)

[TSD 401 Report Card 2018-2019](#)

[TSD401 Combined Improvement Plan 2019-2020](#)

Schoolwide Improvement Plans (SWIP)

[THS](#)

[TMS](#)

[RUES](#)

[DES](#)

[TES](#)

[VES](#)

[Danielson Implementation Plan](#)

[Assessment Plan](#)

[Curriculum Plan](#)

[Professional Development Plan](#)

[ELL Plan](#)

[Special Education Plan](#)

[Technology Plan](#)

[2019-2020 District Annual Plan](#)

[PLC Plan](#)

2019-2020 Student Achievement Goals by School:

THS- The percent of students who score proficient on the Spring 2019 ISAT will increase by 5% in both Math and ELA. 98% of seniors will graduate.

TMS- The percent of students who score proficient on the Spring 2019 ISAT will increase by 5% in both Math and ELA. The gap between Hispanic and economically disadvantaged student performance and all students performance on the Spring Math ISAT in 2019 will decrease by 5%.

RUES- The percent of students proficient on the Spring STAR assessment in math and reading will increase by 5% from the fall percent proficient for students who are Hispanic, English Language Learners and Students with Disabilities.

DES- 30% or more of K-3 students who score below proficient on the Fall 2019 IRI will gain at least one performance category on the Spring 2020 IRI.

55% of 3rd graders will score proficient or advanced on the Grade 3 ELA ISAT in spring 2020.

TES- 30% or more of K-3 students who score below proficient on the Fall 2019 IRI will gain at least one performance category on the Spring 2020 IRI.

55% of 3rd graders will score proficient or advanced on the Grade 3 ELA ISAT in spring 2020.

VES- 30% or more of K-3 students who score below proficient on the Fall 2019 IRI will gain at least one performance category on the Spring 2019 IRI.

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

TSD 401 Annual Assessment System

[TSD Assessment System](#)

[TSD 401 Report Card- 2018-2019](#)

[TSD 401 Report Card 2019-2020](#)

ISAT

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

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

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

SAT (Scholastic Aptitude Test) - 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 11th grade** students participate in the SAT assessing students on mathematics, and evidence based reading and writing.

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.

Idaho English Language Assessment (Access 2.0)

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

All students who have been identified as "Limited English Proficient" (LEP) within the district

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

Teton School District 401

District Strategic Plans

[2017](#)

[2018](#)

[2019](#)

