

Teton School District 401 COMBINED DISTRICT PLAN (2021-2022)

Continuous Improvement Plan · College & Career Advising Plan (9-12) · Literacy Intervention Plan (K-3)

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CONTINUOUS IMPROVEMENT MEASURES 2021-2022

SCHOOL DISTRICT	# 401	NAME: TETON SCHOOL DISTRICT 401	
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[TSD401.ORG](https://tsd401.org)

STRATEGIC PLAN WEBPAGE: [HTTPS://TSD401.ORG/SCHOOL-BOARD/STRATEGIC-PLAN/](https://tsd401.org/school-board/strategic-plan/)

[IDAHO STATE DEPARTMENT OF EDUCATION K-12 REPORT CARD](#)

MISSION/VISION

EMPOWERING OUR STUDENTS TO REACH THEIR FULL POTENTIAL

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

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DEMOGRAPHIC ANALYSIS

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

Community Involvement

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

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

Parent Notification of College and Career Advising and Mentoring Services

In June 2019, the high school solicited input from parents of High school students to receive feedback on career and college supports and plans. Parents specifically requested more focus in the fall of the school year on career and college options and time with counselors to understand transcripts and college entry requirements and applications. In response, Teton High School scheduled monthly college help evenings in the fall where parents and students can come to the high school to receive assistance in filling out applications,

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scholarship applications and FAFSA help. Three college help nights are also scheduled for the spring. These events are advertised through the high school and district Facebook page, parent group emails, morning announcements to students and physical posters throughout the High School.

Each student at Teton High School has an assigned college and career counselor. In addition to individual college and career counseling prior to junior year, every freshman will complete a 4 year high school plan and a career exploration assignment in their 9th grade Health class. Parents and students can access their 4 year plan through the Parent/Student Portal of our Student Information System Infinite Campus. A paper copy also goes home to parents. Counselors are available at all parent teacher conferences.

Parental Involvement in Students' Individual Reading Plans

Parents are an integral part of student learning. Parents are provided many resources and opportunities to be a part of our students' learning and growth. Parents are provided resources through the newsletters, postings on each individual school's websites and through our school and public libraries. Resources we provide parents include: web resources on reading strategies to use with their children at home, parent and student assemblies geared toward reading programs in our communities, Read to Rover (service animal program for K-5 students who are reluctant readers), summer reading programs at our public libraries and in our elementary buildings, weekly summer reading library programs at each elementary school, monthly parent nights where parents can collaborate and learn strategies to use at home with their children to promote reading, as well as, consistent parent involvement during our school days with parent reading volunteers and classroom assistants. Several reading online intervention programs we use at school (RAZ, MobyMax, Imagine Learning, Spelling City) can be accessed at home with the student password for extra practice with parents.

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

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

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SECTION I: DISTRICT PERFORMANCE

SUMMARY STUDENT ACHIEVEMENT IS REPORTED TO THE SCHOOL BOARD ANNUALLY AT THE JUNE SCHOOL BOARD MEETING. DISTRICT AND SCHOOL LEVEL DATA ARE PRESENTED BY THE DISTRICT ADMIN-TEAM, COMPRISING THE SCHOOL PRINCIPALS AND DISTRICT LEADERSHIP (SUPERINTENDENT, CURRICULUM-INSTRUCTION-ASSESSMENT DIRECTOR, SPECIAL EDUCATION-FEDERAL PROGRAMS DIRECTOR). TO VIEW THE ARCHIVE OF THAT PRESENTATION, GO TO:

[HTTPS://WWW.YOUTUBE.COM/USER/TSD401](https://www.youtube.com/user/TSD401)

SCROLL TO THE JUNE 14, 2021 TSD 401 MONTHLY SCHOOL BOARD MEETING

THE FOLLOWING IS A DISTRICT LEVEL REPORT CARD WITH STUDENT ACHIEVEMENT DATA

THIS PROCESS ALLOWS FOR PUBLIC REVIEW AND COMMENT, DISCUSSION AND QUESTIONS FROM THE SCHOOL BOARD, AND COLLABORATION BY THE SCHOOL DISTRICT ADMIN-TEAM.



Nationally normed screeners are conducted in Fall, Winter and Spring to identify which students may need extra help and which students are at, near, or above their grade level benchmark.

National norms compare student performance to students across the nation who have taken the same assessment.

Assessment	Gr	Fall 2019	Fall	W	Spr
Reading Percent Proficient ISIP by Istation Proficiency = at or above 40%ile	K	N/A	46	59	59
	1	42	58	56	53
	2	48	49	50	59
	3	62	59	61	66
Reading Percent Proficient STAR Reading Proficiency = at or above 50%ile *Not all students have completed screening	4	57^	31	46	46
	5	43	39	45	48
	6	40	41	45	44
	7	35	40	36	36
	8	39	36	36	36
	9	31	33	20*	27*
	10	35	35	27*	29*

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^40th %ile Benchmark	11	32	27	25*	30*
	12	32	26	34*	36*
Math Percent Proficient STAR Math Proficiency = at or above 50%ile *Not all students have completed screening	1	N/A	64	64	60
	2	46	29	50	55
	3	51	63	60	61
	4	41*	37	47	48
	5	44	37	46	52
	6	44	28	48	41
	7	36	31	54	54
	8	45	32	42	42
	9	39	45	63*	46*
	10	46	50	54*	55*
	11	53	44	43*	39*
	12	52	42	15*	35*

summative data

State and National tests at the close of a school year, or course, examine student performance on grade level standards and skills.

Assessment Percent Proficient	Gr	16	17	18	19	20	20-21
English Language Arts ISAT State determined proficiency level ~ 60th %ile District (State)	3	42	40	44	41		42 (48)
	4	53	46	47	48		44 (50)
	5	45	46	41	48		55 (55)
	6	25	24	30	47		56 (52)
	7	47	28	33	53		59 (58)
	8	53	46	35	55		57 (56)

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	10	63	45	38	47		48 (60)
Math ISAT State determined proficiency level ~ 60th %ile District (State)	3	47	42	40	42		53 (48)
	4	40	38	46	45		32 (46)
	5	33	27	35	26		27 (40)
	6	10	13	14	28		29 (37)
	7	36	15	26	28		36 (40)
	8	30	35	18	28		35 (36)
	10	18	8	14	18		17 (33)
Science ISAT State determined	5	--	59	56	54		N/A
	7	--	23	42	42	8	N/A
	10	--	47	45	42	11	N/A
Math PSAT	10	--	--	33	30		24
English PSAT	10	--	--	56	58		62
Math SAT**	11	39	--	21	23		17
English SAT**	11	70	--	53	49		39
High School Seniors	12	95	104	106	85	140	129
Graduation Rate	12	96.7	97.2	94.6	89.9	92.4	98.4*
College Credits Earned	9-12	1,083	894	888	816	851	839

*The state determines Graduation rate, this will be reported in Nov.

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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
		2020 cohort	2021 cohort
All students will be college and career ready	4-year cohort graduation rate	95%	97%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	33%	40%
	% students who make adequate growth on the grade 8 Math ISAT	100%	100%
	% students who score proficient on the grade 8 ELA ISAT	60%	63%
	% students who make adequate growth on the grade 8 ELA ISAT	100%	100%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	33%	34%
	% students who make adequate growth on the grade 6 Math ISAT	100%	100%
	% students who score proficient on the grade 6 ELA ISAT	53%	61%
	% students who make adequate growth on the grade 6 ELA ISAT	100%	100%

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

Goal	Performance Metric	2020-21 Performance Targets (Previously chosen by LEA)	2021-22 Performance Targets (LEA Chosen)
All students will demonstrate the reading readiness needed to transition to the	% students who score proficient on the Kindergarten Spring IRI	80%	80%
	% students who score proficient on the Grade 1 Spring IRI	80%	80%
	% students who score proficient on the Grade 2 Spring IRI	80%	80%

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next grade	% students who score proficient on the Grade 3 Spring IRI	80%	80%
	% students who score proficient on the Grade 4 ELA ISAT	50%	50%
	% students who make adequate growth on the Grade 4 ELA ISAT	100%	100%

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% OF STUDENTS SCORING PROFICIENT OR ADVANCED ON THE GRADE 3 ELA ISAT.	55%	41%	55%

LITERACY INTERVENTION PROGRAM (K-3) 2021-2022

Comprehensive K-3 Literacy Program Summary

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

- **Full-Day Kindergarten:** Provided to all eligible students, at no cost to parents, paid through the district general fund from local supplemental levy funds, it is not required in the State of Idaho. Idaho funds a half-day kindergarten program.
- **Wilson - Foundations** - PK -3 Core Reading Foundational Skills Program
- **Houghton-Mifflin Reading** – K-3 Reading Curriculum
- **Lucy Calkins Units of Study in Writing**- K-3 Writing Curriculum
- **AR (Accelerated Reader):** Reading Comprehension - Regular Assessment and Tracking Progress
- **ISIP:** Reading assessment and progress monitor
- **Read Naturally:** Grades 1-3 - Intervention to Build Fluency, Decoding, Vocabulary, and -Comprehension Skills
- **MobyMax:** Individualized digital reading program available to all students K-3
- **RAZ Kids/A-Z Reading:** Grades 1-3 – Intervention for Reading Comprehension (School/Home Practice and Interventions)
- **Spelling City:** Grades 1-3 Supplemental Vocabulary Instruction
- **Imagine Learning Reading:** Grades K-3 – ELL interventions for language and literacy skills for struggling readers and students learning the English language
- **Small group and 1-1 Instruction/Intervention** – Grades K-3 (Words Their Way, Sight Words and phonics readers in daily interventions)

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Program Summary Narrative:

The district K- 3 assessment system includes a fall, winter, and spring screening period using the ISIP by Istation. Screening data in conjunction with additional diagnostic assessments and classroom data helps us identify students in need of Tier 2 or Tier 3 instructional support. Each of our schools has developed a Tier 2 and Tier 3 system within their daily schedule. Assessment results determine the intervention that students will receive. Students receiving Tier 2 instruction are progress monitored monthly with Aimsweb probes. Students receiving Tier 3 instruction are progress monitored twice monthly with Aimsweb probes.

Our 5 full-time and 1 half time paraprofessionals provide support for students who need small group and 1-1 interventions throughout the day. Our teachers work with small groups of students who require intensive interventions. Paraprofessionals implement reading interventions with students daily for 15-45 minutes, while in-class interventions with teachers occur throughout the day, for students who scored basic and below-basic on the IRI. Careful data analysis of the fall iStation reports are used to determine para scheduling to ensure daily interventions are possible.

At the elementary level, weekly district-wide grade level meetings are held. As part of the ongoing agenda, screening and progress monitoring data is reviewed. In our data meetings, we identify students who are responding to interventions and students in need of additional support to make improvement towards grade level proficiency.

Comprehensive K-3 Literacy Plan Alignment

Critical Literacy Skills:

- 1. Phonological Awareness** – Addressed through Heggerty Phonemic Awareness, SIPPS, Imagine Learning, MobyMax, iStation and daily small group work and learning centers activities (Words their Way and sight words). Tier 3 Wilson Reading System supporting Tier 3 needs.
- 2. Phonics** – Addressed in K-3 Core Curriculum, Foundations SIPPS, iStation, MobyMax as well as, daily small group work and learning center activities. Tier 3 Wilson Reading System supporting Tier 3 needs.
- 3. Fluency** – Addressed during interventions and during core instruction times in a variety of ways including Read Naturally, RAZ/A-Z Reading, Words Their Way, iStation, MobyMax as well as, other research based strategies including repeated reading, extra reading practice, building sight word recognition and paired reading. Tier 3 Wilson Reading System supporting Tier 3 needs.
- 4. Vocabulary** – Addressed in K-3 Core Curriculum through Foundations, Houghton-Mifflin Reading Curriculum, AR, MobyMax, RAZ Kids iStation, and Imagine Learning. Assessments from ISIP and Raz Kids give us feedback on vocabulary skills, as well as, daily practice with Spelling City builds vocabulary skills and practice. We have a common language in our core curriculum, where word walls and daily practice enhances vocabulary skills. Tier 3 Wilson Reading System supporting Tier 3 needs.

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5. Comprehension – Addressed in Core Curriculum and intervention programs (Foundations, Houghton-Mifflin Reading, AR, Raz Kids, Imagine Learning, MobyMax) and assessed/monitored through AR, STAR, iStation. Tier 3 Wilson Reading System supporting Tier 3 needs.

Essential Elements:

1. Collaborative Leadership: We have a leadership team at Teton which serves as a conduit of communication to the teachers and paraprofessionals. Our leadership team maintains a focus on improving student results through decision making processes regarding curriculum, instruction, and professional development especially related to areas of need identified through self-assessment on the Danielson Framework, as well as current areas of improvement as designated through several assessment data checks (data walls and admin team data digs). Grade level instruction teams meet weekly with a focus on our RTI data and monitoring the progress of students, instructional strategies that are working and should be shared, and pacing curriculum. Principals present mini in-services pertaining to instruction, curriculum, and student learning at staff meetings and on in-service days. Professional Development on an individual basis for teachers and admin is available per individual need.

2. Developing Professional Educators: All teachers have successfully completed the Idaho Comprehensive Literacy Course. Much of our professional development throughout each year often has a literacy focus because students need to learn to read. We know it is the single most important skill they need to learn in elementary school. We utilize a variety of resources for professional development including webinars, training a staff member is able to provide, going out to participate in various training opportunities, and bringing trainers in to work on a specific topic. Each grade level meeting results in a mini training as teachers share what is and is not working with students. We also use in-house opportunities with the development of PLCs where teachers visit classrooms to observe instructional practices they would like to see in action and take their learning back to their own classrooms. This is a highly effective method of building capacity and a strong culture of a learning community.

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

3. Effective Instruction and Interventions: We have a standards-based report card and place an emphasis on the Danielson Framework as not only an evaluative tool, but an instructional model. Literacy instruction is systematic and explicit based on research based curriculum and instructional strategies. Our teachers are regularly monitoring the progress their students are making toward reading targets. They are adjusting strategies, adding strategies, visiting with parents and other staff, and using team meetings to evaluate and discuss next steps in instruction and assessment. Our system of intervention is flexible and each and every staff member is willing to look at needs and try something new in order to make gains. Our teachers are all certified, using researched based curriculum and intervention programs, and providing instruction with effective and sound practices and strategies. Teachers are also using multiple assessment data sources for analysis of student needs and growth. Star assessment data is used in our district to analyze individual student needs in literacy, as well as, other core curricular areas.

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

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

Section IV: College and Career Advising and Mentoring Performance Metrics

Goal	Performance Metric	2020-21 Performance Targets (previously chosen by LEA)		SY 2020-21 Results		2021-22 Performance Targets (LEA Chosen)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	0		0		2
	% of students whose learning plans are reviewed annually by grade level	8th grade	100	8th grade	100	100
		9th grade	100	9th grade	100	100
		10th grade	100	10th grade	100	100
		11th grade	100	11th grade	100	100
		12th grade	100	12th grade	100	100
	% of students with learning plans created and reviewed in 8th grade	# Enrolled	# 2020 cohort	# Enrolled	# 2020 cohort	Not Required
		N/A	N/A	42	135	
	% students who Go On to a form of postsecondary education within 1 year of HS graduation	56%		31.1%		45%
	% of students who Go On to a form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2019 cohort	# Enrolled	# 2019 cohort	Not Required
N/A		N/A	57	107		

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% students who Go On to a form of postsecondary education within 2 years of HS graduation	60%	53.3%	55%
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Section V.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2020-21 Performance Targets (previously chosen by LEA)	SY 2020-21 Results (if available)	2021-22 Performance Targets (LEA Chosen)
% OF HIGH SCHOOL SENIORS WHO COMPLETE A COLLEGE APPLICATION	100%	100%	100%

College and Career Advising and Mentoring Program (9-12) College and Career Advising Model (9-12)

Model Name	Additional Details
School Counselors	School counselors meet with each student individually at least once annually one on one. They also lead different activities listed below.
Teacher or paraprofessional as advisor	Career & College paraprofessional provides help to students in applying for colleges, FAFSA, scholarships, career exploration, college explorations, and testing for appropriate work or colleges, she completes the Career Screening with all 9th grade students.
Near Peer Mentoring / Mentoring	Upperclassmen mentor underclassmen in our Advocacy classes every week.
Advocacy Class	Meets every day with their Advocacy class advisor.
Transition Coordinator	School Counselors and work with each senior as they transfer to post secondary.
Student Ambassadors	The Voice Program meets and plans activities for the entire school. STUCO also meets every day and plans more activities.

Advising Program Summary (9-12)

- **Four Year Freshman Career Planning** provided to all Teton High School Freshman, via a Career Information Systems Career Screening, with follow up individualized four year planning.
- **College Information Night** for all Teton High School parents and students led by counselors and college/career advisor with 9-12 grade students and parents.

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- **College Financial Aid Night** for all Teton High School parents and students led by counselors and college/career advisor for seniors
- **Free FAFSA Help Night**, hosted by Teton High School for all Teton High School seniors and parents, providing individualized assistance from three College Financial Aid Experts, one of which was Spanish Speaking led by counselors and college/career advisor for seniors
- **Small Group College Presentations and Deadline Reminders** for all Teton High School Seniors, within Senior Government Classes led by counselors for seniors.
- **Individualized College and Career Conferences** providing individualized assistance for each Teton High School Senior and continuing throughout their senior year, including but not limited to: college fit searches, financial aid, scholarships, career guidance, and college application goal setting led by counselors for all students
- **Personalized College Application Assistance** provided to all Teton High School Seniors as needed and requested led by counselors and college/career advisor for seniors and any other early applications
- **ACT, SAT, and College Application Fee Waiver Assistance** is available to Teton High School Seniors, who meet qualifying guidelines led by counselors and college/career advisor for 10-12th grade students.
- **Monthly Publication of the Teton High School Scholarship Bulletin** and made available to all Teton High School students and parents via: a link on the Teton High School Webpage, emailing to students and parents, Facebook, and as hard copies for 12th grade students led by college/career advisor for seniors
- **College Presentations from visiting College Reps** from both in State and out of State colleges and universities made available to Teton High School students during the school day, continuing throughout the school year led by our school counselors for juniors and seniors.
- **PSAT, ASVAB, ACT, SAT, AP and ALEKS** led by counselors and college/career advisor for 10-12th grade students.
- **Career Day** for all Teton High School students in the spring of each school year led by school counselors for all students.
- **Dual Credit and Advanced Placement (AP) Courses at Teton High School**, allowing Teton High School students the opportunity to earn up to 25 college credits within Teton High School from various Idaho Colleges led by school counselors and college/career advisor for 10-12th grade students.
- **Dual Credit and Advanced Placement (AP) Idaho Digital Learning Academy (IDLA) Courses** available to Teton High School students with the opportunity to earn college credit from various Idaho Colleges led by counselors and college/career advisor for all students
- **Technical Competency Credit Courses**, taught within Teton High School Vocational Courses, allowing Teton High School students the opportunity to earn technical badges to transfer to various Idaho Colleges led by counselors and college/career advisor for all students.
- **Teton High School College and Career Course** as a credit earning course at Teton High School available to Juniors and Seniors led by the counselors.

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- **College Bus Visits** sponsored by Teton High School and made available to Teton High School Juniors and Seniors led by school counselors and college/career advisors.
- **College Visit Day Opportunities** allowing Seniors & Juniors to visit colleges of their choice and not count against their attendance led by counselors
- **College Campus Opportunities for Leadership** made available to Teton High School students during the summer, such as Hugh O'Brian State Youth Leadership (HOBY) Seminar, Girls State, Boys State, University of Idaho Vandal Challenge, Idaho Science and Aerospace Scholars Program, and Rotary Youth Leadership Seminar (only one not held on a college campus) led by school counselors for students 9-12
- **Advocacy Class** – Students during this time once a week have a time to be mentored by their teacher on Social Emotional Growth and grades with focus on what we do with those post high school. Underclassmen are with upperclassmen to be mentored. The underclassmen get to see the senior project presentations of their mentors and what they are doing after high school. Led by the Principal for all students 9-12.
- **Voice with Freshman** mentors from our Voice Program for each Freshman. They meet at least once a quarter with their mentees and work as a Voice Class to prepare things for them all year. Led by Principal, counselors and teacher of Voice for 10-12 grade students.

Other Notes / Comments

- **Professional Development** staff have attended or plan to attend Student Readiness Symposium, Financial Aid Seminar by ISU, Fast Forward Training, College Information System Training, Social Emotional Training for all staff and advocacy plans for all staff at the start of year led by counselors and college/career advisor and principal for all staff.
- [Idaho State Board of Education, District Go On Rates for 2021-22 Plans](#)

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Section VIII: Staff Performance - Previous Year Results & Current Year Performance Targets [TSD 401 Danielson Implementation Cycle](#)

Grade(s)	Subject	Performance Metric	Assessment Tool	2020-21 Results	2021-22 Performance Targets (LEA Chosen)
K-3	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Istation	92%	100%
K-3	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Bridges Pre/Post Test	96%	100%
4-5	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	94%	100%
4-5	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Bridges Pre/Post Test	95%	100%
6-8	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	96%	100%
6-8	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	95%	100%
6-8	Science/ Social Studies	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	99%	100%
6-8	Electives	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Pre/Post Test	96%	100%
9-12	ELA	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or	Pre/Post Test	96%	100%

Teton School District 401 COMBINED DISTRICT PLAN (2021-2022)

Continuous Improvement Plan · College & Career Advising Plan (9-12) · Literacy Intervention Plan (K-3)

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

K-3 Literacy Plan Budget						
District Name and Number:			Teton School District 401			
Estimated Total Literacy Funding for 2020-2021 :			\$160,000.00			
PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Literacy Paraprofessionals	One Literacy para at Each School Site	5.75	27,826.087	160,000.00	160,000	0.00
Full Time Kinder Teachers	3 FT Kindergarten Teachers	3.0	66,000.00	198,000.00	0.00	198,000.00
Personnel Subtotal				358,000.00	160,000	198,000.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
RENLearn AR	Licenses for all students	550	7.00	3,850.00	0.00	3,850.00

Teton School District 401

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Programs / Curricula Subtotal	11,830.00	0.00	11,830.00
TOTAL COSTS & BUDGET	476,300.00	\$160,000.00	\$316,300.00