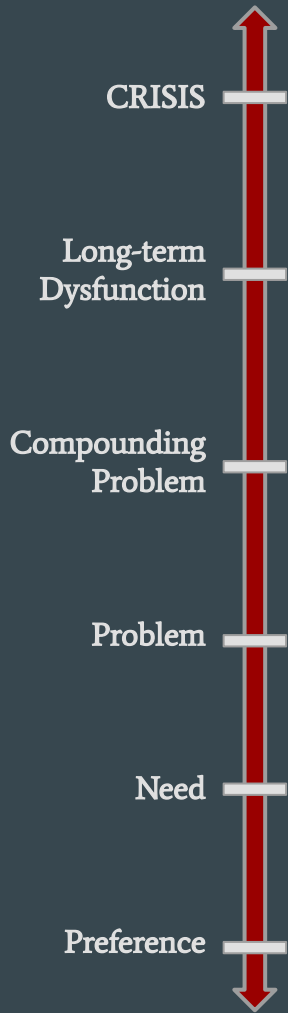


A Significant Opportunity

A solution to two very complex problems.





Two Crisis with One Solution - We have 2 areas of crisis that we must and CAN resolve with an intentional shift to our school Calendar

Inadequate Collaboration Systems that Absolutely impact Student Learning

- Crucial collaboration time is not built into our systems (Acute at Elem. and secondary Level)
- Time for crucial alignment
- Time for problem Solving
- Time for INNOVATION
- We have tried for 30+ years without a meaningful change

Crisis - Retaining/Attracting Teachers

- Hiring had become dysfunctional in the past 3+ years. Last year we hit a tipping point
- Ultimate crisis - Your child shows up August 29th and he/she does not have a teacher. This was a reality in our district this year.
- It is not as simple as "just raise salaries"

Definition of a Crisis:

- A difficult or important decision Must be made
- A turning point
- A decisive moment
- Forced to consider what would happen if nothing changes

We are perfectly designed to get the results we are getting. If we don't like the results, we must deliberately change the design.

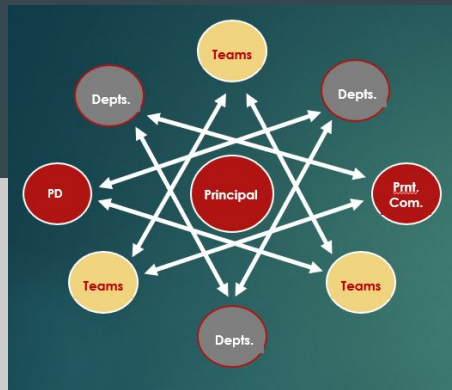
Inadequate Collaboration Systems:

What is teacher collaboration?

- Crucial organizational tool for planning, operations management, innovation, problem solving, and long term strategy
- A place to analyze data to help students improve
- Embedded professional development
- Time to align and improve curriculum and teaching strategies
- The core teams - departments, grade level teams, committees
- The place where consensus, vision, motivation, and direction occur

We have tried many district solutions, none of which altered the outcome:

- Early release Fridays
- Quarterly meetings covered by subs
- Covers during the day for teams to meet
- Non-contract time
- Leadership Premium
- Power Hour projects w/ parent volunteers that allowed for teachers to collaborate

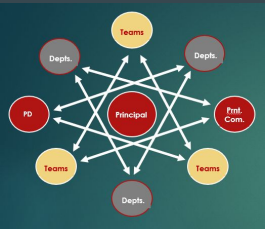
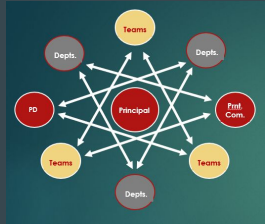
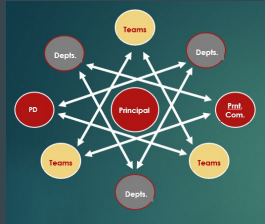


We also have a data set that supports a system change:

- TMS teaming and dept collaboration are at the core of their success as a school including:
 - Cross curricular units- CSI, Intergalactic Stock market, Latin America unit, Targhee Field trip, Bates Farm, WWII unit, etc.
 - Safety net and parent communication - teaming gives daily time for teachers to check in with and discuss critical student needs, meet with parents, and implement interventions
 - Annual planning cycles - A core piece of how we grow our school
 - Teaming and dept collaboration have a huge impact on our organizational efficacy, morale, and motivation.
- TMS collaboration is dependent on a schedule system that is not realistic at the elementary or HS levels.

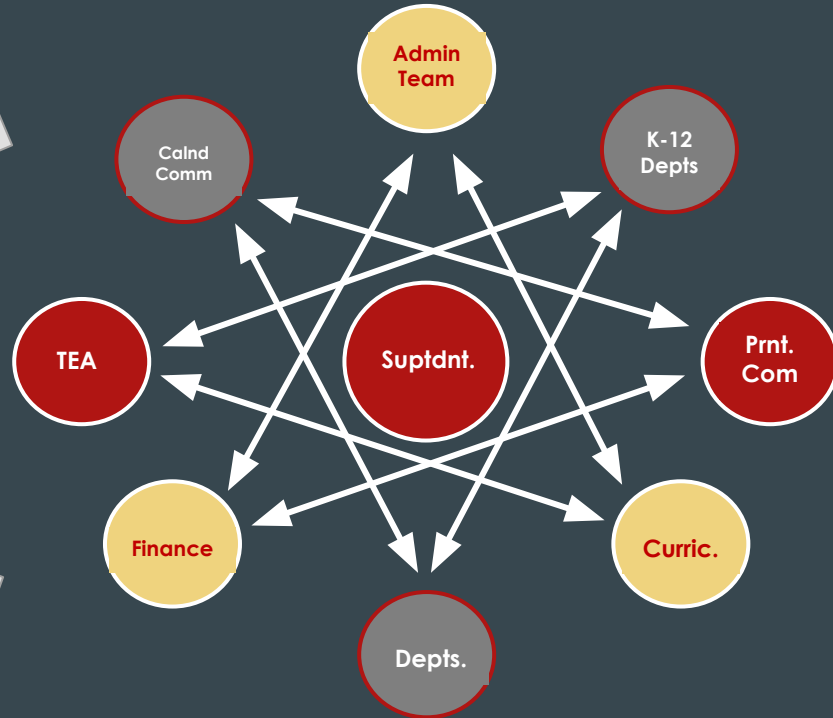
District-wide Collaboration: How and Why it works

School Based Collaboration



Informs
District
Decision
Making

District level Collaboration Teams



School Board

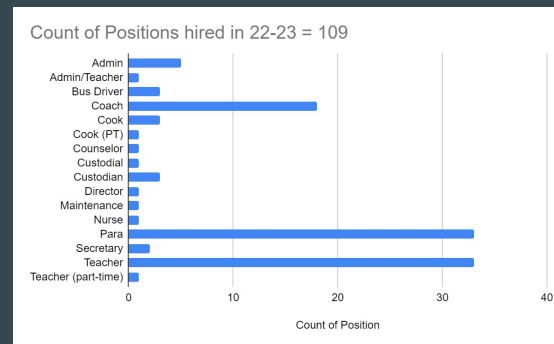
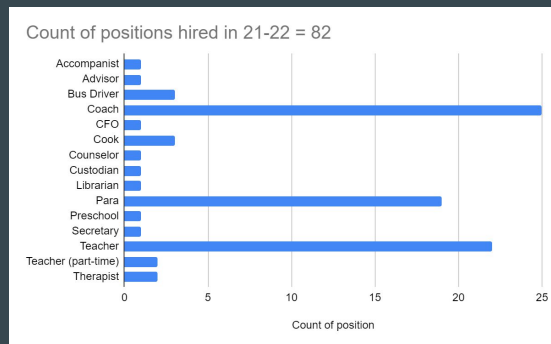
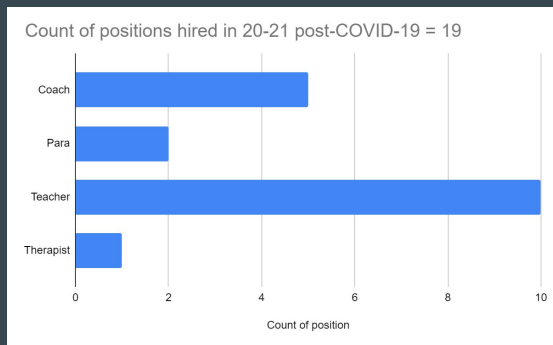
Outcomes:

- District informed dec making
- Staff Support
- Consensus
- Positive morale
- Clear direction from schools and district teams about how to focus our time and resources

Informs
District
Level
Work

The Problem: Recruitment and Retention of Quality Staff

“I recognize that teacher retention is a complex phenomenon that is inextricably intertwined with teacher quality but also dependent on the actual educational quality of the systems that employ teachers” (Noel-Smith, et al., 2019).



- **Recruiting strategies** at job fairs and within job postings are at a disadvantage with potential candidates compared to neighboring districts with a collaborative, supportive calendar model
- **Staff turnover** has significantly increased over the past 3 years. This constant cycle impacts student learning, achievement, and school culture.
- **Applicant pools** have decreased significantly in three years time
- **Staff movement in district** works for “grow your own” models, but still opens hard to fill positions
- **Freedom to quit** is allowable in our district

The Data: [Hiring Data Spreadsheet 2020-2023 Hiring Documents](#)

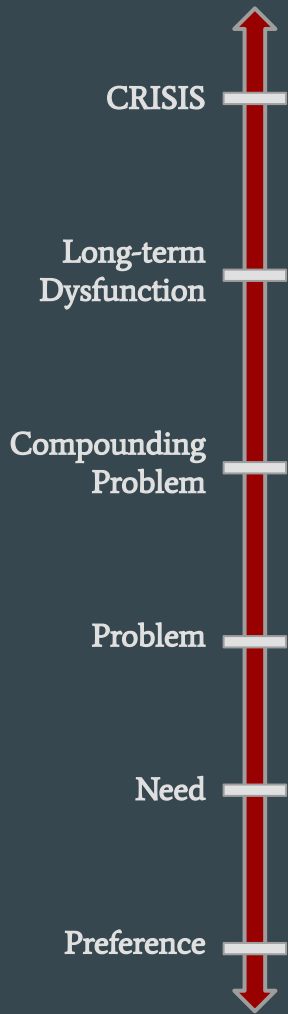
The Solution: Recruiting and Retaining Quality Staff

We must:

- Find a way to place ourselves in a more competitive position within SE Idaho and our adjoining state.
- Find a way to attract candidates to our open positions
- Find a way to offer ongoing support, professional development, and quality collaboration
- Find a way to enhance our mentoring and induction program - the first year is critical
- Find a way to increase leadership support in our buildings and departments
- Find a way to create a marketing strategy to promote positive aspects of our district
- Find a way to support our staff and students with a new collaborative design

If the ultimate destination of education is student achievement, then **teacher collaboration** is a **part of the journey.**





Two Crisis with One Solution - We have 2 areas of crisis that we must and CAN resolve with an intentional shift to our school calendar

Inadequate Collaboration Systems:

- Crucial collaboration time is not built into our systems (Acute at Elem. Lev.)
- Time for crucial alignment
- Time for problem Solving
- Time for INNOVATION
- Not contractually possible to meet our planning needs

Crisis - Retaining/Attracting Teachers

- Hiring had become dysfunctional in the past 3+ years. Last year we hit a tipping point
- Ultimate crisis - Your child shows up August 29th and he/she does not have a teacher. This was a reality in our district this year.
- It is not as simple as "just raise salaries"

Fundamental Solution



Adjusted School Week

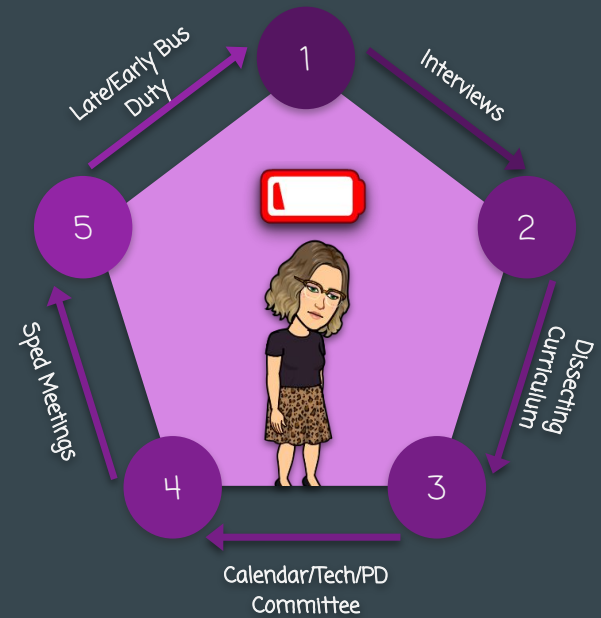
- An Immediate and Positive impact
- A long term solution
- Financially sustainable
- Tackles crisis areas with relatively minor by-products



We are perfectly designed to get the results we are getting. If we don't like the results, we must deliberately change the design.

A Week in the Life:

1. What meetings does a teacher in the Teton School District attend bi-weekly?
2. What designated responsibilities do teachers have outside of their 8:00am-3:30pm role as an instructor?
3. How much time is designated in the schedule for this collaboration time?



Staff Meeting

Teachers collaborate, communicate, and engage in professional development to support effective instruction.

Grade Level PLC

Teachers collaborate to analyze student data, share instructional strategies, and make informed decisions to improve student outcomes.

Leadership Team

Leadership teams discuss administrative matters, share insights on school policies, coordinate leadership responsibilities to ensure effective school management.

MTSS/Parent Meetings

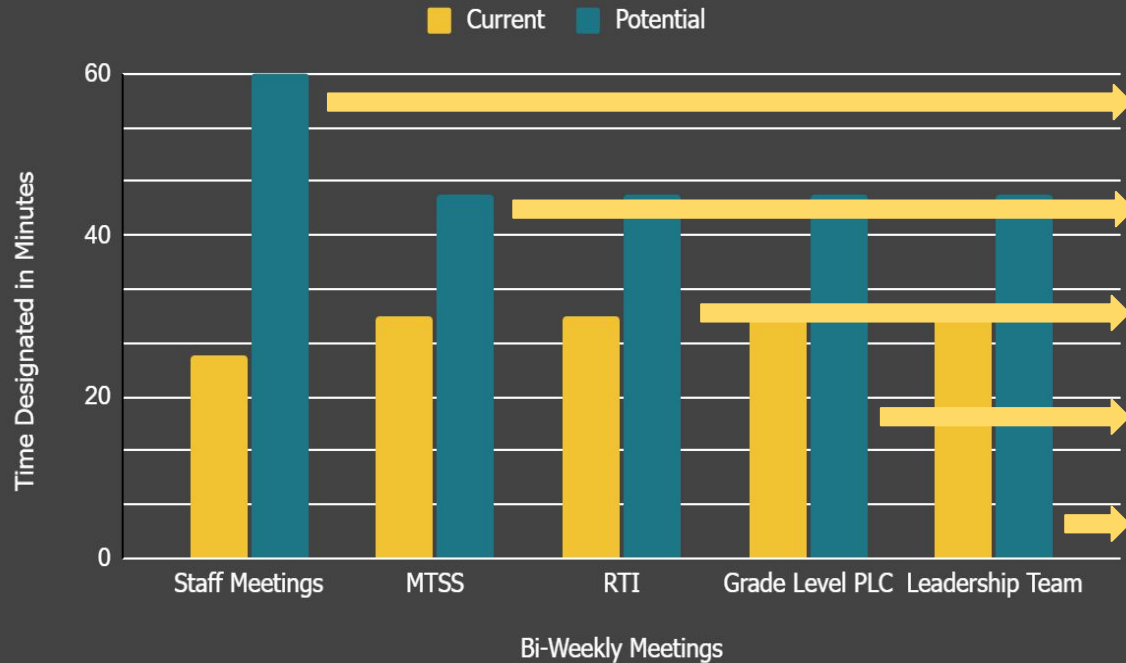
Teachers work to identify and address the specific academic, behavioral, and emotional needs of individual students by planning targeted interventions and strategies.

RTI Data Dive

Teachers assess students and provide tailored instructional support to students and develop systems to monitor student progress.

What is the potential if we adopt a 4 day week?

VES Current/Potential Collaboration Time



Sample Schedule



Potential Collaboration Opportunities:

- ☐ MTSS
- ☐ RTI
- ☐ Leadership
- ☐ Staff Meetings
- ☐ Data Dive RTI
- ☐ Grade Level PLC
- ☐ Para Training
- ☐ Curriculum Training
- ☐ Vertical Alignment PLC

VES Sample 4 Day Week Meeting Schedule

Thursday

Monday/Friday Off

RTI Data Dive

30 minutes during PE special.

Staff Meeting

8:00-8:45

Tuesday/Wednesday

MTSS

8:45-9:30

IEP Meetings

7:45-8:30
Or
3:00-3:45

Leadership Team

9:30-10:00

504 Meetings

7:45-8:30
Or
3:00-3:45

Grade Level PLC

10:00-11:00

Key Data Points - 4 Day School Week (Students)

Dr. Spencer Barzee - Key data points

- It has a positive impact on the recruitment and retention of teachers
- Overall increase in student and employee attendance
- In a vast majority of cases, once school districts change to the four-day week schedule, they do not return to the standard five-day week.
- There is no statistically significant impact (positive or negative) on the academic achievement of students that can be tied to a 4-day student week
- Effective collaboration leads to collective teacher efficacy which is one of the greatest factors that influences student achievement

Known Supports to Develop

Friday Programming



- Explore ABC expansion
- Staffing w/ interested classified staff
- How to meet the needs of working parents

Staffing impact



- Transportation and Food Services
- How can we utilize these employees to help with Friday programming

Food Security



- Explore how to ensure food security for at-risk students.

Accountability & Effectiveness



- Strategic, intentional planning of the 24-25 school year to include the PLC and PD schedules on 5th day staff working days