

Brandon Valley School District #49-2

2024-25 School Improvement Plans



Brandon Valley High School

Brandon Valley Middle School

Brandon Valley Intermediate School

Brandon Elementary School

Fred Assam Elementary School

Inspiration Elementary School

Robert Bennis Elementary School

Brandon Valley High School



School Improvement Plan 2024-2025

Core Operating Principle

Our business is the creation of learning environments that result in success.

Brandon Valley Mission Statement

We will prepare our students to be life-long learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students, educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote life-long learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

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Program Development

The Brandon Valley High School Planning Team consists of representation from building administration, counselors, and teachers. This school planning team was formed to analyze data and review the needs of the high school. This team met to review the limited data provided by the South Dakota Department of Education.

Brandon Valley High School Planning Team

Mark Schlekeway, Principal
Jordan Paula, Associate Principal
Mitzi Moore, Associate Principal
Kara Likness, Counselor
Dan Canfield, English Department
Emily Carroll, Math Department
Jared Ailts, Science Department
Nick Massmann, Social Studies Department
Missy Johnson, CTE Department
Kelly Neeman, Special Education Department
Christine Murtha, English Language Learners

After further revisions and approval by the local board of education, this plan will be implemented and made available on the district website to all stakeholders.

Brandon Valley High School Planning Calendar

Below is a log of various meetings that have been or will be held in the process of developing and implementing the Brandon Valley High School Improvement Plan. These meetings have included sessions with administrators and faculty.

2023-2024 School Year

Annual Review	9/25/2024	High School Administration/Counselors met to review previous SIP and began discussion of a new SIP Plan for BVHS.
Review/Revision	10/02/2024	The High School Planning Team met to review corrections and further discuss improvements needed for SIP based on the limited data results.
Review/Revision	10/14/2024	High School staff in-service data dig.
Review/Revision	10/18-11/01, 2024	Department reviews of final plan for specific feedback (subject specific).
Approval BV BOE	Nov. 2024	BV Board of Education
Implementation of Plan	TBD	BVHS School
Released to Public	TBD	Dr. Jarod Larson, BV Superintendent

This plan is designed to be on-going and will be reviewed periodically to make changes that are necessary to maximize student achievement.

Brandon Valley High School Profile

Brandon Valley High School is located eight miles east of Sioux Falls. Making up the Brandon Valley District are the communities of Brandon, Valley Springs, Corson, and Rowena with the district covering 128 square miles of Minnehaha County. Brandon Valley High School is made up of approximately 1417 students in grades nine through twelve. Over 98% of students attend classes on-site with approximately 2% of the students attending classes at Teachwell Academy in Sioux Falls. The students at Brandon Valley High School are offered a balanced curriculum and extra-curricular activities that meet the needs of the young adolescent (See Appendix A).

There is an active Senior Parent Organization, various booster clubs, a Senior Leadership Team, Serve and Learn Student Association, Students Against Destructive Decision-making, Peer Helpers, Best Buddies, National Honor Society, National Math Honor Society, Student Council, Hope Squad, various athletic teams, fine arts activities, and clubs which all provide many opportunities that can make high school a positive educational and social experience.

The current high school facility was opened in the fall of 1968. Additions of a performing arts center, commons, library, thirteen classrooms, gymnasium, locker rooms, weight room, and expansion of the kitchen and various remodels have been done over the past forty years. Brandon Valley High School finished a new addition in August of 2023 that added an additional 22 classrooms to our campus.

State Report Card results can be found at the South Dakota Department of Education website at: <http://doe.sd.gov>.

Brandon Valley High School Demographic Data

As shown in the chart below, Brandon Valley High School has a small percentage of ethnic diversity as well as limited poverty. In recent years we have seen an increase in the number of students receiving special education services.

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
HS Enroll	1221*	1327*	1299*	1344*	1356*	1389*
HS SpEd	116 (9.5%)	126 (9.5%)	132 (10.2%)	148 (11.0%)	151 (11.1%)	154 (11.1%)

*On-campus

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
White	89.1% (1088)	88.1% (1169)	89.4% (1162)	88.1% (1184)	86.2% (1169)	85.5% (1188)
Non-white	0.002% Native Am. (3) 2.94% Hispanic (36) 1.55% Asian (19) 3.19% Afr. Am (39) 2.95% 2/More (36) 0.00% Haw/Pac (0)	0.4% Native Am. (5) 3.1% Hispanic (41) 1.81% Asian (24) 3.62% Afr. Am (48) 3.01% 2/More (40) 0.00% Haw/Pac (0)	0.46% Native Am. (6) 2.6% Hispanic (34) 1.62% Asian (21) 2.39% Afr. Am (31) 3.39% 2/More (44) 0.07% Haw/Pac (1)	0.52% Native Am. (7) 3.0% Hispanic (40) 1.57% Asian (21) 3.57% Afr. Am (48) 3.13% 2/More (42) 0.15% Haw/Pac (2)	0.81% Native Am. (11) 3.91% Hispanic (53) 1.99% Asian (27) 3.91% Afr. Am (53) 3.17% 2/More (43) 0.07% Haw/Pac (1)	0.93% Native Am. (13) 4.18% Hispanic (58) 2.01% Asian (28) 3.96% Afr. Am (55) 3.17% 2/More (44) 0.22% Haw/Pac (3)
Econ. Disadv.	14.00%	11.47%	6.00%	11.8%	14.52%	12.69%
Migrant	0 (0)	0(0)	0(0)	0(0)	0(0)	0(0)

	2019-20	2020-21	2021-22	2022-23	2023-234
In School Suspension	23	16	56	66	50
Out School Suspension	32	48	53	60	29
Expulsions	0 (0.0%)	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Graduation	98.03%	96.01%	94.12%	96.55%	95.48%

Brandon Valley High School Performance Index (SPI)

Category	2024 Points Earned	2023 Points Earned	2022 Points Earned	2021 Points Earned	2020 Points Earned	2019 Points Earned
Student Achievement						
Student Achievement Total	36.8	37.6	38.0	N/A	N/A	37.08
Completion Indicator Total	24.2	24.1	24.0	N/A	N/A	24.54
College & Career Readiness	19.2	21.2	20.9	N/A	N/A	21.41
English Language Proficiency	5.3	5.1	5.9	N/A	N/A	5.17
BVHS TOTAL	85.50	88.00	88.80	N/A	N/A	88.18
'AA' Average SPI	75	75	N/A	N/A	N/A	77

Responsibilities for Increased Student Achievement

Brandon Valley High School	Brandon Valley School District	South Dakota Department of Education
<ul style="list-style-type: none"> • Provide instruction on state content standards • Monitor student achievement progress • Involve parents/guardians in their child's education • Provide supports for student success • Supporting staff instructional strategies through observations and feedback. • Utilize Pre-ACT data to identify gaps that need to be addressed. 	<ul style="list-style-type: none"> • Provide in-service time, released time and training for professional development • Provide quality curricular resources • Write policies to ensure a quality education 	<ul style="list-style-type: none"> • Provide state assessment & results • Provide data analysis assistance through the South Dakota Assessment Portal (STARS)

Comprehensive Needs Assessment

An overview of the previous year's data from the State of South Dakota Report Card was reviewed. The high school administration and counselors examined the results in every portion of the School Performance Index that was reported on this year.

This year's BVHS School Improvement Plan will continue to put an emphasis around the areas measured by the School Performance Index and ACT scores. Focus will continue to be placed on preparing juniors for the South Dakota assessment and the ACT and preparing the seniors for the ACT and NCRC exams. All Brandon Valley High School freshmen and sophomores will all be taking the Pre-ACT this school year and the data will provide additional information for future opportunities for growth. As in the past, instruction to match the state standards will continue to be implemented by teachers across the curriculum.

Strengths and Weaknesses

Brandon Valley High School has a commitment to excellence in all areas. A focus on areas of strength and weakness is necessary to maintain a high standard.

Strengths:

- The four-year cohort graduation rate is 95%.
- The high school completion rate is 98%.
- We have a large percentage of students taking the ACT exam and continue to achieve ACT results that exceed state and national averages.
- We continue to achieve well above the state average with respect to state assessments.
- Currently, 98.5% of high school teachers are highly qualified.
- Professional development opportunities are available to all of our staff throughout the school year.
- Teachers implement a variety of instructional strategies to help all learners succeed in an ever changing world.
- Parents/Guardians are involved in the education of their child as evidenced by their use of Family Access to view the on-line student information system and their attendance at parent teacher conferences.
- Teachers have utilized the SLO process to measure growth and adjust instructional strategies as needed.
- We provide opportunities for students to help students through the implementation of a tutor assistance program spearheaded by Mu Alpha Theta.
- Each student is provided with a computer and on-site internet access.
- The high school provides a range of courses including on-site dual enrollment, traditional, and remedial courses.
- Students may also take courses at a local career technical institute due to a partnership with a neighboring district.
- The high school offers credit recovery classes taught and facilitated by content specific teachers for students that have fallen behind.
- We offer an on-site summer school program that allows many students to recover credit and remain members of their graduating class.

Challenges

- Finding enough professional development time to continue to train teachers to use instructional techniques to motivate students to achieve their potential in an ever-changing society.
- We continue to see an increase in mental health related concerns with our students. We are having to devote more time, energy, and resources to mental health related issues at Brandon Valley High School.
- Diversity of the student population is changing faster than diversity of the staff population.

South Dakota Assessment ELA Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Dan Canfield, and English Department

2024-2025 ELA Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 84% of all juniors taking the South Dakota Assessment for ELA in April 2025, will demonstrate proficiency by scoring a 3 or 4. In addition, staff will discuss additional intervention strategies to help close the achievement gap between male and female students.

Needs Assessment Performance, Perceptions, Demographic					
ELA	STATE 2023-24	BVHS 2021-22	BVHS 2022-23	BVHS 2023-24	+/-
All Stud Results:	51.81	82.57	83.11	82.85	-0.26
Female Students	56.48	84.77	86.39	83.23	-3.16
Male Students	47.41	80.39	79.87	82.43	+2.56

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> ★ English staff will continue to provide students with instruction that increases the understanding of standards. ★ English staff will continue to utilize No Red Ink Grammar Program and Vocabulary Workshop. ★ Provide intensive review of English standards prior to major ACT test dates.. ★ English staff will review contents of ACCESS 2.0 test to make informed instructional choices for our ELL students. 	<ul style="list-style-type: none"> ★ Teachers will utilize individual SLOs to track student achievement and growth. ★ Teachers will create comprehensive assessments and use the results to guide instruction. ★ English teachers will write assessment questions that mimic the level of complexity that is found on the ACT exam. 	<ul style="list-style-type: none"> ★ Teachers will be provided professional development opportunities to create a clear understanding of state standards ★ Teachers will be provided professional development on the ACT and NCRC assessments.

South Dakota Assessment Math Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Emily Carroll, and Mathematics Department

2024-2025 Math Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 67% of all juniors taking the South Dakota Assessment for Math in April 2025, will demonstrate proficiency by scoring a 3 or 4.

Needs Assessment Performance, Perceptions, Demographic					
Math	STATE 2023-24	BVHS 2021-22	BVHS 2022-23	BVHS 2023-24	+/-
All Stud Results:	44.88	72.70	65.55	65.05	-0.50
Female Students	43.02	70.86	65.33	62.73	-2.60
Male Students	46.63	74.51	65.77	67.57	+1.80

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> ★ Math staff will continue to provide students with instruction that increases the understanding of standards. ★ Algebra 1 and Pre-Algebra students will continue to use ALEKS to address student achievement levels. ★ Provide intensive review of math standards prior to major ACT test dates. ★ Math staff will review contents of ACCESS 2.0 test to make informed instructional choices for our ELL students. 	<ul style="list-style-type: none"> ★ Teachers will utilize individual SLOs to track student achievement and growth. ★ Teachers will create comprehensive assessments and use the results to guide instruction.. ★ Math teachers will write assessment questions that mimic the level of complexity that is found on the ACT exam. 	<ul style="list-style-type: none"> ★ Teachers will be provided professional development opportunities to create a clear understanding of state standards ★ Teachers will be provided professional development on the ACT and NCRC assessments

South Dakota Assessment Science Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Jared Ailts, and Science Department

2024-2025 Science Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 69% of all juniors taking the South Dakota Assessment Science exam in April 2025 will demonstrate proficiency by scoring a 3 or 4.

Needs Assessment Performance, Perceptions, Demographic					
SCIENCE	STATE 2023-24	BVHS 2021-22	BVHS 2022-23	BVHS 2023-24	+/-
All Stud Results:	44.32	69.87	65.33	67.97	+2.64
Female Students	43.12	64.90	60.00	57.76	-2.24
Male Students	46.63	74.83	70.67	79.05	+8.38

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> ★ Science staff will continue to provide students with instruction that increases the understanding of standards. ★ The science department has implemented PLTW courses to address student interest in health care related careers. ★ Provide intensive review of science standards prior to major ACT test dates. ★ Science staff will review contents of ACCESS 2.0 test to make informed instructional choices for our ELL students. 	<ul style="list-style-type: none"> ★ Teachers will utilize individual SLOs to track student achievement and growth. ★ Teachers will create comprehensive assessments and use the results to guide instruction. ★ Science teachers will write assessment questions that mimic the level of complexity that is found on the ACT exam. 	<ul style="list-style-type: none"> ★ Teachers will be provided professional development opportunities to create a clear understanding of state standards ★ Teachers will be provided professional development on the ACT and NCRC assessments.

College or Career Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Katie Murdy, Michelle Stemwedel, Kara Likness, and Hannah Willman

2024-2025 College and Career Performance Goals:

A significant percentage of the BVHS students take the ACT prior to graduation. Also, the State now uses Accuplacer, NCRC, and South Dakota Assessment scores to determine college readiness for students that did not take the ACT. Brandon Valley High School Staff will improve instruction and test taking skills so that 80% of the students will be considered College & Career Ready. It is worth noting that the Coursework Readiness formula changed for the 2021-22 school year.

Needs Assessment Performance, Perceptions, Demographic				
Coursework Ready	2022	2023	2024	+/-
	85	85	75	-10
Assessment Ready	2022	2023	2024	+/-
	82	84	78	-6
College & Career Ready	2022	2023	2024	+/-
	79	81	73	-8
ACT Ave. Comp	2022	2023	2024	+/-
Seniors	23.7	23.3	23.1	-0.2
ACT Ave. English	2022	2023	2024	+/-
Seniors	22.8	22.3	21.8	-0.5
ACT Ave. Reading	2022	2023	2024	+/-
Seniors	24.2	23.3	23.7	+0.4
ACT Ave. Math	2022	2023	2024	+/-
Seniors	23.5	23.6	23.2	-0.4
ACT Ave. Science	2022	2023	2024	+/-
Seniors	24.1	23.3	23.2	-0.1

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> ★ An ACT prep course is offered at student expense through District Community Education. ★ Students taking the ACT will have an opportunity for review during their TEAM time during the weeks prior to the test. ★ Teachers will use released ACT questions as review in their subject matter when appropriate. ★ Teachers will create test questions that mimic the style used on ACT exams and use those questions in quizzes and tests. 	<ul style="list-style-type: none"> ★ Counselors will monitor the progress of students' ACT results. ★ Junior teachers will utilize retired ACT test questions to guide and inform students of discovered gaps. ★ The National Career Readiness Certificate Assessment will be given to all senior students. ★ All sophomore students will take the Pre-ACT in the Spring of 2024. This will be the fourth time BVHS has done this. ★ All freshmen students will take the 8/9 Pre-ACT in the Spring of 2024. 	<ul style="list-style-type: none"> ★ Teachers will be provided professional development on the ACT and NCRC assessments. This professional development will be on-going. ★ Researching and considering a partnership with Career Launch.

Four-year Graduation Cohort and High School Completion Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Katie Murdy, Michelle Stemwedel, Kara Likness, and Hannah Willman

2023-2024 Four-year Graduation Cohort and High School Completion Goals:

Brandon Valley High School Staff has a goal that 98% of all students will graduate in a four-year time frame and 99% of all students will complete high school by the age of 21.

Needs Assessment Performance, Perceptions, Demographic						
	2020	2021	2022	2023	2024	+/-
Grad Rate:	98.03	96.01	94.12	96.55	95.48	-1.07
Comp Rate:	98	99	97.94	96.58	98.05	+1.47

Interventions/Strategies to meet this goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> ★ Counselors will meet with individual seniors at each grading period (mid-term and quarter) that are struggling in classes that are necessary for their graduation. ★ Parent/student/staff meetings will be held for students that rise to at-risk levels. ★ Optional instructional programs will be provided for students that have failed courses required for graduation. ★ Teachers will be provided more in-depth information on the at-risk students in their classes. 	<ul style="list-style-type: none"> ★ Administrators and counselors will be provided professional development opportunities to get a clearer understanding of impediments to graduation and programs that can help at-risk students. ★ Teachers will be provided staff development to help them to better serve their at-risk population.

Strategies to Improve Student Performance

We will continue to review best practices and scientifically based research strategies that are proven to increase student achievement. These strategies are implemented as resources allow. Several professional development classes are offered throughout the school year to help assist teachers with implementing new ideas in all areas of instruction.

South Dakota Assessment Strategies:

Teachers have received training on South Dakota Assessments, and throughout the year will implement South Dakota assessment type questions into assessments. New staff will work with their teacher mentor making sure they fully understand expectations for questioning and discussion topics. Specialized courses have been created to meet the needs of students who need additional assistance and guidance in particular subject matters. We continue to offer classes and instructional tools to our students in English and math that we believe will result in positive educational outcomes. Over the past four years, these course offerings have encompassed students from freshman to senior year.

Science Strategies:

We will continue to look for ways to improve student achievement. Science staff members will use Pre-ACT and ACT results to guide instruction to increase student achievement. The expansion of science electives in the area of Project Lead The Way and our partnership with STC, will raise student achievement by actively engaging students in hands-on learning experiences. We will continue to look at future opportunities for expansion with respect to course offerings in coming years. It is our goal to allow more students to earn two CTE credits in the life science cluster (a Career Readiness standard), introducing students to science careers and expanding science education.

ELL Strategies:

EL students will be able to improve their ACCESS 2.0 composite scores and reach growth goals. In order to reach these goals BVHS staff will use the following strategies and plans to support students in growth to mastery of English language proficiency.

1. Annually at the beginning of the year BVHS staff will review students' CAN DO levels and annual growth goals.
2. BVHS staff will provide comprehensible and critical thinking instruction, along with interaction opportunities within the students' CAN DO levels +1.0 to continue working on growth goals. (see 3 differentiation principles)
3. Post daily Learning Objectives: Language Objectives and Content Objectives. Posting language goals supplies students' direction in what their language structures should look/sound like along with which key content vocabulary should be used in responses (written/verbal). Content objectives supply students with purposeful focus on their instructional path and significance of content/curriculum.
 - a. Resource: achieve the core
2. Encourage the use of C-E-R. Students learn to RESTATE questions and write/speak their CLAIM in a complete sentence. Students will explain their source of EVIDENCE and finally apply their REASONING/JUSTIFICATION as to how their evidence connects/supports their claim.

Teachers model and teach how to use C-E-R.

<p><u>Claim/Answer:</u> (always use words from the QUESTION in your claim.) (Restate the question into a sentence/statement).</p> <p>A statement/sentence that gives your opinion/thoughts/answer. USE CONTENT VOCABULARY</p>	<p>Example question: How do covalent bonds form? Example students claim: <u>Covalent bonds form when two nonmetal elements from the periodic table share electrons.</u></p> <p>Step 1: Eliminate the question words and question mark Step 2: <u>Rewrite your claim/answer using the words from the question.</u> Step 3: <i>Provide your claim/answer.</i></p>
<p><u>Evidence:</u> <u>TYPES OF EVIDENCE:</u> Pictures-visuals, images, illustrations Lecture-teacher talk Data-numbers, graphs Notes Citations page #s-text evidence-quotes Videos Articles</p> <p>Anything to help support your claim/answer. SPECIFICS</p>	<ul style="list-style-type: none"> • The text states... • The illustration shows... • According to the <u>(Type of Evidence)</u> • One piece of evidence to support my claim is_____, because... • • For instance, the ___(type of evidence)___shows.. • An example would be... • This supports my claim because..
<p><u>Reasoning/Justify</u> Explain in YOUR OWN WORDS how the evidence PROVES your CLAIM to be correct. Paraphrase!</p> <p>Use CONTENT vocabulary</p>	<ul style="list-style-type: none"> • Based on this evidence, I can conclude <u>(your claim)</u> because <u>(my analysis)</u> • <u>This is significant because (how it connects to your claim)</u> • For this reason, I can explain <u>(how it connects to your claim)</u> • This is why <u>(how it connects to your claim)</u>

3. BVHS will differentiate to support comprehension, interactions, and critical thinking for ELs. Three Principles of Differentiation: Comprehensibility, Interaction, and Critical Thinking. Background Knowledge and Sociocultural Content is included when differentiating and using the following strategies.

Comprehensibility: How do we get a message and content beyond just listening?

Teachers can provide visuals, manipulatives, gestures, organizers, multimedia/videos with captions, interactive word walls, project based learning opportunities, and writing/displaying key points, anchor charts, etc.

- Teachers can ask students to use actions to remember content vocabulary.
- Teachers can have students repeating/echoing content vocabulary.
- Teachers can repeat and use content vocabulary multiple times in a class period.

- Teachers can have students respond using the content vocabulary after modeling.
- Teachers can be animated and engaging while using gestures and body language.
- Teachers can model using the vocabulary in context through stories.
- Teachers can model language structures by providing sentence stems/starters and response frames (provided during interaction time).
- Teachers can supply manipulatives--sentences and cards to cut/sort.
- Teachers can teach the text backwards. Students are front loaded with background knowledge, hands on projects/experiences, content vocabulary, supply videos, and finally, complete reading/text.
- Teachers project a model of finished work. (presentation, paper, project)

Resources:

[GO-TO-STRATEGIES](#)

Interaction: English Learners must use the language to learn the language--ELs need quality engagement with peers and teachers. Teachers provide more opportunities for students to engage in using content; think-pair-share, turn and talk. Discussions need STRUCTURE: How to provide structure: --sentence starters/sentence stems/response frames. Students know how to start and can add justification/reasoning for their answers. Expectations are clear and students will be using higher levels of language. Furnish your modeled response. How should it look, sound, and feel?

Resources:

[Visible Thinking in action](#)

[GO-TO-STRATEGIES](#)

[Classroom Conversation tools](#)

Critical Thinking: English Learners need opportunities to build their critical thinking skills while exploring a variety of means to express their thinking. CAN DO descriptors provide the opportunity for us to maintain the content at a high level, but students can justify their answers at their CAN DO levels. (draw, build a model, communicate thinking in their first language, project-based learning). Accept various ways for students to demonstrate their knowledge. Create opportunities that build on habits for observing, analyzing, and questioning.

Resources:

[Using Visible Thinking: Project Zero Harvard](#)

[Visible Thinking in action](#)

ACCESS 2.0 Practice Test: <https://wbte.drctdirect.com/WIDA/portals/wida>

ACT Strategies:

A variety of strategies are implemented at BVHS to assist our students in achieving the highest results on this important assessment. All BVHS sophomore students will continue to take the Pre-ACT in April. In addition, we will have our freshmen students also take the 9th grade Pre-ACT. Data received from the Pre-ACT tests will allow our staff to utilize additional data to help drive instruction decisions. Additionally, it is our hope that we will be able to continue to offer an ACT prep course at student expense through Community Education. Students taking the ACT will have opportunities for review during their TEAM during the weeks prior to the test. Teachers will use released ACT questions as review in their subject matter when appropriate. Teachers will create test questions that mimic the style used on ACT exams and use those questions in quizzes and tests. Seven released tests are available to teachers for use in the classroom. We will make the April ACT our prime test, encouraging teachers of juniors to review relevant information for the few weeks leading up to that test.

The Social Studies Department has implemented rigorous reading passages (primary or secondary) with discussion questions that will provide students with opportunities to develop a better understanding of critical reading skills necessary for the reading portion of the ACT test. Teachers will be required to do this once per unit, but more readings can be utilized at teacher discretion.

Graduation and Completion Strategies:

Traditionally Brandon Valley High School has had one of the highest graduation rates amongst schools in South Dakota. A variety of strategies are implemented at BVHS to assist our students in their goal to graduate. Counselors will meet with individual seniors at each grading period (mid-term and quarter) that are struggling in classes that are necessary for their graduation. Parent/student/staff meetings will be held for students that rise to at-risk levels. Optional instructional programs will be provided for students that have failed courses required for graduation. Teachers will be provided more in-depth information on the at-risk students in their classes. Students struggling academically will be placed into a mandatory study period at the end of the school day. With distance learning opportunities available to students, staff will closely monitor students not engaged academically and intervene if and when necessary.

Instruction by Highly Qualified Staff

The Brandon Valley School District attracts and recruits highly qualified professionals through a variety of recruiting methods and job notifications. We will continue to advertise all job openings within the district website and through the Associated School Board website, as well as contacting higher education institutions. Brandon Valley implements non-discriminatory practices when hiring staff.

Teachers must meet the state requirements for highly qualified staff. All applicants must submit an application, references, and transcripts. All teachers and paraprofessionals must also complete a background check before working with children.

Professional Development

The 2024-2025 Brandon Valley School District's professional development focus is on Collaborative Learning Communities (CLCs). CLCs engage in collaborative work that focuses on best practices in the areas of curriculum, instruction, and assessment. CLCs will increase an individual's professional capacity in the areas of curriculum and instruction, through positive, professional, and collaborative communications within each small group. The Brandon Valley School District Strategic Plan (2018-2024) places an emphasis on supporting highly effective teachers, leaders, and staff by providing relevant and personalized professional development that is responsive to need.

Teachers new to the district will be assigned a mentor. First and second year teachers will take part in the mentor program put on by the South Dakota Department of Education. All veteran teachers new to the district, will take part in a district-run mentoring program. The purpose of the mentor is to help new teachers in the district become competent and confident in professional practices in the classroom and help them be successful within each school. The benefits of the program for new teachers includes feedback about components of effective teaching and instructional strategies; positive attention, support, and encouragement; reassurance that he/she is developing professionally; and coaching from administrators.

Parent Involvement and Education

The parent involvement policy is included in the student handbook and in Appendix B. The district posts the Up-Front, a quarterly district newsletter; the annual school calendar; and on the district website. Biweekly messages (Link to the Lynx) are emailed to all high school parents and posted on the high school website. Parents are notified of their student's grades at mid-term and each quarter. Parent-teacher conferences are held in the fall and spring. Family Access, the school's grading program, is available on-line for parent use. The high school has teacher lesson plans posted on the school's website. All staff email addresses are published on the school's web page. The High School has a Facebook page that is used to inform students, parents, alumni, community members. The South Dakota Parent Involvement Survey is sent out annually to parents of students with special needs.

Transition

A transition plan is in place for students at all levels.

Transition to High School

- To begin the transition to high school, the high school hosts a spring informational registration night for parents of current 8th grade students.
- In addition, all eighth graders come to the high school during a school day in the spring for an orientation, lunch, and building tour.
- Eighth graders meet with high school counselors to schedule classes in the spring of each year.
- All incoming freshmen are invited to attend “Unity Day,” which is directed by the high school administration and the senior class.

In addition to existing transition activities, special education transitions are addressed through student IEP and Section 504 meetings. If necessary, additional visits to their new school are scheduled to assist in their transition.

Monitoring/Evaluation (Additional Support)

Assessment results from the South Dakota Assessments and ACCESS 2.0 are evaluated prior to school starting in the fall, if finalized and released by the South Dakota Department of Education. Brandon Valley district and school reports are provided to staff to obtain a focus for the new school year. Training opportunities will be provided to all teachers and administrators with respect to the updated assessment portal. Special Education, Teacher Assistance Team (TAT)/504, and ELL students are identified, and their plans are reviewed by staff to implement for the success of those students. All teachers attend curriculum subject area meetings to focus on South Dakota State Standards implementation. Teachers attend team meetings where they discuss additional help for struggling students. Interventions are as follows: one-on-one help during study hall, recovery, and before/after school tutoring assistance. Students who continue to struggle are referred to TAT for further support and interventions. All staff members are provided a tablet computer and on-going training to assist with instruction and assessment.

Fiscal Requirement

Teachers have been provided quality professional development, release time has been, and will be, provided for teachers to work on curriculum, assessment, and instructional strategies. Substitute costs will be covered through district or state funds. District level administrators and/or teachers trained in effective strategies will be available to meet with groups of building level teachers. Any school curriculum materials or supplemental materials will be identified and purchased as needed or as budgeting and funding allows.

Budget Summary 2024 - 2025

<u>Item Description</u>	<u>Cost</u>
3.0 FTE Additional Teaching Staff TBD	\$ 225,000.00

These positions would maintain class sizes in many areas as the 2025-2026 enrollment is expected to exceed the 2024-2025 enrollment by over 40 students and the 2023-2024 enrollment by over 80 students.

Ongoing Program Development

This school improvement plan is being developed and written within the time frame for 2021-2022. It is written for utilization during the 2022-2023 school year and will be reviewed throughout the school year. It will be submitted to the school board for approval on October 24, 2022.

Timeframe

August 13, 2024	New Staff District Orientation
August 15, 2024	Building Level Meeting
August 19, 2024	Staff Retreat/Workday
August 20, 2024	Grade Level Meetings – Welcome Back (Dr. Larson)
October 14, 2024	BVHS Staff Data Retreat/CLC Meetings.
January 14, 2025	Worktime/Flex Day
May 23, 2025	Teacher Workday

APPENDIX A

BRANDON VALLEY HIGH SCHOOL CURRICULUM for 2022 - 2023

GRADE 9	Math 1.0, Science 1.0, English 1.0, Speech .5, Physical Education .5, Geography .5, Electives/other course needs 1.5, Health
GRADE 10	Math 1.0, Science 1.0, English 1.0, World History .5, Electives/other course needs 2.5
GRADE 11	Math 1.0, Science 1.0, English 1.0, Electives/other course needs 3.0
GRADE 12	English 1.0, Electives/other course needs 4.0

All students wishing to graduate from Brandon Valley High School are required to earn 22.0 credits to graduate.

These credits include	4.5 English
	3.0 Math
	3.0 Science (Laboratory)
	3.0 Social Studies
	0.5 Computer
	1.0 Fine Arts
	0.5 Physical Education
	0.5 Personal Finance/Economics
	1.0 CTE and/or World Language
	5.0 Electives
	0.0 Health is taken at the MS level

Brandon Valley High School offers a wide range of electives aimed at various student ability levels and interests. These opportunities include courses taken at the Sioux Falls Career and Technical Academy, dual enrollment courses offered through area universities and colleges, and Rising Scholars courses offered on the high school campus through a partnership with the South Dakota Board of Regents and Northern State University. The new state-mandated graduation requirements and endorsements are now fully implemented.

APPENDIX B

PARENT INVOLVEMENT POLICY

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

The school district and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Support parents as leaders and decision makers in advisory roles.
2. Promotion of clear two-way communication between the school and the family as to school programs and student's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support students' efforts and provide techniques designed to assist their students with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for students and families.

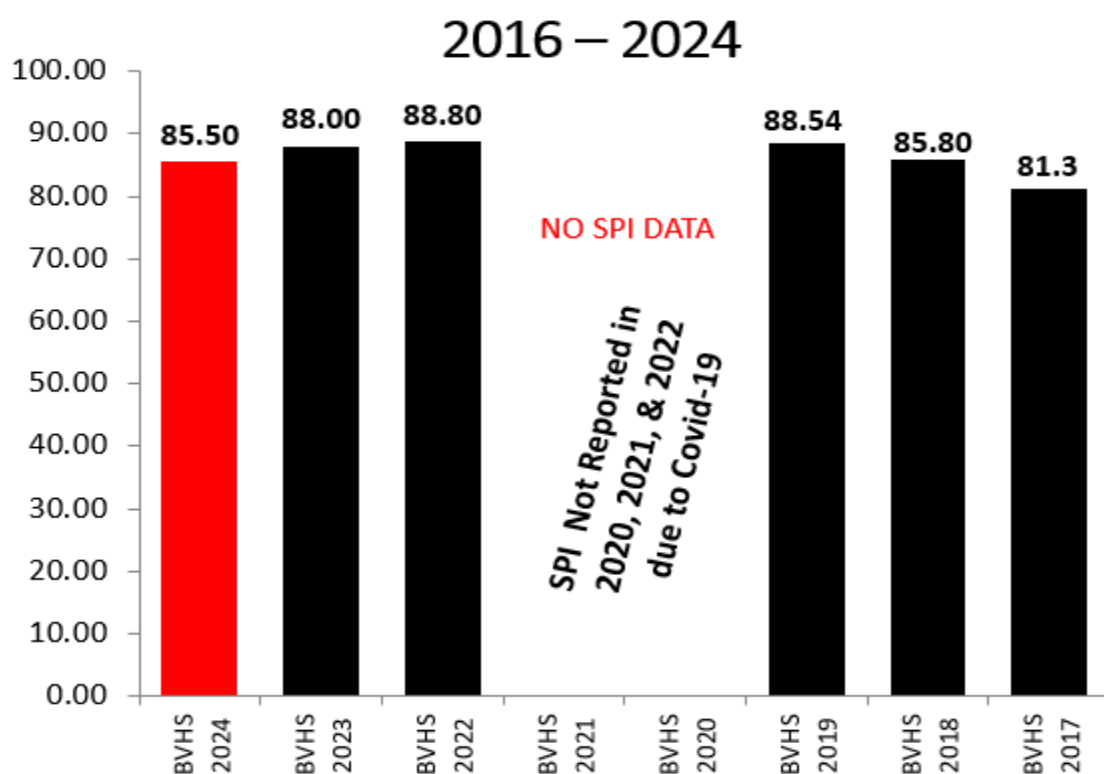
These forms of involvement require a coordinated school wide effort and are not mutually exclusive.

APPENDIX C

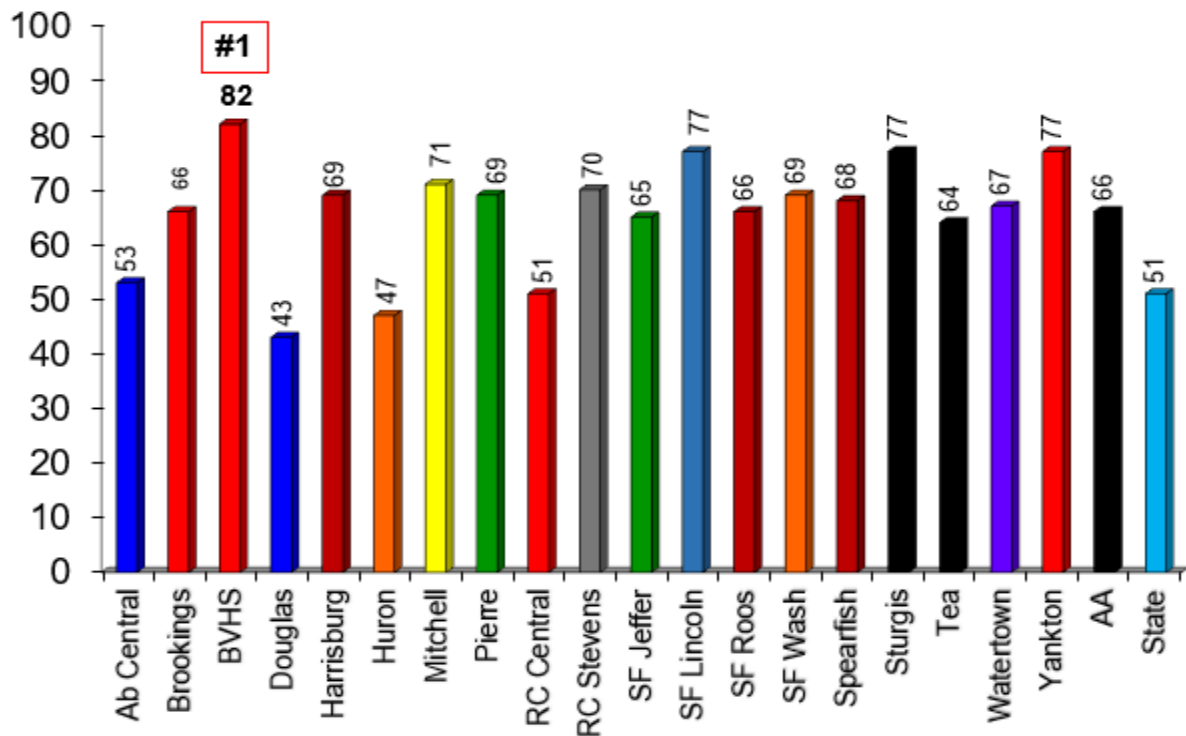


Student Achievement – ELA & Math	36.8/40
High School Graduation & Completion	24.2/25
College & Career Readiness	19.2/25
English Language Learners	5.3/10
School Performance Index	85.5/100

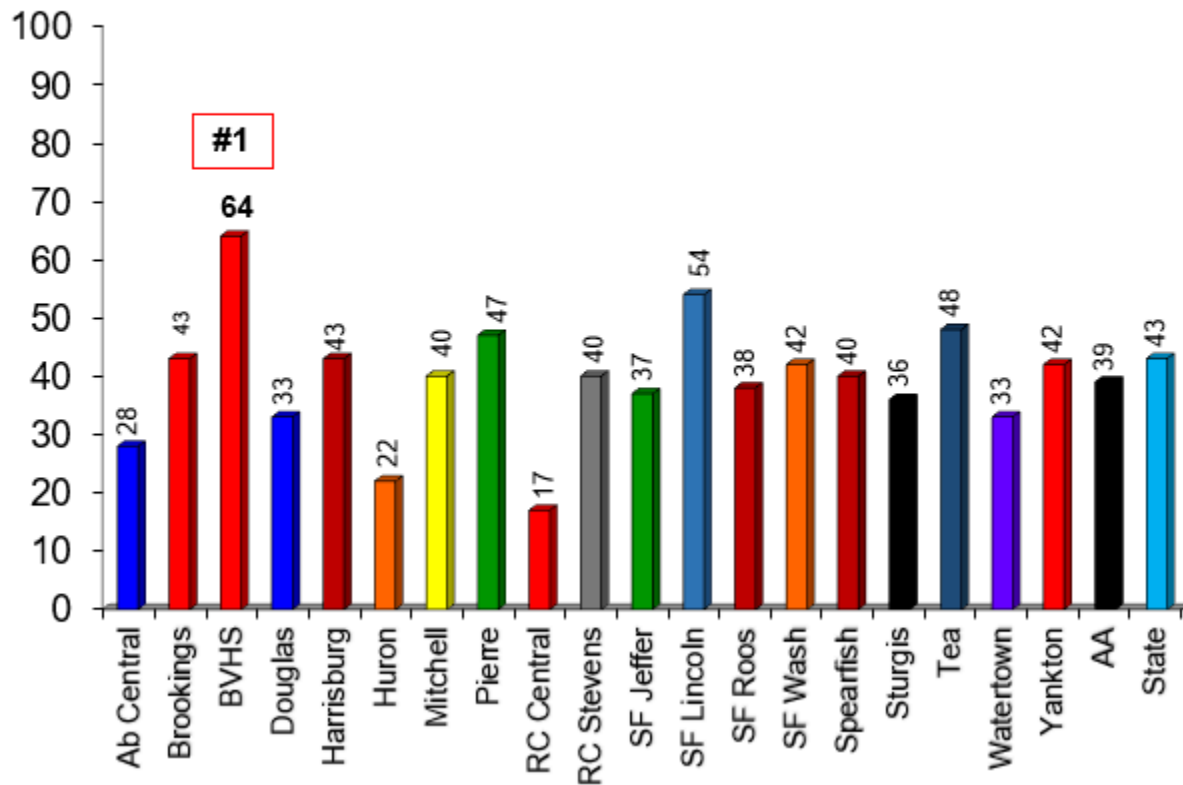
SCHOOL PERFORMANCE INDEX BVHS



CLASS 2024 'AA' GR 11 ELA % LEVELS 3 & 4



CLASS 2024 'AA' GR 11 MATH % LEVELS 3 & 4



Indicator #2 High School Completion

This is the percent of students in the most recently completed school year who have attained a diploma or GED. This includes students who graduated outside of the traditional four-year timeframe (both early and late graduates). This also includes students who obtained an alternate credential before age 21, namely the GED.

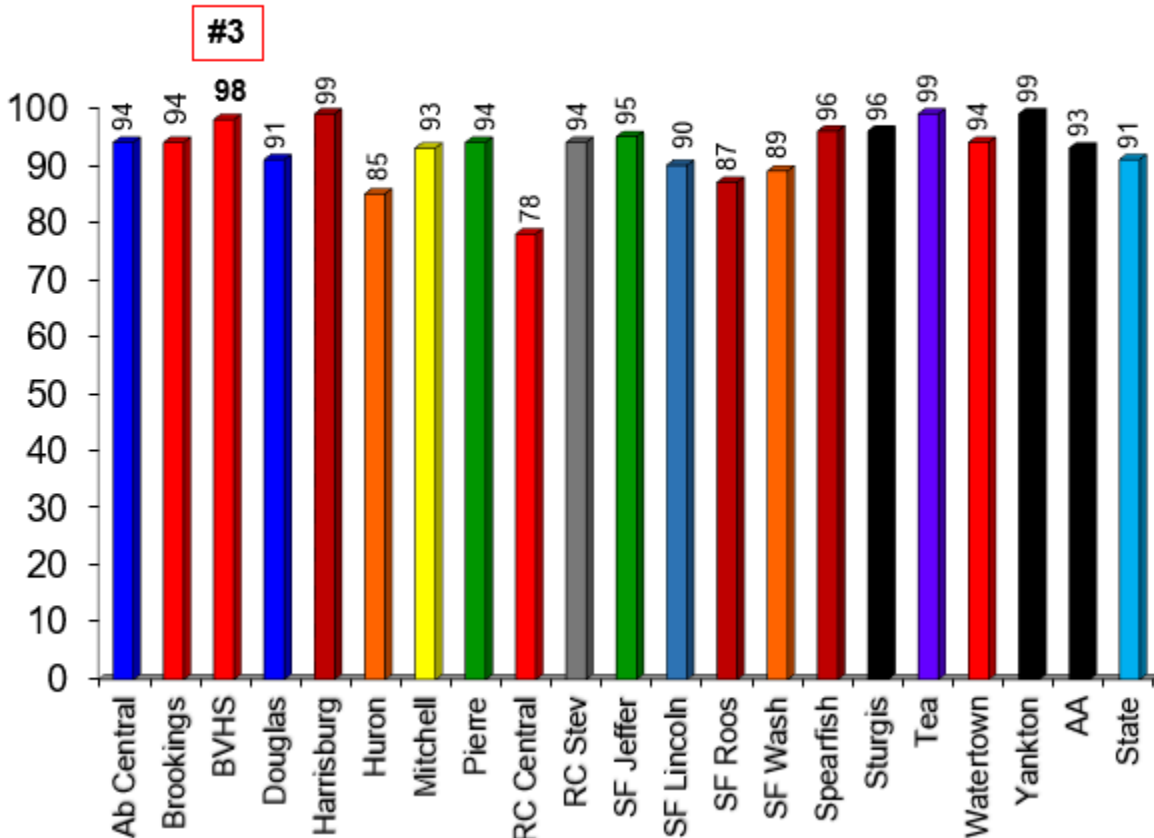
Calculation

Numerator = Number of students who obtained a high school diploma or GED in the most recently completed school year

Denominator = Dropouts (Grade 9 dropouts in 2019-20 + Grade 10 dropouts in 2020-21 +
Grade 11 dropouts in 2021-22 + Grade 12 dropouts in 2022-23) +

the number of students who obtained a high school diploma or GED in the most recently completed school year

2024 HIGH SCHOOL COMPLETION 'AA' PUBLIC HS



Indicator #3 On-Time Graduation Rate

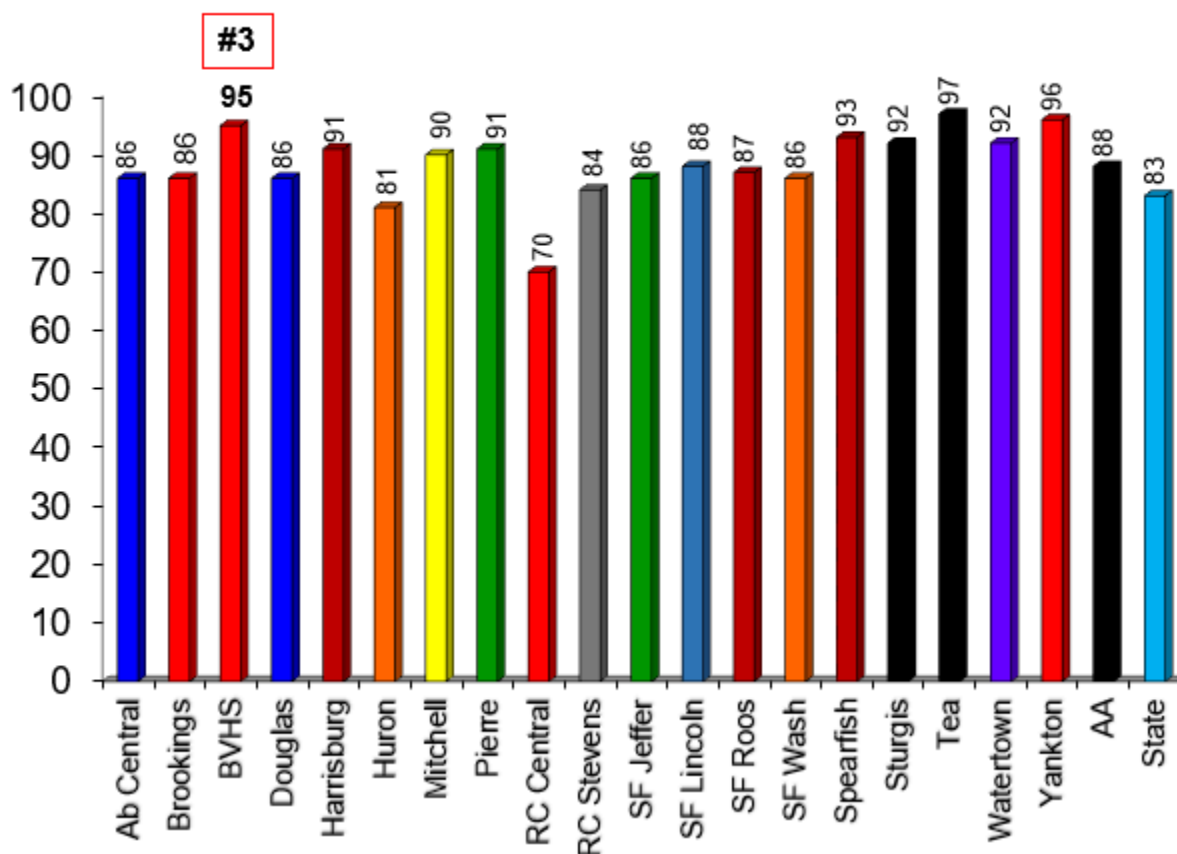
Students that continue their high school education beyond four years, those that finish with a GED, and those that dropout are all counted against the Four-Year Graduation Rate.

Calculation

Numerator = Number of cohort members who graduate within four years from their first point of entry into 9th grade (fall 2019) with a regular high school diploma

Denominator = Number of first-time ninth graders (starting cohort year-fall 2019), plus students who transfer in, minus students who are removed from the cohort during the school years 2019-20, 2020-21, 2021-22, and 2022-23

2024 On-Time Graduation Rate 'AA' HS



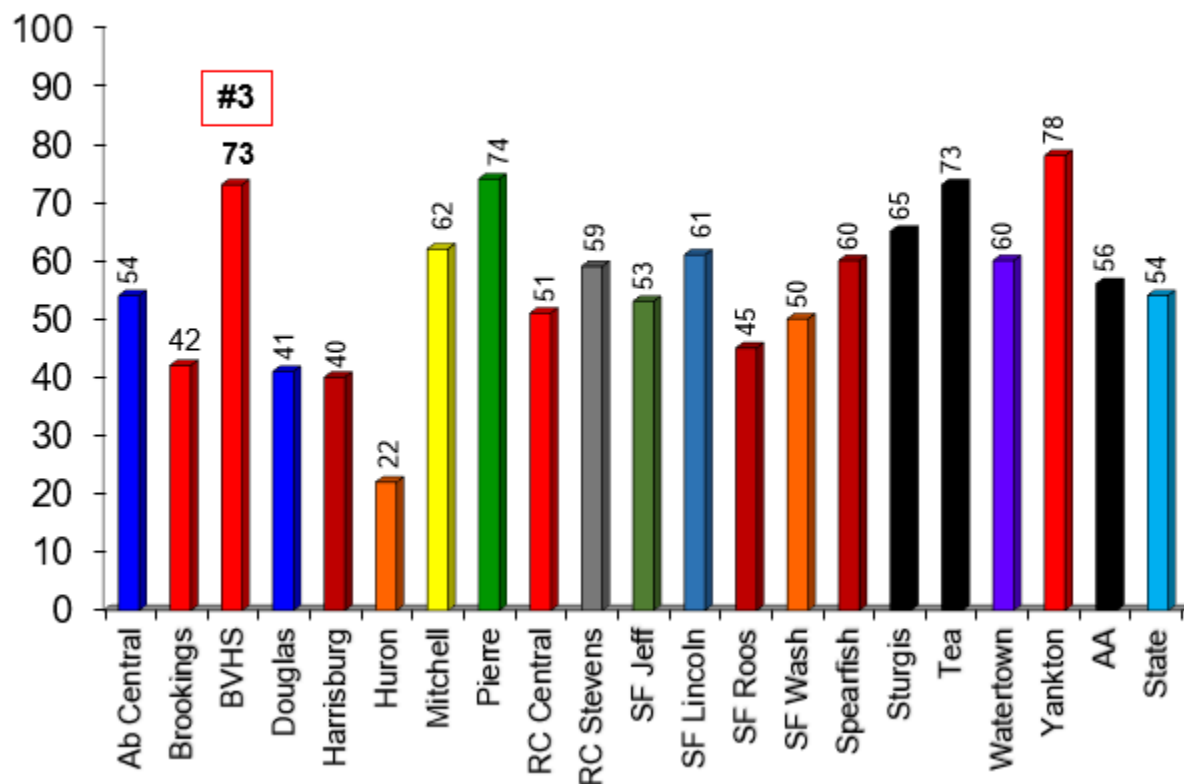
Indicator #4 College and Career Readiness

Assessment Readiness and Coursework Readiness. Measures reported in the report card for CCR include: assessment readiness; coursework readiness; assessment OR coursework readiness (one or the other but not both); and assessment AND coursework readiness (combined). Unlike other indicators, the student cohort for CCR data is comprised of the previous year's completer roster. New in the 2021-22 report card year are the rules for high school graduation advanced endorsements. See details in asterisk notes at the end of the "Newly Revised CCR Table" below.

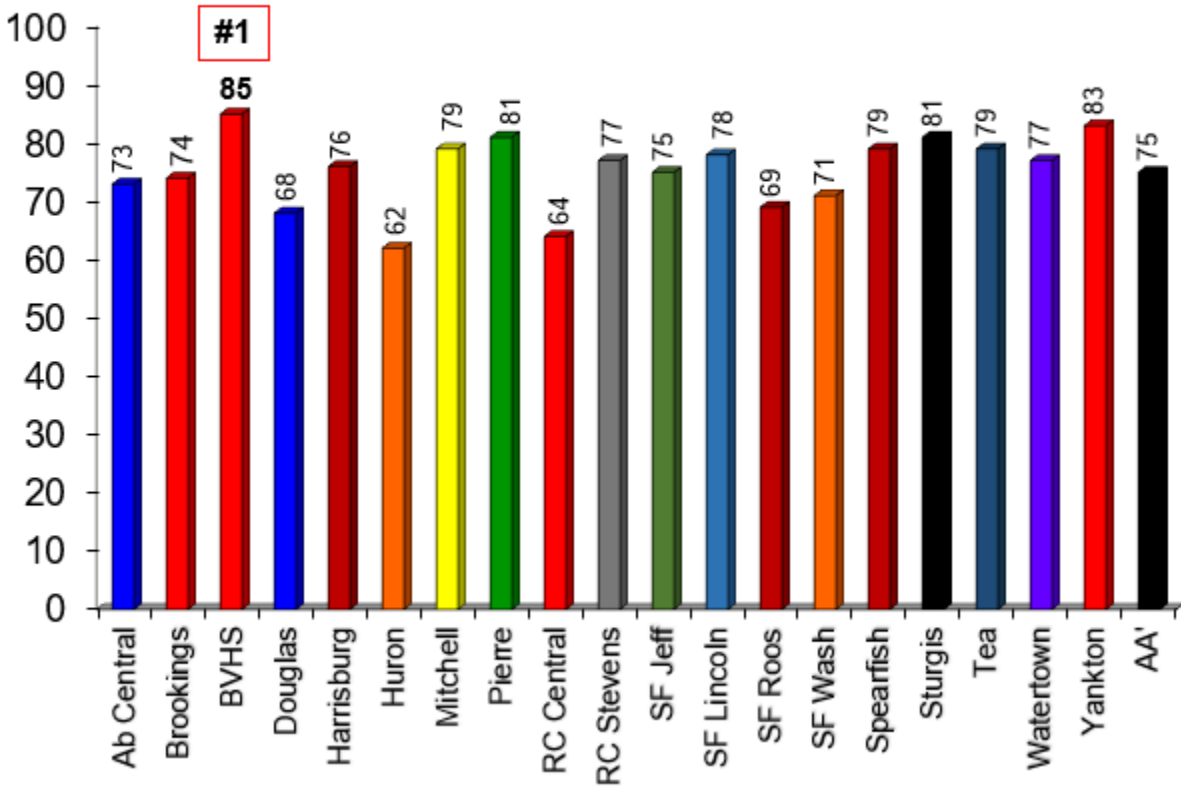
NEWLY REVISED CCR TABLE (May 2022)

Assessment Readiness for College or Career	Coursework Readiness for College or Career
<ul style="list-style-type: none"> College English Readiness- meet 1 of 3 options: <ul style="list-style-type: none"> State Assessment-ELA (Level 3 or 4) ACT English (sub-score 18) Accuplacer- NextGen Writing (score 263+) College Math Readiness- meet 1 of 3 options: <ul style="list-style-type: none"> State Assessment-Math (Level 3 or 4) ACT Math (sub-score 20) Accuplacer- NextGen-Quantitative Reasoning, Algebra & Statistics (score 255-300) Career English and Math Readiness- earn silver or higher <ul style="list-style-type: none"> National Career Readiness Certificate 	<ul style="list-style-type: none"> High School Graduation Advanced Endorsement <ul style="list-style-type: none"> ✓ Earn 1 or more endorsements

2024 % COLLEGE AND CAREER READINESS 'AA' HS



2024 SCHOOL PERFORMANCE INDEX 'AA' HS



APPENDIX D

2024 Data Comparison for 'AA' Public Schools

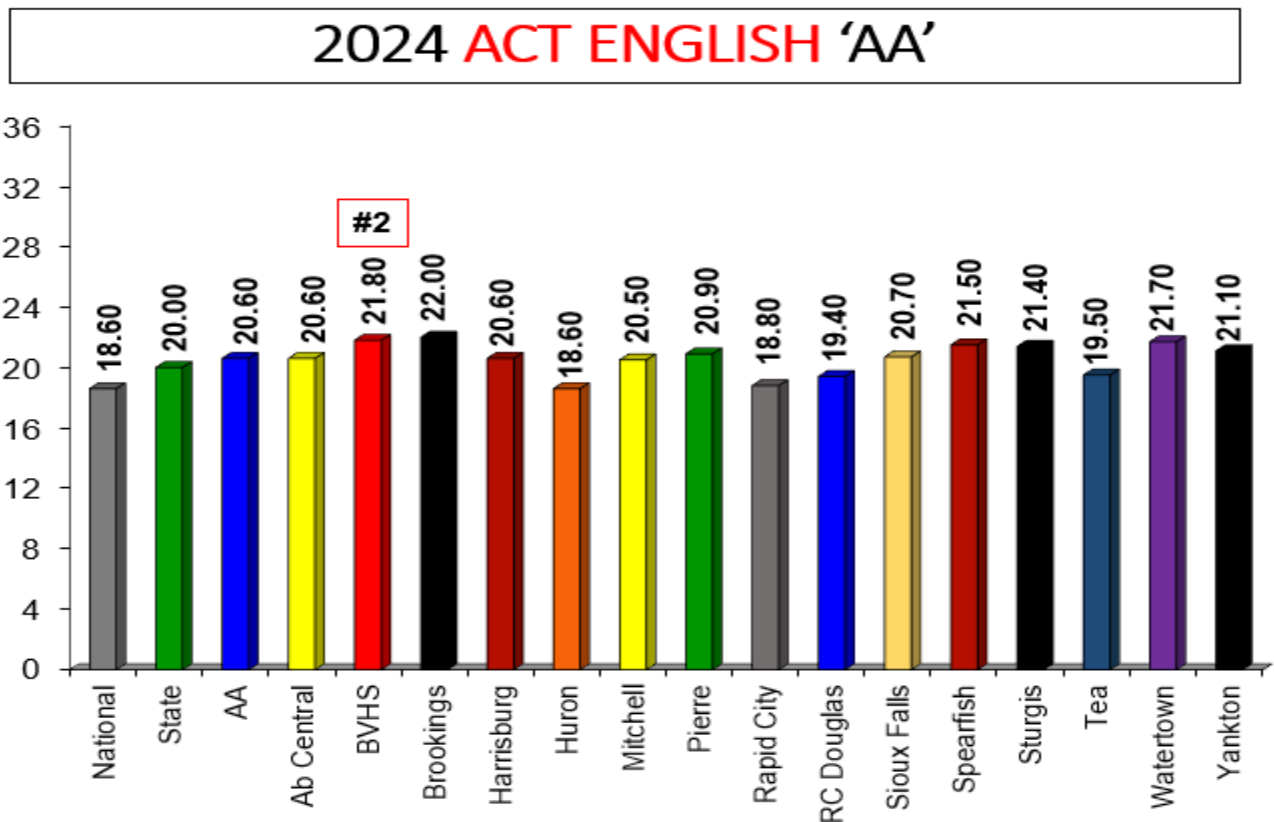
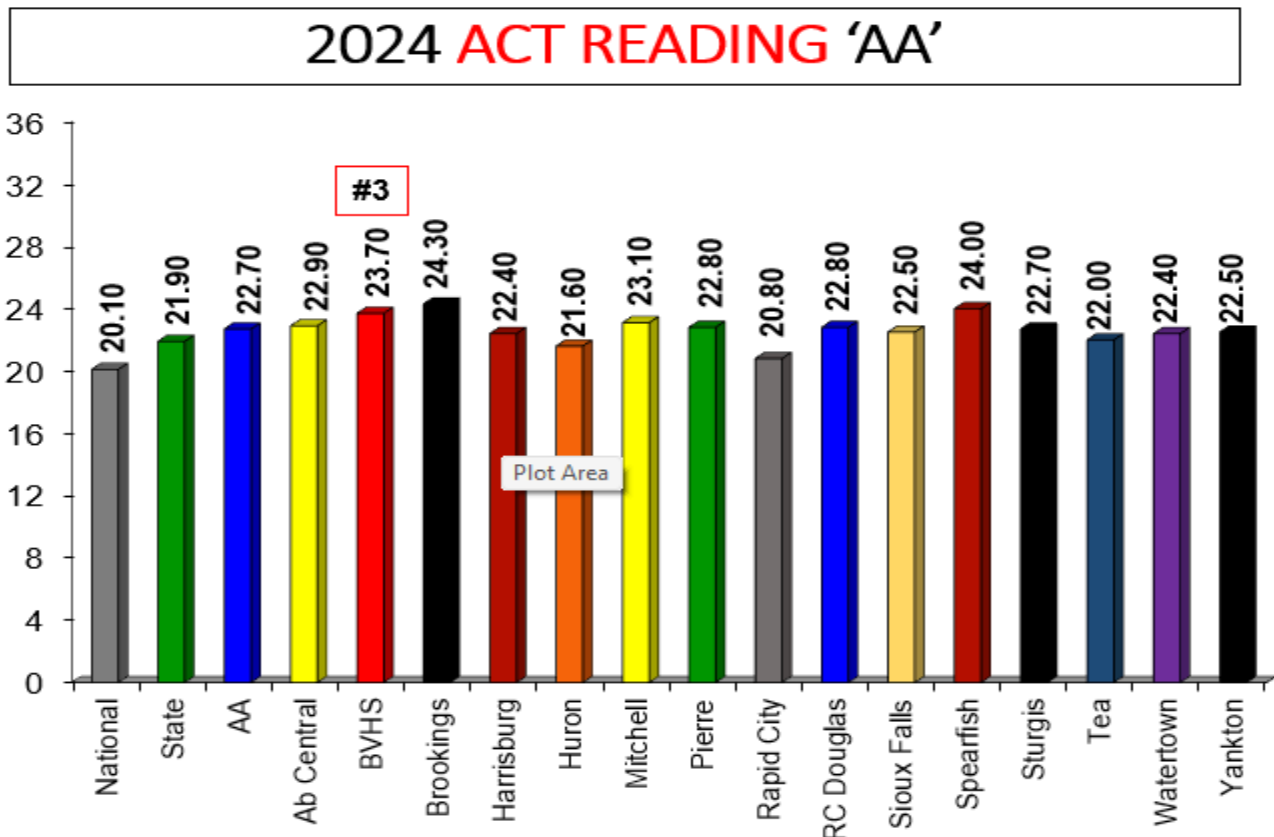
	Performance Index		Smarter Balanced ELA 3 & 4 %		Smarter Balanced Math 3 & 4		State Science Test 3 & 4
BVHS	85	BVHS	82	BVHS	64	SF Lincoln	72
Yankton	83	SF Lincoln	77	SF Lincoln	54	Sturgis	72
Pierre	81	Sturgis	77	Pierre	47	BVHS	67
Sturgis	81	Yankton	77	Brookings	43	Yankton	62
Mitchell	79	Mitchell	71	Harrisburg	43	Pierre	61
Spearfish	79	RC Stevens	70	SF Washington	42	Harrisburg	60
Tea	79	Harrisburg	69	Yankton	42	SF Jefferson	58
SF Lincoln	78	Pierre	69	Tea	41	SF Washington	56
RC Stevens	77	SF Washington	69	Mitchell	40	SF Roosevelt	54
Watertown	77	Spearfish	68	RC Stevens	40	Spearfish	52
Harrisburg	76	Watertown	67	Spearfish	40	Tea	48
SF Jefferson	75	Brookings	66	SF Roosevelt	38	Watertown	47
Brookings	74	SF Roosevelt	66	SF Jefferson	37	Brookings	45
Aberdeen	73	SF Jefferson	65	Sturgis	36	Mitchell	45
SF Washington	71	Tea	64	RC Douglas	33	Aberdeen	43
SF Roosevelt	69	Aberdeen	53	Watertown	33	RC Stevens	42
RC Douglas	68	RC Central	51	Aberdeen	28	RC Douglas	37
RC Central	64	Huron	47	Huron	22	Huron	32
Huron	62	RC Douglas	43	RC Central	17	RC Central	25
AA Average	75	AA Average	66	AA Average	39	AA Average	51
		State Ave	51	State Ave	44	State Ave	43

	4-Yr Graduation Cohort		Completion Rate		English Learner Proficiency
Tea	97	Harrisburg	99	Pierre	6.2
Yankton	96	Tea	99	Mitchell	5.8
BVHS	95	Yankton	99	Spearfish	5.8
Spearfish	93	BVHS	98	Harrisburg	5.6
Sturgis	92	Spearfish	96	BVHS	5.3
Watertown	92	Sturgis	96	Brookings	5.3
Harrisburg	91	SF Jefferson	95	Watertown	5.2
Pierre	91	Aberdeen	94	SF Jefferson	4.9
Mitchell	90	Brookings	94	RC Stevens	4.8
SF Lincoln	88	Pierre	94	RC Central	4.7
SF Roosevelt	87	RC Stevens	94	SF Lincoln	4.6
Aberdeen	86	Watertown	94	Yankton	4.6
Brookings	86	Mitchell	93	Huron	4.5
SF Jefferson	86	RC Douglas	91	SF Roosevelt	4.5
SF Washington	86	SF Lincoln	90	SF Washington	4.5
RC Stevens	84	SF Washington	89	Tea	4.0
Huron	81	SF Roosevelt	87	Aberdeen	4.0
RC Douglas	77	Huron	85	RC Douglas	n/a
RC Central	70	RC Central	78	Sturgis	n/a
AA Average	88	AA Average	93	AA Average	5.0
State Ave	84	State Ave	91		

2024 Data Comparison for 'AA' Public Schools

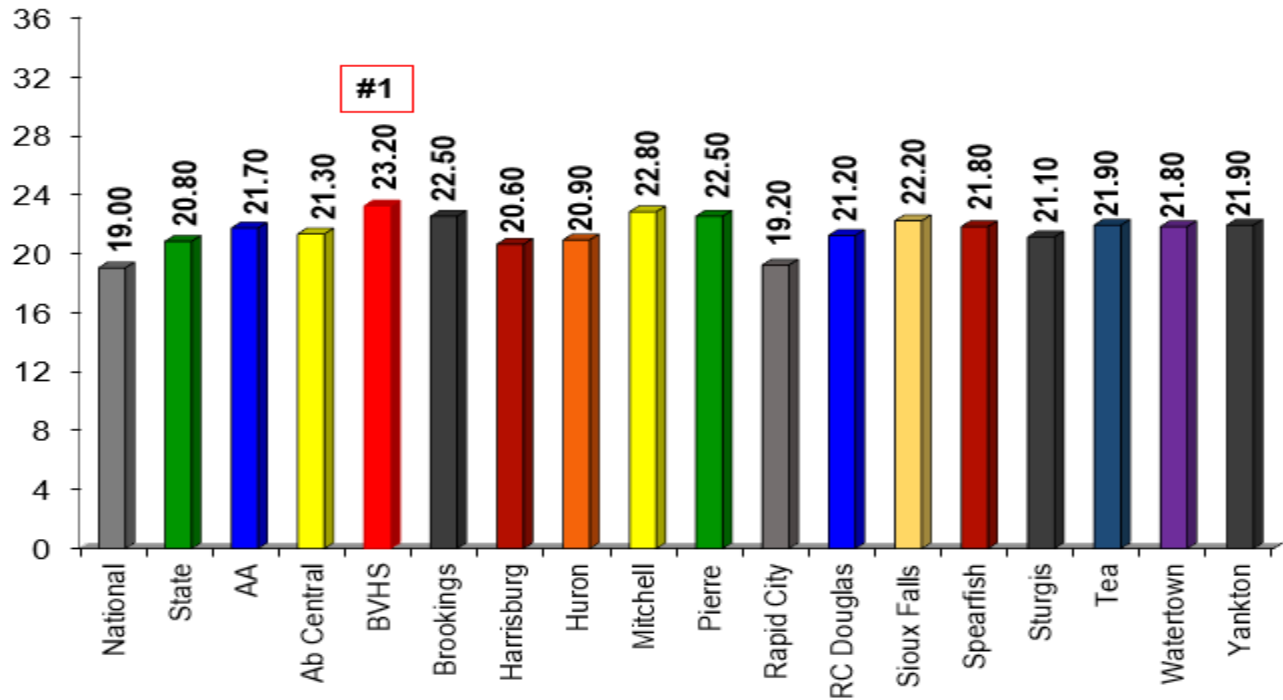
	College Course Ready		Assessment Ready		College Career Ready
Yankton	92	Yankton	81	Yankton	78
Mitchell	91	BVHS	78	Pierre	74
Tea	90	Pierre	75	BVHS	73
Watertown	87	Tea	74	Tea	73
Aberdeen	82	Spearfish	69	Sturgis	65
Brookings	81	Sturgis	68	Mitchell	62
RC Stevens	81	SF Lincoln	66	SF Lincoln	61
Harrisburg	80	Mitchell	65	Spearfish	60
Pierre	79	RC Stevens	65	Watertown	60
BVHS	75	SF Jefferson	65	RC Stevens	59
Huron	74	Watertown	62	Aberdeen	54
Sturgis	73	Aberdeen	57	SF Jefferson	53
Spearfish	72	RC Central	57	RC Central	51
SF Jefferson	67	SF Washington	57	SF Washington	50
SF Lincoln	67	SF Roosevelt	49	SF Roosevelt	45
RC Central	66	RC Douglas	46	Brookings	42
SF Washington	61	Brookings	45	RC Douglas	41
SF Roosevelt	59	Harrisburg	41	Harrisburg	40
RC Douglas	53	Huron	22	Huron	22
AA Average	75	AA Average	60	AA Average	56
State Ave	72	State Ave	58	State Ave	54

APPENDIX E
2024 ACT Data Comparison for BVHS

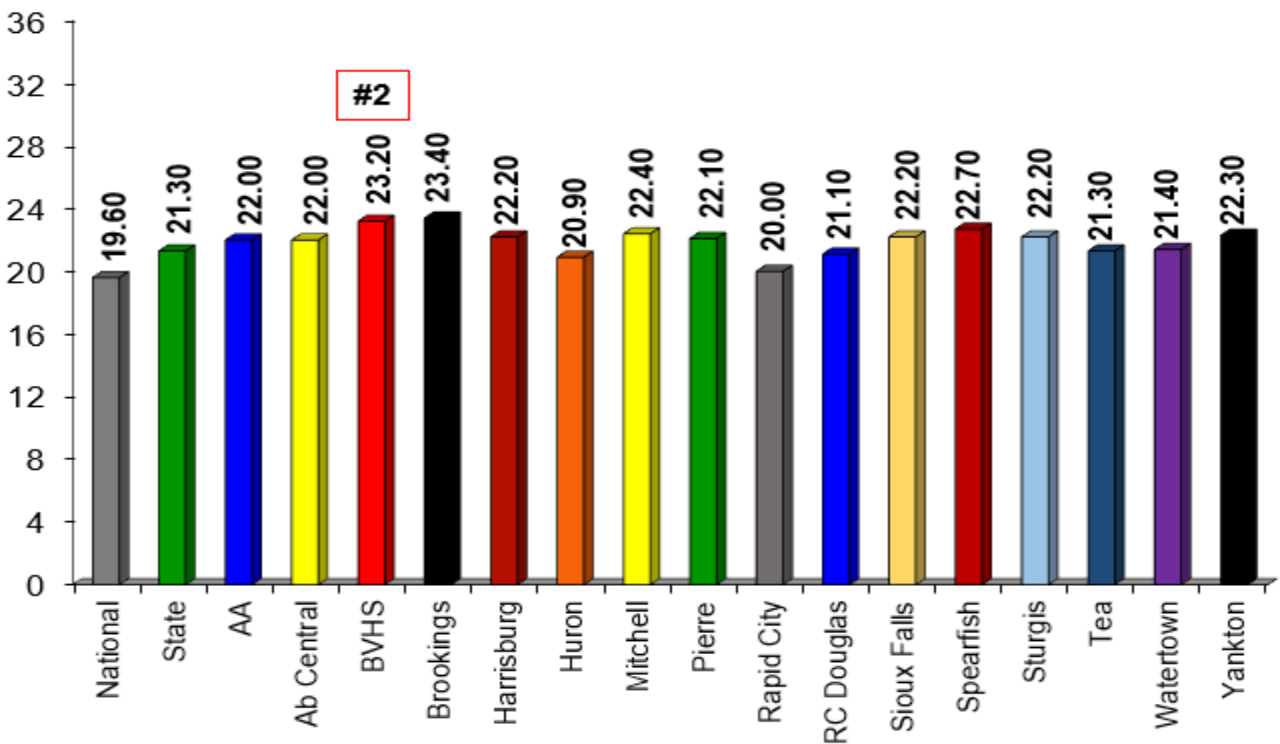


2024 ACT Data Comparison for BVHS

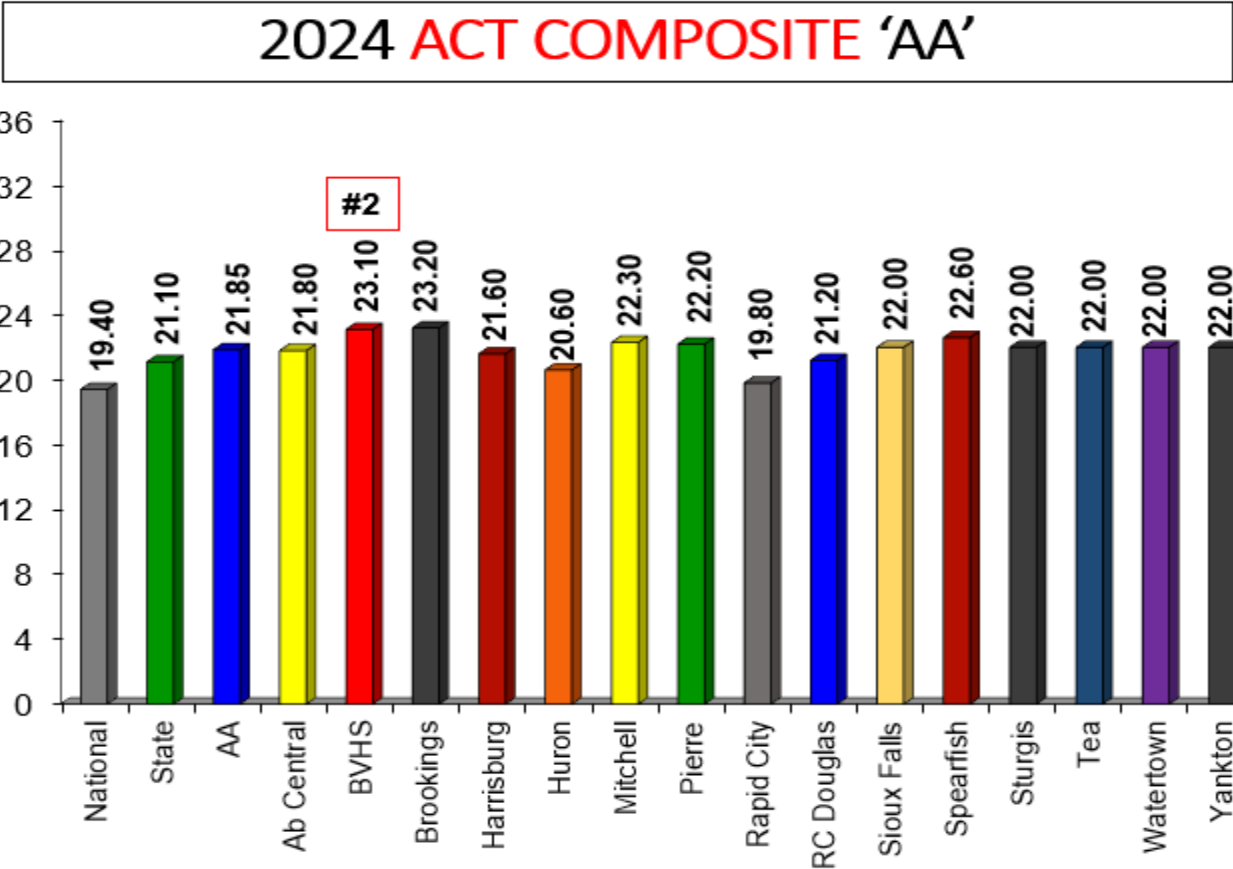
2024 ACT MATH 'AA'



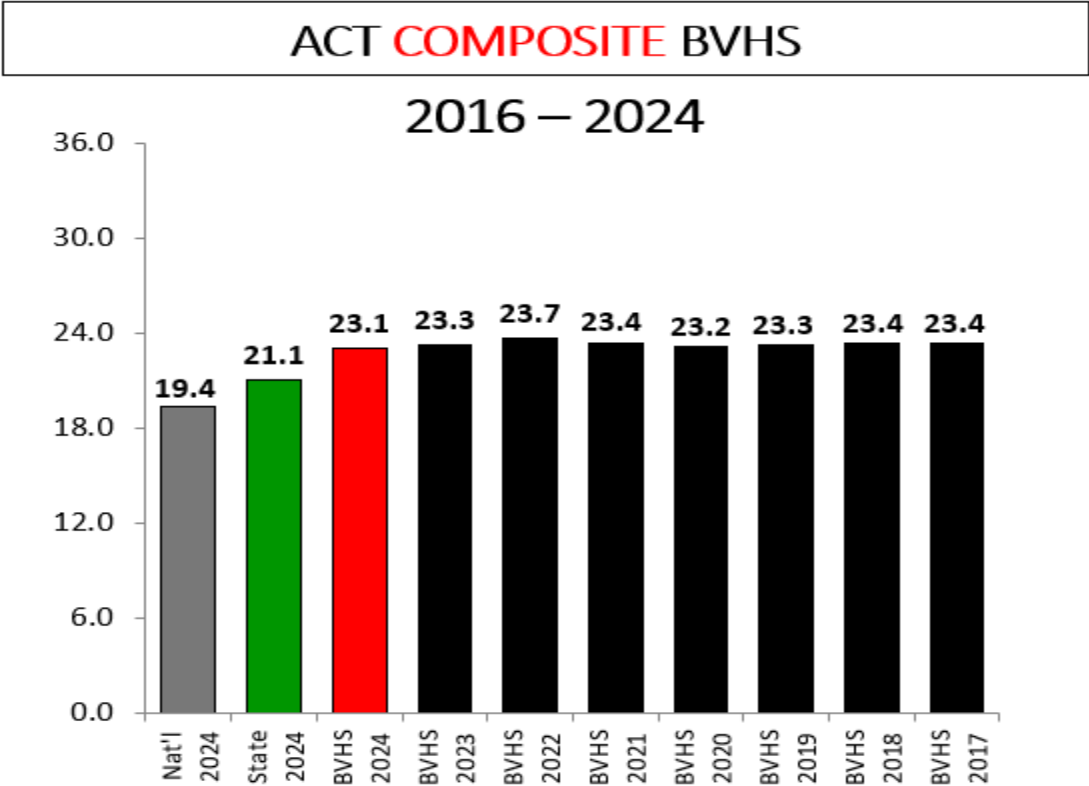
2024 ACT SCIENCE 'AA'



2024 ACT Data Comparison for BVHS



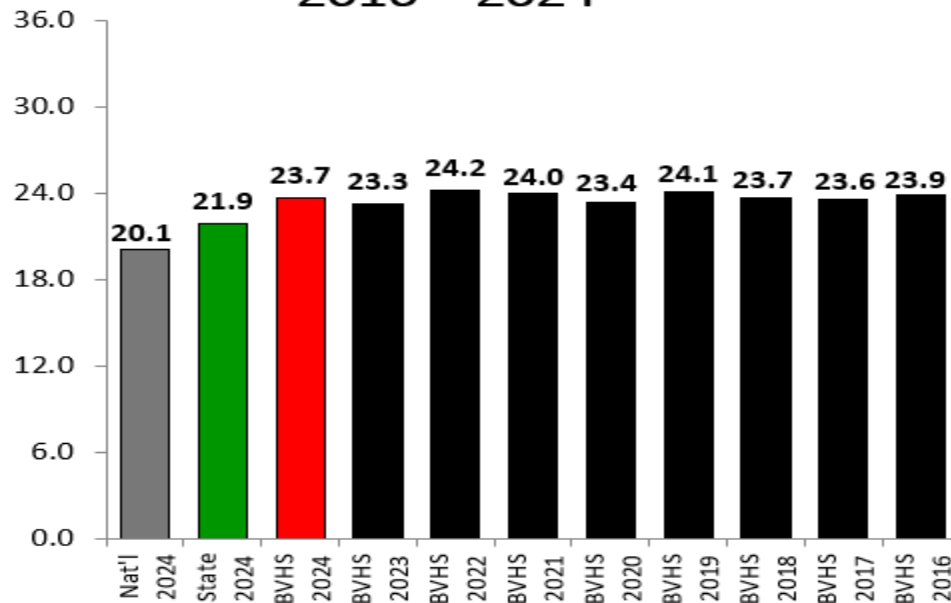
2024 ACT Historical Data Comparison for BVHS



2024 ACT Historical Data Comparison for BVHS

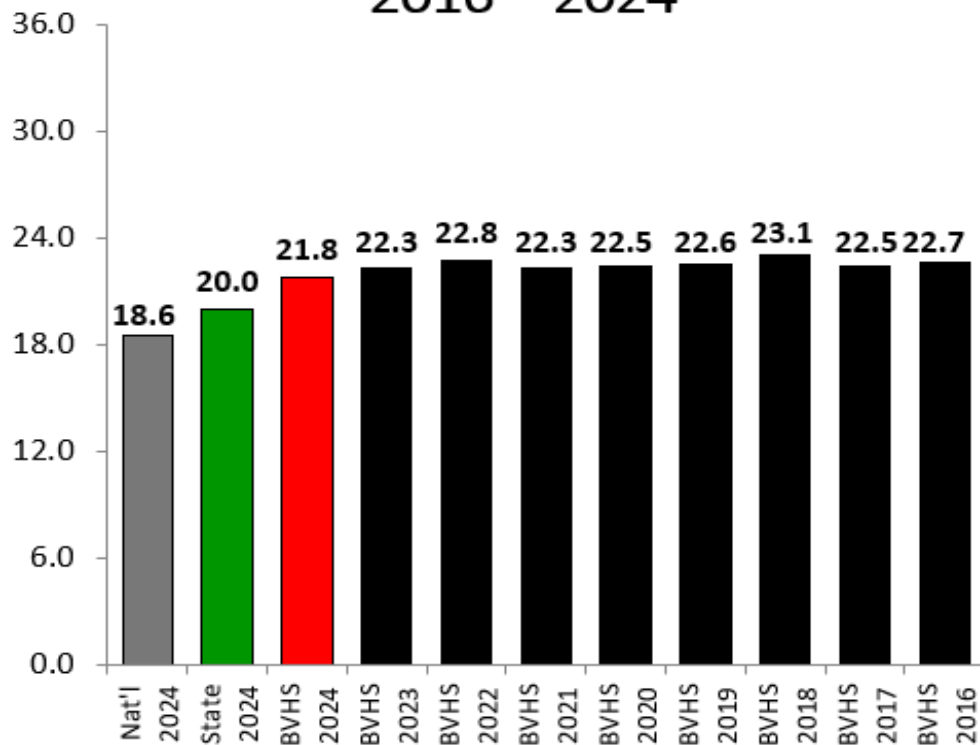
ACT **READING** BVHS

2016 – 2024

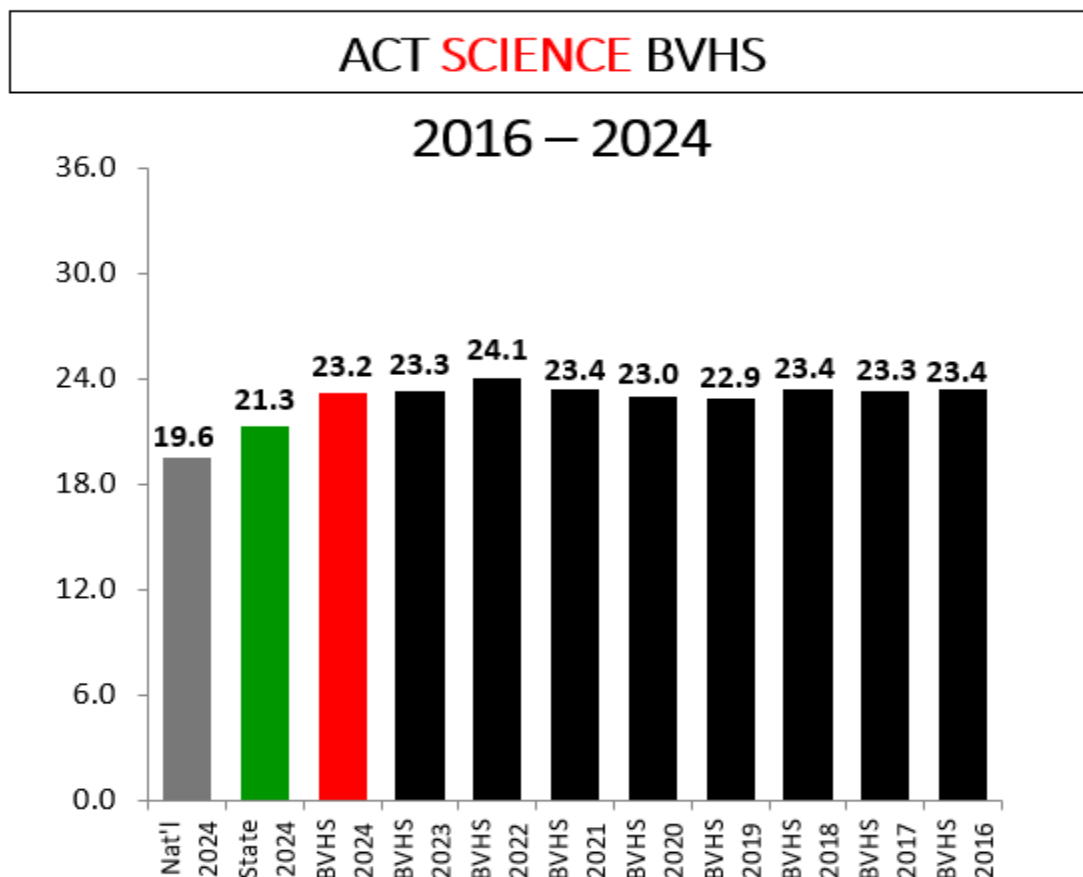
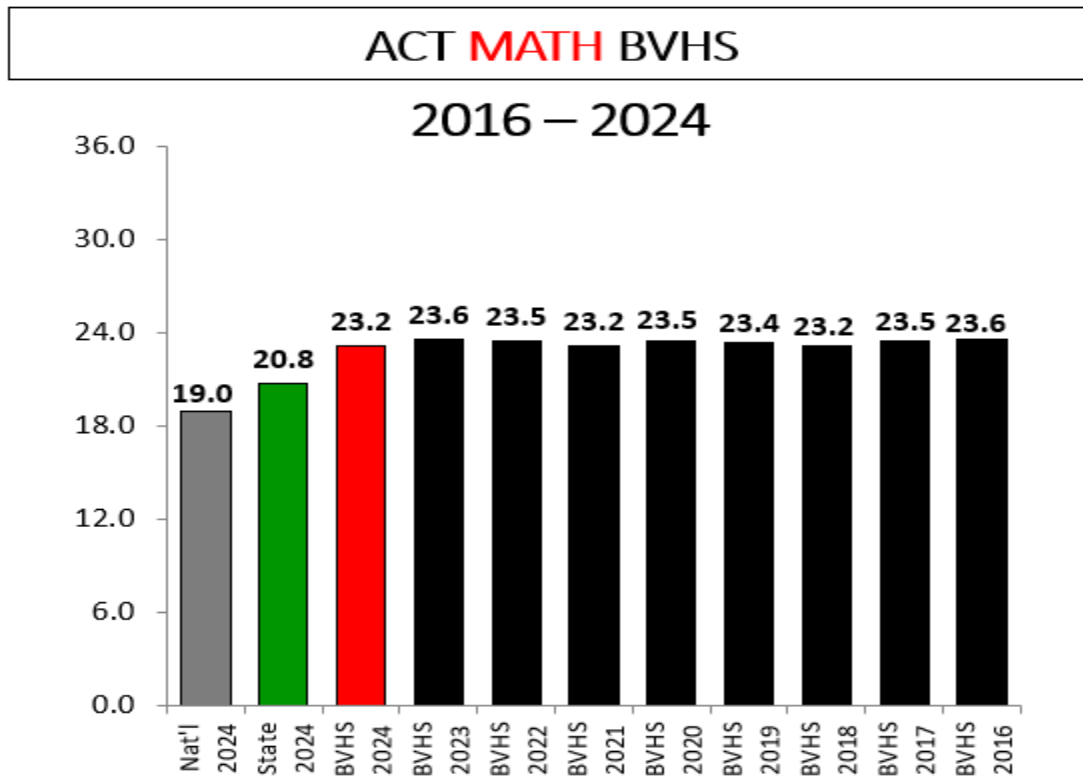


ACT **ENGLISH** BVHS

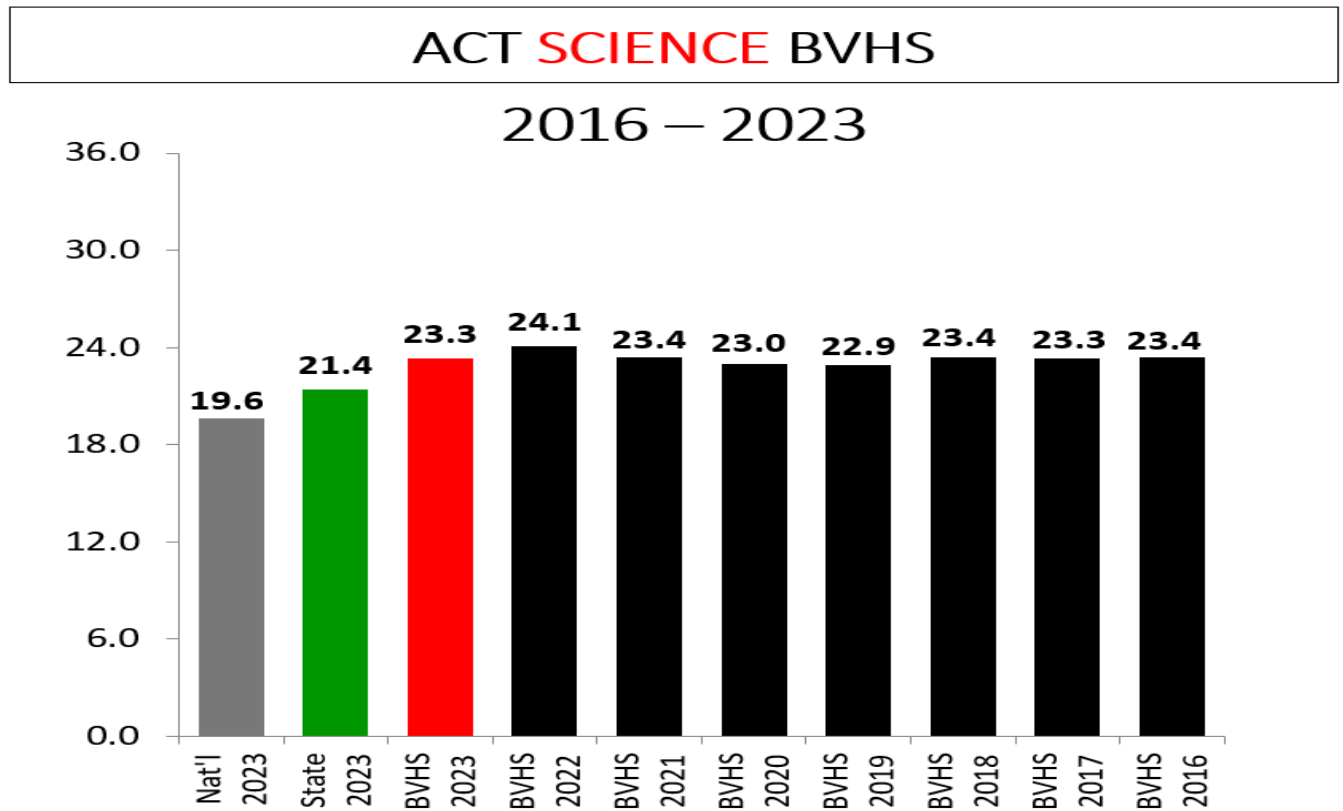
2016 – 2024



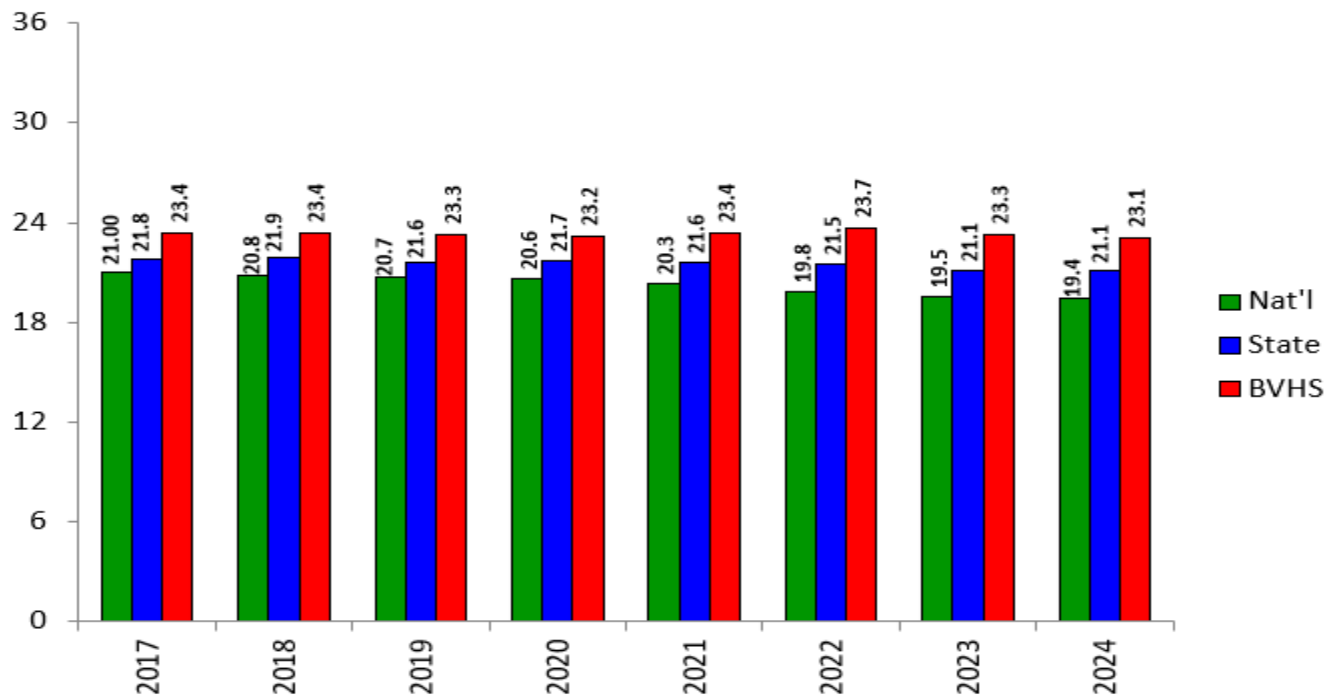
2024 ACT Historical Data Comparison for BVHS



2024 ACT Historical Data Comparison for BVHS

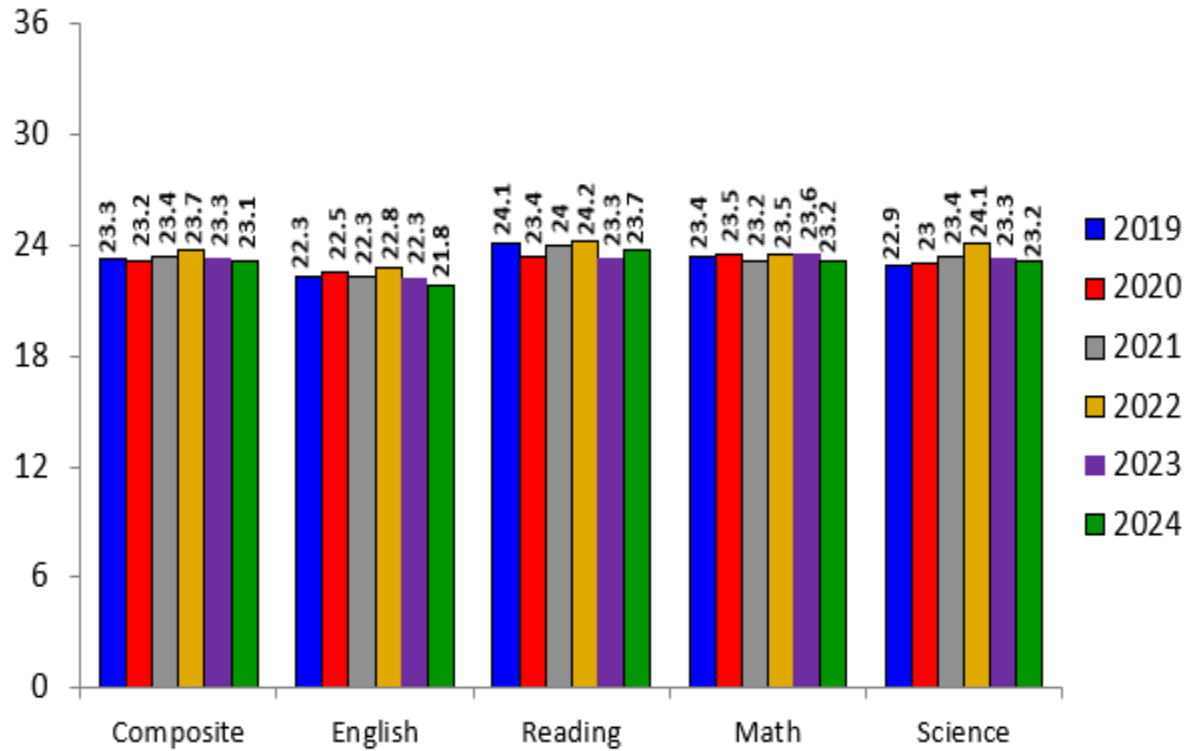


BVHS ACT COMPOSITE RESULTS 2017 – 2024



2024 ACT Historical Data Comparison for BVHS

BVHS ACT RESULTS 2019 – 2024



APPENDIX F

Waivers from Administrative Rule

 <div style="display: inline-block; text-align: left;"> south dakota DEPARTMENT OF EDUCATION <small>Learning. Leadership. Service.</small> </div>	<div style="display: flex; justify-content: space-between;"> <div> Date Received by SD DOE: ARW-CBGN1 (06-2022) </div> <div> Apr 11 16, 2024 </div> </div>	
Office of Accreditation Type all information or use blue or black ink.	Administrative Rule Waiver Application High School Credit Before Grade Nine	
Authority to Grant Administrative Rule Waiver 24:43:08:01. Waiver of certain administrative rules and Department of Education policies. The secretary of education may waive compliance of one or more administrative rules or Department of Education policies when requested by a public school district or approved nonpublic school. 24:43:08:10. Secretary's authority to grant waivers limited. The secretary of education may not waive a state statute. The secretary may waive an administrative rule promulgated by the Department of Education or the South Dakota Board of Education, unless the language of the rule prevents waiving. The secretary may waive established Department of Education policy and procedure.		
Part 1 – District Information School District: Brandon Valley School District		
Superintendent Name: Dr. Jarod Larson	Phone Number: 605.582.2049	Email: jarod.larson@k12.sd.us
School Board President Name: Renee Ullom	Phone Number: 605.582.2049	Email: renee.ullom@k12.sd.us
Part 2 – Administrative Rules to be Waived Select the rule(s) the district is requesting to be waived: High School Credit requirement  24:43:11:01. Number of required credits for graduation from high school — Personal learning plan required. Required units of credit for high school graduation must be earned in grades 9 through 12, and students must earn a minimum of 22 units of credit. Local school boards or governing bodies may set requirements of credit beyond the minimum. Transfer students unable to meet graduation requirements set by a local school board or governing body because of time and scheduling constraints, but not due to course failure, may graduate on the basis of meeting state minimum requirements for graduation. The local school board or governing body may waive one or more graduation requirements for senior students who transfer from another state, who have met the standards in that state, and who are unable to meet the graduation requirements set by the state board because of time and scheduling constraints but not due to course failure. A student must earn a high school diploma as outlined in § 24:43:11:02 in which coursework aligns with the student's personal learning plan. All students in grades 9 through 12 must have a personal learning plan. The personal learning plan must document a minimum of 22 units of credit. Effective July 1, 2020, any advanced endorsement earned must be listed on the high school transcript. After January 1, 2026, the department shall review the required credits for high school graduation. Application Timeline <input type="checkbox"/> ARSD 24:43:08:04. Application timelines. An approved waiver shall take effect at the beginning of the next school fiscal year on July 1. The department must receive an application for a waiver at least 60 days prior to the start of a new school fiscal year July 1. A district may petition the secretary for consideration of an alternate effective date that is at least 60 days after the department receives its application for a waiver. The secretary shall consider the quality of the application and the extent of its intended outcomes on student learning and enhancement of student opportunity in determining whether to grant the alternate effective date for an approved waiver.		

Administrative Rule Waiver Application ARW-CBGN1 (06-2022) 1

Part 3 – Verification of Administrative Rule Waiver Intent	
(a) List the school(s) where the waiver will be utilized: Brandon Valley Middle School Brandon Valley High School	
(b) List the High School Course(s) and the course codes for which exemption is being proposed (the courses and codes for which you wish the students to receive credit): Algebra I - 02052 Common Course Codes may be found at: https://doe.sd.gov/contentstandards/commoncourse.aspx	
(c) Provide a description about the reason for requesting the waiver: * Explain the reasons the district is requesting a waiver from administrative rule. The district must explain why the plans outlined in this application will better meet local learning goals, enhance educational opportunities, promote equity or increase accountability. The Brandon Valley Middle School and High School encourage students to enroll in rigorous classes. The waiver allows us to have 8th grade students accelerate in the area of math and acquire high school credit for Algebra I. Administration believes this waiver has a positive outcome for students.	
(d) Faculty teaching waived courses in any content area must be South Dakota certified to teach not only the content area waived at the high school level, but also the grade level at which they are offering instruction. • List teacher(s) providing instruction for each course included on application. Stacey Wiese, Mallory Husher	These instructors are properly certified to teach for this waiver.
If at any time during the timeframe this waiver is valid a teacher listed here is no longer the teacher of record, the district must notify the Department of Education with the name of the newly assigned educator.	
Adding Waived Course Credits to High School Transcripts: If the department has approved a waiver that allows a school district to teach a high school-level course to students below grade nine, credit for the course shall appear on each student's high school transcript with the unit of credit and a letter grade upon meeting the criteria for passage applied to the high school level. The unit of credit must be included in the credits required for high school graduation and the letter grade must be calculated in the high school cumulative grade point average. (ARSD 24:43:08:12)	
PART 4 - EVALUATION	

Administrative Rule Waiver Application ARW-CBGN1 (06-2022) 2

Provide a detailed description of the plan for evaluating the effectiveness of the waiver in achieving the outcomes specified in the application and contributing to the school's continual improvement:

The instructors of the Algebra I class will collaborate with high school staff and ensure that the course is aligned with South Dakota state content standards. The class will be taught by staff members who are certified to teach high school Algebra. The student will have to meet all necessary requirements set forth by the South Dakota Department of Education.

A school district or nonpublic school or program that has been granted a waiver shall implement its plan for evaluation of the waiver as required by ARSD 24:43:08:03. A public school district that has been granted a waiver shall include a report of the waiver evaluation in its annual review of its approved five-year district improvement plan as required by ARSD 24:43:02:01 (ARSD 24:43:08:08)

The South Dakota DOE Division of Accreditation will verify that the school improvement plan includes a component for evaluating the intent of all ARSD waivers held by the school/school district.

Part 5 – Length of Waiver

Intended Date for Waiver Implementation: July 1, 2024
(This date is always July 1 for full implementation unless the district requests and explains the reasons for an alternate date.)

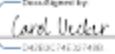
Proposed Years of Waiver: July 1, 2029
(Maximum of 5 school terms, which begin July 1 of each year.)

If this is a renewal of a current waiver about to expire, an End of Waiver Term Report is required:
Submit this report with the application to renew.

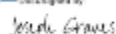
Part 6 – Approval by Local School Board

Date(s) Presented to School Board (attach board minutes): <u>04/08/2024</u>	Date Approved by School Board: <u>04/08/2024</u>
Signature of Superintendent/CEO: 	Signature of School Board President: 
Date of Signature: <u>4/8/24</u>	Date of Signature: <u>04/08/2024</u>

Part 7 – Department of Education Review

Date Received: <u>April 16, 2024</u>	Date Reviewed: <u>April 16, 2024</u>
Name and Reviewer:  <small>Carol Under DOE/DOE/DOE/DOE/DOE</small>	
<input checked="" type="checkbox"/> Approve Approve	<input type="checkbox"/> Deny
Reason for Denial:	
Additional Documentation Required: The End of Waiver Term report is included. SV School Bd minutes showing approval for this waiver renewal are included.	

Part 8 – Department of Education Secretary's Action

<input checked="" type="checkbox"/> Approve Approve	<input type="checkbox"/> Deny
Reason for Denial:	
Signature:  <small>Joseph Graves DOE/DOE/DOE/DOE/DOE</small>	

- Include:
1. Completed application
 2. School board minutes
 3. End of Waiver Term Report (if applicable)

Email to:
doeaccred@state.sd.us

Office of Accreditation

Type all information or use blue or black ink.

Administrative Rule Waiver Application
High School Credit Before Grade Nine

Authority to Grant Administrative Rule Waiver

24:43:08:01. Waiver of certain administrative rules and Department of Education policies. The secretary of education may waive compliance of one or more administrative rules or Department of Education policies when requested by a public school district or approved nonpublic school.

24:43:08:10. Secretary's authority to grant waivers limited. The secretary of education may not waive a state statute. The secretary may waive an administrative rule promulgated by the Department of Education or the South Dakota Board of Education, unless the language of the rule prevents waiving. The secretary may waive established Department of Education policy and procedure.

Part 1 – District Information

School District: Brandon Valley School District 49-2

Superintendent Name: Dr. Jarod Larson	Phone Number: 605-582-2049	Email: Jarod.Larson@k12.sd.us
School Board President Name: Renee Ullom	Phone Number: 605-582-2049	Email: Renee.Ullom@k12.sd.us

Part 2 – Administrative Rules to be Waived

Select the rule(s) the district is requesting to be waived:

High School Credit requirement

☒ **24:43:11:01. Number of required credits for graduation from high school --** Personal learning plan required. Required units of credit for high school graduation must be earned in grades 9 through 12, and students must earn a minimum of 22 units of credit. Local school boards or governing bodies may set requirements of credit beyond the minimum. Transfer students unable to meet graduation requirements set by a local school board or governing body because of time and scheduling constraints, but not due to course failure, may graduate on the basis of meeting state minimum requirements for graduation. The local school board or governing body may waive one or more graduation requirements for senior students who transfer from another state, who have met the standards in that state, and who are unable to meet the graduation requirements set by the state board because of time and scheduling constraints but not due to course failure. A student must earn a high school diploma as outlined in § 24:43:11:02 in which coursework aligns with the student's personal learning plan. All students in grades 9 through 12 must have a personal learning plan. The personal learning plan must document a minimum of 22 units of credit. Effective July 1, 2020, any advanced endorsement earned must be listed on the high school transcript. After January 1, 2026, the department shall review the required credits for high school graduation.

Application Timeline

☐ **ARSD 24:43:08:04. Application timelines.** An approved waiver shall take effect at the beginning of the next school fiscal year on July 1. The department must receive an application for a waiver at least 60 days prior to the start of a new school fiscal year July 1. A district may petition the secretary for consideration of an alternate effective date that is at least 60 days after the department receives its application for a waiver. The secretary shall consider the quality of the application and the extent of its intended outcomes on student learning and enhancement of student opportunity in determining whether to grant the alternate effective date for an approved waiver.

Administrative Rule Waiver Application ARW-CBGN1 (06-2022) 1

Part 3 – Verification of Administrative Rule Waiver Intent

(a) List the school(s) where the waiver will be utilized:

Brandon Valley Middle School & High School

(b) List the High School Course(s) and the course codes for which exemption is being proposed (the courses and codes for which you wish the students to receive credit):

Geometry - 02072

Common Course Codes may be found at: <https://doe.sd.gov/contentstandards/commoncourse.aspx>

(c) Provide a description about the reason for requesting the waiver:

* Explain the reasons the district is requesting a waiver from administrative rule. The district must explain why the plans outlined in this application will better meet local learning goals, enhance educational opportunities, promote equity or increase accountability.

The Brandon Valley Middle School and High School encourages students to enroll in rigorous classes. The waiver allows us to have 8th grade students acquire credit for Geometry. The high school administration believes that this waiver has a positive outcome for students. We anticipate that we will have a few 8th grade students in the next five years that will take Geometry on the high school campus. This Geometry course will be taught by a high school mathematics instructor. With the course being taught on the high school campus, we ensure that the curriculum will satisfy the state standards.

(d) Faculty teaching waived courses in any content area must be South Dakota certified to teach not only the content area waived at the high school level, but also the grade level at which they are offering instruction.

- List teacher(s) providing instruction for each course included on application.

Tammy Bailey, Emily Carroll, Denae Hair, and Kraig Presler

If at any time during the timeframe this waiver is valid a teacher listed here is no longer the teacher of record, the district must notify the Department of Education with the name of the newly assigned educator.

Adding Waived Course Credits to High School Transcripts:

If the department has approved a waiver that allows a school district to teach a high school-level course to students below grade nine, credit for the course shall appear on each student's high school transcript with the unit of credit and a letter grade upon meeting the criteria for passage applied to the high school level. The unit of credit must be included in the credits required for high school graduation and the letter grade must be calculated in the high school cumulative grade point average. (ARSD 24:43:08:12)

PART 4 - EVALUATION

Administrative Rule Waiver Application ARW-CBGN1 (06-2022) 2

Provide a detailed description of the plan for evaluating the effectiveness of the waiver in achieving the outcomes specified in the application and contributing to the school's continual improvement:

2018-2019 school year: 3 students (2 females, 1 male) - GPA Average: 4.00
 2019-2020 school year: 2 students (1 female, 1 male) - GPA Average: 3.716
 2020-2021 school year: none
 2021-2022 school year: 2 students (1 female, 1 male) - GPA Average: 3.889
 2022-2023 school year: 1 student (female) - GPA Average: 4.0

A school district or nonpublic school or program that has been granted a waiver shall implement its plan for evaluation of the waiver as required by ARSD 24:43:08:03. A public school district that has been granted a waiver shall include a report of the waiver evaluation in its annual review of its approved five-year district improvement plan as required by ARSD 24:43:02:01 (ARSD 24:43:08:08)

The South Dakota DOE Division of Accreditation will verify that the school improvement plan includes a component for evaluating the intent of all ARSD waivers held by the school/school district.

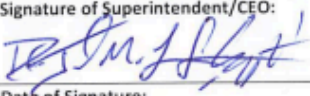
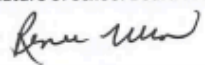
Part 5 – Length of Waiver

Intended Date for Waiver Implementation: July 1, 2023
 (This date is always July 1 for fall implementation unless the district requests and explains the reasons for an alternate date.)

Proposed Years of Waiver: July 1, 2028
 (Maximum of 5 school terms, which begin July 1 of each year.)

If this is a renewal of a current waiver about to expire, an End of Waiver Term Report is required:
 Submit this report with the application to renew.

Part 6 – Approval by Local School Board

Date(s) Presented to School Board (attach board minutes) : <u>05/08/2023</u>	Date Approved by School Board: <u>05/08/2023</u>
Signature of Superintendent/CEO: 	Signature of School Board President: 
Date of Signature: <u>5/8/23</u>	Date of Signature: <u>5/8/23</u>

A photograph of the Brandon Valley Middle School building, featuring a large sign above the entrance that reads "BRANDON VALLEY MIDDLE SCHOOL". The building has a modern design with large windows and a flat roof.

BRANDON VALLEY MIDDLE SCHOOL

2024-25

Brandon Valley Middle School

SCHOOL IMPROVEMENT PLAN

COMPILED BY BVMS STAFF AND ADMINISTRATION
DR. AMANDA NELSON, PRINCIPAL
MS. KELSEY HOFF, ASST. PRINCIPAL

Core Operating Principle

Our business is the creation of learning environments that result in success.

Brandon Valley School District Mission Statement

We will prepare our students to be life-long learners and productive citizens through a positive learning environment with the cooperation of students, educational staff, parents, guardians, and community.

Belief Statements

- We believe in the cooperative efforts of the students, educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing, and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote life-long learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

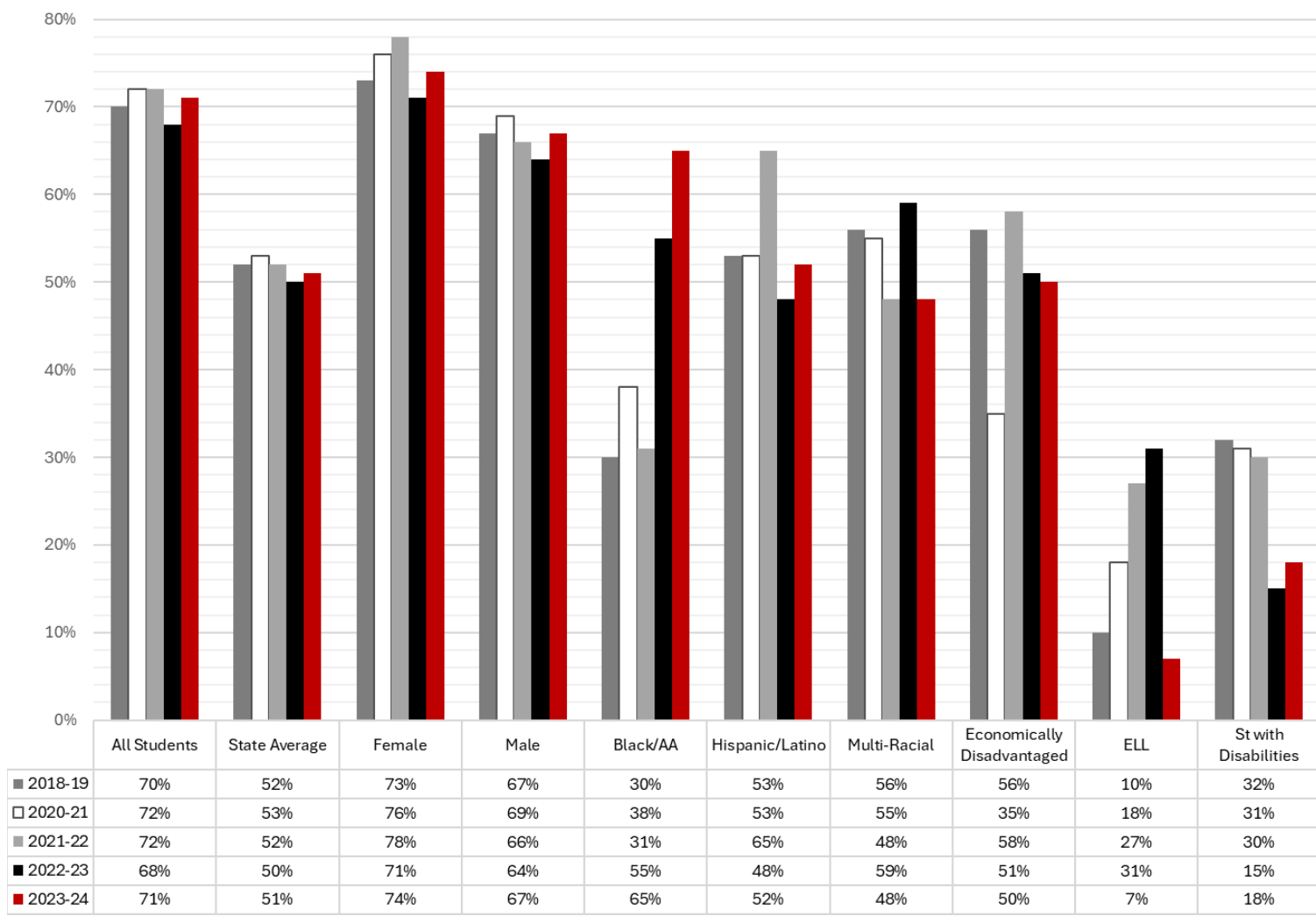
SCHOOL PROFILE

BVMS will continue to explore academic strategies and interventions for possible implementation to improve school achievement this year and beyond. After further revisions and approval by the local board of education, this plan will be implemented and made available to all stakeholders on the district website.

Brandon Valley Middle School Demographic Data																
	2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25	
Total MS Enrollment	619		691		698		724		721		744		756		760	
Female	293	47%	337	49%			346	48%	333	46%	356	48%	368	49%	387	51%
Male	326	53%	354	51%			378	52%	388	54%	388	52%	387	51%	372	49%
American Indian/Alaskan Native	3	.5%	2	.2%			5	.6%	3	.4%	11	1%	26	3%	17	2%
Asian	9	1%	9	1%			16	2%	17	2%	13	2%	14	2%	18	2%
Black/ African American	18	3%	22	3%			34	5%	35	5%	32	4%	52	7%	57	8%
Hispanic/Latino	13	2%	20	3%			24	3%	27	4%	26	3%	31	4%	35	5%
Native Hawaiian/Pacific Islander	1	.1%	–	–			1	.1%	–	–	–	–	6	.8%	9	1%
Multi-Racial	15	2%	21	3%			26	4%	29	4%	30	4%	–	–	32	4%
White/ Caucasian	560	90%	617	89%			618	85%	610	85%	632	85%	699	93%	696	92%
Students with Disabilities	63	10%	75	11%			88	12%	77	11%	86	12%	87	12%	93	12%
English Language Learners	2	.3%	10	1%			22	3%	18	2%	20	3%	13	2%	22	3%
Economically Disadvantaged	112	18%	129	19%			46	*6%	74	*10%	115	15%	99	13%	125	17%

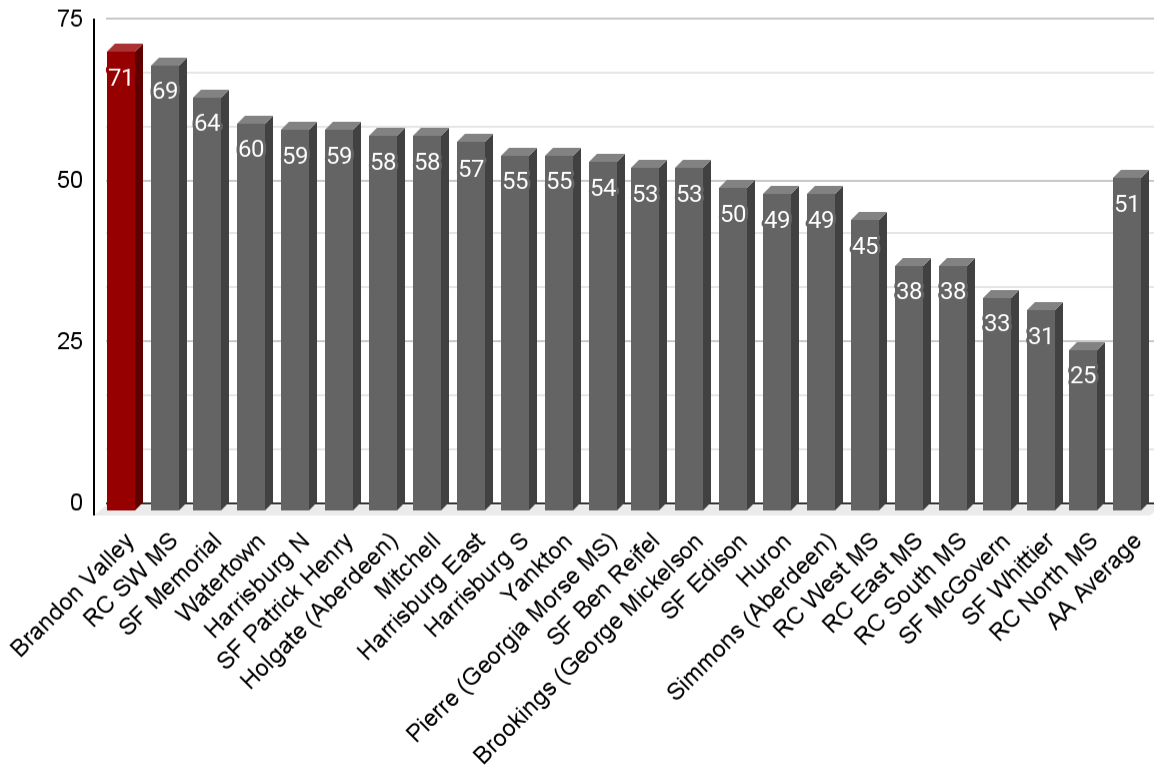
**Federal programs provided free breakfast and lunch for all students. This deterred the need for many to apply for Free and Reduced meals, potentially skewing the calculated number of families classified as economically disadvantaged.*

ELA: Proficient & Advanced

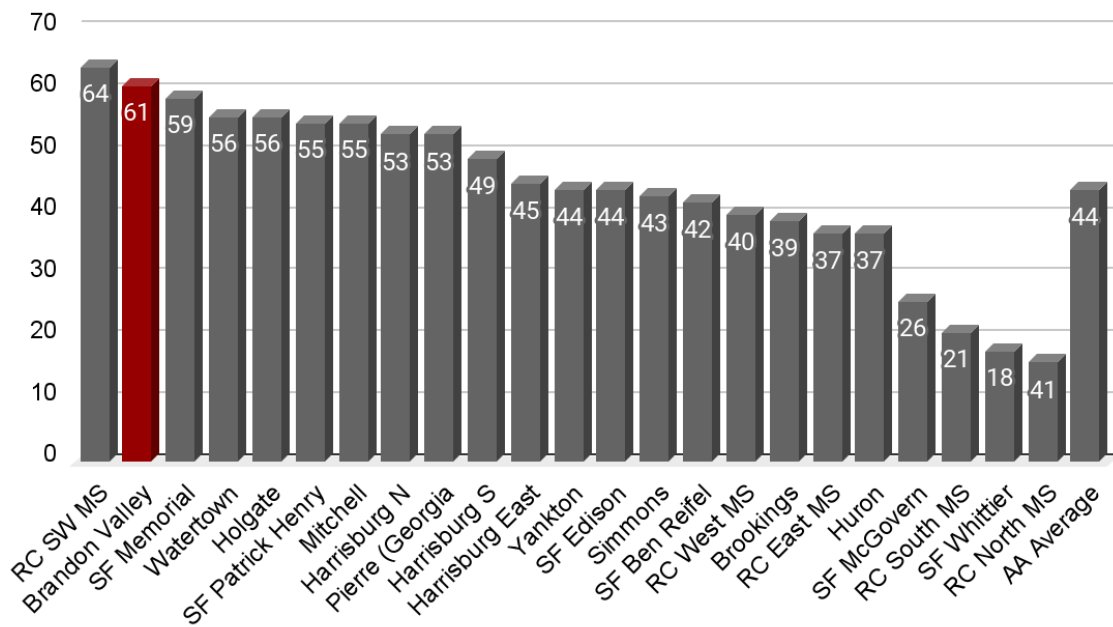


**** In response to the COVID pandemic, all public schools transitioned to distance learning on March 13th, 2020 for the remainder of the 2019-2020 school year. Due to this stay-at-home order, state tests were not administered in the spring of 2020.**

23-24 AA ELA



23-24 AA Math



INTERVENTION & IMPROVEMENT STRATEGIES

2024-25 Math Goals

School: Brandon Valley Middle School

Evaluation Team Members:

Amanda Nelson, Middle School Principal

Kelsey Hoff, Assistant Principal

Jami Button, Gopal Chamlagai, Mallory Husher, Hillary Neisteadt, Rachel Schaeffer, Stacey Wiese

Goal 1: 7th Grade students will increase State Testing scale scores by an avg. of 15 points.

23-24 Goal: to increase scale scores by an average of 25 points. BVMS increased by 3.5 points.

Goal 2: 7th Grade will increase strength and proficiency in weak targets.

-**Target B:** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

-**Target E:** Draw, construct, and describe geometrical figures and describe the relationship between them.

Goal 3: 8th Grade students will increase State Testing scale scores by an avg. of 30 points.

23-24 Goal: to increase scale scores by an average of 30 points. BVMS increased by 28.1 points.

Goal 4: 8th Grade will increase strength and proficiency in weak targets.

-**Target A:** Know that there are numbers that are not rational, and approximate them by rational numbers.

-**Target E:** Define, compare and evaluate functions.

WHAT Intervention / Improvement Strategies	WHO Person(s) Responsible	HOW Progress Monitoring Assessments	HOW Resources Needed	WHEN Due Date
1. Each module, teachers will have an in-person meeting discussing students prior knowledge and make an action plan to address any deficiencies.	1. Math Teachers	1. Prerequisite Aleks assignment before each chapter 1a. Look at previous chapter data/ALEKS 1b. SB scores/targets 1c. Daily Assignment proficiency Bookmarks 1d. Interims 1f. 3-year trend data	1. Reveal Content 1a. Aleks 1b. Collaboration Time 1c. Weekly grade-level, monthly department collaboration 1d. Utilize interims	Each module.
2. Refocus on priority standards / scope and sequence	2. Math Teachers	2. 3-Year Trend Data 2a. Longitudinal reports		

2024-25 Science Goals**School:** Brandon Valley Middle School**Evaluation Team Members:**

Amanda Nelson, Middle School Principal

Kelsey Hoff, Assistant Principal

Annika Hindbjorgen, Stefan Kinsinger, Clarissa Lindstad, Sarah Rath, Amanda Ringling

WHAT Intervention / Improvement Strategies	WHO Person(s) Responsible	HOW Progress Monitoring Assessments	HOW Resources Needed	WHEN Due Date
1. Discuss data and scope and sequence with 6th grade	1. BVMS, BVIS, Director of Curriculum	District Curriculum Documents	At least quarterly collaboration with 6th grade	Quarterly
2. Utilize interim assessments 6-8 science to track data	2. BVMS and BVIS	Interim Assessments	At least quarterly collaboration with 6th grade	Quarterly
3. Create RISE/Resource Level materials	3. BVMS and Sped	Collaboration with Special Education	FTE, Curriculum, Time	Review in May

2024-25 ELA Goals**School:** Brandon Valley Middle School**Evaluation Team Members:**

Amanda Nelson, Middle School Principal

Kelsey Hoff, Assistant Principal

Julie Fettes, Roxie Geerdes, Lacey Hoogland, Leah Moody, Jessica Paquette,

Justin Schriever, Caitlyn Schwebach, Tara Sheridan, Amy Wells, and Mindy Walters

Goal 1: 7th Grade will increase strength and proficiency in weak targets.

7.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative meanings affect tone; analyze the impact of rhymes and other repetitions of sounds (e.g.alliteration) on a specific verse or stanza of a poem or section of a story or drama; analyze how a specific word choice affects meaning and tone.

Reading Literary Texts, Target 7 (Language Use): Interpret and analyze figurative language use or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.

Goal 2: 7th Grade will increase State Testing scale scores by an average of 25 points.

23-24 Goal: to increase scale scores by an average of 35 points. BVMS increased by 24.2 points.

Goal 3: 8th Grade will increase strength and proficiency in weak targets.

-8.RL.1/8.RI.1, Reading Literary & Informational Texts, Target 1 & 8 (Key Details): Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

-8.RL.2/8.RI.2, Reading Literary Texts, Target 2 (Central Ideas): Determine a theme or central idea(s) of a text. Analyze its development over the course of the text, including its relationship to the characters, setting, and plot.

-8.RL.4/8.RI.4, Reading Literary Texts, Target 3 (Word Meanings): Determine intended or precise meanings of words, including academic, domain-specific, and words with multiple meanings, based on context, word relationships, word structure, or use of reference materials, with primary focus on determining meaning based on context and the academic vocabulary common to complex texts in all disciplines.

Goal 4: 8th Grade will increase State Testing scale scores by an average of 20 points.

23-24 Goal: to increase scale scores by an avg. of 25 points. BVMS increased by 13.8 points.

WHAT Intervention / Improvement Strategies	WHO Person(s) Responsible	HOW Progress Monitoring Assessments	HOW Resources Needed	WHEN Due Date
1. Refocus priority standards & identify areas of weakness	1. ELA Staff & Admin	1. 3-year trend data 1a. Smarter Balanced Scores 1b. Interim assessments 1c. STAR Reading assessments	1. Weekly grade-level collaboration 1. Utilize Interim Assessments	Evaluate quarterly. Adjust as needed.
2. Common standard-aligned rubrics (Narrative, Argumentative, Expository)	2. ELA staff	2. Final rubric used in each class. Discuss outcomes during collaboration	2. Collaboration, Priority Standards	2. Quarterly
3. Common standard-aligned projects & assessments	3. ELA staff	3. Higher-order application	3. Collaboration, Priority Standards	3. Quarterly
4. Model wording of assessments to align with standardized testing.	4. ELA staff	4. Vocabulary used on warm-ups, tests, quizzes, and rubrics	4. Time to share vocab lists with other cores. 4a. Online vocab bank 4b. SB sample items	4. Quarterly

2024-25 Building Goals**School:** Brandon Valley Middle School**Evaluation Team Members:**

Amanda Nelson, Middle School Principal
 Jodi Robertson, 8th Grade Counselor

Kelsey Hoff, Assistant Principal
 Kate Fleckenstein, 7th Grade Counselor

Goal 1: Brandon Valley Middle School will improve overall attendance with intentional focus on subgroups.

1a: BVMS will improve attendance for students who are economically disadvantaged by 10%.

23-24 Goal: increase ED attendance by 20%. 22-23: 77% / 23-24=81%.

BVMS increased by 4%

WHAT Intervention / Improvement Strategies	WHO Person(s) Responsible	HOW Progress Monitoring Assessments	HOW Resources Needed	WHEN Due Date
Monitor tardies for arrival and between periods Engage Students -Praise for consistent attendance -Problem-solve obstacles Engage Families -Marquee -Tracking letters -Praise for consistent attendance -Information/research about attendance outcomes -Problem-solve obstacles	1. Counselors 1a. Admin	1. Skyward reports 2. Track attendance letters sent	Book Studies Communication Logs Skyward Email/Postal Mail Phone Calls Attendance Team	1. Bi-Weekly 2. Weekly

Evaluation Team Members:

Amanda Nelson, Middle School Principal Kelsey Hoff, Assistant Principal
 Chad Schaeffer, Jennifer Smedsrud, Erin Rieff, Suz Carroll, Joel Evans, Tom Meester,
 AJ Garrow, Molly Ring, and Kevin Callies.

Goal 1: Brandon Valley Middle School will reduce the number of students with repeat discipline referrals. 1a: BVMS will reduce the number of students with repeat discipline referrals (Quarter 2 will serve as our baseline).				
WHAT Intervention / Improvement Strategies	WHO Person(s) Responsible	HOW Progress Monitoring Assessments	HOW Resources Needed	WHEN Due Date
BVMS Administration will create a list of students with discipline referrals, who have been removed from the classroom, or students in need of positive adult interaction. BVMS Encore teachers will touch base with at least two of the students on the list each week. The intention of this interaction is to build a positive adult relationship with the student. Through this relationship the teachers will look to help students take ownership of their actions, leading to fewer referrals as they learn from their mistakes.	1. Encore Staff 1a. Admin	1. Skyward Reports 2. Behavior Referral Form	1. SIP Student Contact Log	1. Weekly

WAIVERS FROM ADMINISTRATIVE RULE



Date Received by SD DOE: April 16, 2024
ARW-CBGN1 (06-2022)

Office of Accreditation

Type all information or use blue or black ink.

Administrative Rule Waiver Application

High School Credit Before Grade Nine

Authority to Grant Administrative Rule Waiver

24:43:08:01. Waiver of certain administrative rules and Department of Education policies. The secretary of education may waive compliance of one or more administrative rules or Department of Education policies when requested by a public school district or approved nonpublic school.

24:43:08:10. Secretary's authority to grant waivers limited. The secretary of education may not waive a state statute. The secretary may waive an administrative rule promulgated by the Department of Education or the South Dakota Board of Education, unless the language of the rule prevents waiving. The secretary may waive established Department of Education policy and procedure.

Part 1 – District Information

School District: Brandon Valley School District

Superintendent Name: Dr. Jarod Larson	Phone Number: 605.582.2049	Email: jarod.larson@k12.sd.us
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School Board President Name: Renee Ullom	Phone Number: 605.582.2049	Email: renee.ullom@k12.sd.us
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Part 2 – Administrative Rules to be Waived

Select the rule(s) the district is requesting to be waived:

High School Credit requirement

24:43:11:01. Number of required credits for graduation from high school -- Personal learning plan required. Required units of credit for high school graduation must be earned in grades 9 through 12, and students must earn a minimum of 22 units of credit. Local school boards or governing bodies may set requirements of credit beyond the minimum. Transfer students unable to meet graduation requirements set by a local school board or governing body because of time and scheduling constraints, but not due to course failure, may graduate on the basis of meeting state minimum requirements for graduation. The local school board or governing body may waive one or more graduation requirements for senior students who transfer from another state, who have met the standards in that state, and who are unable to meet the graduation requirements set by the state board because of time and scheduling constraints but not due to course failure. A student must earn a high school diploma as outlined in § 24:43:11:02 in which coursework aligns with the student's personal learning plan. All students in grades 9 through 12 must have a personal learning plan. The personal learning plan must document a minimum of 22 units of credit. Effective July 1, 2020, any advanced endorsement earned must be listed on the high school transcript. After January 1, 2026, the department shall review the required credits for high school graduation.

Application Timeline

- ☐ **ARSD 24:43:08:04. Application timelines.** An approved waiver shall take effect at the beginning of the next school fiscal year on July 1. The department must receive an application for a waiver at least 60 days prior to the start of a new school fiscal year July 1. A district may petition the secretary for consideration of an alternate effective date that is least 60 days after the department receives its application for a waiver. The secretary shall consider the quality of the application and the extent of its intended outcomes on student learning and enhancement of student opportunity in determining whether to grant the alternate effective date for an approved waiver.

Part 3 – Verification of Administrative Rule Waiver Intent

(a) List the school(s) where the waiver will be utilized:

Brandon Valley Middle School
Brandon Valley High School

(b) List the High School Course(s) and the course codes for which exemption is being proposed (the courses and codes for which you wish the students to receive credit):

Algebra 1 - 02052

Common Course Codes may be found at: <https://doe.sd.gov/contentstandards/commoncourse.aspx>

(c) Provide a description about the reason for requesting the waiver:

* Explain the reasons the district is requesting a waiver from administrative rule. The district must explain why the plans outlined in this application will better meet local learning goals, enhance educational opportunities, promote equity or increase accountability.

The Brandon Valley Middle School and High School encourage students to enroll in rigorous classes. The waiver allows us to have 8th grade students accelerate in the area of math and acquire high school credit for Algebra I. Administration believes this waiver has a positive outcome for students.

(d) Faculty teaching waived courses in any content area must be South Dakota certified to teach not only the content area waived at the high school level, but also the grade level at which they are offering instruction.

- List teacher(s) providing instruction for each course included on application.

Stacey Wiese, Mallory Husher

These instructors are properly
certified to teach for this
waiver.

If at any time during the timeframe this waiver is valid a teacher listed here is no longer the teacher of record, the district must notify the Department of Education with the name of the newly assigned educator.

Adding Waived Course Credits to High School Transcripts:

If the department has approved a waiver that allows a school district to teach a high school-level course to students below grade nine, credit for the course shall appear on each student's high school transcript with the unit of credit and a letter grade upon meeting the criteria for passage applied to the high school level. The unit of credit must be included in the credits required for high school graduation and the letter grade must be calculated in the high school cumulative grade point average. (ARSD 24:43:08:12)

PART 4 - EVALUATION

Provide a detailed description of the plan for evaluating the effectiveness of the waiver in achieving the outcomes specified in the application and contributing to the school's continual improvement:

The instructors of the Algebra I class will collaborate with high school staff and ensure that the course is aligned with South Dakota state content standards. The class will be taught by staff members who are certified to teach high school Algebra. The student will have to meet all necessary requirements set forth by the South Dakota Department of Education.

A school district or nonpublic school or program that has been granted a waiver shall implement its plan for evaluation of the waiver as required by ARSD 24:43:08:03. A public school district that has been granted a waiver shall include a report of the waiver evaluation in its annual review of its approved five-year district improvement plan as required by ARSD 24:43:02:01 (ARSD 24:43:08:08)

The South Dakota DOE Division of Accreditation will verify that the school improvement plan includes a component for evaluating the intent of all ARSD waivers held by the school/school district.


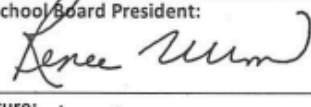
Part 5 – Length of Waiver

Intended Date for Waiver Implementation: July 1, 2024
(This date is always July 1 for fall implementation unless the district requests and explains the reasons for an alternate date.)


Proposed Years of Waiver: July 1, 2029
(Maximum of 5 school terms, which begin July 1 of each year.)

If this is a renewal of a current waiver about to expire, an End of Waiver Term Report is required:
Submit this report with the application to renew.

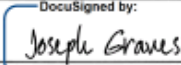
Part 6 – Approval by Local School Board

Date(s) Presented to School Board (<i>attach board minutes</i>): <u>04/08/2024</u>	Date Approved by School Board: <u>04/08/2024</u>
Signature of Superintendent/CEO: 	Signature of School Board President: 
Date of Signature: <u>4/8/24</u>	Date of Signature: <u>04/08/2024</u>

Part 7 – Department of Education Review

Date Received: <u>April 16, 2024</u>	Date Reviewed: <u>April 16, 2024</u>
Name and Reviewer: 	
<input checked="" type="checkbox"/> Approve <u>Approve</u>	<input type="checkbox"/> Deny
Reason for Denial:	
Additional Documentation Required: The End of Waiver Term Report is included. BV School Bd minutes showing approval for this waiver renewal are included.	

Part 8 – Department of Education Secretary's Action

<input checked="" type="checkbox"/> Approve <u>Approve</u>	<input type="checkbox"/> Deny
Reason for Denial:	
Signature: 	



Brandon Valley Intermediate School



School Improvement Plan 2024-2025

**Brandon Valley Intermediate School
School Improvement Plan
2024-2025**

Core Operating Principle

Our business is the creation of learning environments that result in success.

Brandon Valley Mission Statement

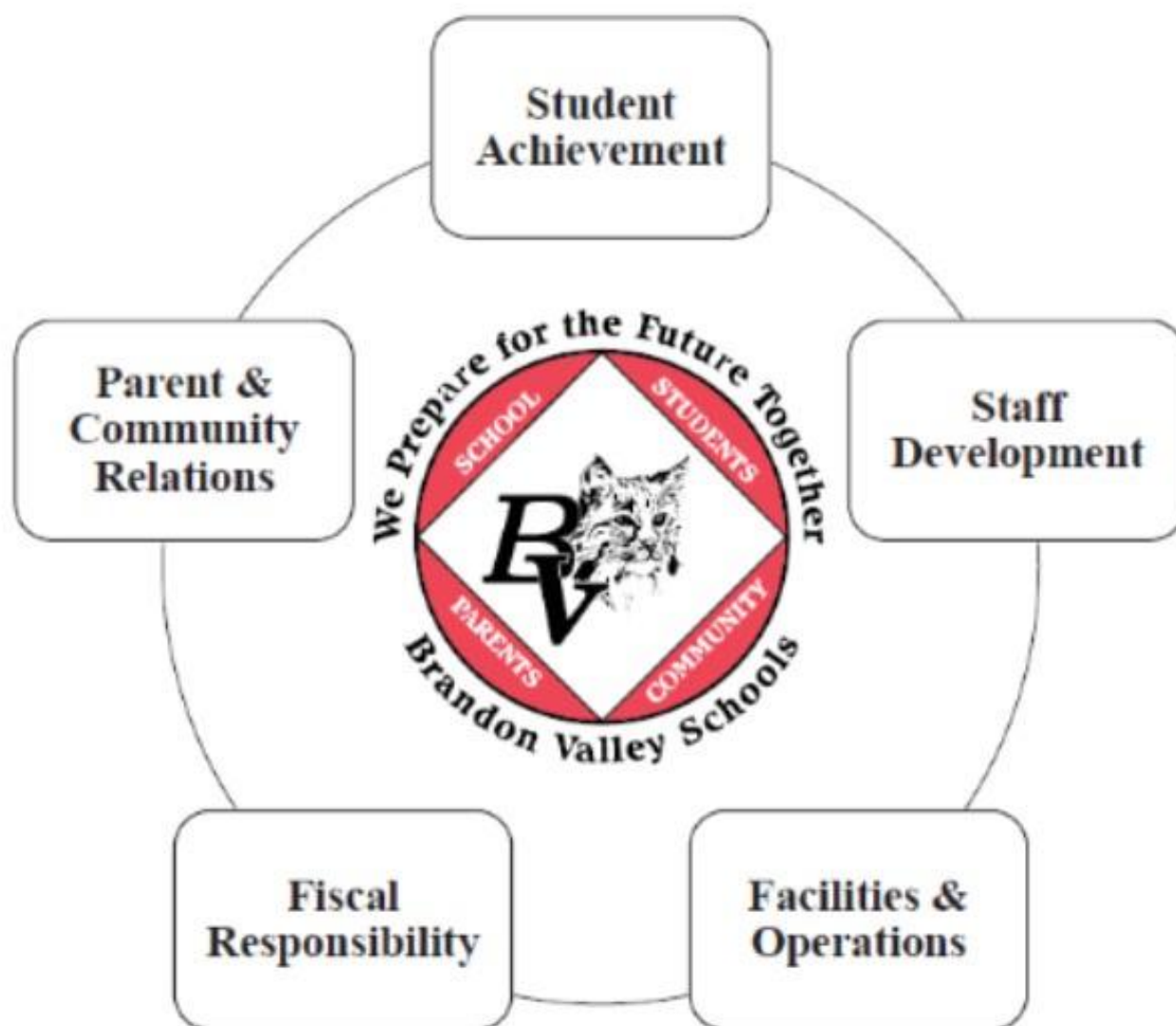
We will prepare our students to be lifelong learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students. Educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote lifelong learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Brandon Valley School District #49-2

Strategic Plan



Student Achievement: Provide relevant and rigorous academics grounded in best practices

Staff Development: Support highly effective teachers, leaders, and staff

Facilities & Operations: Create safe, healthy, and supportive learning environments

Fiscal Responsibility: Practice effective, efficient, and sustainable business practices

Parent & Community Relations: Strengthen school, family, and community engagement

Program Development

The Brandon Valley Intermediate School Planning Team consists of representation from building administration and teachers, to discuss the prior year’s testing, review data and develop a school improvement plan. We will utilize the strategies and interventions implemented in the 2024-2025 school improvement plan.

This school planning team was formed to analyze data and review the needs of the intermediate school. This year the team will continue to explore academic strategies and interventions for possible implementation to improve school achievement this year and beyond. The team reviews summative and formative data and will continue to use this to guide decision-making.

Brandon Valley Intermediate School Planning Team

- Nick Skibsted – Intermediate School Principal
- Dylan Briest – BVIS Special Education – input from Special Education department.
- Becky VanRoekel – 6th grade math – input from math team
- Mackenzie Wietgreffe – 5th grade ELA – input from ELA team
- Jennifer Hart and Heidi Schultz – BVIS Counselors – input from PBIS team

After further revisions and approval by the local board of education, this plan will be implemented and made available to all stakeholders on the district website.

Brandon Valley Intermediate School Planning Calendar

Below is a log of various meetings that have been held in the process of developing the Brandon Valley Intermediate School Improvement Plan. These meetings have included sessions with administrators and faculty. Meeting agendas, notes, sign-in sheets, and outcomes are on file in the school office.

2022-2023 School Year

Annual review	8/01/2024	Intermediate School Administrator reviewed SIP
SD – Report Card Release	8/25/2024	Reviewed BVIS report card
Review/revision	10/03/2024	Intermediate School Administrator and BVIS SIP team met
Review revision	10/14/2024	Planning Team met with staff at data retreat
Approval BV BOE	11/25/2024	BV Board of Education
Implementation of plan	11/26/2024	BVIS school
Released to public	11/26/2024	BV Superintendent: Jarod Larson

This plan is designed to be on-going and will be reviewed annually. Changes will be made as appropriate based upon the annual summative review of data. Formative evaluations will be conducted, and revisions will be based upon this data. This data may lead to revisions more often than annually.

Brandon Valley Intermediate School Profile

The Brandon Valley School District is located eight miles east of Sioux Falls. Making up the Brandon Valley District are the communities of Brandon, Valley Springs, Corson, and Rowena. Our district covers 128 square miles of Minnehaha County with nearly 2,200 students bussed daily. The BVSD staff consists of over 600 people. The school district is the largest employer in Brandon. The district has added staff members consistently to maintain effective class sizes. The district is bordered by Sioux Falls and Minnesota. The majority of the community travels to Sioux Falls for employment. Brandon is an affluent community with most parents or

guardians holding higher education degrees. Several housing developments located throughout the district are a source of many of our students. Brandon Valley is a growing school district with the number of students this year increasing by over 100 from last school year. Current district enrollment is approximately 5,100 students. Historically, Brandon Valley students have excelled academically.

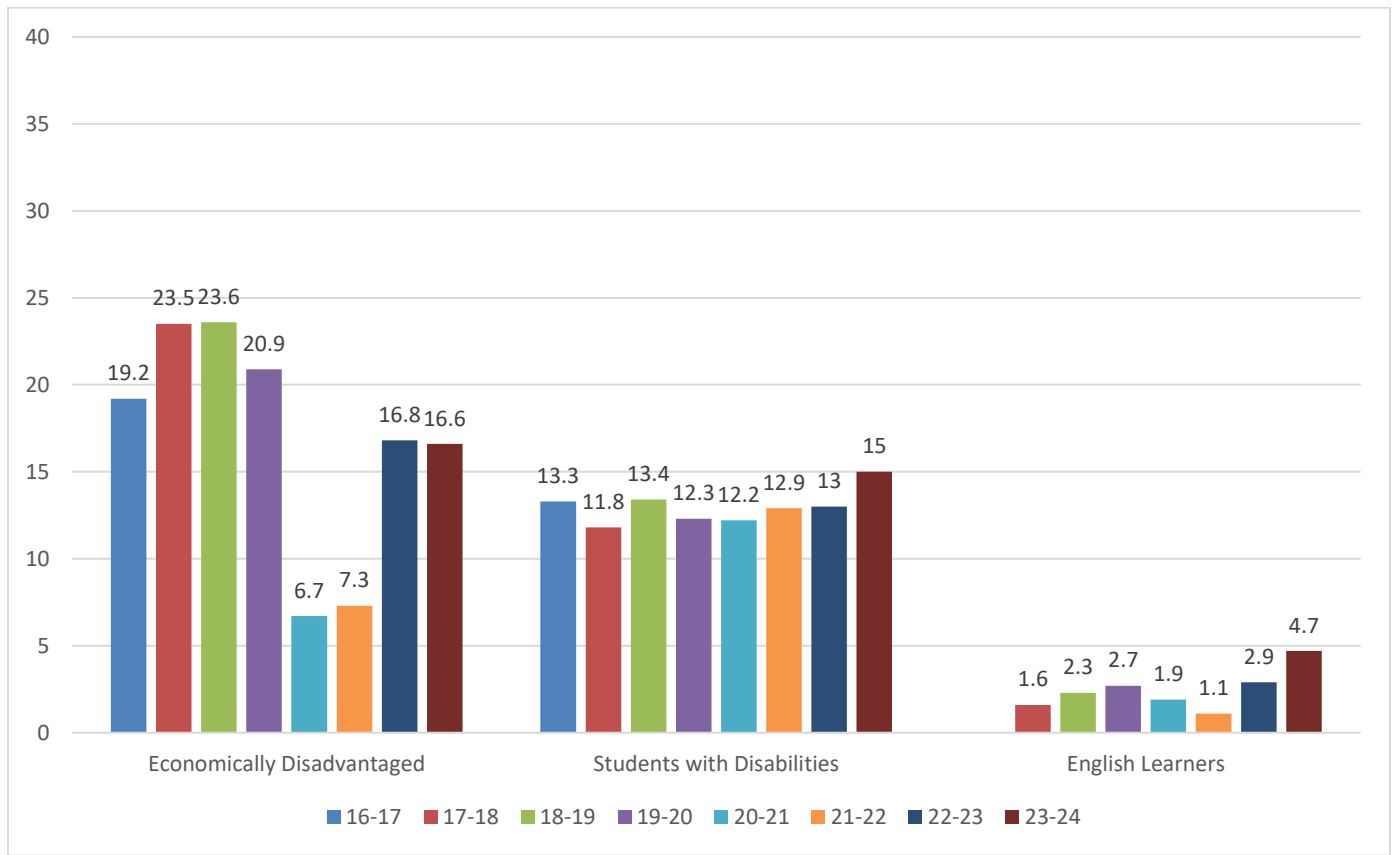
Brandon Valley Intermediate School is made up of approximately 831 students in grades five (421) and six (410). 5th grade consists of four teams of four teachers, which is departmentalized in all areas of the curriculum (math, science, ELA, social studies). 6th grade consists of four teams of four teachers, which is departmentalized in all areas of the curriculum (math, science, ELA, social studies). Students at Brandon Valley Intermediate School are offered a balanced curriculum and extra-curricular activities that meet the needs of the young adolescent. (See Appendix A)

There is an active Parent/Teacher/Association (PTA), which provides many services that make intermediate school a positive educational experience. The current intermediate school facility was opened in the fall of 2015 and was designed with the “young-adolescent school learner” and their needs as the focal point. The Intermediate concept is designed to bring 5th and 6th grade students together in one building allowing them to be successful in a school setting where their needs could be better met – socially, physically, and intellectually.

Brandon Valley Intermediate School Demographic Data

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total BVIS Enrollment	663	679	681	679	702	690	730	790
Total SwD	88 (13.3%)	80 (11.79%)	91 (13.36%)	83 (12.3%)	86(12.2%)	89 (12.9%)	95 (13%)	119 (15%)
Econ Disadv.	127 (19.2%)	160 (23.5%)	161 (23.64%)	141(20.9%)	47(6.7%)	51 (7.3%)	123 (16.8%)	131 (16.6%)
EL		11 (1.6%)	16 (2.3%)	19 (2.7%)	13(1.9%)	8 (1.1%)	21 (2.9%)	37 (4.7%)
GAP	197 (29.7%)	232 (34.22%)	235 (34.51%)					
NON-GAP	466 (70.3%)	447 (65.92%)	446 (65.49%)					

BVIS Percentage of Subgroup Populations

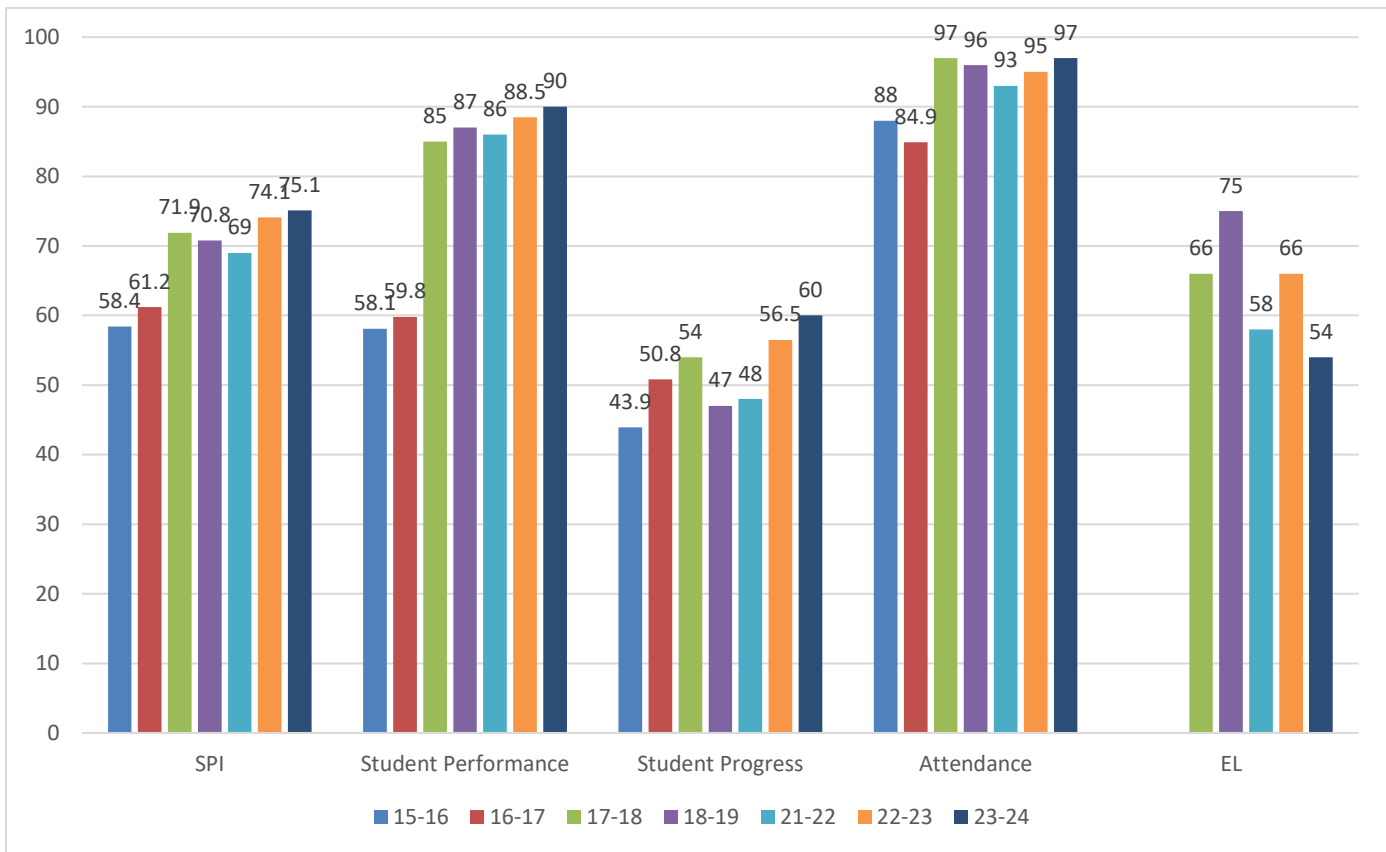


The Economically Disadvantaged group is 16.6%. The English Learners group is 4.7%. Students with Disabilities is 15% of the population for 2023-24.

BVIS Subgroup Populations:

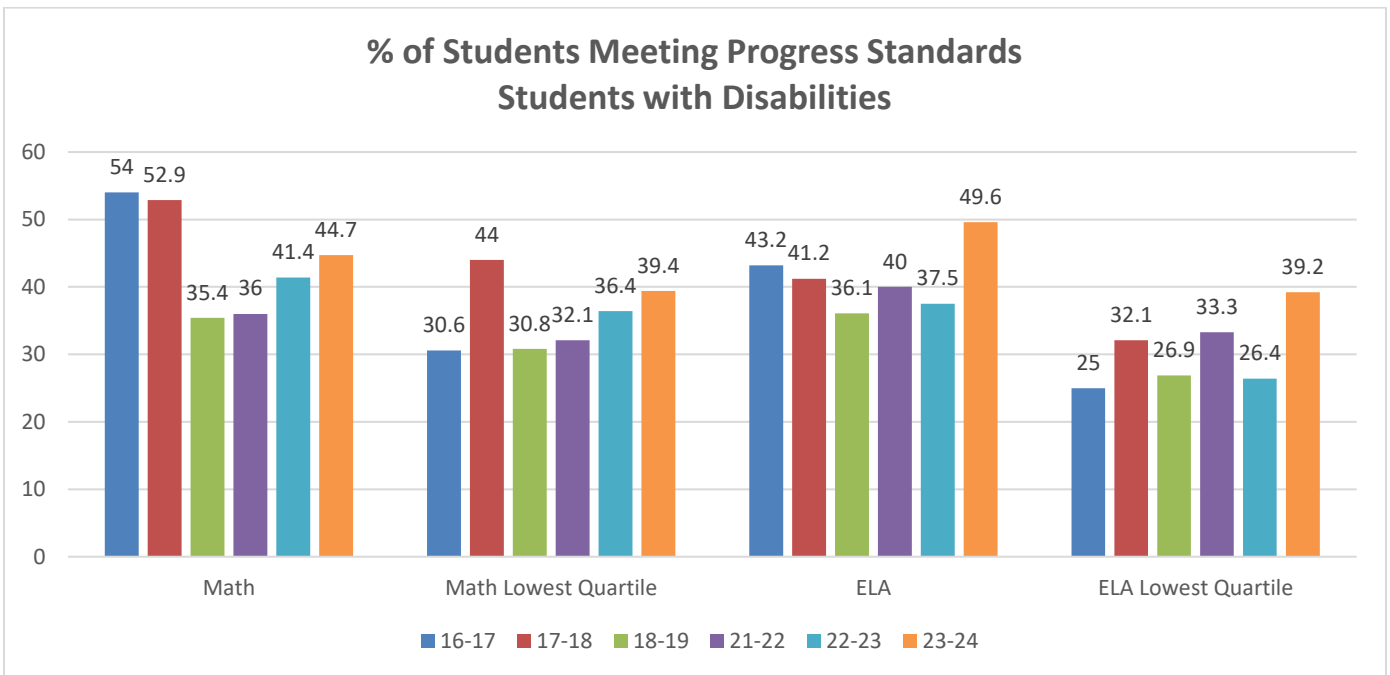
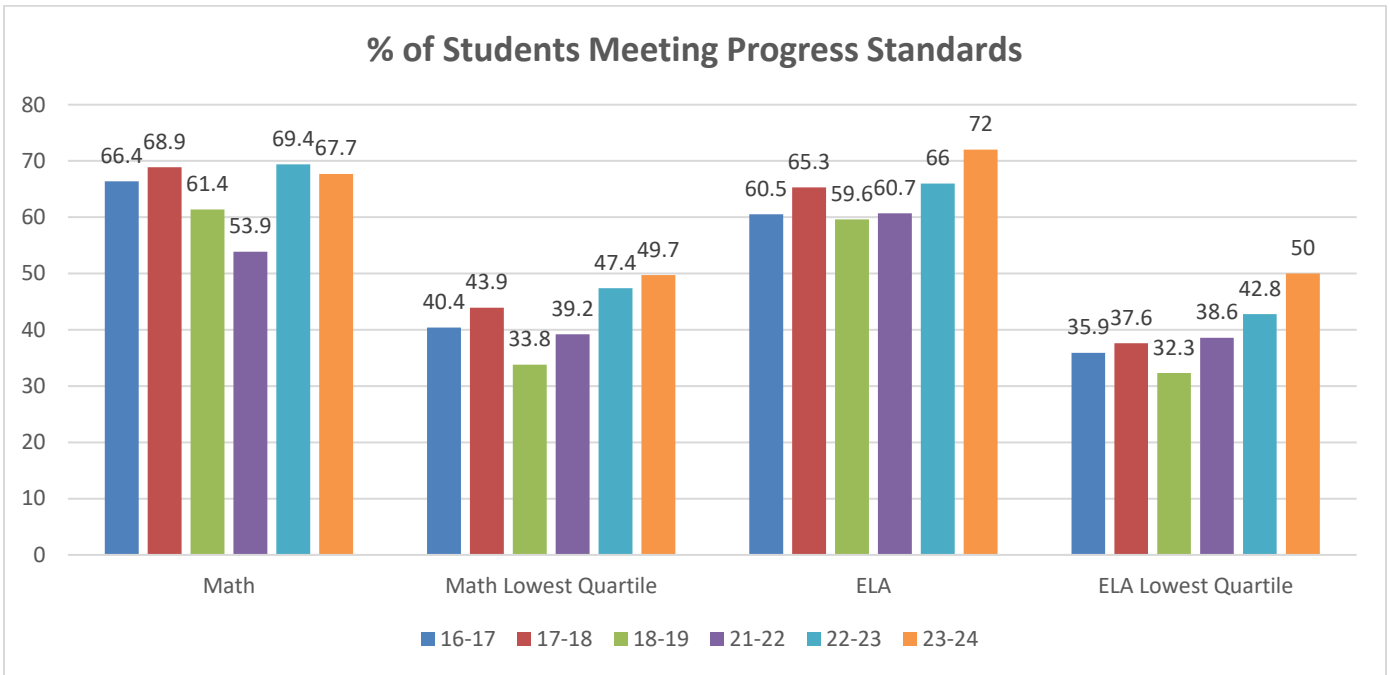
Brandon Valley Intermediate School has a small percentage of subgroup populations and ethnic diversity and does not meet the state requirement n-size of 10 students in many subgroup areas. Although, over time the trends are showing we have an increasing percent of students in our subgroup populations. The English Learner subgroup has been trending up over the past few years, we feel this will be a continued trend. Our special education population continues to hold at a steady with a slight increase in n-size Brandon Valley Intermediate School.

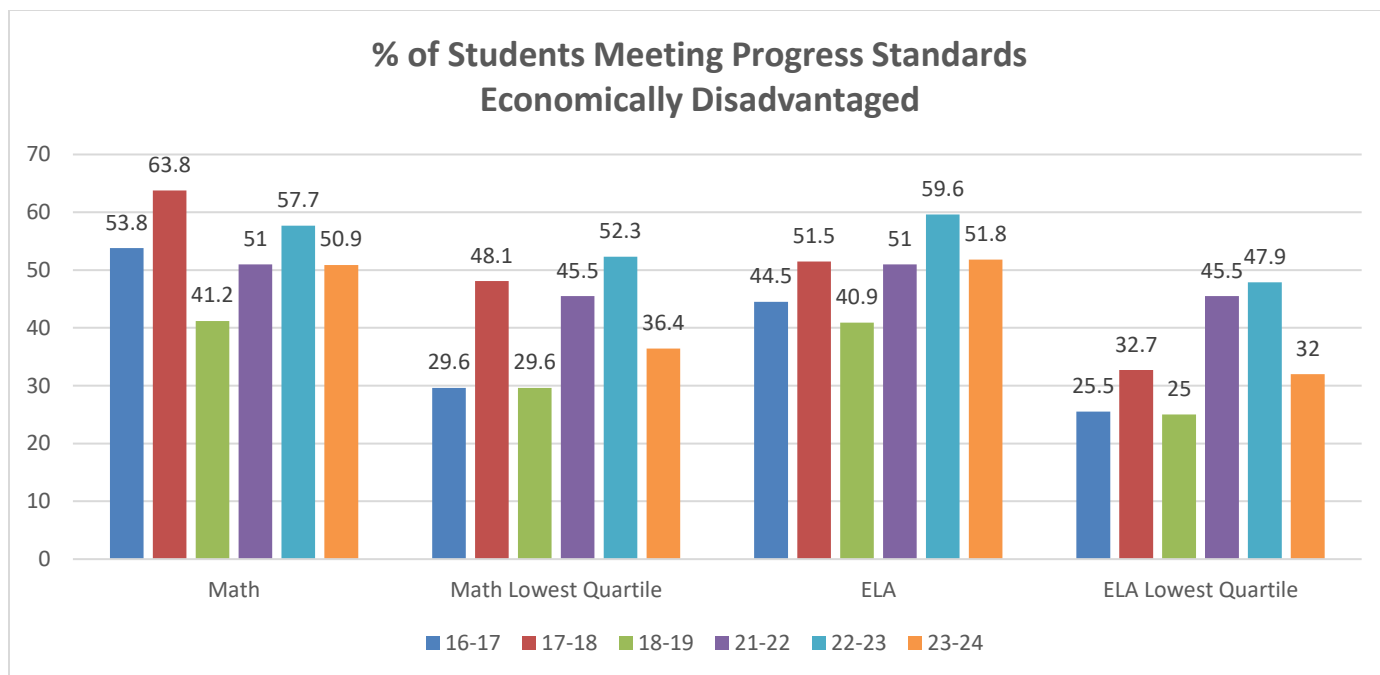
SPI Results: Student Progress, Attendance and Student Performance



School Performance Index (SPI) is based on 10 points for attendance, 10 points for English Learners, 40 points for student progress, and 40 points for student performance. Brandon Valley Intermediate School's School Performance Index (SPI) for 2023-2024 was 75.1 points. There is no SPI score for the 19-20 and 20-21 school year due to the COVID-19 pandemic. At BVIS, Student Progress was at 60%, EL was at 54%, and attendance was at 97%. Student Performance as based on the Smarter Balanced assessments was at 90%. Percentages are based off percent of points earned.

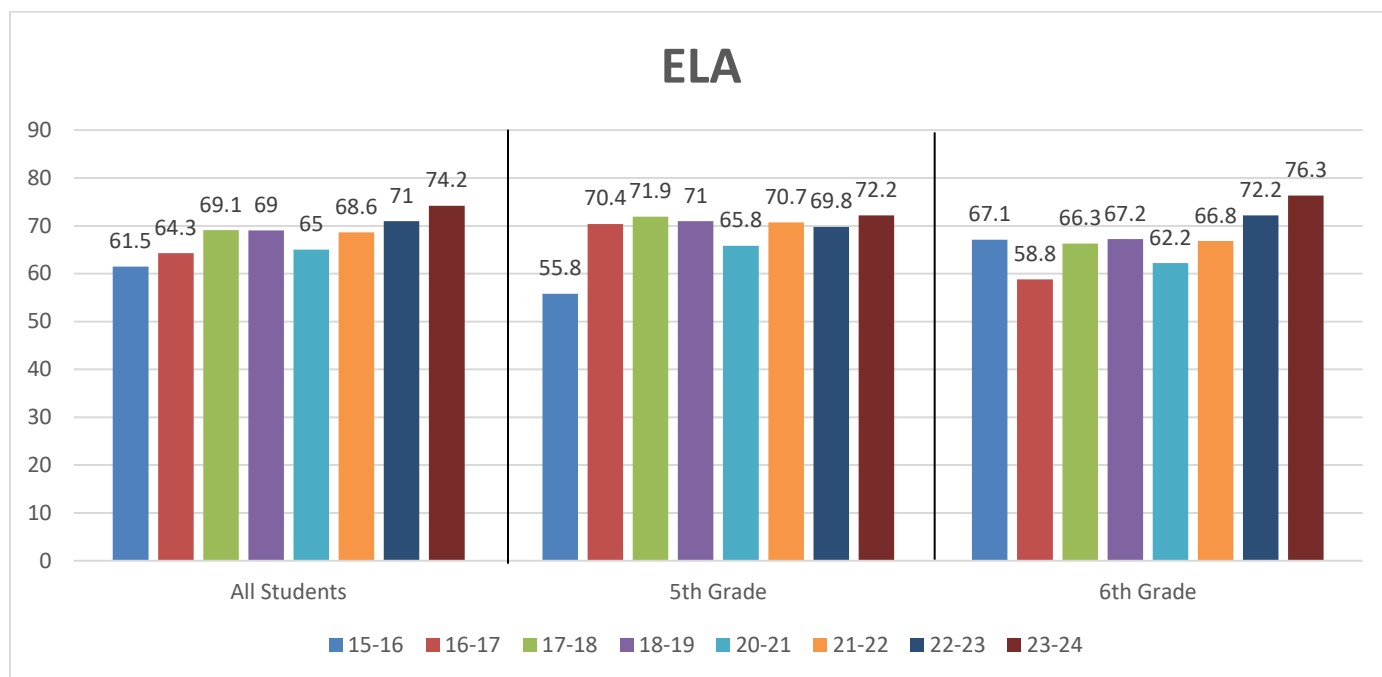
Student Progress



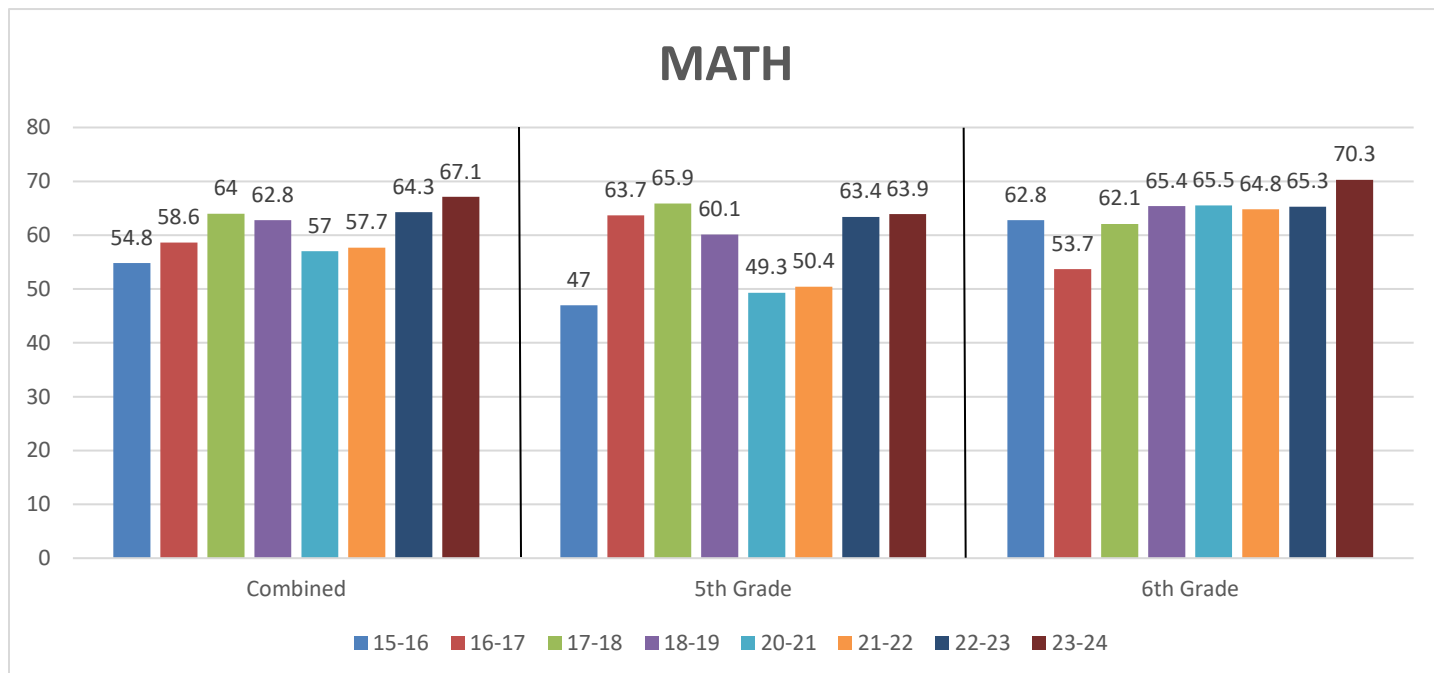


Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **Keeping up** (students who are proficient and projected to maintain that proficiency), **Catching Up** (students are not proficient but their score projection three years out is high enough to get them to proficiency within that time frame), or **Very High Growth** (students not proficient and are far enough behind that even tremendous growth will not get to proficient within 3 years but earns a SGP of 70 or above).

Student Performance Level 3 and 4 2023-2024 Results

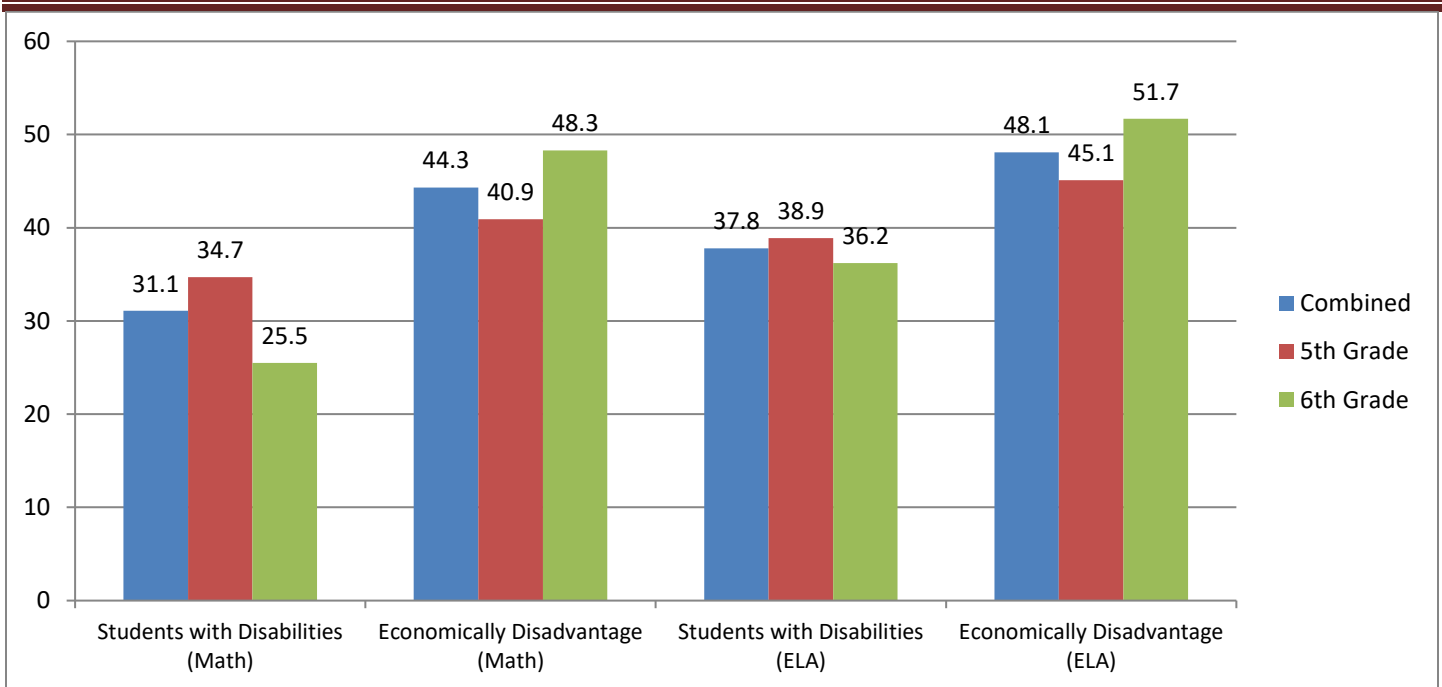


ELA in the Intermediate School resulted in 74.2% of the students performing at Level 3 or 4. 5th grade is at 72.2% performing at Level 3 or 4. 6th grade is at 76.3% performing at Level 3 or 4.



Math in the Intermediate School resulted in 67.1% of the students performing at Level 3 or 4. 5th grade is at 63.9% performing at Level 3 or 4. 6th grade is at 70.3% performing at Level 3 or 4.

BVIS SWD, EL, ED: Levels 3 and 4 2023-2024 Results

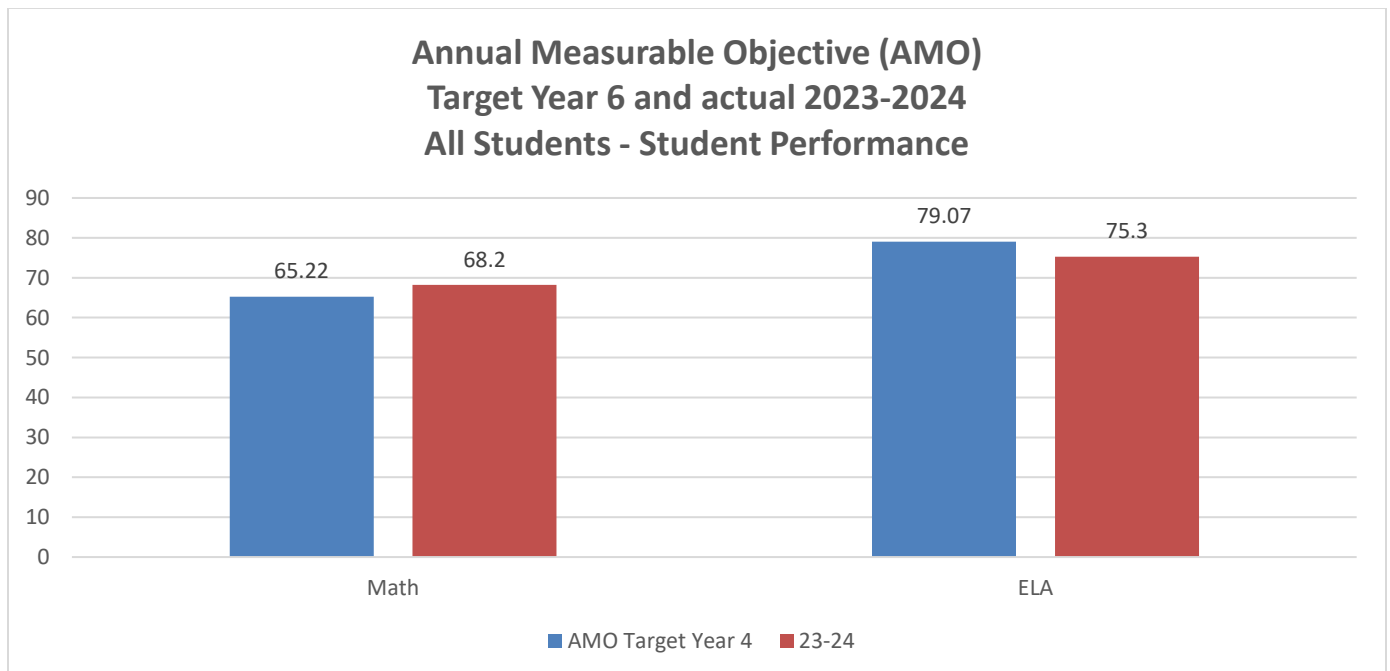


Level 3 and 4 - Students with Disabilities - Math combined student results is 31.1% performing at Level 3 or 4. 5th grade is at 34.7% performing at Level 3 or 4. 6th grade is at 25.5% performing at Level 3 or 4.

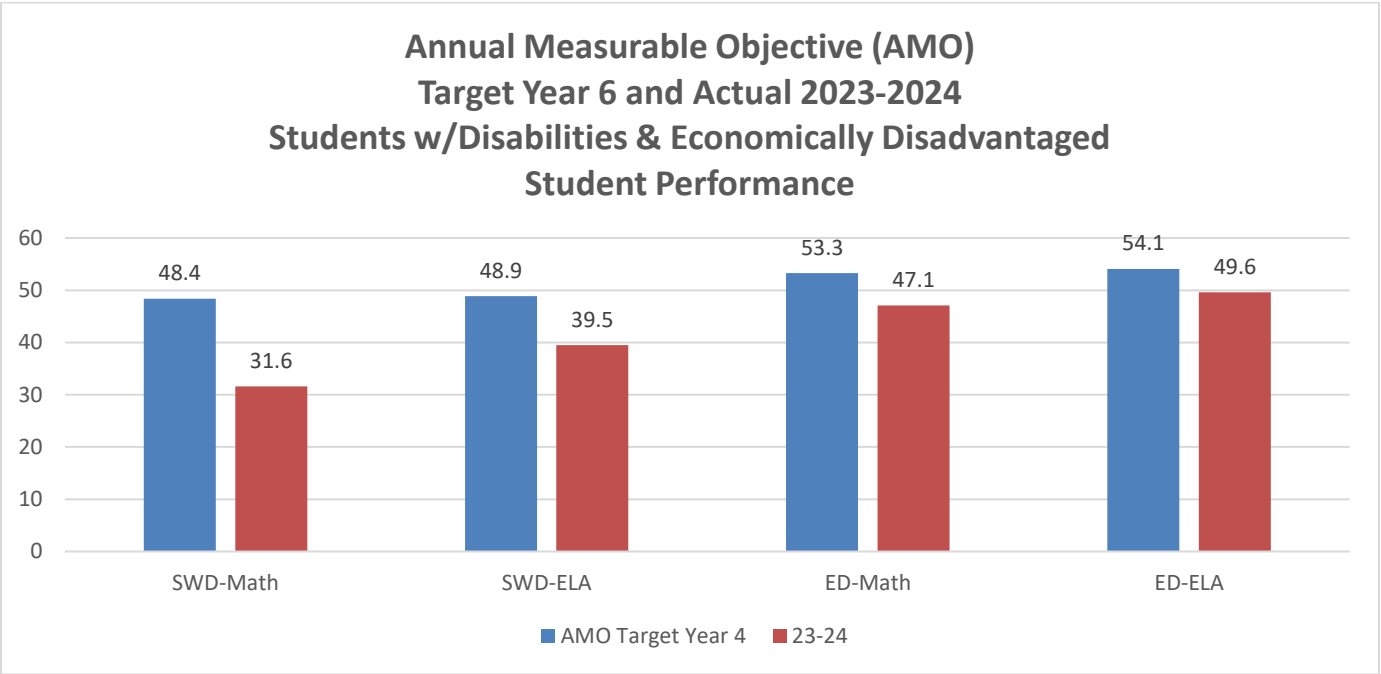
ELA combined student results 37.8% performing at Level 3 or 4. 5th grade is at 38.9% performing at Level 3 or 4. 6th grade is at 36.2% performing at Level 3 or 4.

Level 3 and 4 – Economically Disadvantaged - Math combined student results is 44.3% performing at Level 3 or 4. 5th grade is at 40.9% performing at Level 3 or 4. 6th grade is at 48.3% performing at Level 3 or 4.

ELA combined student results 48.1% performing at Level 3 or 4. 5th grade is at 45.1% performing at Level 3 or 4. 6th grade is at 51.7% performing at Level 3 or 4.

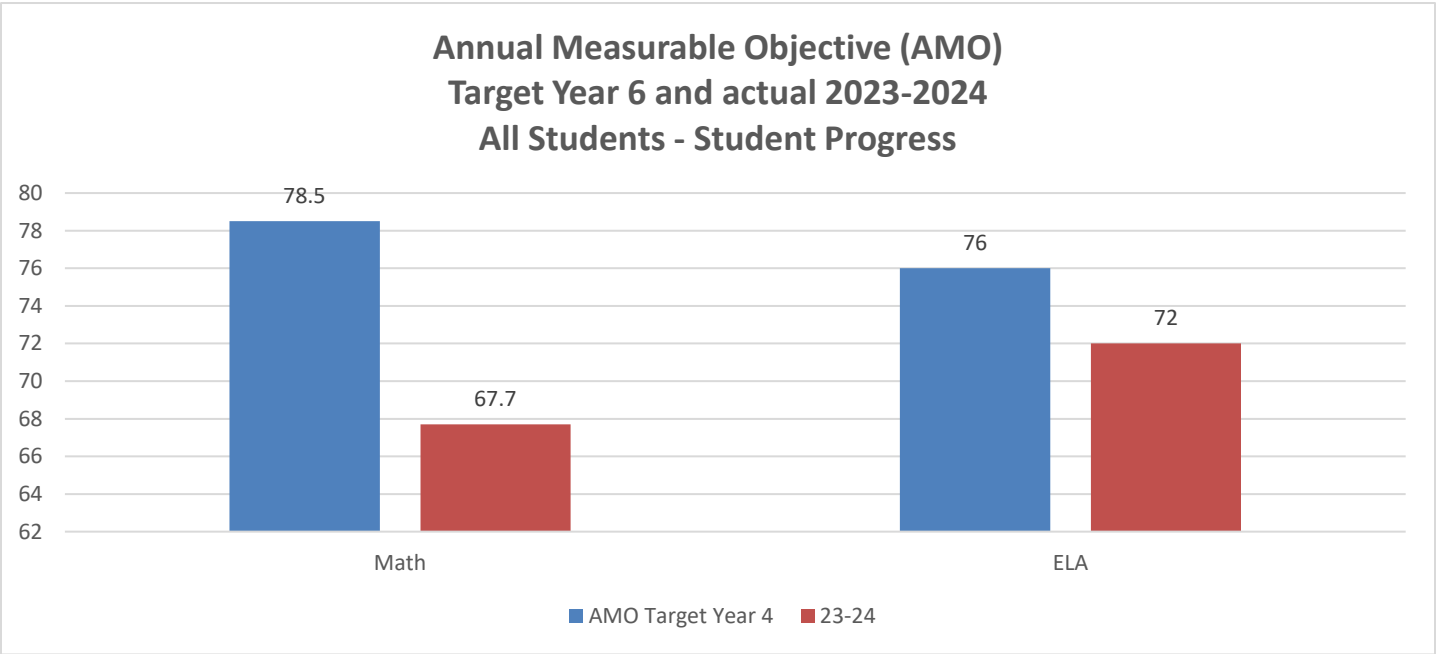


Year 6 target for BVIS’s AMO is 65.22% for all students in Math. Math for 2023-24 is at 68.2%. Year 6 target AMO is 79.07% for all students in ELA. ELA for 2023-24 is at 75.3%.



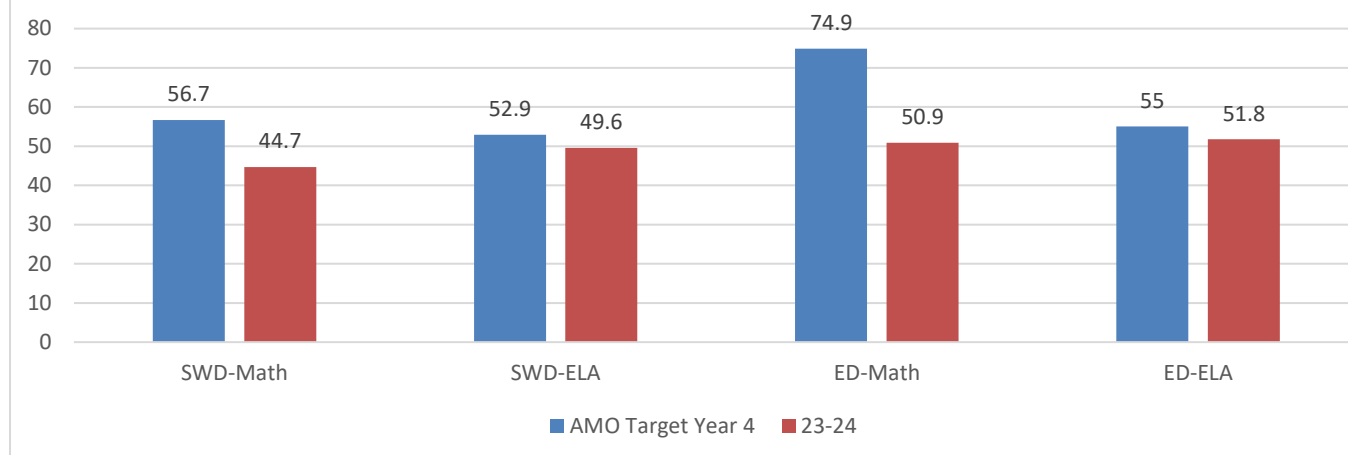
Math: Students with Disabilities Target for Year 6 was 48.4%. The achieved level in 2023-24 was 31.6%. Economically disadvantaged Target for Year 6 was 53.3%. The achieved level in 2023-24 was 47.1%.

ELA: Students with Disabilities Target for Year 6 was 48.9%. The achieved level in 2023-24 was 39.5%. Economically disadvantaged Target for Year 6 was 54.1%. The achieved level in 2023-24 was 49.6%.



Year 4 target for BVIS’s AMO is 76.12% for student progress in Math. Math for 2022-23 is at 69.4%. Year 4 target for BVIS’s AMO is 73.3% for student progress in ELA. ELA for 2022-23 is at 66%.

Annual Measurable Objective (AMO) Target Year 6 and Actual 2023-2024 Students w/Disabilities & Economically Disadvantaged Student Progress



Math: Students with Disabilities Target for Year 6 was 56.7%. The achieved level in 2023-24 was 44.7%. Economically disadvantaged Target for Year 6 was 74.9%. The achieved level in 2023-24 was 50.9%.

ELA: Students with Disabilities Target for Year 6 was 52.9%. The achieved level in 2023-24 was 49.6%. Economically disadvantaged Target for Year 6 was 55%. The achieved level in 2023-24 was 51.8%.

Annual Measurable Objectives or AMOs are South Dakota’s overarching goal for Student Performance, Student Progress, Students with Disabilities, and Economically Disadvantaged Students. This correlates with the annual School Performance Index score for BVIS. Proficiency is measured by performance on the annual statewide assessment. Targets are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school’s subgroups started in terms of student proficiency and to support continuous improvement over a many-year span. Targets are set separately for English Language Arts and Math. The 2017-18 school year serves as the base year for setting the thirteen-year goal and annual targets.

The Brandon Valley Intermediate School's school improvement team has identified areas of strengths and challenges within the building. We utilize this information to differentiate instruction and improve student outcomes.

Strengths:

- 100% of intermediate school teachers are highly qualified
- 100% of the staff participate in professional development opportunities
- Strong early intervention programs are in place at the elementary level and continued throughout the intermediate school.
- Teachers use a variety of techniques for the students who struggle including 21st century skills, formative assessment and differentiated instruction strategies.
- Parents are active and involved in the education of their child through Family Access to view the online student information system (grades, attendance, lunch accounts). Teachers report large numbers of parents attending parent teacher conferences as well as large group email communications and individual-student specific communication.
- 100% of BVIS students have an online Student Access account for checking student grades and assignments.
- All teachers post online weekly lesson plans.
- Before and after school help is available with individual instructors in all subject areas.
- Recovery program (ICU) before school, during lunch periods, and after school for students in 5th and 6th grade who have missing or inadequate assignments.
- Utilize close reading strategies and differentiated instruction that can scaffold at-risk readers.
- Utilize STAR reading and math to identify students who are at-risk in these content areas.
- Utilize ALEKs within the 5th and 6th grade math curriculum.
- Continued implementation of state adopted New Generation Science standards
- Implementation of three targeted ELA and math sections per grade level that utilize instruction support in both 5th and 6th grade.
- Utilization of state-adopted math and ELA standards.
- Both 5th and 6th grade students are divided into four teams of four teachers. This allows for a better relationship building opportunities and accountability measures.
- Ability to collaborate with grade level teachers and job-alike colleagues throughout the school (by subject). Learning better teaching practices by working closely with colleagues.
- Continue PBIS Tier I Model and Tier II for behavior and academic support.
- PBIS "Lynx Way Leaders" selected monthly.
- LYNX Way days – teach LYNX Way expectations, community involvement, service projects, and team building.
- Positively reinforce LYNX Way expectations through tickets and opportunities to spend tickets (PBIS store).
- Each student is provided with a Chromebook to effectively implement technology within the classroom.
- Student showcase for conferences in the spring.
- Implementation of Lexia in 5th and 6th grade ELA.
- Implementation of Collaborative Learning Communities (CLCs) established to facilitate collaboration amongst content area and grade-level staff
- Academic Seminar provided to support Tier II students for work completion and quality.
- Inclusive classroom practices to support and extend students with disabilities

Challenges:

- Maintain adequate progress in academic performance of students who are in various subgroup categories.
- Continue to effectively implement differentiated instructional strategies based on individual student needs.
- Changing demographics in a growing district
- Limited resources and support for diverse needs
- Providing alternative settings for students who need more intensive/focused support behaviorally and academically.
- Unexpected growth in Special Education numbers (new enrollments)
- Time: collaboration, team meetings, practice, professional development, curriculum meetings.
- EL support – sharing staff with middle school and high school.
- Being able to provide extra assistance (before or after school) for students who are unable to arrive or stay at school outside of normal school hours.
- Supporting students who have experienced learning loss related to the pandemic.
- Maintain adequate progress with all students' academic growth.
- Maintain adequate class sizes to ensure high student growth and achievement.

Performance Data Evaluation and Analysis
School: Brandon Valley Intermediate School
Evaluation Team Members: All BVIS staff

2024-2025 Math Goal:

All Students will show growth in student achievement as measured by the South Dakota Assessment.

- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) school goal of 65.43% proficiency for all students.
- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Economically Disadvantaged goal of 54.43%.
- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Students with Disabilities goal of 54.45%.

All students will show academic growth as measured by the South Dakota Assessment.

- We will improve math instruction at BVIS to increase the percent of students that meet satisfactory academic growth is 80.9% .

Needs Assessment Student Performance, Perceptions, Demographic						Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
MATH	STATE 2023-24	AMO 2023-24	BVIS 2022-23	BVIS 2023-24	+/-	*Continue to implement common math vocabulary and strategies across grades. *SPED Teacher will provide support to students during targeted math classes. *Math teachers will continue to provide individualized instruction to students in need. *Implement the 8 Mathematical practices within the South Dakota State Standards. *Common summative assessments will be	*Classroom formative assessment will be discussed by grade level. *Common summative assessments across grade level. *Core math curriculum assessments *STAR Math – SLO summative test *Teacher created Unit/Module Assessments aligned with South Dakota Assessment *Teacher/textbook created performance tasks *ALEKS used for spiral review and assessment	*Curriculum department meetings *Math department meetings grades 5-6 implemented during staff in-service time. *In-service time to evaluate data collected from SLO tests and create SLO with interdisciplinary teams *Time evaluate data collected from South Dakota Assessment (Academic Growth and Student Achievement) *SIP data retreat for a ½ day at the October in-service
All Student Results	42.9	65.22	64.3	67.1	+2.8			
Ec. Dis. Results	24	54.43	39.5	44.3	+4.8			
SwD Results	16.7	48.37	20.7	31.1	+10.4			
MATH	STATE 2022-23	AMO 2022-23	BVIS 2021-22	BVIS 2022-23	+/-			
Needs Assessment Student Progress, Perceptions, Demographic								
All Student Results	50.16	78.51	69.4	67.69	-1.71			
Ec. Dis. Results	37.49	74.93	57.7	57.24	-0.46			
SwD Results	30.37	56.58	41.4	44.74	+3.34			

<p>implemented within grade level.</p> <p>*ICU implemented in every grade level.</p> <p>*STAR Math is utilized for SLO development.</p> <p>*Focus on targeted students at the low level 3 range and high level 2 range (bubble students) on the SDA. All staff are involved with this focus group.</p> <p>*Focus on targeted students who showed little Academic Growth on the SDA. All staff are involved with this focus group.</p> <p>*Implementation of the ALEKS program.</p> <p>*Incorporate classroom assessments that mirror the SDA.</p> <p>*Math intervention in DLE</p> <p>*Cross-curricular units that reinforce standards taught within grade level.</p> <p>*Power Hour - used to provide additional support.</p> <p>*Countdown to Common Core</p>	<p>*Utilization of Interim SDA Assessments and tracking data.</p> <p>* McGraw-Hill benchmark assessments</p>	<p>*Job-alike biweekly collaboration to promote consistency in course content across teams</p> <p>*Monthly team meetings to discuss concepts/procedures and student supports to drive success.</p> <p>*Collaborative Learning Communities (CLCs) developed to grow professionally and collaborate across grade levels and content areas</p>
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Performance Data Evaluation and Analysis
School: Brandon Valley Intermediate School
Evaluation Team Members: All BVIS staff

2024-2025 ELA Goal:

All Students will show growth in student achievement as measured by the South Dakota Assessment.

- We will improve ELA instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) school goal of 81.39% proficiency for all students.
- We will improve ELA instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Economically Disadvantaged goal of 54.44%.
- We will improve ELA instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Students with Disabilities goal of 54.53%.

All students will show academic growth as measured by the South Dakota Assessment.

- We will improve ELA instruction at BVIS to increase the percent of students that meet satisfactory academic growth is 78.64%.

Needs Assessment Student Performance, Perceptions, Demographic						Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
ELA	STATE 2023-24	AMO 2023-24	BVIS 2022-23	BVIS 2023-24	+/-	**Implementation of common language in ELA course across grade levels **SPED teacher provides support to students during class-within-a-class (CWC) sections of ELA **Usage of Lexia Core5 programming for CWC sections of ELA **Provide text-to-speech accommodations for struggling readers **Promote independent reading to practice ELA concepts	**RTI Progress Monitoring for targeted students for 5 th and 6 th grade **RTI Universal Screening for all 5 th & 6 th grade students three times a year using STAR reading. **Individual teachers analyze assessments from classroom curriculum. **Experiment with DOK common benchmark assessments across grade levels through SDA Interim Assessments.	**Curriculum department meetings ** ELA department meetings grades 5-8 implemented during staff in-service time. **In-service time to evaluate data collected from SLO tests and create SLO with interdisciplinary teams **In-service time to evaluate data collected from SDA (Academic Growth and Student Achievement) **SIP data retreat for a ½ day at the October in-service.
All Student Results	49.7	79.07	71	74.2	+3.2			
Ec. Dis. Results	31.2	54.1	52.4	48.1	-4.3			
SwD Results	16.9	48.86	29.4	37.8	+8.4			
Needs Assessment Student Progress, Perceptions, Demographic								
ELA	STATE 2022-23	AMO 2022-23	BVIS 2021-22	BVIS 2022-23	+/-			
All Student Results	54.39	75.97	66	71.97	+5.97			
Ec. Dis. Results	37.49	54.97	59.6	50.86	-8.74			
SwD Results	30.37	52.9	37.5	44.74	+7.24			

<p>**Implement ICU for students at all grade levels</p> <p>**Implement close reading strategies including UNRAAVEL and annotations</p> <p>**Implement writing across the curriculum using RACE strategy and focus on techniques and mechanics</p> <p>**Utilize STAR Reading for SLO development</p> <p>**Incorporate classroom assessments that mirror SDA</p> <p>**ELA intervention during homeroom time</p> <p>**ELA teachers identifying students for needed growth and working with them in small group sessions during DLE</p> <p>**Offer Power Hour to provide additional support to students</p> <p>**Focus on targeted students at the low level 3 range and high level 2 range (bubble students) on the SBA. All staff are involved with this focus group.</p>	<p>**Textbook created assessments aligned with SDA.</p> <p>**Individual conferencing with students</p> <p>**Writing Benchmark – common rubric across grade levels.</p>	<p>**Job-alike biweekly collaboration to promote consistency in course content across teams</p> <p>**Monthly team meetings to discuss strategies/concepts and student supports to drive success.</p> <p>**Collaborative Learning Communities (CLCs) developed to grow professionally and collaborate across grade levels and content areas</p>
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Performance Data Evaluation and Analysis
School: Brandon Valley Intermediate School
Evaluation Team Members: All BVIS staff

2024-2025 Behavior Goal:

We will improve student behavior at Brandon Valley Intermediate School so that number of students who receive second Office Discipline Referral will be reduced by 50%.

We will improve student behavior at Brandon Valley Intermediate School so that ALL students who are receiving TIER II support within PBIS successfully complete the intervention.

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
PBIS Tier I and Tier II Tier II <ul style="list-style-type: none"> - Check-in/Check-out - Academic Seminar - Small-group conferencing 	SWIS data -Minor Offense forms -ODRs PBIS Rewards Ticket distribution for reinforcement of positive behaviors Encore SLO focused on student behavior through our PBIS program	On-going meetings with PBIS team Staff meetings and data discussions

Brandon Valley School District Mission Statement

"We will prepare our students to be lifelong learners and productive citizens in a global society through the creation of learning environments that result in success."

Math Strategies to Improve Student Achievement and Growth:

All math teachers will continue to provide individualized instruction to students, focusing on areas of mathematical concepts that students, in general, struggle with in order to improve student achievement. Many of these areas involve number systems, which is a base for higher-level math skills. Teachers across all grades will continue to implement common math vocabulary, which correlate to the South Dakota State Standards. This improves instruction and student comprehension as they transition from grade to grade. All grade-levels are implementing the South Dakota Math Standards. All grade-levels are implementing the 8-mathematical practices which emphasizes the processes of solving, simplifying, explaining, using, and writing with math. Teachers will use McGraw-Hill MyMath (5th grade) and McGraw-Hill Reveal (6th grade) and ALEKS (both grades) to meet these standards and improve student achievement. Interim assessments will be utilized for students to check for understanding with mathematical content directly related to the statewide assessment. The STAR math test will be used to identify students with a low math level and provided ongoing data to monitor individual student growth. The staff has and will continue to implement tools and programs that are being used to scaffold our at-risk students and their student achievement growth.

Reading Strategies to Improve Student Achievement and Growth

All 5th and 6th grade English Language Arts teachers will continue to provide whole group, small group, and individualized instruction of ELA skills and strategies which correlate to the South Dakota State Standards. Teachers will use the Savvas MyView curriculum (5th grade) and Savvas MyPerspectives (6th grade) curriculum and novels (both grades) to meet these standards and improve student achievement. Fiction and nonfiction selections will be used, and Close Reading strategies will be emphasized. Interim assessments will be utilized for students to check for understanding with the English Language Arts content directly related to the statewide assessment. The STAR test will be used to identify students with a low reading level as measured by a scale score and/or grade-level equivalency. Lower-leveled reading instruction for 5th and 6th grade will include direct instruction for targeted students in two classrooms per grade. This includes the use of software (Lexia), modeled and guided reading, as well as small group intensive instruction. The Acadience assessment is administered after STAR low scale scores and/or grade-level equivalencies are identified. We have developed collaboration across core subject areas to reinforce ELA standards. We have also targeted our at-risk students who are near proficient in the area of reading; we are utilizing a reading interventionist to provide individual support to these students.

State of South Dakota Waiver

Currently, BVIS does not require usage of the State of South Dakota waiver.

Instruction by Highly Qualified Staff

The Brandon Valley School District attracts and recruits highly qualified professionals through a variety of recruiting methods and job notifications. We advertise all job openings within the school, local and regional newspapers, and through the Associated School Board website, as well as contacting higher education institutions. If necessary, we will attend the teacher job fair to recruit highly qualified teachers. Brandon Valley implements non-discriminatory practices when hiring staff.

Teachers must meet the state requirements for highly qualified staff. All applicants must submit an application, references, and transcripts. All teachers and paraprofessionals must also complete a background check before working with children. Currently 100% of our Intermediate School core content subject teachers are highly qualified.

Professional Development

The 2023-2024 Brandon Valley School District’s professional development plan was developed by district leaders based on results of the 2021-2022 staff survey. Staff members communicated a need for increased collaborative time, and in response, the District crafted a professional development model called Collaborative Learning Communities (CLCs). The vision for CLCs is to “increase an individual’s professional capacity in the areas of curriculum and instruction, through positive, professional, and collaborative communications” amongst small groups of teachers. The core principles of CLCs are collaboration, trust, and professionalism. CLC groups were determined by building-level administrators; however, each CLC grouping was granted the autonomy to create goals for their professional development time centered around the Three BIG Ideas of a CLC:

1. A Focus on Learning	2. A Focus on Collaborative Teamwork	3. A Focus on Student Achievement
<p>The fundamental purpose of schools is to ensure all students learn at high levels. To bring this idea to life, educators work together to answer the following four critical questions.</p> <ul style="list-style-type: none">• What do we want students to learn? (curriculum)• How will we know if students are learning? (assessment)• How will we respond when students don’t learn? (intervention/instruction)	<p>Ensuring all students learn requires us to work together to meet their needs and find the best way(s) to educate our children.</p> <ul style="list-style-type: none">• Certified teachers are organized in collaborative teams to develop a group objective, achieve common goals, and hold each other accountable.• The group is clear on their purpose and priorities of their collaboration.	<p>We all want students to be successful. CLCs must work to increase student achievement. Engaged students are learning students; learning students are achieving students.</p> <ul style="list-style-type: none">• Educators collaborate and strive to successfully implement instructional best practices to ensure engagement.• Educators gather and analyze evidence of student achievement on a regular basis to

<ul style="list-style-type: none"> How will we extend the learning for those students who are proficient or advanced? (enrichment/instruction) 	<ul style="list-style-type: none"> Positive professional interaction is the only type permitted within the CLC. Current practices of Team Time, Grade-Level Meetings, Teachers Watching Teachers, and Vertical Teaming intermesh within our CLCs. 	<p>inform and improve curriculum and instruction.</p>
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CLC groupings will meet at staff in-service sessions to work on their goals, which are based on *at least* one of the Three BIG Ideas of a CLC. Teacher leaders were selected to serve as the liaison between CLC groups and building-level administrators to promote collegial conversation and collaboration. The Brandon Valley School District has made a three-year commitment to effectively implementing CLCs to promote student achievement across the district.

Teachers may also participate in several professional development opportunities throughout the year including book studies and workshops on technology, instructional practices, content, assessment, and social-emotional learning.

Teachers new to the district will be assigned a mentor. The purpose of the mentor is to help new teachers in the district become competent and confident in professional practices in the classroom. The benefits of the program for new teachers includes feedback about components of effective teaching and instructional strategies; positive attention, support and encouragement; reassurance that he/she is developing professionally; and coaching from administrators.

Parent Involvement and Education

The parent involvement policy is included in the student handbook and in Appendix B. The district posts the Up-Front, a quarterly district newsletter, the annual school calendar, and electronic monthly school newsletters on the district website. Parents are notified of their student's grades at mid-term and each quarter. Parent-teacher conferences are held in the fall and spring. The PTA (Parent/Teacher/Association) is very active in the intermediate school. Family Access, the school's grading program, is available on-line for parent use. The intermediate school has team websites and teacher lesson plans are posted on the school's website. All staff e-mail addresses are published on the school's webpage and in the newsletters. Teachers utilize notification systems to inform parents (Skyward email, Remind 101, School Messenger). Parents are notified through the school's ICU program when their child has a missing assignment and again when the assignment is completed. The South Dakota Parent Involvement Survey is sent out annually to parents of special needs students. The percentage of parent respondents from this district who report that the school facilitated parent involvement as a means of improving services and results for children with disabilities was about 86.32% and the goal is 81.50% involvement. The state target for this goal is about 88.24%.

Transition

A transition plan is in place for students at all levels.

Transition to Elementary School

Each spring, a transition meeting is held with early childhood special education/Head Start teachers, the kindergarten teachers and elementary principals prior to the pre-kindergarten screening so the receiving staff is aware of the needs of the in-coming kindergarten students. The kindergarten teachers also give feedback to the parents of the in-coming kindergarten students at the pre-kindergarten screening, which is held in late February or early March of each year. In addition, receiving kindergarten teachers are invited to participate in the spring transition IEP meeting of the students. Head Start personnel conduct parent meetings throughout the year and the early childhood special education/Head Start teachers conduct home visits at the end of the school year to help parents maintain a smooth transition for their child. All students that transition into kindergarten are provided an opportunity at each school's open house prior to the school year beginning to see their classroom and meet their teacher.

Along with the areas of communications previously listed, early childhood transition includes the following:

- Provide transition related training to prepare staff
 - a) to follow appropriate procedures and,
 - b) to support children and families in the transition process.
- Provide training for parents regarding transition process and future.
- Plan to prepare child for next service setting.
- Arrange visits to the next service setting for children, families, and staff from the sending program or service.

For children and families transitioning from Birth to Three/Early Head Start (ages infancy to 3) staff members will help facilitate areas listed:

- Initiate meetings to discuss developmental progress of individual children among parents and professionals
- Obtain the parent consent/authorization for release of information for a referral.
- Release relevant assessments and health records.
- Participate in Individual Family Service Plan (IFSP)/Individual Education Plan (IEP) meeting.

Transition to Intermediate School

- The fourth-grade students are invited to the intermediate school in the spring to tour the building and discuss course offerings.
- The intermediate school counselor visits each 4th grade classroom about the transition to the intermediate school.
- Intermediate School special education teachers attend 4th grade IEP meetings.
- Parents that have a fourth grader coming to the intermediate school for the first time are invited to visit the school.
- Prior to the beginning of the school year, incoming fifth graders and their parents are invited to come to an open-house at the intermediate school.
- All new intermediate school students are invited to come into the school to find lockers and classrooms.
- All new intermediate school students are invited to an orientation assisted by the student council.
- Within the first week of school, all fifth and sixth grade students and their parents are invited to an open house.

Transition to Middle School

- The sixth-grade students are invited to the middle school in August to tour and discuss course offerings.
- Middle School special education teachers attend 6th grade IEP meetings.
- Prior to the beginning of the school year, incoming seventh graders and their parents are invited to come to orientation at the middle school.
- All new middle school students are invited to come into the school to open lockers and find classrooms.
- Within the first week of school, all seventh and eighth grade students and their parents are invited to an open house.

Transition to High School

- The high school has an informational night for parents and students.
- The high school hosts all eighth graders during a school day in the spring for an orientation.
- All incoming freshmen are invited to attend “Unity Day,” which is directed by the high school administration and senior class.
- Eighth graders meet with high school counselors to schedule classes in the spring of each year.
- Ninth grade special education teachers meet with eighth grade students who have IEPs.

In addition to existing transition activities, special education transitions are addressed through student IEP meetings. If necessary, additional visits to the new school are scheduled to assist in the transition.

Monitoring/Evaluation (Additional Support)

Assessment results from the state Science SDSA, MSAA, South Dakota Assessment (ELA & math), and ACCESS are evaluated prior to school starting in the fall. Proficiency reports for various groups of students, BVIS School and BV district reports are provided to obtain a focus for the new school year. Special Education, TAT/504, EL students are identified, and their plans are reviewed by staff to implement for the success of those students. All staff participates in data retreats in math, reading, and behavior to focus on student needs. All teachers attend content area meetings to focus on the implementation of the South Dakota state content standards. Teachers attend team meetings where they discuss additional help for struggling students. Interventions are as follows: one-on-one help during recess, lunch, Power Hour, and before/after school tutoring assistance. Students who continue to struggle are referred to the teacher assistance team for further support and interventions. All staff participates in SWIS data reviews, which identifies students needing interventions using the PBIS framework.

APPENDIX A
BRANDON VALLEY INTERMEDIATE SCHOOL CURRICULUM

GRADE 5

Math
Science
Social Studies
ELA
DLE
Homeroom/ELA support

Physical Education (1 semester)
Art (1 quarter)
General Music (1 quarter)
Computer (1 semester)

Electives: Band & Orchestra

GRADE 6

Math
Science
Social Studies
ELA
DLE
Homeroom/ELA support

Physical Education (1 semester)
Art (1 quarter)
SMART Lab (1 semester)

Electives: Vocal Music
 Band & Orchestra

APPENDIX B

PARENT INVOLVEMENT POLICY

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

The School district and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Support to parents as leaders and decision makers in advisory roles.
2. Promotion of clear two-way communication between the school and the family as to school programs and student's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support student's efforts and provide techniques designed to assist their student with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.



Brandon Elementary School Improvement Plan 2024-2025

**Brandon Elementary
School Improvement Plan
2024-2025**

Core Operating Principle

Our business is the creation of learning environments that result in success.

Brandon Valley Mission Statement

We will prepare our students to be lifelong learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students, educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote lifelong learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Program Development

The Brandon Elementary planning team consists of representation from building administration, and teachers who met on October 14, 2024, to discuss the prior year's testing, review data and develop a school improvement plan.

This school planning team was formed to analyze data and review the needs of Brandon Elementary School. Team members will continue to explore various academic options for implementation to improve school achievement this year and beyond. We reviewed summative and formative data and will continue to use this to guide our decision-making.

Brandon Elementary School Planning Team

Merle Horst	Principal
Sara Stone	Reading Specialist
Julie Forbes	Reading Title, I
Robin Nipp	Special Education
Amber Ernste	Art Education
Abbie Strasser	Kindergarten
Sarah Darling	1 st Grade
Kim Kueter	2 nd Grade
Jill Flint	3 rd Grade
Brandon Rogers	4 th Grade

Brandon Elementary School Planning Calendar

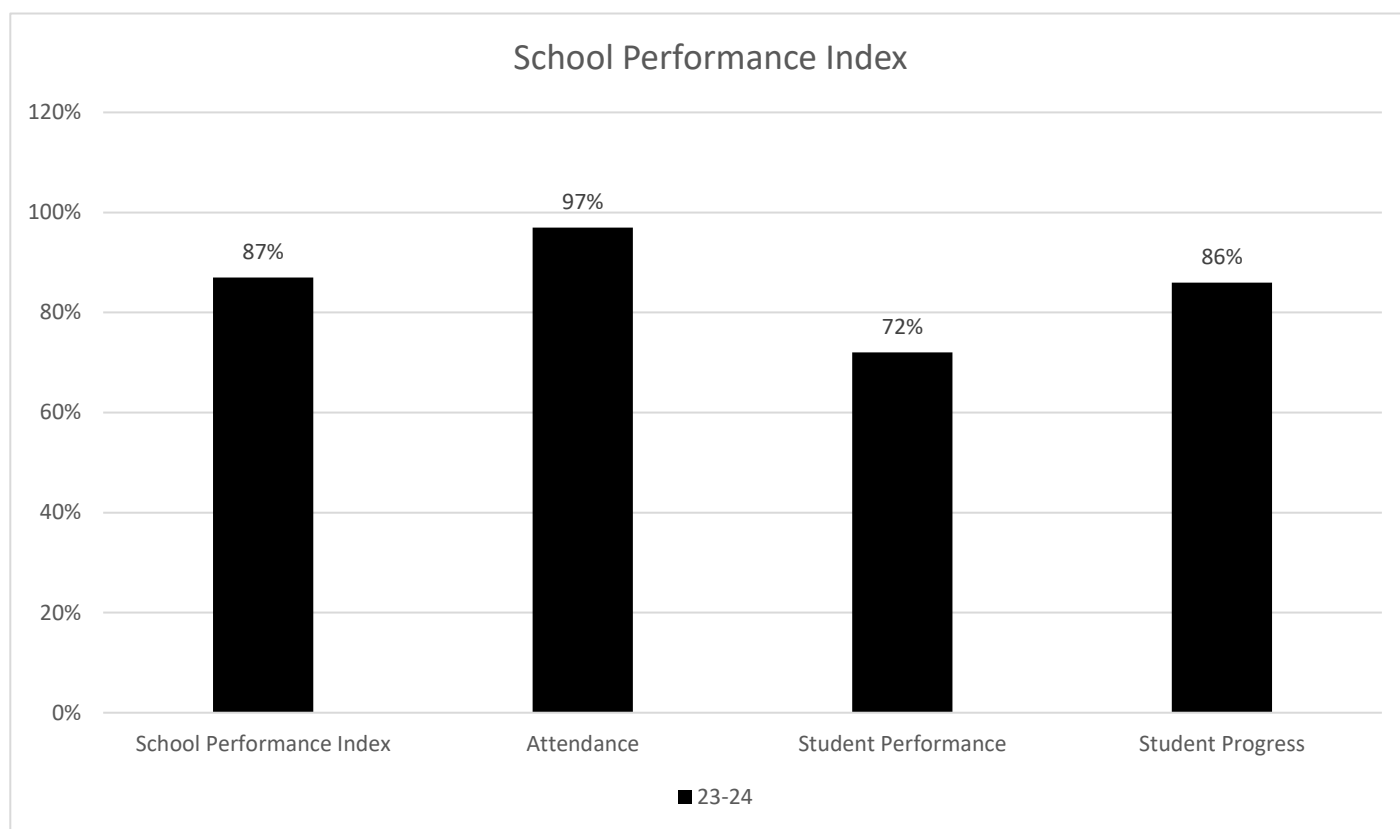
Below is the 2024-2025 calendar for meetings that have and will be held in the process of developing the Brandon Elementary School Improvement Plan.

2024-2025 School Improvement Team Meetings

October 14, 2024
May 19, 2025

Brandon Elementary School Demographic Data

	2020-21	2021-22	2022-23	2023-24	
Total Enrollment	597	677	680	650	
Hispanic/Latino	1.2	1.5	7.5	4.10	
Amer. Indian/ Alaskan	1.3	0.3	0.5	0.3	
Asian	0.1	0.1	0.1	0.1	
Black/African. American	1.0	0.4	0.5	0.4	
Hawaiian/ Pac.Islander	0	0	0	0.1	
White/Caucasian	83.2	84.1	85	88	
Non-White	0	0	0	0	
2 or More Races	5.7	7.2	7.3	7.0	
Students' w/Disabilities	20.0	22.1	23	19.0	
English Learners - EL	0	0.3	0.5	0.7	
Economically Disadvantaged	26.4	26.9	26.1	28	
Female	273	302	375	285	
Male	324	375	305	365	
Migrant	0	0	0	0	



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 90% attendance rate. All students enrolled in school's grades are included in the attendance calculation.

Student Performance: Student Performance is based on students' performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient. Levels 3 and 4 are considered proficient and above. Proficiency means that a student is on track for meeting college and career readiness standards upon graduation from high school.

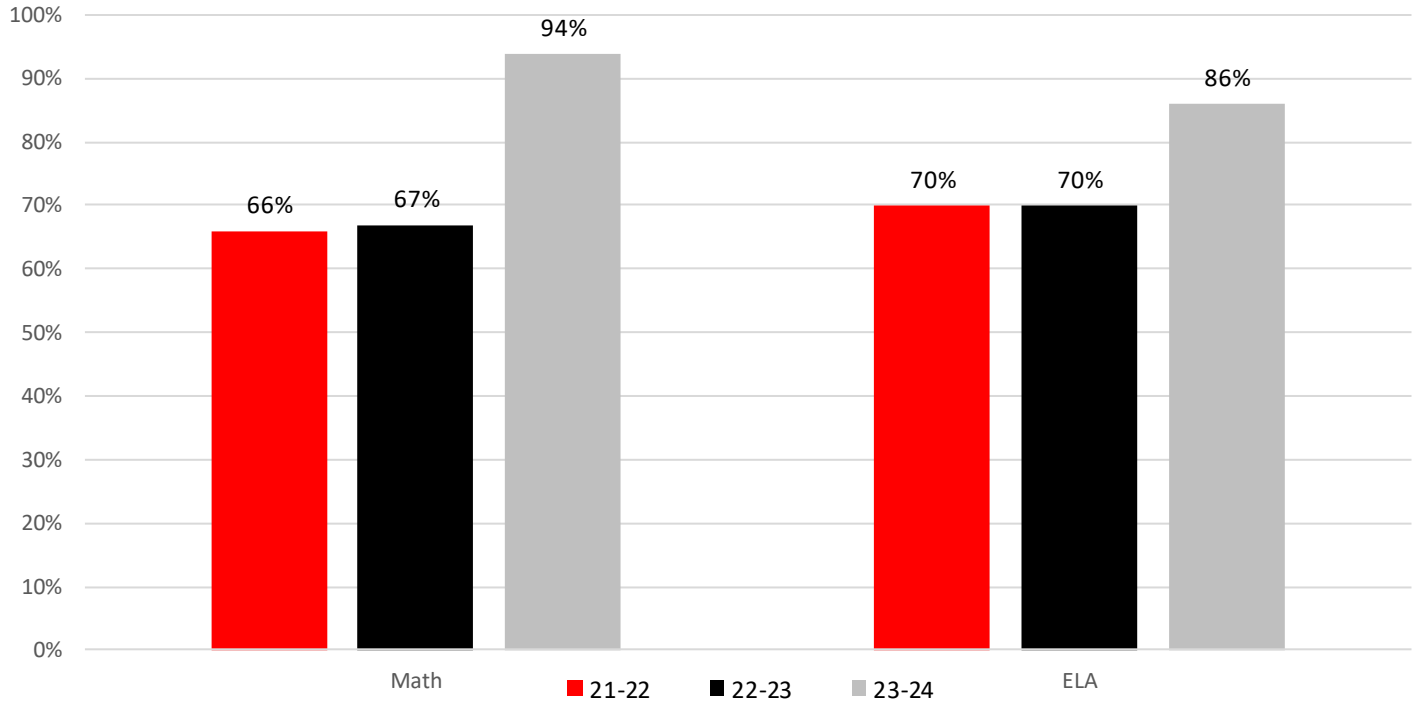
Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **Keeping up** (students who are proficient and projected to maintain that proficiency), **Catching Up** (students are not proficient but their score projection three years out is high enough to get them to proficiency within that time frame), or **Very High Growth** (students not proficient and are far enough behind that even tremendous growth will not get to proficient within 3 years but earns a SGP of 70 or above).

SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These values are added to create a total SPI score out of 100 points.

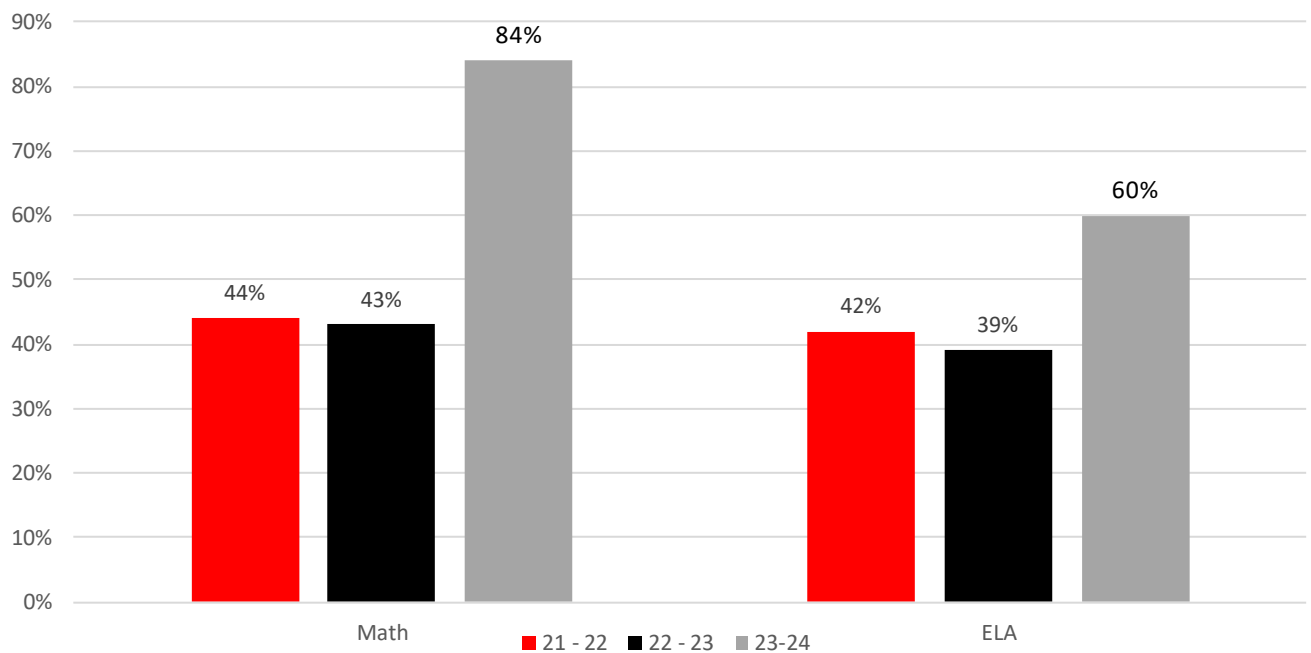
Long Term Goals:

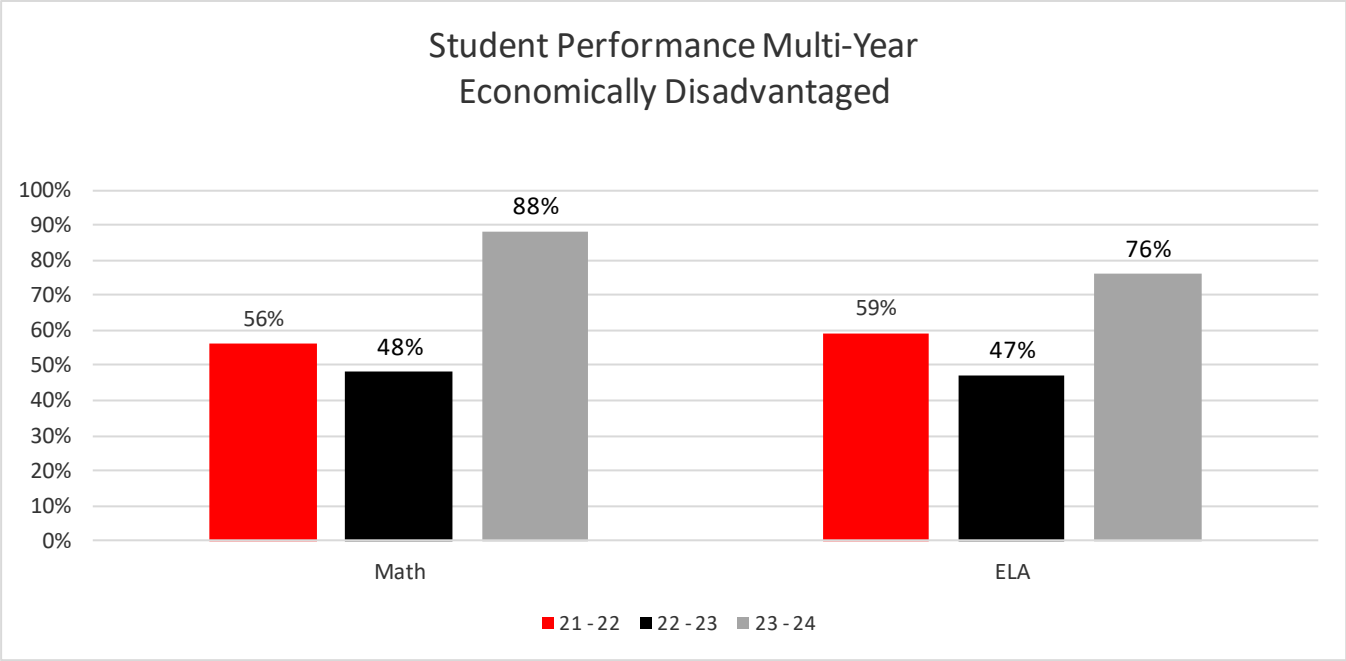
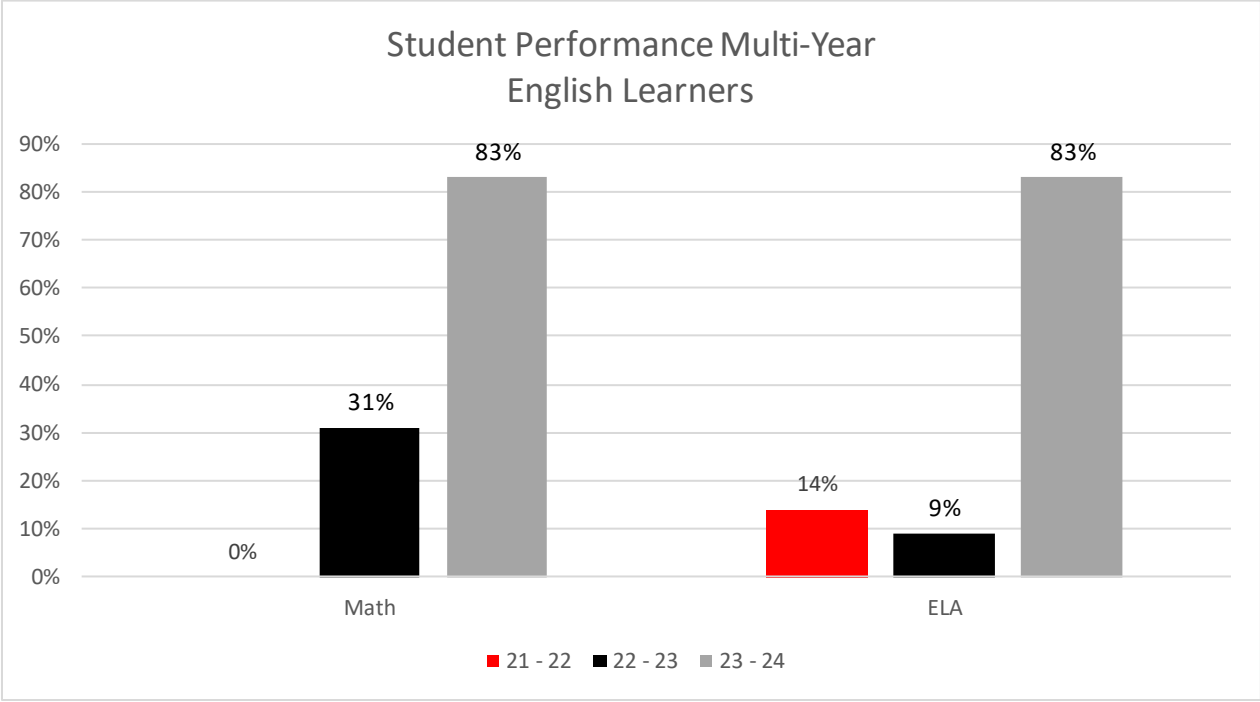
Long Term Goals are South Dakota's overarching goal for Student Performance which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. Targets are set separately for English language arts and math. The 2017-18 school year serves as the base year for setting the six-year goal and annual targets.

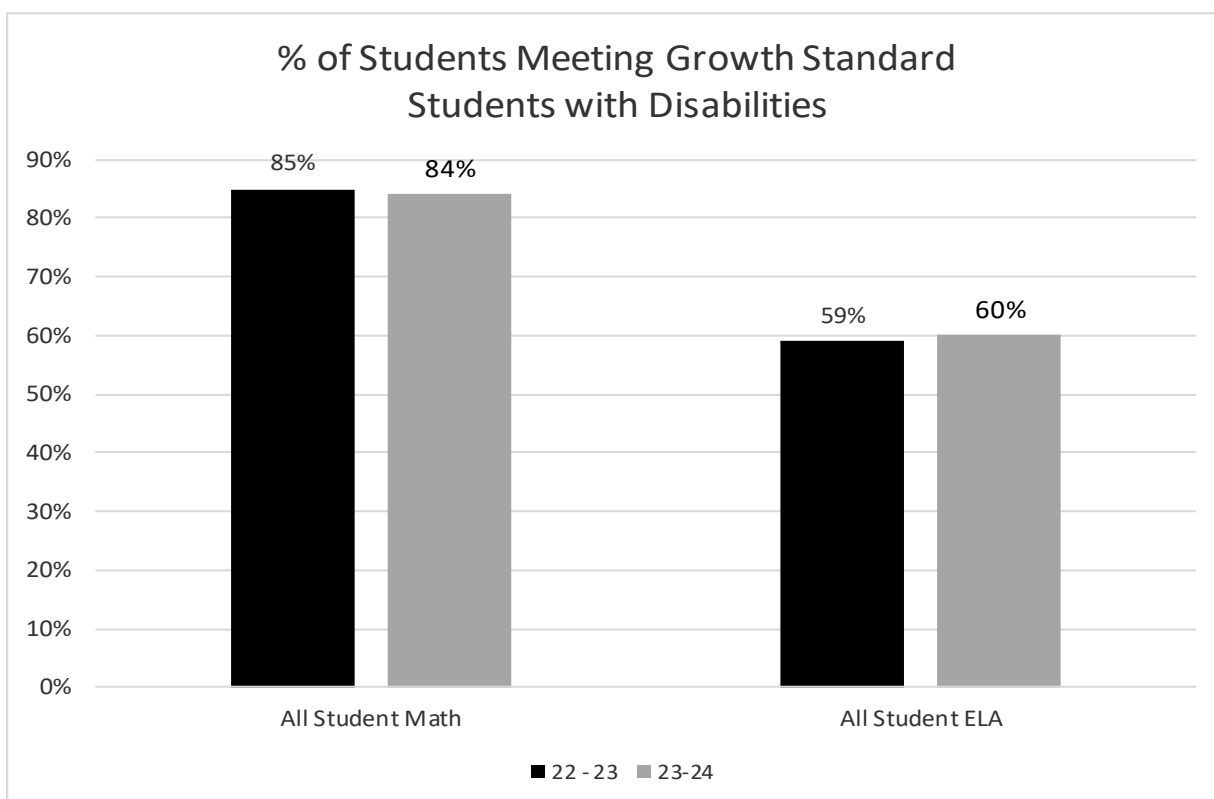
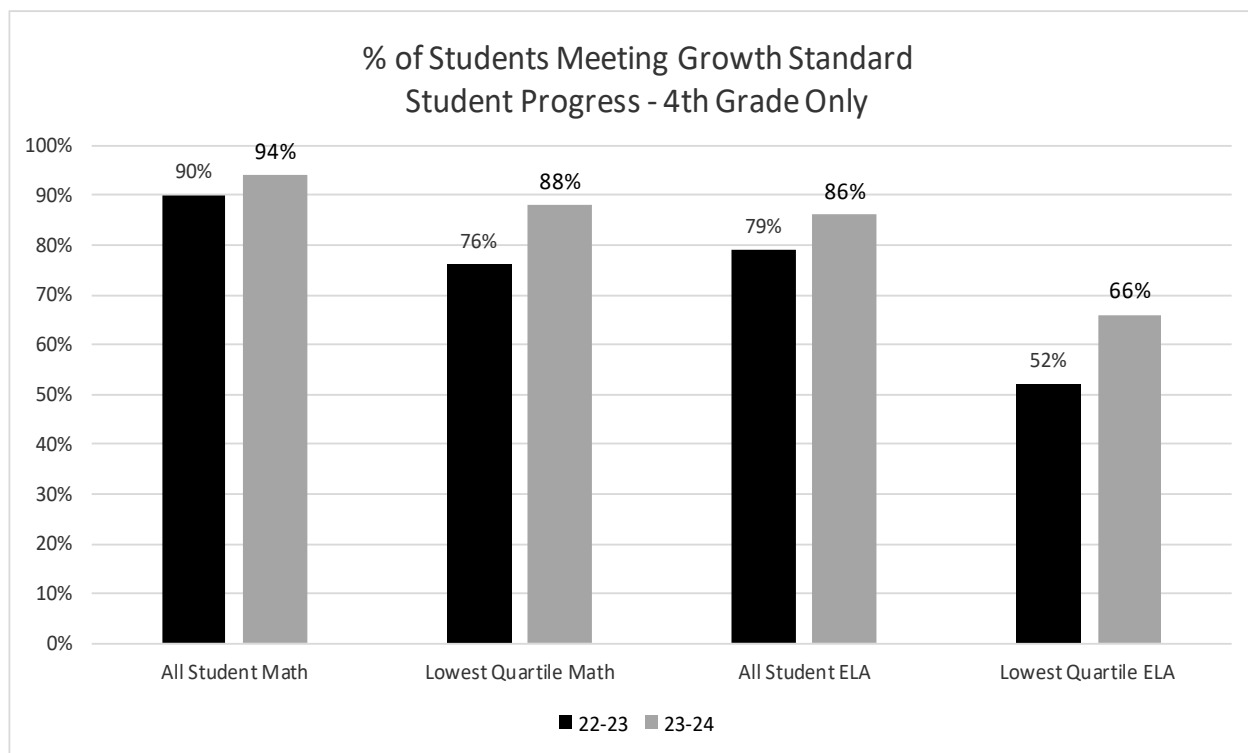
Student Performance Multi-Year All Students

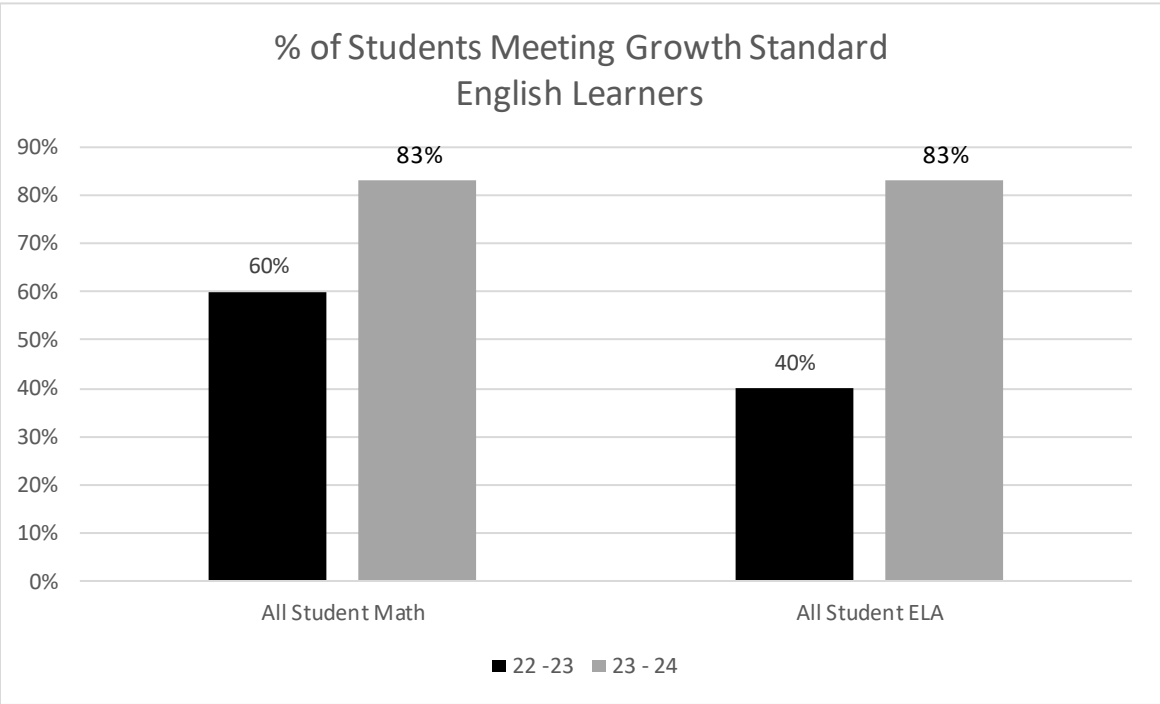
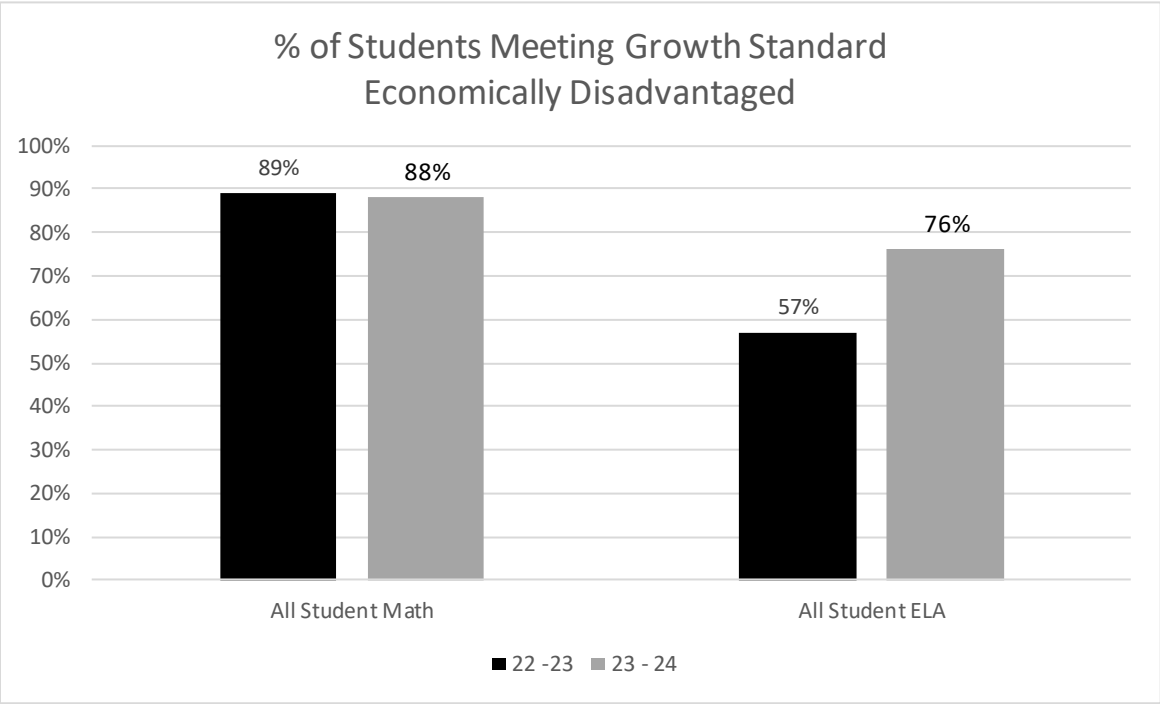


Student Performance Multi-Year Students with Disabilities

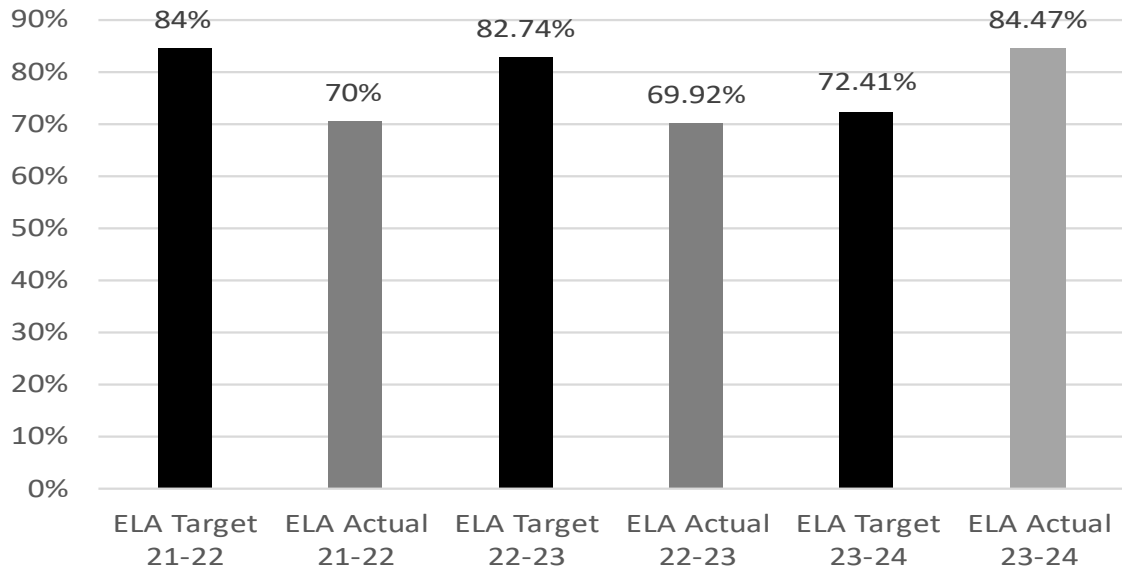




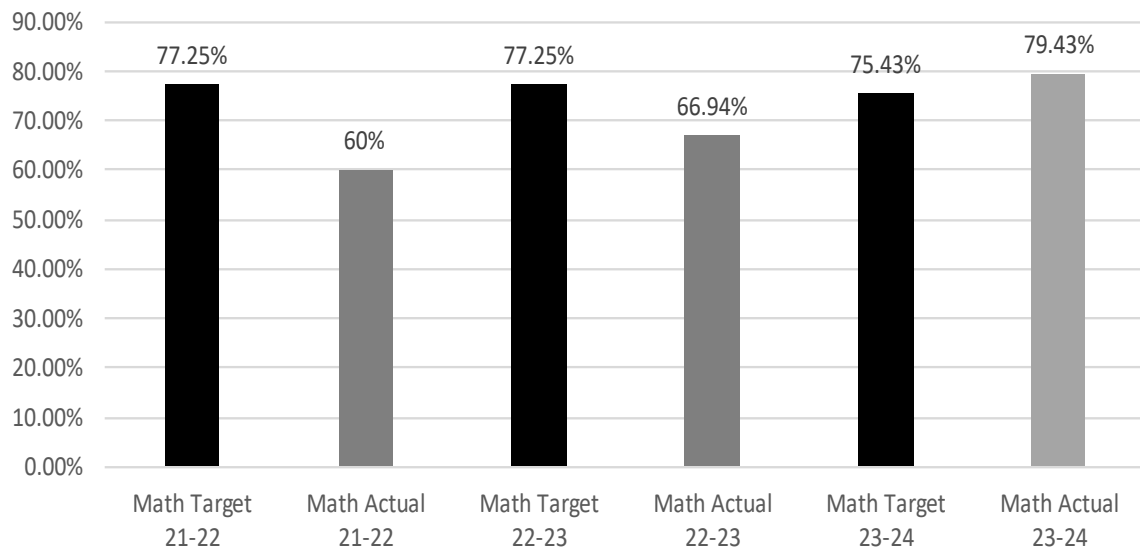


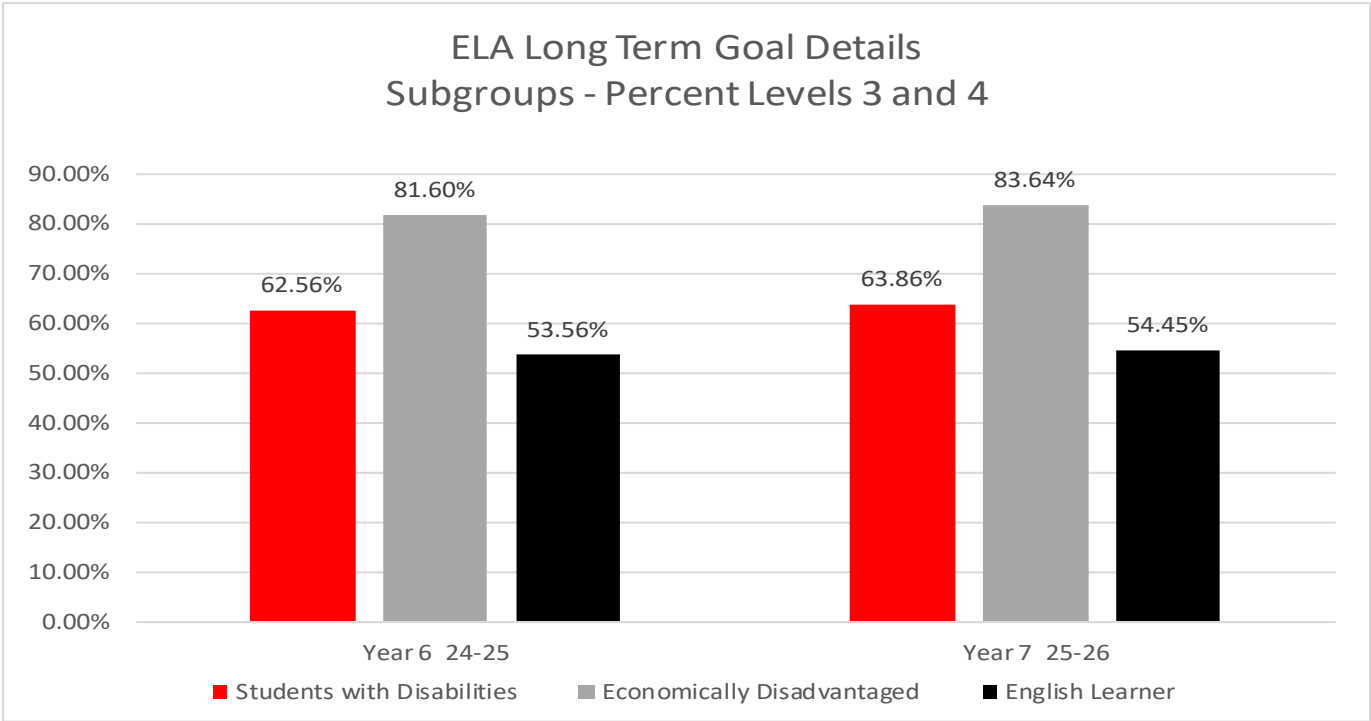
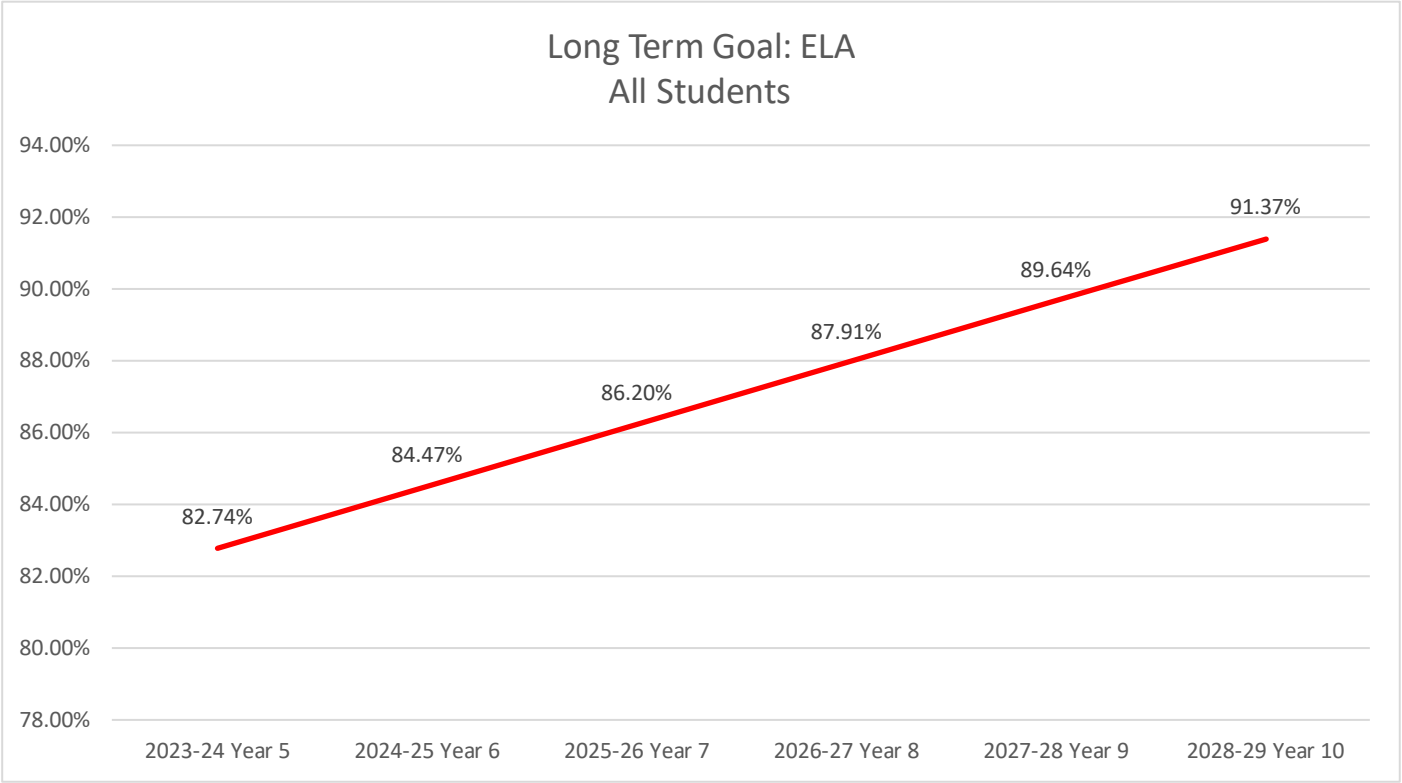


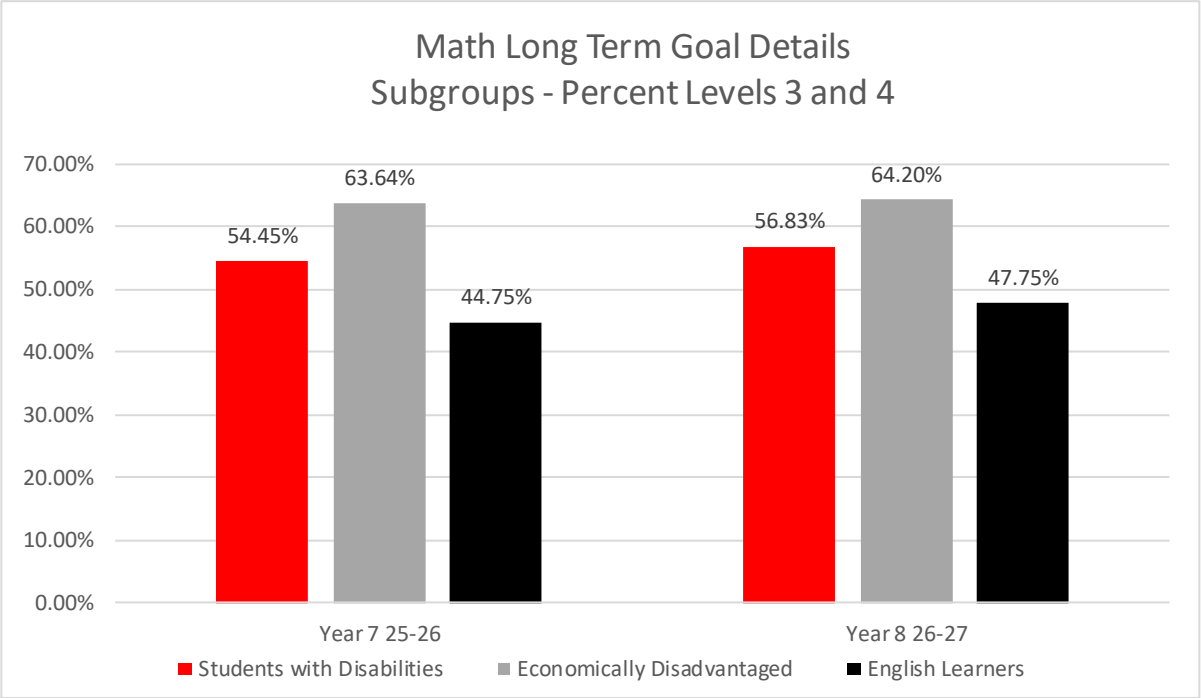
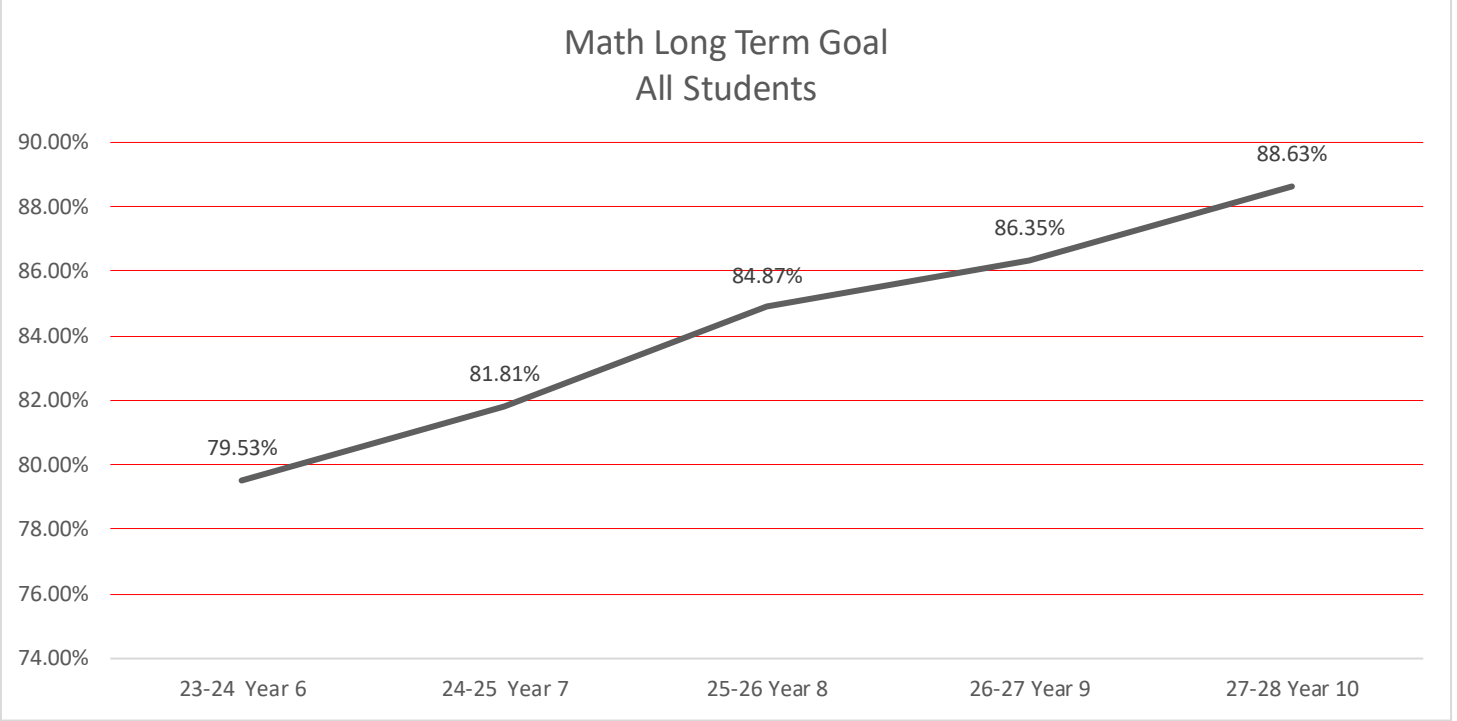
Long Term ELA Goal Target/Actual All Students



Long Term Math Goal Target/Actual All Students







2024-2025 Math Goal (Whole School): All staff at Brandon Elementary will improve math instruction so that all students show growth and meet our target of 86.35 for ALL students, 56.83 for students with disabilities, and 64.20 for our economically disadvantaged students and English Learners 47.75 as measured by the Smarter Balance Assessment in May 2025. (In addition, 76% of all 4th grade students who achieved the lowest 25 percent of scores on the previous year's assessment will meet standards in math as measured by the South Dakota Math General Assessment in April 2025.

Interventions/ Strategies to meet this goal	Grade Level Goals	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
<p><u>Kindergarten:</u> All Kindergarten students will show growth and reach 80% proficiency as measured by the Diagnostic and Placement test from My Math</p> <p><u>1st Grade:</u> All 1st grade students will show growth and reach 80% proficiency as measured by the Diagnostic and Placement test from My Math</p> <p><u>2nd Grade:</u> All 2nd grade students will show growth in math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2024-2025 school as measured by the student growth proficiency chart in STAR Math.</p> <p><u>3rd Grade:</u> All 3rd grade students will show growth in math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2023-2024 school as measured by the student growth proficiency chart in STAR Math.</p> <p><u>4th Grade:</u> All 4th grade students will show growth in math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2023-2024 school as measured by the student growth proficiency chart in STAR Math.</p>	<p>-Math Vocabulary and strategies</p> <p>-Scaffold instruction</p> <p>-SeeSaw</p> <p>-Visual Supports</p> <p>-Think-Pair-Share</p> <p>-IXL</p> <p>-IPADS</p> <p>-SeeSaw</p> <p>-Differentiated instruction</p> <p>-IXL</p> <p>-Small Group Instruction</p> <p>-Manipulatives</p> <p>-Math Talks</p> <p>- Connecting Math</p> <p>-SeeSaw</p> <p>-Math Facts</p> <p>-SeeSaw</p>	<p>-STAR Math Assessment</p> <p>-Standards Based Report Cards</p> <p>-STAR Early Literacy</p> <p>-Chapter Math tests</p> <p>-Diagnostic Math Tests</p> <p>-SeeSaw</p>	<p>-Math Specialist</p> <p>-Grade Level meetings</p> <p>-Department meetings</p> <p>-Math Interventions</p> <p>-Coaching from Technology Integrationist to improve instruction and learning.</p>

2024-2025 Reading Goal (Whole School): All staff at Brandon Elementary will improve reading instruction so that all students show growth and meet our target of 84.471 for ALL students, 62.56 for students with disabilities, and 85.70 for our economically disadvantaged student and 53.56 for English Learners as measured by the Smarter Balance Assessment in May 2025. (In addition, 52% of all 4th grade students who achieved the lowest 25 percent of scores on the previous year's assessment will meet standards in reading as measured by the South Dakota ELA Assessment in April 2025.

Grade Level Goals	Interventions/ Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
<p><u>Kindergarten:</u> All kindergarten students will show growth in reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2023-2024 school year as measured by STAR Early Literacy end of the year assessment.</p> <p><u>1st Grade:</u> All First-grade students will show growth in reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2023-2024 school year as measured by the STAR Early Literacy by the end of year assessment.</p> <p><u>2nd Grade:</u> All 2nd grade students will show growth in reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2023-2024 school year as measured by the student growth proficiency chart in STAR reading.</p> <p><u>3rd Grade:</u> All 3rd grade students will show growth in reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2023-2024 school year as measured by the student growth proficiency chart in STAR reading</p> <p><u>4th Grade:</u> All 4th grade students will show growth in reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2023-2024 school year as measured by the student growth proficiency chart in STAR reading</p>	<p>-Reading Protocol</p> <p>-Resource Room</p> <p>-Comprehension Strategies</p> <p>-Visualizing and Verbalizing</p> <p>-AR Accelerated Reader</p> <p>-Home packets for extra fluency practice</p> <p>-Leveled Readers</p> <p>-S.P.I.R.E.</p> <p>-Reading Specialist</p> <p>Decodable Readers</p> <p>UFLI</p> <p>BLAST</p> <p>HD</p> <p>-AR 360</p> <p>-Response to Intervention</p> <p>-Edmark</p> <p>-Reading Mastery</p> <p>-95% Group Multisyllable Routine Cards</p> <p>-SeeSaw</p> <p>-Really Great Reading HD Word for Multi-Syllabic Instruction.</p>	<p>-DIBELS benchmarking and progress monitoring</p> <p>-DAZE passages - benchmarking and progress monitoring</p> <p>-AR Accelerated Reader</p> <p>-STAR Reading</p> <p>-STAR Early Literacy</p> <p>-SRA Reading Mastery</p> <p>-CORE Phonics Screener</p> <p>-S.P.I.R. E quick checks, skill checks</p> <p>-Sonday Program</p> <p>-SeeSaw</p>	<p>-Elementary Curriculum Director</p> <p>-Literacy Coach</p> <p>-Assessment Coordinator</p> <p>-Quarterly Problem-Solving Meetings</p> <p>-Coaching/Modeling from Reading Specialist</p> <p>-Grade Level Meetings</p> <p>-TAT Meetings</p> <p>-Coaching from Technology Integrationist</p> <p>-Extra support staff</p> <p>-Socratic Seminar</p>

Brandon Elementary Strengths and Challenges

Strengths:

- Welcoming of all new staff and the willingness to go the extra mile for students.
- Staff is flexible with changes.
- Strong collaborate edification among all staff members.
- Each grade level works well together. We have individual educators willing to share with colleagues.
- 100% of elementary school teachers are highly qualified.
- 100% of the staff participate in professional development opportunities.
- Strong early intervention programs are in place at the elementary level such as Response to Intervention, S.P.I.R.E., UFLI HD Words
- Parents are active and involved in the education of their child. 96% of our parents attend parent teacher conferences.
- Strong rapport amongst classified and certified staff
- Response to Intervention for all students, divided by skill level, to meet the needs of all learners.

Challenges:

- Time: Paperwork, implementation of innovative programs and ideas, changing of standards and curriculum, meetings, etc.
- All grade levels need to be current with technology and have updated devices.
- Monitoring student performance levels in subgroups (Economically disadvantaged and students with disabilities) to maintain adequate progress.
- Continue to train teachers to use instructional techniques to motivate students to achieve to their potential.
- Continue to implement differentiated instructional strategies based on individual student needs.
- Changing demographics in a growing district.
- Time: collaboration, team meetings, practice, professional development, curriculum meetings.
- Motivating students to higher expectations
- Student to teacher ratio effects the teacher's effectiveness in meeting individual student's needs.

Waivers of Administrative Rule

- None
-

PARENT INVOLVEMENT POLICY

Appendix A

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

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To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Support to parents as leaders and decision makers in advisory roles.
2. Promotion of clear two-way communication between the schools in addition, the family as to school programs and student's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support student's efforts moreover, provide techniques designed to assist their student with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.

Brandon Elementary School currently is a Title I School.

School Success Action Plan School: Brandon Elementary Date: 2024-2025

Theory of Action (If, Then, And Statement) Expresses the focus/direction:

IF we collect quality attendance data **AND** use the data to identify and connect absent students to a positive, stable, and responsive caring adult and provide chronically absent students with individualized and targeted literacy support to reduce learning gaps — as early as possible... **THEN** students will be motivated to attend school... which will **THEN** lead to improved attendance from all students and specifically within students from our targeted subgroups... which will **RESULT** in the increased likelihood of all students experiencing academic success.

What potential implementation challenges need to be addressed? Personnel, Scheduling, and Check & Connect Training

Action Plan What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	Timeline When will the actions/ tasks occur?	Participation and Commitments Who is involved and what role do they play? Consider Principals, Leadership Team Members, All Staff Members	Indicate completion of actions/tasks
<p>Action 1: Hire an Attendance Advocate to: 1) maintain and monitor real-time attendance data, promptly identifying and addressing attendance issues 2) Use historical and current data to identify students at risk of chronic absenteeism, categorized by race/ethnicity and program participation subgroups 3) engage in ongoing outreach through the Check & Connect process, maintaining regular contact with students and families, identifying and mitigating obstacles to attendance, and developing individualized actions plans for academic success. Implement the BVSD Reading Protocol based on The Science of Reading to provide effective small-group reading interventions, thus addressing both attendance and literacy challenges.</p> <p>Resources Required: Hire an Attendance Advocate (1 FTE - Certified Teacher with preferred Reading Specialist credentials)</p>	<p>Hire an Attendance Advocate prior to August 1, 2024.</p> <p>May 23, 2025</p>	<p>The elementary principal will interview and hire the Attendance Advocate and the individual will receive training regarding Check & Connect procedures by the principal, administrative assistant, and school counselor.</p> <p>The building principal will: 1) confirm school attendance reports are accurate and protect student privacy 2) verify the BV Attendance Protocol is being effectively utilized by school personnel 3) meet weekly with the Attendance Improvement Team 4) verify the BVSD Reading Protocol is being effectively implemented by all staff including the Attendance Advocate 5) monitor Check & Connect procedures and outcomes 6) monitor the effectiveness of small group reading interventions 7) evaluate the effectiveness of the Attendance Advocate position.</p>	Done

Expected Milestone/Outcome - What do you anticipate accomplishing by the end of the year?

Overall Attendance: The 22-23 school report card indicates the FAY attendance rate of all students was 95.01% (628 students). This was an increase of 5.33% over the 22-23 school year which was 89.68%. BE's attendance goal for the 23-24 school year is 96%. The 23-24 school report card indicates that BE met their attendance goal. The FAY attendance rate of all students was 96.83% (610 students), which was an increase of 1.82%. **BE's overall attendance goal for the 24-25 school year is 97%.**

By June of 2025, our attendance rates in each of the following subgroups will maintain or improve:

English Learner: The 22-23 school report card indicates the English Learners FAY attendance rate was 80% (24 students). This was an increase of 18.89%. BE's attendance goal for the 23-24 school year is for the attendance rate of their English Learner subgroup to improve from 80% to 94% or higher. The 23-24 school report card indicates that BE

met their EL attendance goal. The English Learners FAY attendance rate was 94.29% (33 students). This was an increase of 14.29%. **BE's EL attendance goal for the 24-25 school year is to maintain an attendance rate of 94% or higher.**

Hispanic/Latino: The 22-23 school report card indicates the Hispanic/Latino FAY attendance rate was 86.96% (40 students). BE's attendance goal for the 23-24 school year is for the attendance rate of their Hispanic/Latino subgroup to improve from 86.96% to 94% or higher. The 23-24 school report card indicates that BE met their Hispanic/Latino attendance goal. The Hispanic/Latino FAY attendance rate was 95.24% (40 students). This was an increase of 8.28%. **BE's Hispanic/Latino attendance goal for the 24-25 school year is to maintain an attendance rate of 94% or higher.**

Economically Disadvantaged: The 22-23 school report card indicates the Economically Disadvantaged FAY attendance rate was 86.96% (141 students). BE's attendance goal for the 23-24 school year is for the attendance rate of their Economically Disadvantaged subgroup to improve from 85.98% to 94% or higher. The 23-24 school report card indicates the Economically Disadvantaged FAY attendance rate was 93.04% (147 students) which was an increase of 6.08%. **BE's Economically Disadvantaged attendance goal for the 24-25 school year is to improve to 94% or higher.**

Overall ELA Achievement (proficient or advanced): The 22-23 school report card indicates the FAY ELA achievement scores of all students proficient or advanced was 69.92%. The 23-24 school report card indicates the FAY ELA achievement scores of all students proficient or advanced was 72.41%. This was an increase of 2.49%. **BE's overall ELA achievement goal for the 24-25 school year is 80%.**

By June of 2025, our ELA achievement scores in each of the following subgroups will improve:

- **English Learner:** The 22-23 school report card indicates the FAY ELA achievement scores of English Learner students proficient or advanced was 9.09%. The 23-24 school report card indicates the FAY ELA achievement scores of English Learners proficient or advanced was 25.0%. This was an increase of 15.91%. **BE's ELA achievement goal for English Learners for the 24-25 school year is 35%.**
- **Hispanic/Latino:** The 22-23 school report card indicates the FAY ELA achievement scores of Hispanic/Latino students proficient or advanced was 33.33%. The 23-24 school report card indicates the FAY ELA achievement scores of Hispanic/Latino students proficient or advanced was 50.0%. This was an increase of 16.67%. **BE's ELA achievement goal for Hispanic/Latino students is 65%.**
- **Economically Disadvantaged:** The 22-23 school report card indicates the FAY ELA achievement scores of Economically Disadvantaged students proficient or advanced was 46.77%. The 23-24 school report card indicates the FAY ELA achievement scores of Economically Disadvantaged students proficient or advanced was 52.31%. This was an increase of 5.54%. **BE's ELA achievement goal for Economically Disadvantaged students is 65%.**

Note: TSI designations are determined by FAY (Full Academic Year) attendance. All data in this plan is derived from FAY counts and percentages. Not all subgroups are included, as the reported subgroups are based on the school's first year of TSI designation.

Evidence of Progress - What data will be collected and analyzed to inform you of your progress?

1. Monitor compliance of data collection and management by verifying school attendance reports are accurate and intervene, if necessary.
2. The Attendance Improvement Team will meet consistently to confirm the BV Attendance Improvement Protocol is being effectively utilized by school personnel and intervene, if necessary.
3. Confirm the Attendance Advocate is routinely analyzing data of students struggling with inconsistent school attendance and chronic absenteeism and evaluating the multi-tiered interventions being implemented to determine which are working and which should be revised.
4. Confirm the Attendance Advocate is implementing the Check & Connect procedures to engage in persistent outreach to the students and families for which they have been assigned and analyze individual attendance data to determine if attendance is improving.
5. Analyze individual literacy data of students participating in small group reading interventions to determine if student achievement is improving.

End of the Year Milestone Attainment Progress - Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

To be determined.

Merle Honsel

Principal Signature

Dr. Jared M. Lanson

Superintendent Signature



Fred Assam Elementary School

Fred Assam Elementary School



School Improvement Plan 2024 - 2025

**Fred Assam Elementary School
School Improvement Plan
2024 – 2025**

Core Operating Principle or Vision Statement

Our business is the creation of learning environments that result in success.

Mission Statement

We will prepare our students to be life-long learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students, educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing, and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote life-long learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Program Development

The Fred Assam Elementary School Leadership Team met on September 19, 2024, to review data, the needs of the elementary school, and to develop a school improvement plan. Team members will continue to explore various academic options for possible implementation to improve school achievement this year and beyond. We reviewed summative and formative data and will continue to use this to guide our decision-making. With the new accountability system in place, we wrote goals for all students but will especially target the Gap Groups with continued progress monitoring and interventions.

School Planning Team

Rick Pearson, Fred Assam Elementary School Principal
Leah Williamson, Regular Education Kindergarten Teacher
Abby Kaschmitter, Regular Education 1st Grade Teacher
Missy Livingston, Regular Education Second Grade Teacher
Michelle Kieffer, Regular Education Third Grade Teacher
Tara Scholten, Regular Education Fourth Grade Teacher
Allyson Duus, School Counselor
Mandy Reiser, Special Education Teacher
Paula Hagen, Computer Teacher

School Planning Calendar

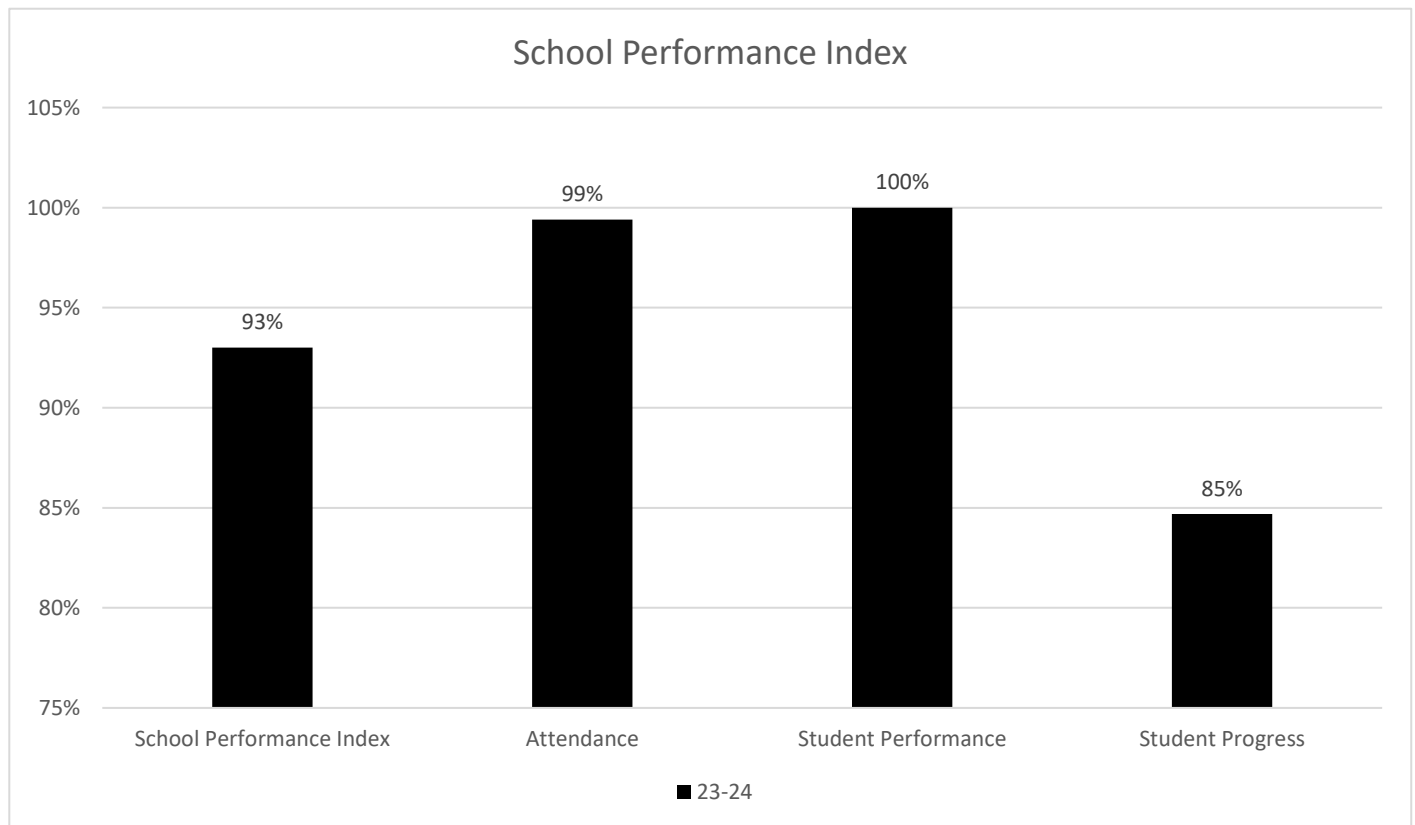
Below is a log of various meetings that will be held in the process of developing the Fred Assam Elementary School Improvement Plan.

September 19, 2024	SIP team meeting to review goals
October 14, 2024	Fred Assam Elementary Staff - review goals and target specific skill areas
October 21, 2024	Grade level progress monitoring meeting
December 18, 2024	Data/SIP teams meeting to review and discuss
March 19, 2025	Data team meeting to monitor mid-semester progress
May 21, 2025	SIP and Data teams meet to reflect on the school year

This plan is designed to be on-going and will be reviewed annually. Changes will be made as appropriate based upon the annual summative review of data. Formative evaluations will be conducted, and revisions will be based upon this data. This data may lead to revisions more often than annually.

Fred Assam Elementary School Demographic Data

	2019 - 2020	2020 – 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025
Total Enrollment	537	587	438	484	501	535
Hispanic/Latino	23	20	0	19	23	27
Amer. Indian/Alaskan	4	5	1	3	3	1
Asian	26	21	6	6	5	5
Black/Afr. American	35	31	10	11	7	6
Hawaiian/P.Islander	3	3	1	1	1	1
White/Caucasian	446 (83%)	500 (85%)	398 (91%)	434 (90%)	431 (86%)	460 (86%)
Non-White	91 (17%)	60 (10%)	18 (4%)	40 (8%)	39 (8%)	40 (7%)
2 or More Races	0	27 (5%)	22	31	31 (6%)	35 (7%)
Students' w/Disabilities	52 (10%)	60 (10%)	53 (10%)	68 (14%)	64 (13%)	75 (14%)
English Learners - EL	39 (7%)	45 (8%)	0	0	0	1
Economically Disadvantaged	80 (15%)	NA	NA	26 (6%)	33 (7%)	41 (8%)
Female	268	294	207	216	231	256
Male	269	293	231	268	270	279
Migrant	0	0	0	0	0	0



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 90% attendance rate. All students enrolled in school's grades are included in the attendance calculation.

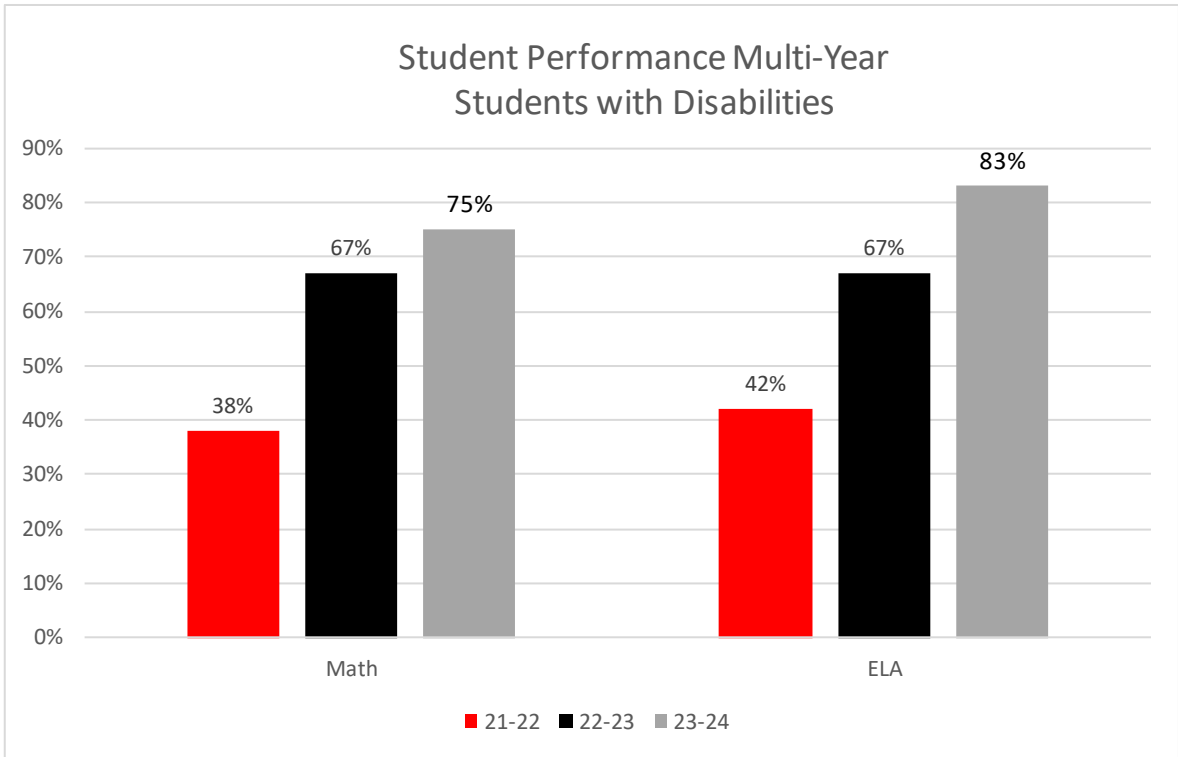
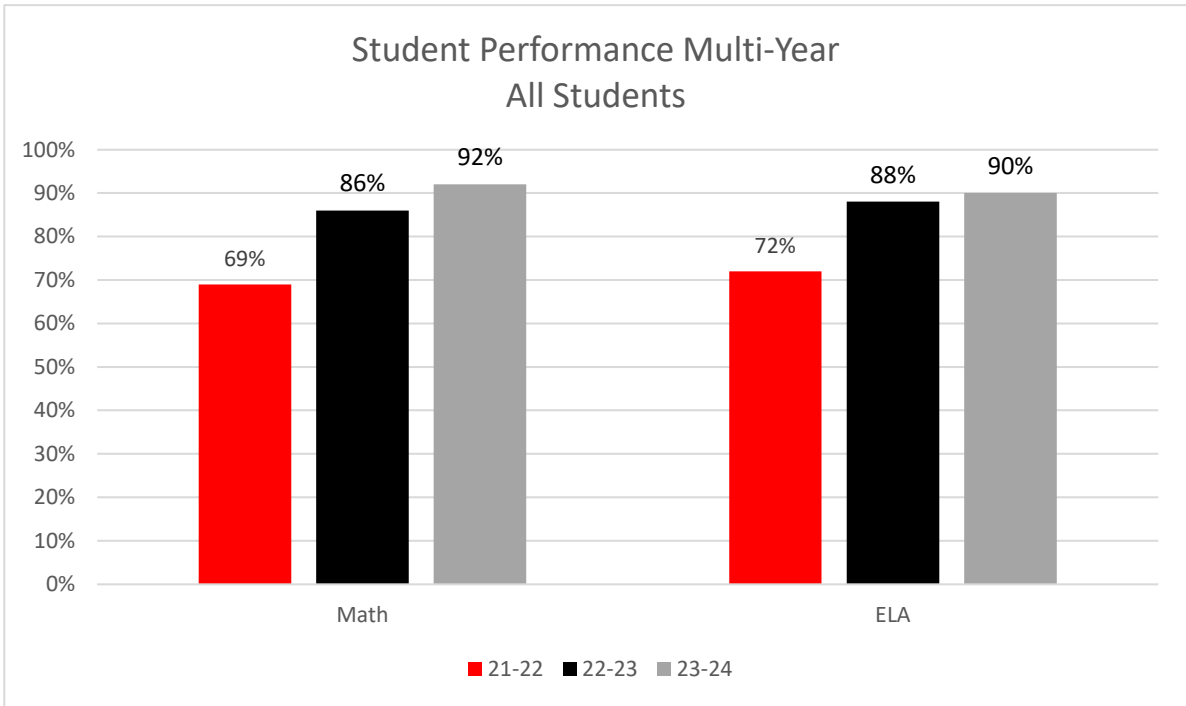
Student Performance: Student Performance is based on students' performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient. Levels 3 and 4 are considered proficient and above. Proficiency means that a student is on track for meeting college and career readiness standards upon graduation from high school.

Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **Keeping up** (students who are proficient and projected to maintain that proficiency), **Catching Up** (students are not proficient but their score projection three years out is high enough to get them to proficiency within that time frame), or **Very High Growth** (students not proficient and are far enough behind that even tremendous growth will not get to proficient within 3 years but earns a SGP of 70 or above).

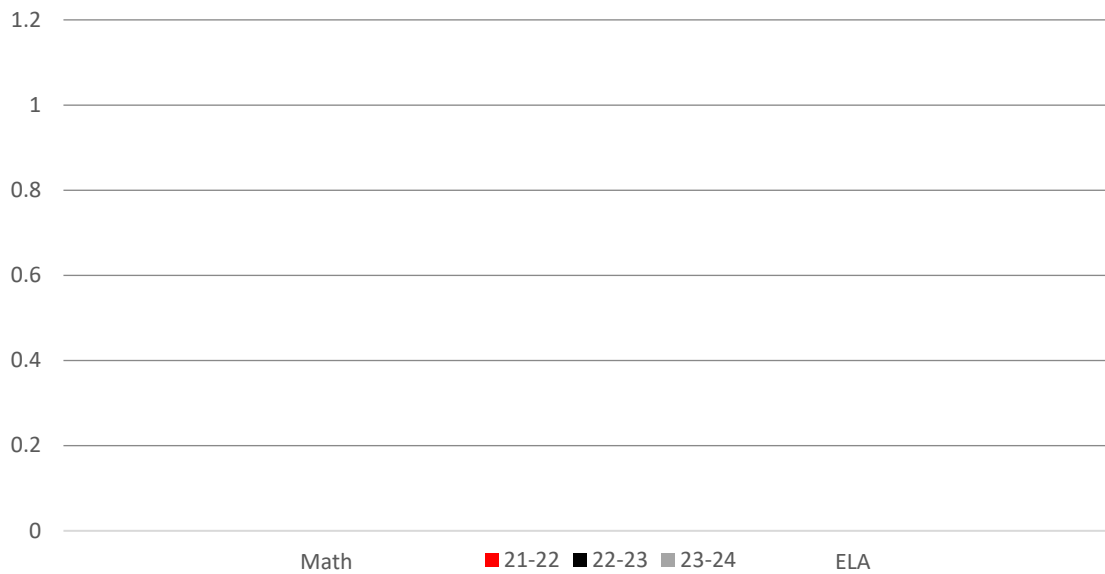
SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These values are added to create a total SPI score out of 100 points.

Long Term Goals:

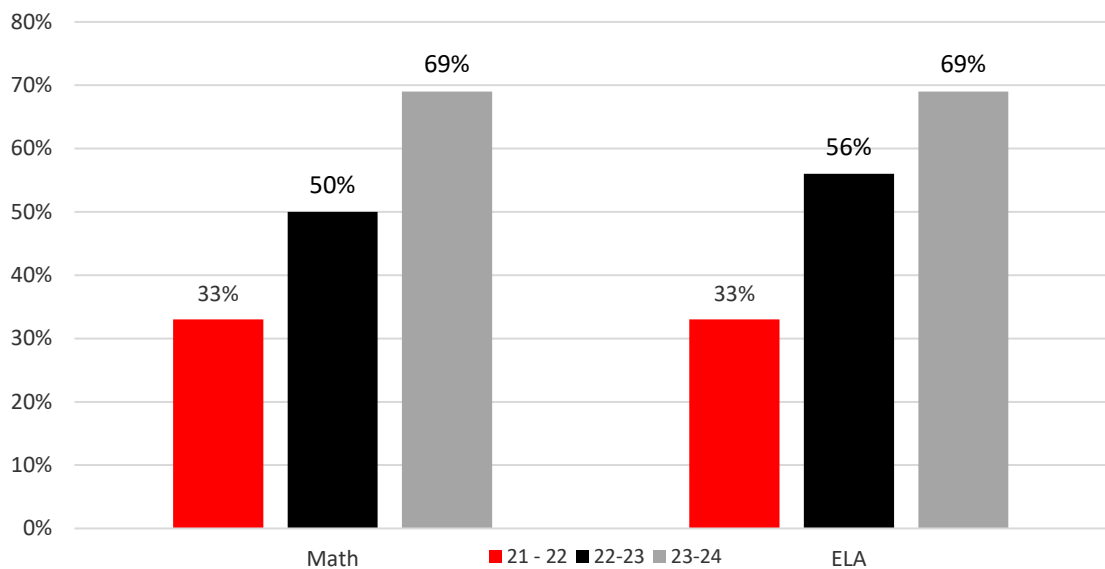
Long Term Goals are South Dakota's overarching goal for Student Performance which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. Targets are set separately for English language arts and math. The 2017-18 school year serves as the base year for setting the six-year goal and annual targets.

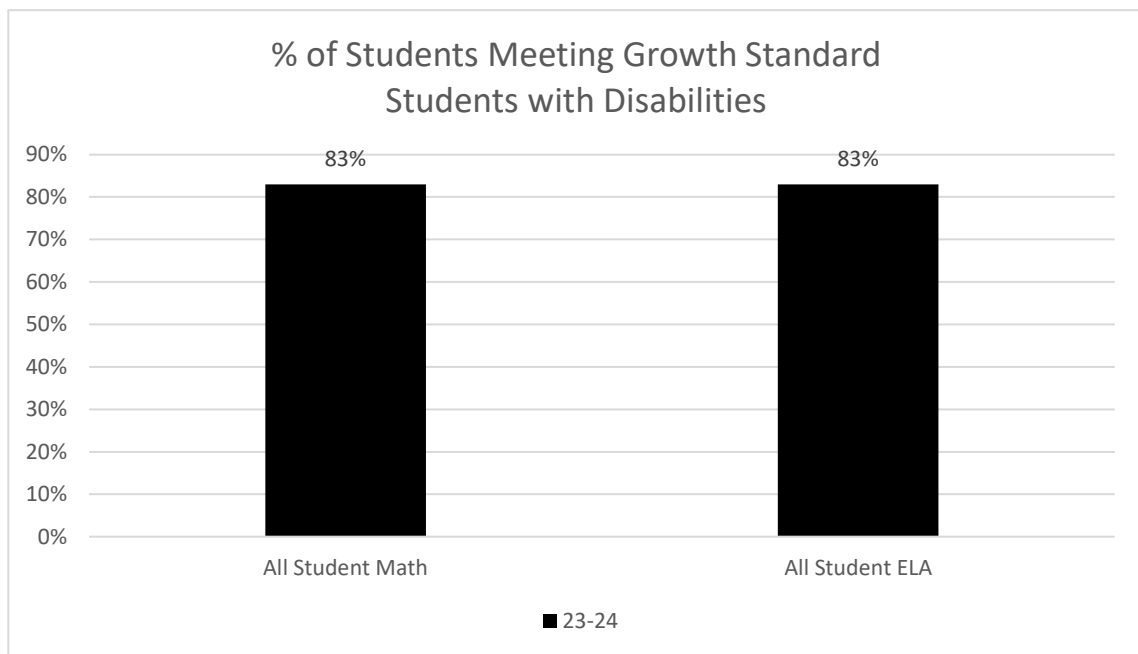
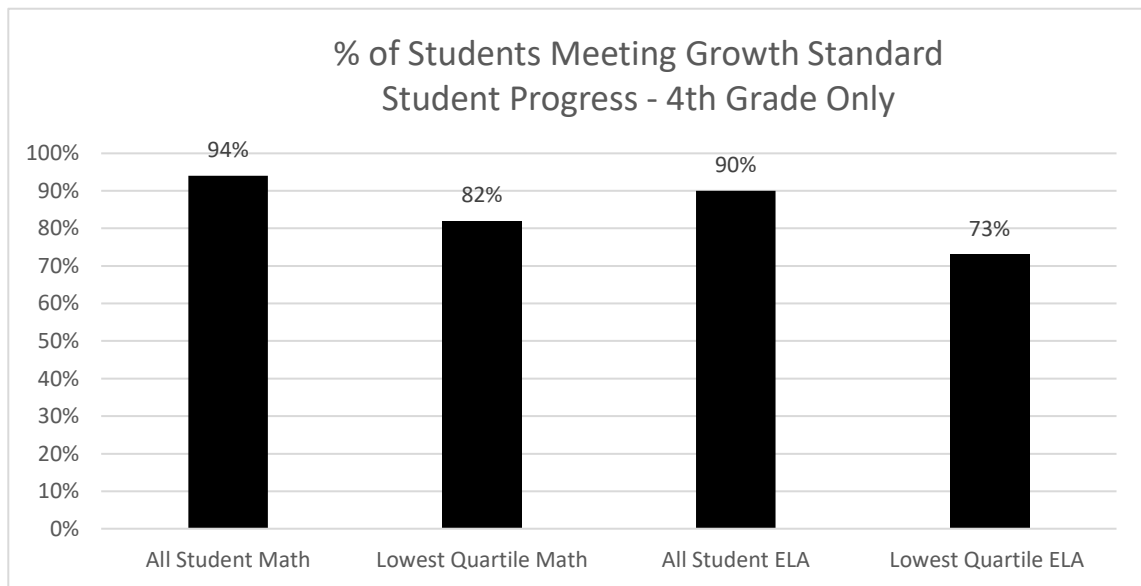


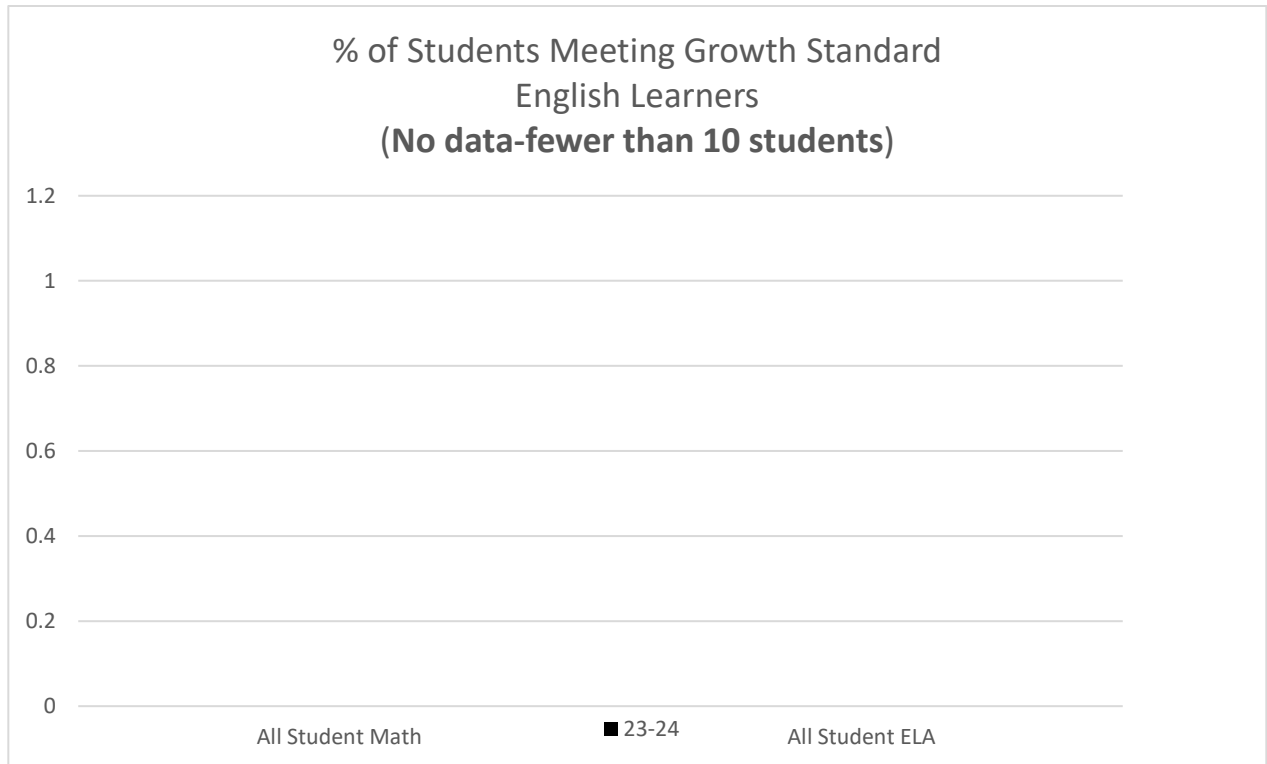
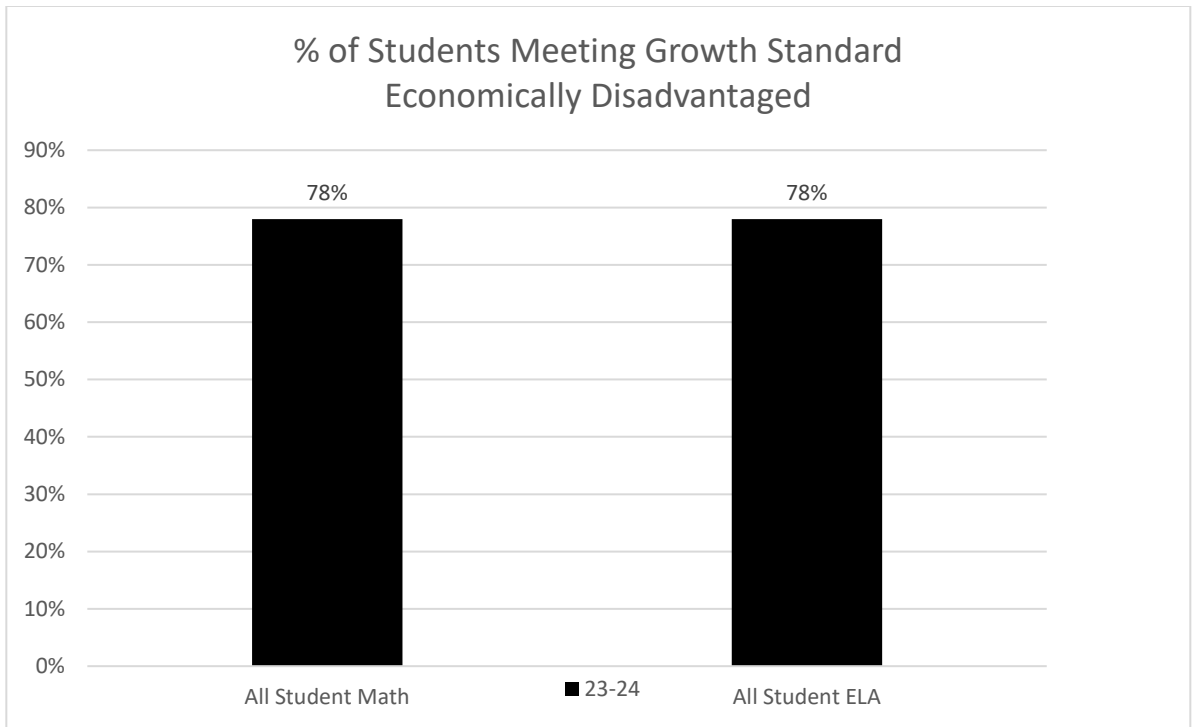
Student Performance Multi-Year English Learners (No data-fewer than 10 students)

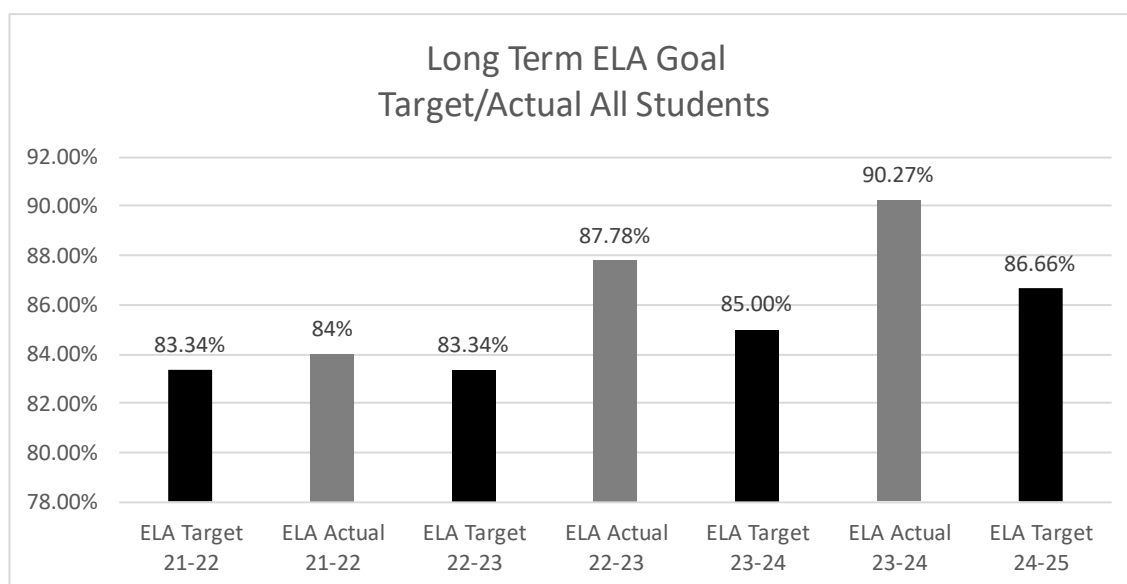
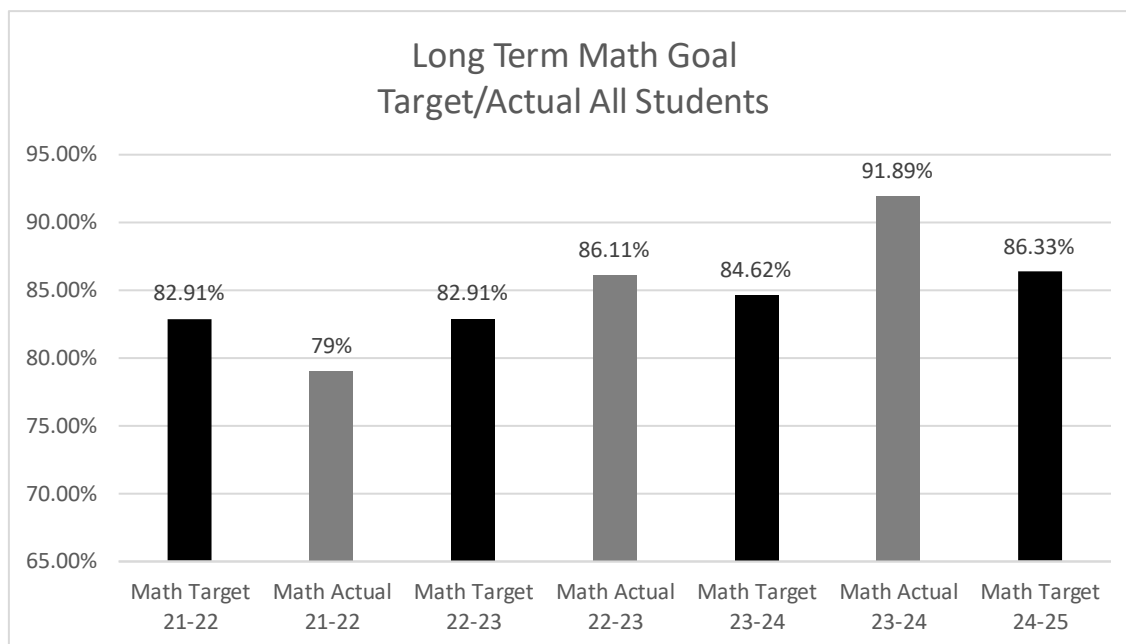


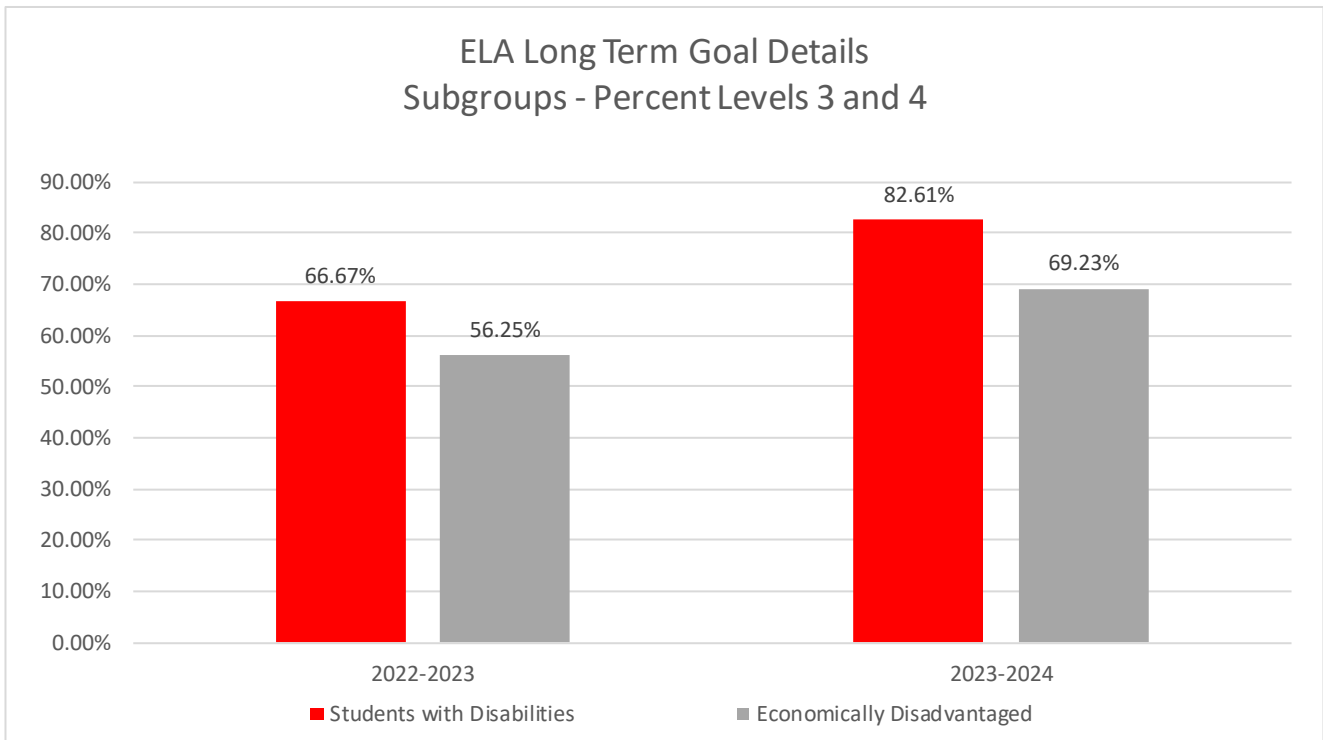
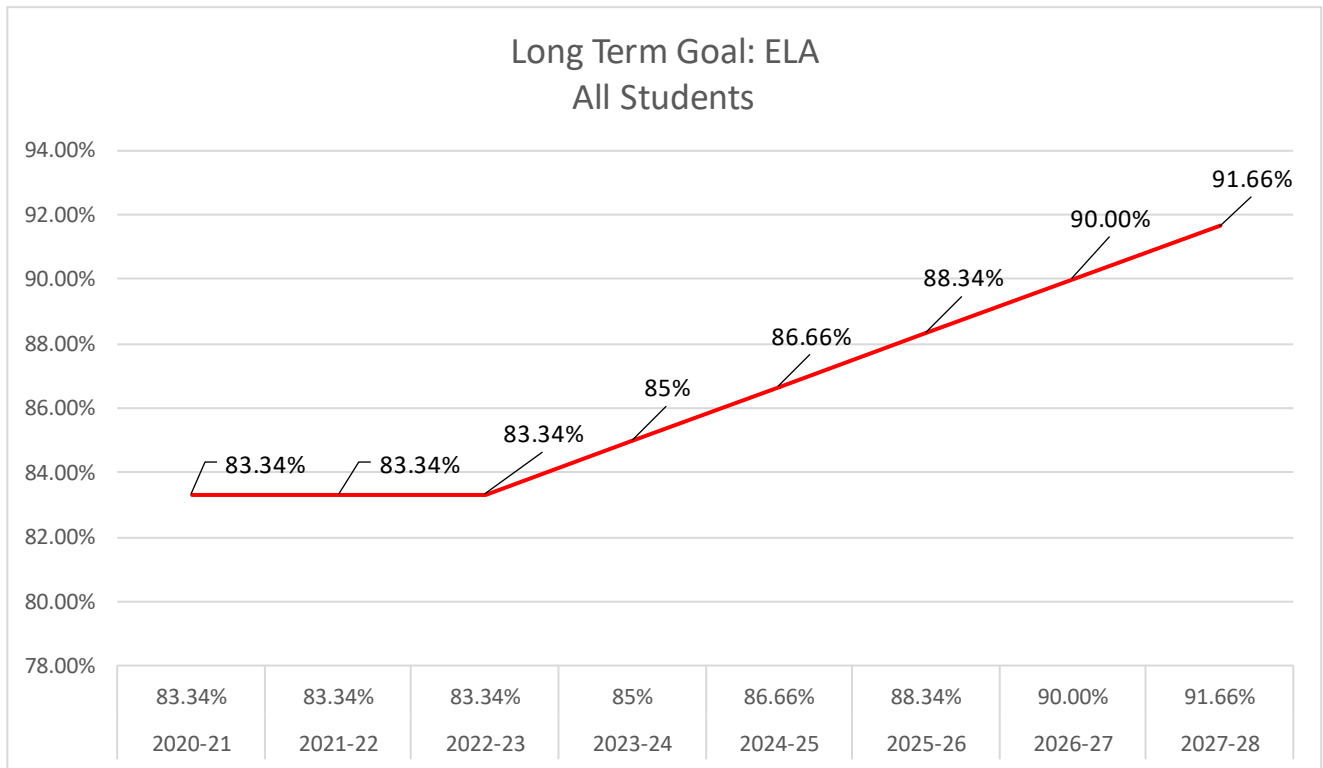
Student Performance Multi-Year Economically Disadvantaged

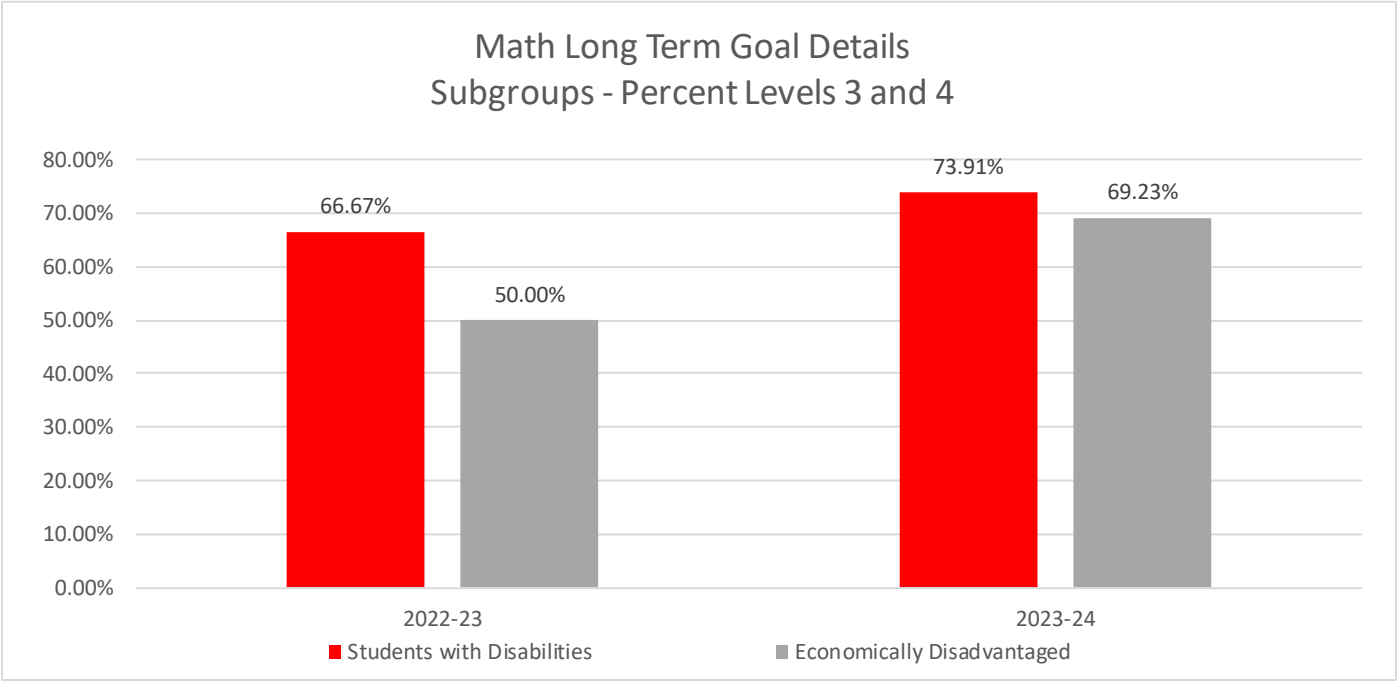
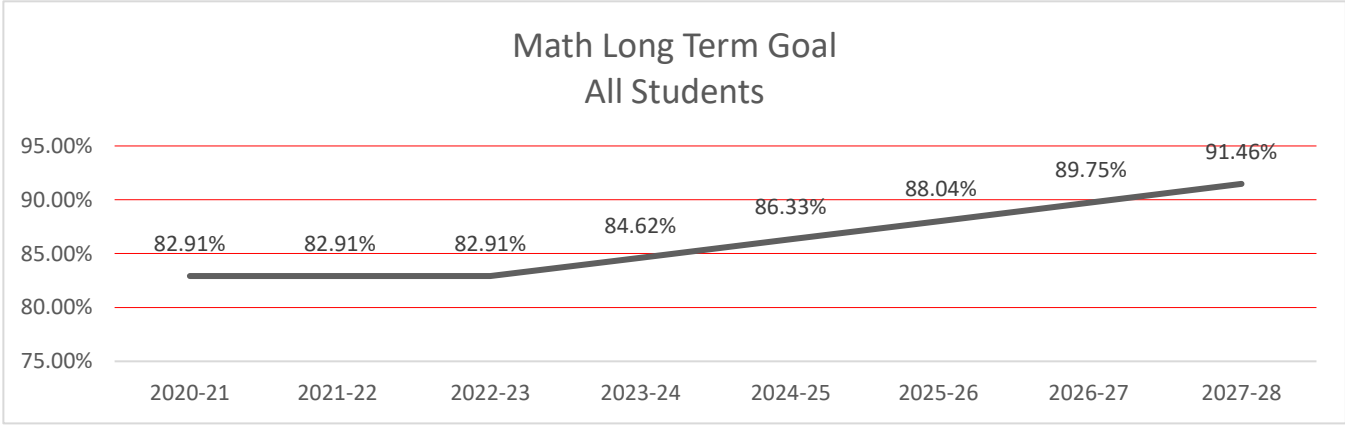












Performance Data Evaluation and Analysis

School: **Fred Assam Elementary**

Evaluation Team Members: **Staff**

2024 – 25 ELA/Reading Goal (Whole School): All staff at Fred Assam Elementary School will improve reading instruction so that all students show growth and meet our Student Performance Goal of 88.34% for ALL students and 66.67% for students with disabilities as measured by the SD ELA General Education Assessment in April 2025. In addition, 83% of all 4 th grade students who achieved in the lowest quartile percentage of scores on the previous year's assessment will meet standards in reading as measured by the SD ELA General Assessment in April 2025.			
Sub goals: Subgoals correspond with our student learning objectives that finish in January 2025. However, all students will continue their personal aim line to show growth and achievement toward our Student Performance Goal.	Interventions Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
Kindergarten: All kindergarten students will show growth by January 2025 will show growth in core reading skills as measured by Renaissance STAR Early Lit Reading assessment. Student growth will be measured by SGP and/or scaled score. Subskills: <ol style="list-style-type: none"> 1. Phonemic awareness 2. Letters and sounds 3. High frequency words 4. Blending 5. Reading for meaning/understanding 6. Daily Phonemic Awareness activities SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP First Grade: By January 2025, all students will show growth in first grade core literacy skills as outlined below as measured by Renaissance Early Literacy assessment. Student growth will be measured by SGP and/or scaled score. Subskills: <ol style="list-style-type: none"> 1. Phonemic Awareness 2. Letter names and sounds 3. Decoding syllables 4. Reading for understanding SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch 15-25 SGP At/Above Benchmark 10-20 SGP	* Rtl (Response to Intervention) process Kdg * Resource Room support * Marzano's strategies and 21 st Century skills * Effective communication * Visual strategies * Comprehension strategies * AR Accelerated Reader * Writing responses * Parent information and communication * One-minute reads and retell practice * Literacy Centers * Home packets fluency practice * Retell strategy * Maze passages * High Frequency Words * SPIRE curriculum * Reading Specialist * Reading Interventionist * Graphic organizers * Daily 5 * Junior Kindergarten * Wordly Wise * 1 st grade Walk to Read * 2 nd grade Walk to Read * 3 rd grade Walk to Read * 4 th grade Walk to Read * Word Analysis	* Acadience – benchmark and progress monitoring * Maze passages – benchmark and progress monitoring * AR – Accelerated Reader * Star Reading * Star Early Literacy * McGraw/Hill Wonders Assessments * Read Live * Beginning, Middle, End of Year testing * SRA Reading Mastery * SRA Lesson Connections * CORE phonics screener * BOOST Up progress of fine/gross motor skills * SPIRE quick checks * Written	* Quarterly problem-solving meetings * Quarterly grade level meetings * Reading Specialist – coaching * State Standards - implement * Department meetings * TAT meetings * Technology resources for improving instruction and learning * Develop clear, concise, and rigor in lesson instruction – objectives and assessment * Renaissance training * Depth of Knowledge questioning skills

<p>Second Grade: By January 2025, all students will show growth in second grade core reading skills as measured by Renaissance STAR Reading assessment. Student growth will be measured by SGP and/or scaled score. Subskills:</p> <ol style="list-style-type: none"> 1. Phonemic awareness 2. Letter names and sounds 3. Blending 4. High frequency words (accuracy) 5. Fluency 6. Comprehension <p>SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP</p> <p>Third Grade: By January 2025, all students will show growth in third grade core reading skills as measured by Renaissance STAR Reading assessment. Student growth will be measured by SGP and/or scaled score. Subskills:</p> <ol style="list-style-type: none"> 1. Phonemic awareness 2. Letter names and sounds 3. Decoding multisyllabic words 4. Accuracy and fluency 5. Vocabulary 6. Reading for Understanding <p>SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP</p> <p>Fourth Grade: By January 2025, all students will show growth in the fourth grade reading domains listed below as measured by Renaissance STAR Reading assessment. Student growth will be measured by SGP and/or scaled score. Subskills:</p> <ol style="list-style-type: none"> 1. Letter names and sounds 2. Accuracy and Fluency 3. Comprehension- reading for understanding, strategy application <p>SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP</p>	<ul style="list-style-type: none"> * Collaborative Learning Communities (CLCs) * Constructive Response * Ultimate Phonics SPED * BOOST/BLAST Phonics * VOWAC * Heggerty Phonemic Awareness JK/K/1st * BOOST Up room JK/K * Rapid Reads – SRA * Audiation skills. * Sequence songs. * Nursery Rhymes * Cross Curric Vocab. * 16 Habits of Mind * SEL opportunities * Multi-sensory activities * Really Great Reading * Book Clubs * Project Based Learning * STEM projects * 95% group multi-syllabic * Epic * Storyboard * Wonders/Wonder Works Curriculum * IXL Learning * Orthographic Mapping 	<ul style="list-style-type: none"> * Performance tasks * VOWAC * Sonday * Daily 5 Reading * Graded rubrics * Standards Based Report Cards * Miscue Analysis 	
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Performance Data Evaluation and Analysis

School: **Fred Assam Elementary**

Evaluation Team Members: **Staff**

<p>2024 – 25 Math Goal (Whole School): All staff at Fred Assam Elementary School will improve math instruction so that all students show growth and meet our Student Performance Goal of 89.75% for ALL students and 66.67% for students with disabilities as measured by the SD Math General Education Assessment in April 2025. In addition, 67% of all 4th grade students who achieved in the lowest quartile percentage of scores on the previous year's assessment will meet standards in math as measured by the Smarter Balance Assessment in April 2025.</p>			
Sub goals:	Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<p>Kindergarten Math Goal 100% of the students in kindergarten will show measurable growth in math as measured by the Diagnostic and Placement Test from math series McGraw Hill in May 2025.</p> <p>1st Grade Math Goal All students in 1st grade will show measurable growth in math number sense skills as measured by Number Sense goals. 80% of students will achieve Level 3, Goal 13, adding and subtracting numbers from 1 – 10 fluently by May 2025.</p> <p>2nd Grade Math Goal All students in 2nd grade will show measurable growth as measured on STAR Math Test by May 2025.</p> <p>*Level 1 students will grow 20-30 points. *Level 2 students will grow 15-25 points. *Level 3 & 4 students will grow 10 - 20 points or more.</p> <p>3rd Grade Math Goal All students in 3rd grade will make measurable growth as measured on the</p>	<ul style="list-style-type: none"> * IXL Learning * Daily review of money and time * Math vocabulary and strategies * Scaffold instruction * Skip counting * Integrate music and movement into math instruction * Number in a Box * Visual supports * Manipulatives – exploration and discovery * Problem Solving group work * Math games * Think – Pair – Share * Increase lessons on Number Sense * Student modeling and explanation * Subitizing – Kindergarten * Collaborative Learning Communities (CLCs) * Math Centers/Clubs * Symbolic notation * Counting songs 	<ul style="list-style-type: none"> * Immediate feedback on computer programs * Jeopardy on SMART board on math vocabulary * Quiz Maker on computers * Chapter tests from McGraw Hill * Report card * Timed tests * Individual math skills practice via use of technology * Standards Based Report Cards * Math Intervention groups grades 3 and 4 * Performance Tasks 	<ul style="list-style-type: none"> * Staff share sessions for interventions, strategies * Grade level meetings * Department meetings * Math Standards * Math Specialist * Math Interventions needed * Technology resources and training for improving instruction and learning * Develop clear, concise, and rigor in lesson instruction – objectives and assessment * Quarterly problem-solving meeting

<p>STAR Math and how they score on the SD Math General Education Assessment. April 2025</p> <p>*Level 1 students will grow 20-30 points. *Level 2 will grow 15-25 points. *Level 3 & 4 will grow 10-20 points or more.</p> <p>4th Grade Math Goal All students in 4th grade will make growth as measurable growth on the STAR Math and how they score on the SD Math General Education Assessment. April 2025</p> <p>*Level 1 will grow 20-30 points. *Level 2 will grow 15-25 points. *Level 3 & 4 will grow 10-20 points or more.</p>	<ul style="list-style-type: none"> * Cross curriculum patterning, measuring, analyzing * 16 Habits of Mind * SEL opportunities * Sensory activities * Kahoot It * Rocket Math * SRA Connecting Math – direct instruction * Touch Dots * Math Binders * Math Zones – facts * Sum Dog * Prodigy * Native Numbers iPad program – K * Daily Calendar Math * Small group intervention 	<p>Comprehensive Curriculum Review</p> <ul style="list-style-type: none"> * Real word problem solving readers * Freckle Math 	
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2024 – 2025 Behavior goal: Due to the new School Performance Index (SPI), Annual Measurable Objectives (AMOs) are applied to support continuous improvement for Indicator #1: Student Achievement. Using the Core Principles of PBIS (Positive Behavioral Interventions and Supports) all staff will decrease office discipline referrals by 10% during 2024-2025 school year. We will also collect and study discipline data monthly by using the SWIS program for reporting minor and major offenses.

Sub goals:	Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<ul style="list-style-type: none"> * Increase awareness of school-wide goals/expectations: Be Respectful, Be Responsible, Be Safe, Be Kind, Be Active Learners – using school-wide matrix. * Increase positive behavioral interventions – LYNX tickets. * Increase prevention efforts to move from reactive to proactive. * Students from each grade level will be recognized with LYNX Way stickers during the school day. * Increase parent information/guidance to model and encourage respectful and responsible behavior. 	<ul style="list-style-type: none"> * Classroom Rules developed by students/teachers * Kelso's Pond of Choice and Choice Wheel * PBIS Assemblies * PBIS Rewards * Classroom Counseling * Small Group Counseling * Individual Counseling * Catch them being good LYNX tickets – Tier 1 * 504 Plans * IEP Behavior Plan * TAT meetings/plans * Classroom Interventions: <ul style="list-style-type: none"> -clip charts -dojo points -morning meetings -recess picture cards -faces behavior chart -Rainbow Behavior Chart -Bee Hive -ROAR levels, lynx tickets 	<ul style="list-style-type: none"> * Quarterly attendance/letters * Monthly review of minor and major offenses recorded in SWIS. PBIS team will assist with Tier II Intervention strategies. * Progress Reports (quarterly) * Check In/Check Out 	<ul style="list-style-type: none"> * Increase outdoor signage * Increase room signage * Increase indoor signage * Staff training for consistency throughout the building * PBIS Rewards 3rd/4th grades.

Strengths:

Identified as a Title I Distinguished School in South Dakota – 2017
Identified as a National Blue Ribbon School - 2023
90% students are proficient/advanced in English Language Arts.
92% students are proficient/advanced in Math.
100% of elementary teachers are highly qualified.
SWIS data management for Jr. Kinder – Grade 4 students.
PBIS Program implemented building wide.
Strong intervention program is in place at the elementary level: Kindergarten - Response to Intervention, Reading Specialist, daily 5, 1st – 4th grade Walk to Read, Reading Interventionist
Teachers are actively working on the State Standards – horizontal/vertical alignment, lesson plans, teaching with rigor.
Parents are encouraged to be active and involved in the education of their children.
Technology is accessible to students.
Teachers will continue to use differentiated instructional strategies based on individual student needs.
Teachers implement Math Centers/Clubs – math intervention.
Collaborative Learning Communities (CLCs)
STAR Reading/Math assessments are used to monitor growth progress throughout the year.

Challenges:

Teachers will monitor and use data to promote student growth to increase academic progress for all students.
Growth district wide will create challenges with students entering BVSD throughout the school year at various academic levels.
Monitoring student progress levels in subgroups as building enrollment continues to grow.
Increased numbers of students receiving special education services.

Reading Strategies to Improve Student Achievement:

Reading Protocol – on file

Math Strategies to Improve Student Achievement:

Math Protocol – TBD

Waivers to Administrative Rule:

None

Parent Involvement Policy

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners. The School District and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation, and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to the following:

1. support to parents as leaders and decision makers in advisory roles.
2. promote a clear two-way communication between the school and the family as to school programs and students' progress.
3. give assistance to parents and/or guardians to develop parenting skills to foster positive relationships.
4. involve parents, with appropriate training, in instructional and support roles at the school.
5. provide access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.



Inspiration Elementary School



School Improvement Plan 2024-25

**Inspiration Elementary School
School Improvement Plan
2024-25**

Core Operating Principle

Our business is the creation of learning environments that result in success.

Brandon Valley Mission Statement

We will prepare our students to be life long learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students. Educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote life long learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Program Development

The Inspiration Elementary Planning Team consists of representation from building administration and teachers who met on August 19, October 14, and October 22, 2024 to discuss the prior year’s testing, review data, the needs of the elementary school and develop a 2024-25 school improvement plan. This school planning team was formed to analyze data and review the needs of Inspiration Elementary School students, families, and faculty. Team members will continue to explore various academic options for possible implementation to improve academic achievement this year and beyond. The team reviewed summative and formative data and will continue to use this to guide our decision-making. With the new accountability system in place, we wrote goals for all students, but we will especially target the lowest quartile with continued progress monitoring and interventions.

Inspiration Elementary Planning Team

Tanya Palmer, Inspiration Elementary School Principal
Kaitlyn Peng, Fourth Grade Teacher
Jennifer Chicoine, Special Education Teacher
Dawn Leenderts, Special Education Teacher
Emily Larsen, Kindergarten Teacher
Teri Huska, First Grade Teacher
Bailey Fitzgerald, Second Grade Teacher
Cassie Kocer, Third Grade Teacher
Pam Klenner, Reading Specialist
Sierra Thomas, Counselor

Inspiration Elementary School Planning Calendar

Below is a log of various meetings that have been or will be held in the process of developing the Inspiration Elementary School Improvement Plan.

2024-25 School Year

August 19, 2024	Review 2022-23 Math and Reading Data
October 14, 2024	School Improvement Planning Session, Grades K-4, Inspiration
October 22, 2024	School Improvement Planning Session, Grades K-4 Inspiration
Quarterly	Data Problem Solving Meetings
Monthly	Staff meetings –implementation and review, IE teachers
Quarterly	Grade Level meetings-CCSS/SLO-BV teachers

This plan is designed to be on-going and will be reviewed annually. Changes will be made as appropriate based upon the annual summative review of data. Formative evaluations will be conducted, and revisions will be based upon this data. This data may lead to revisions more often than annually.

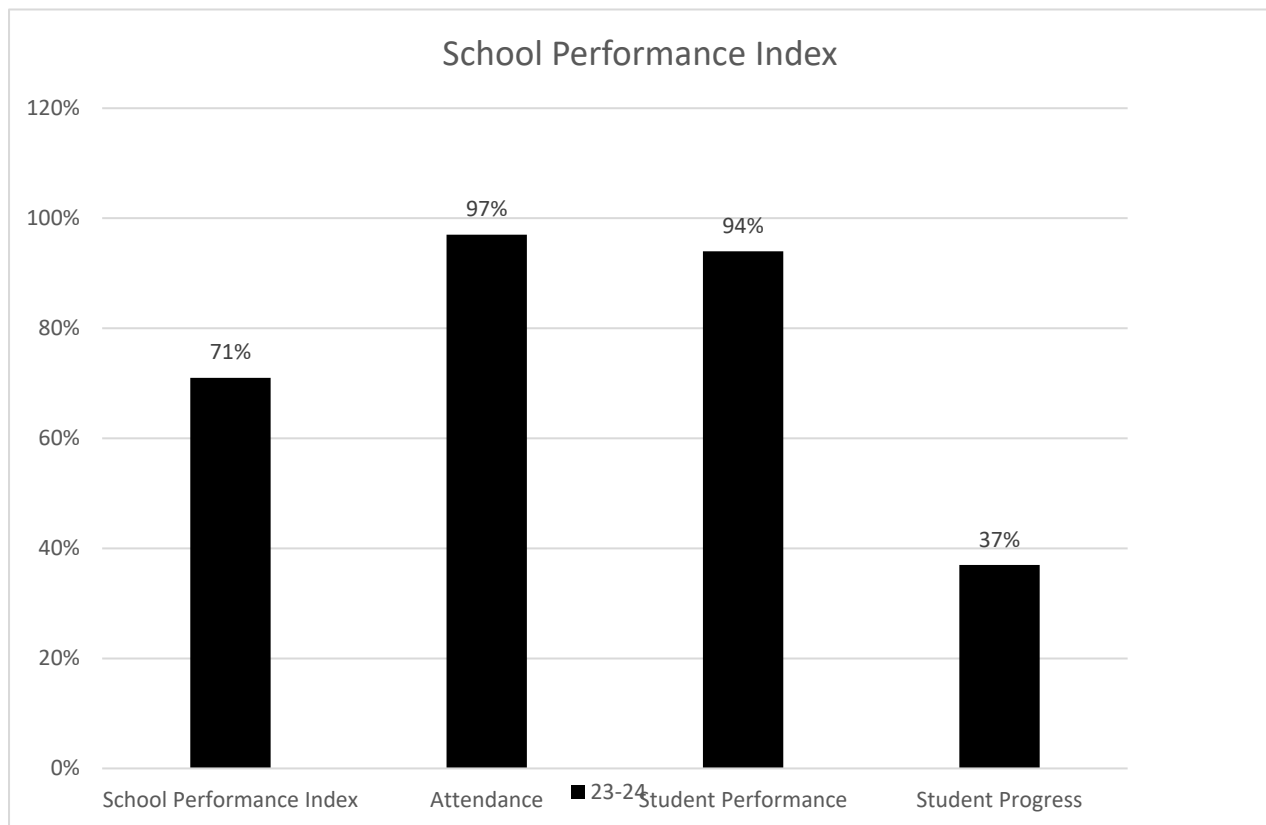
Inspiration Elementary School Profile

Inspiration Elementary School is made up of approximately 320 students in grades kindergarten through fourth.

Inspiration Elementary has an active Parent/Teacher Association (PTA), which provides many services that make the school a positive educational experience.

Inspiration Elementary School Demographic Data

	2021-22	2022-23	2023-24	2024-25
Total IE Enrollment	237	296	320	345
Hispanic/Latino	13	14	18	20
Amer. Indian/Alaskan	5	8	19	14
Asian	11	13	20	23
Black/African American	26	31	41	43
Hawaiian/Pac. Islander	0	0	0	0
White/Caucasian	171	216	261	236
Non-White	0	0	0	0
2 or More Races	11	14	32	13
Students with Disabilities	33	30	50	49
English Language Learners-ELL	26	34	34	54
Economically Disadvantaged	28	60	69	80
Female	127	156	180	185
Male	110	140	140	160
Migrant	0	0	0	0



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 90% attendance rate. All students enrolled in school's grades are included in the attendance calculation.

Student Performance: Student Performance is based on students' performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient. Levels 3 and 4 are considered proficient and above. Proficiency means that a student is on track for meeting college and career readiness standards upon graduation from high school.

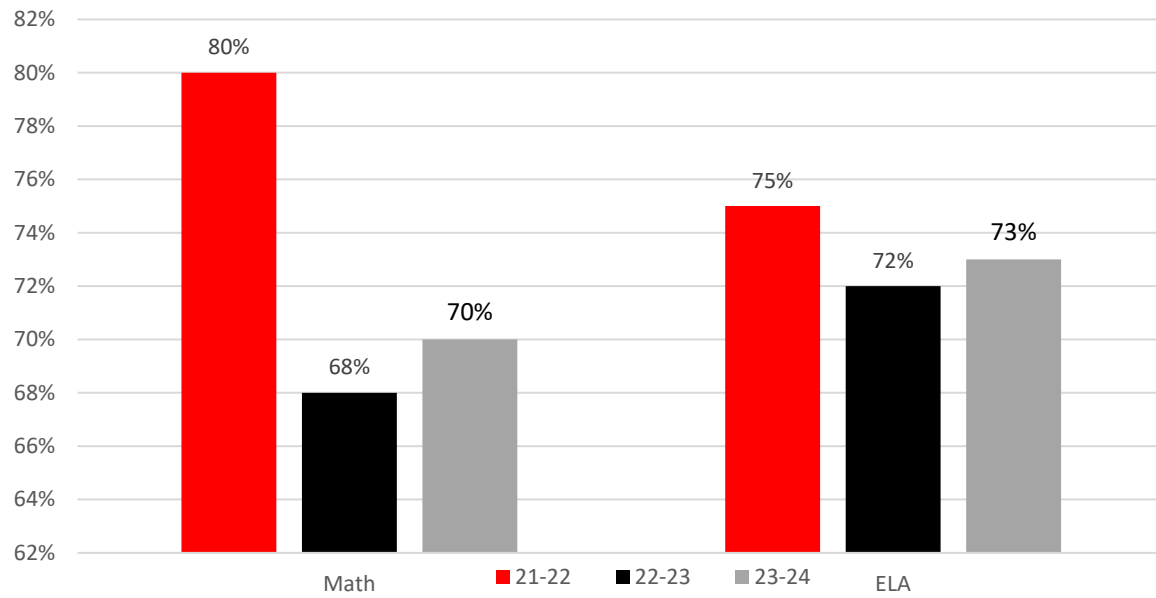
Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **Keeping up** (students who are proficient and projected to maintain that proficiency), **Catching Up** (students are not proficient but their score projection three years out is high enough to get them to proficiency within that time frame), or **Very High Growth** (students not proficient and are far enough behind that even tremendous growth will not get to proficient within 3 years but earns a SGP of 70 or above).

SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These values are added to create a total SPI score out of 100 points.

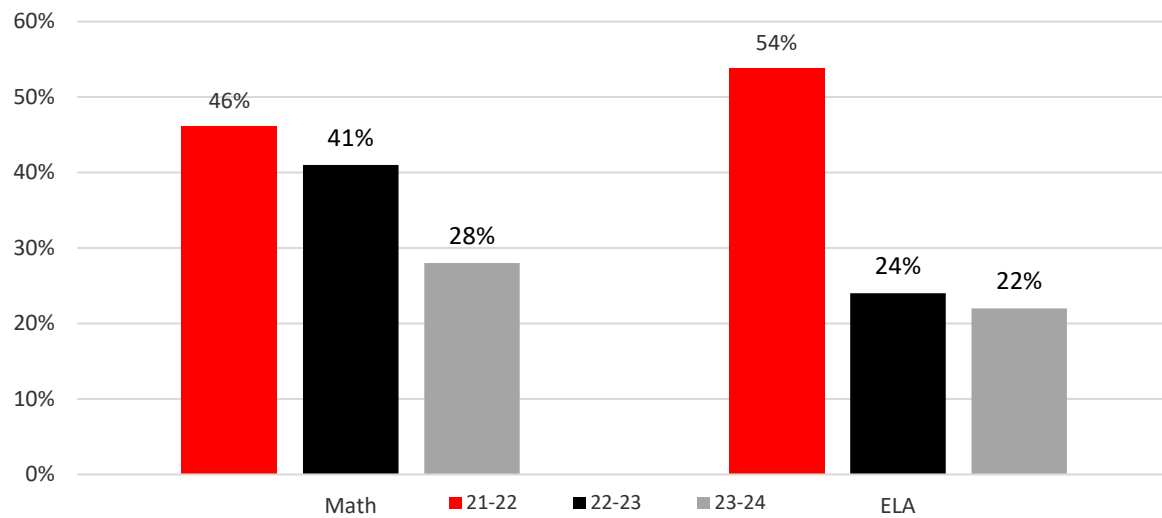
Long Term Goals:

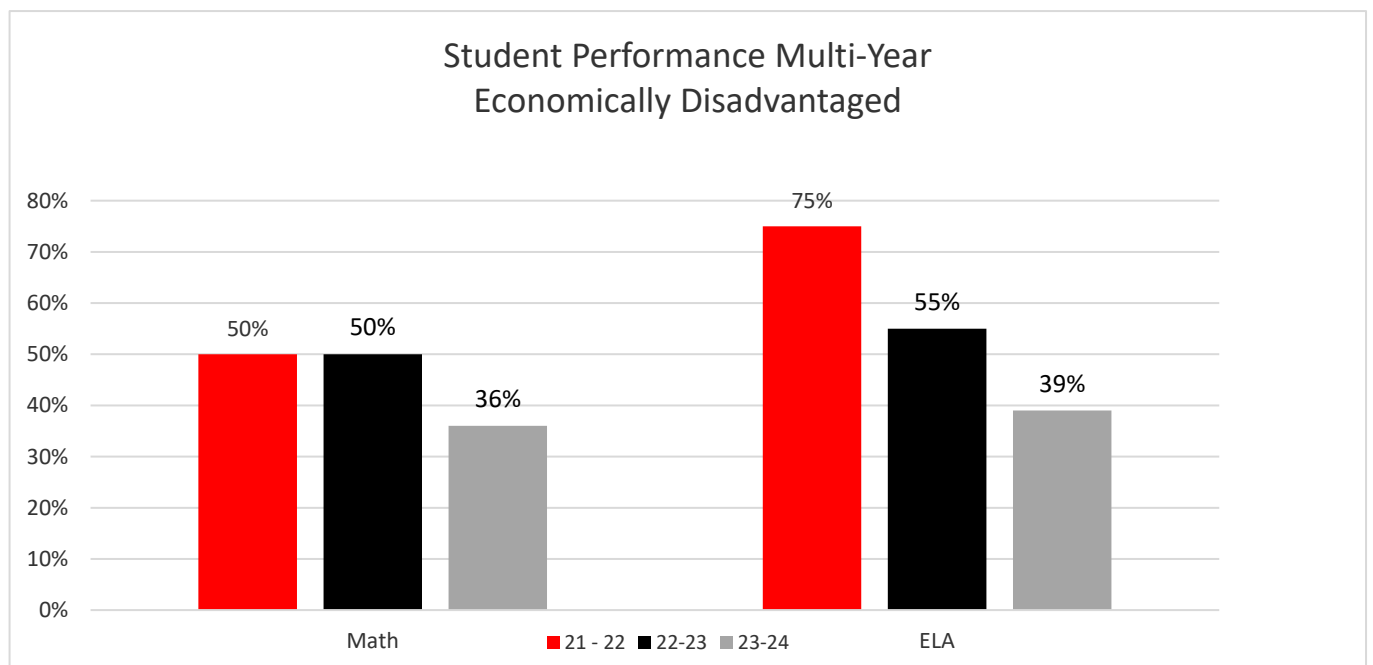
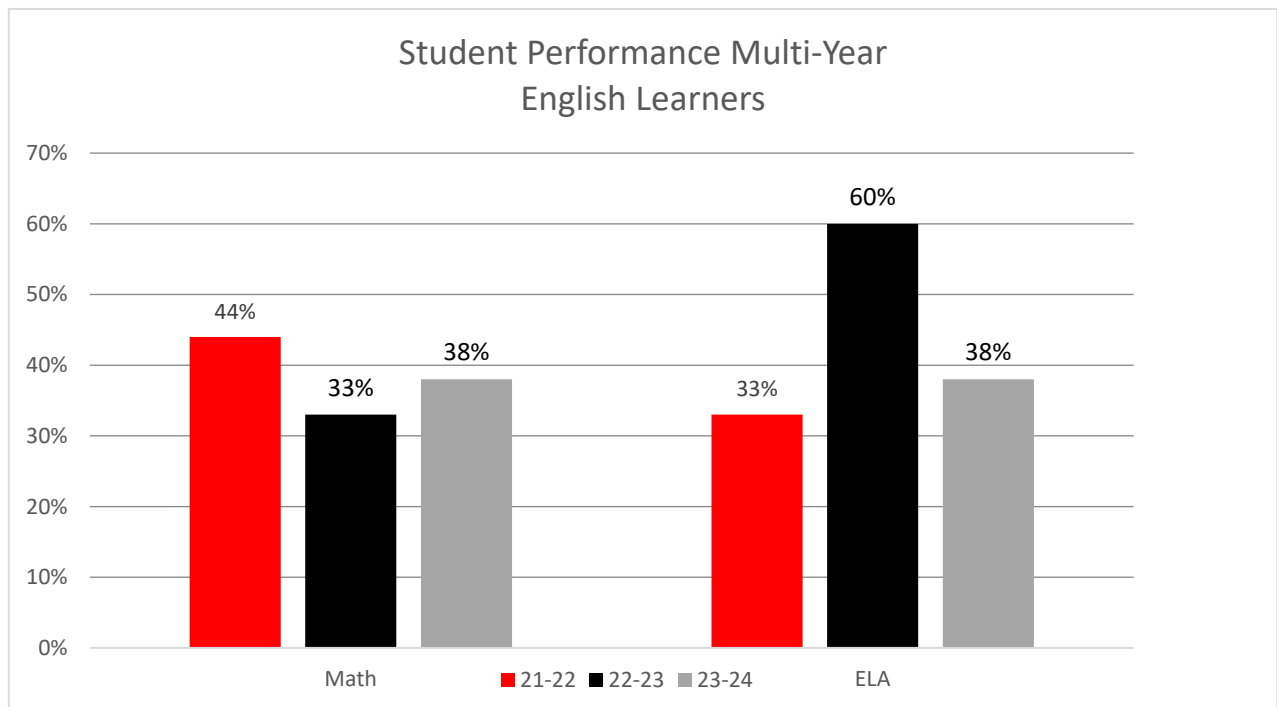
Long Term Goals are South Dakota's overarching goal for Student Performance which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. Targets are set separately for English language arts and math. The 2021-22 school year serves as the base year for setting the six-year goal and annual targets.

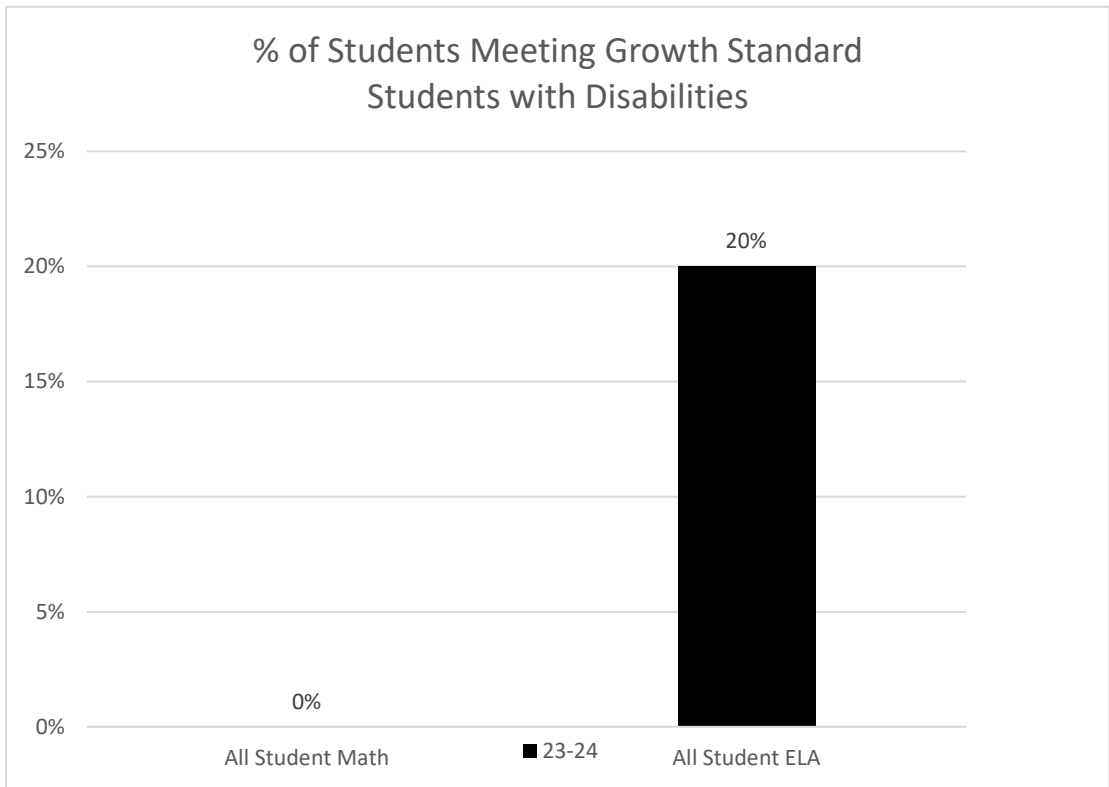
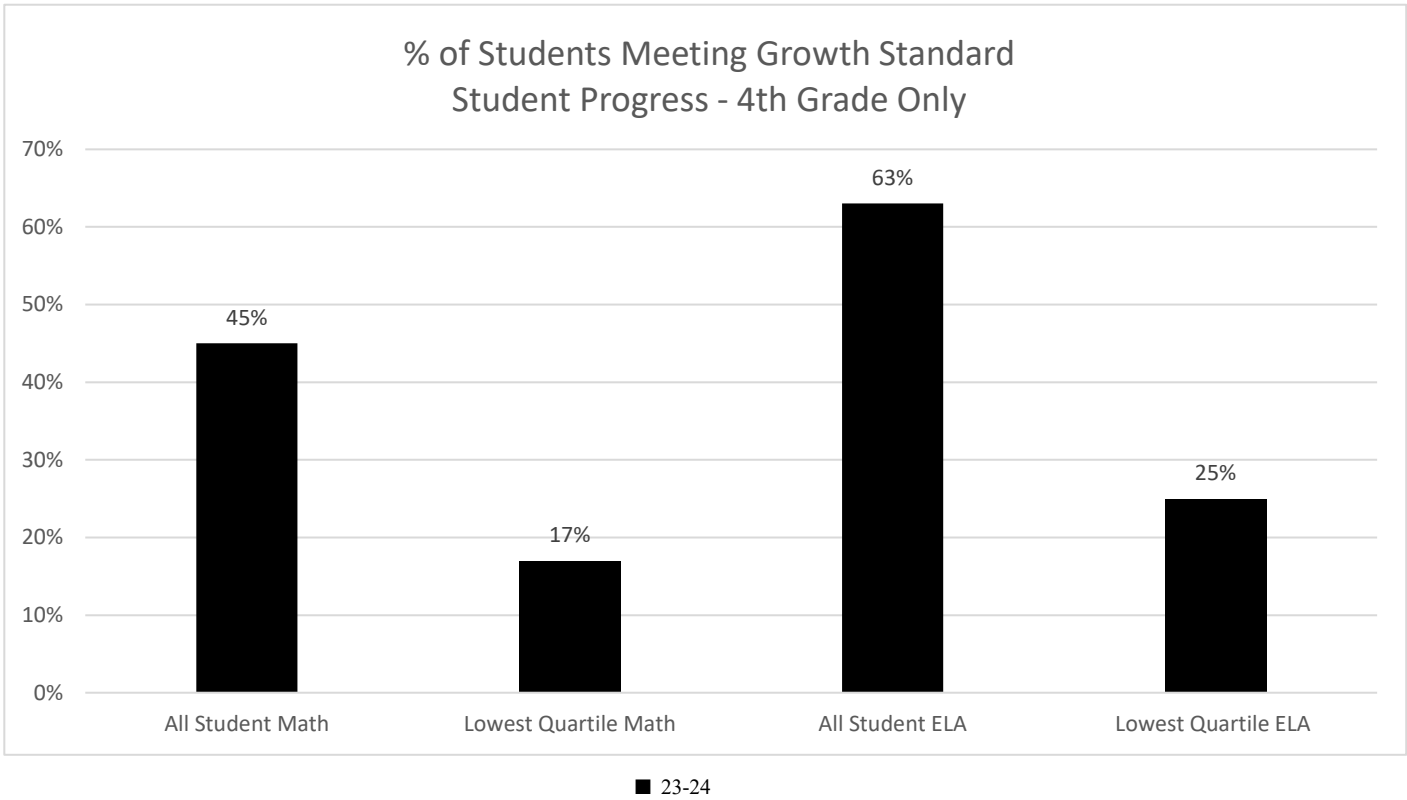
Student Performance Multi-Year All Students

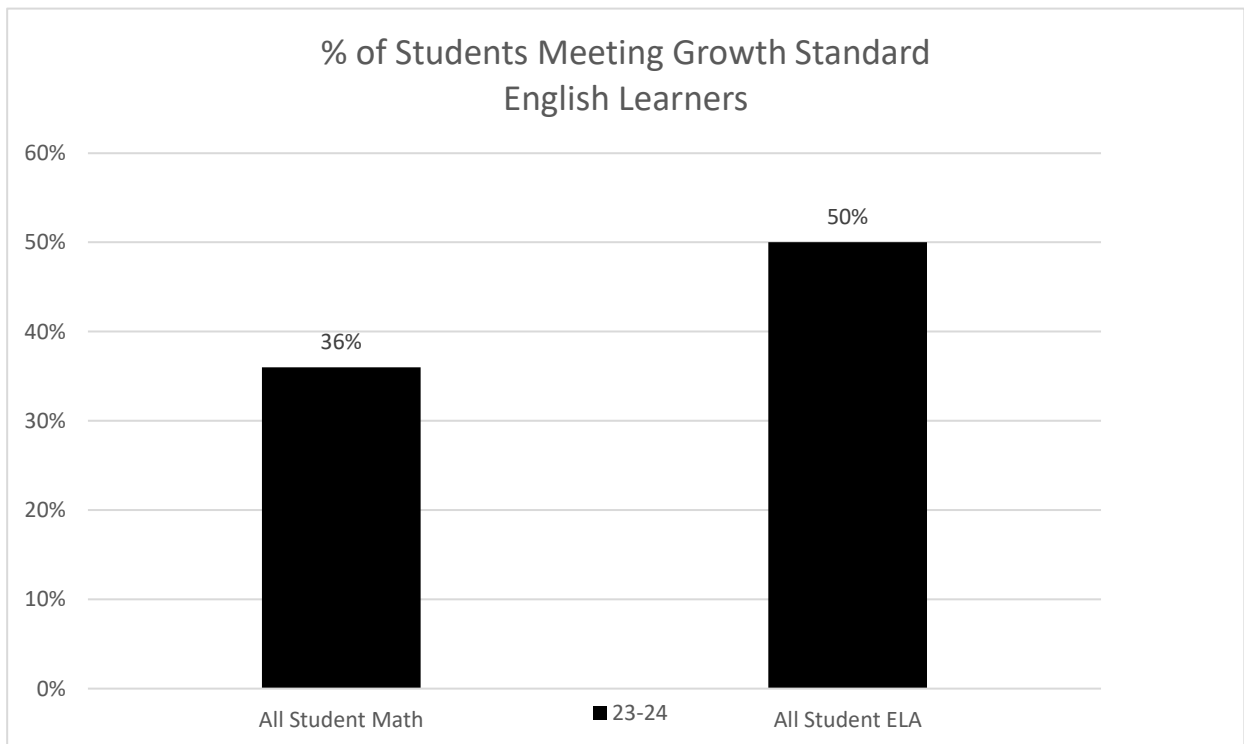
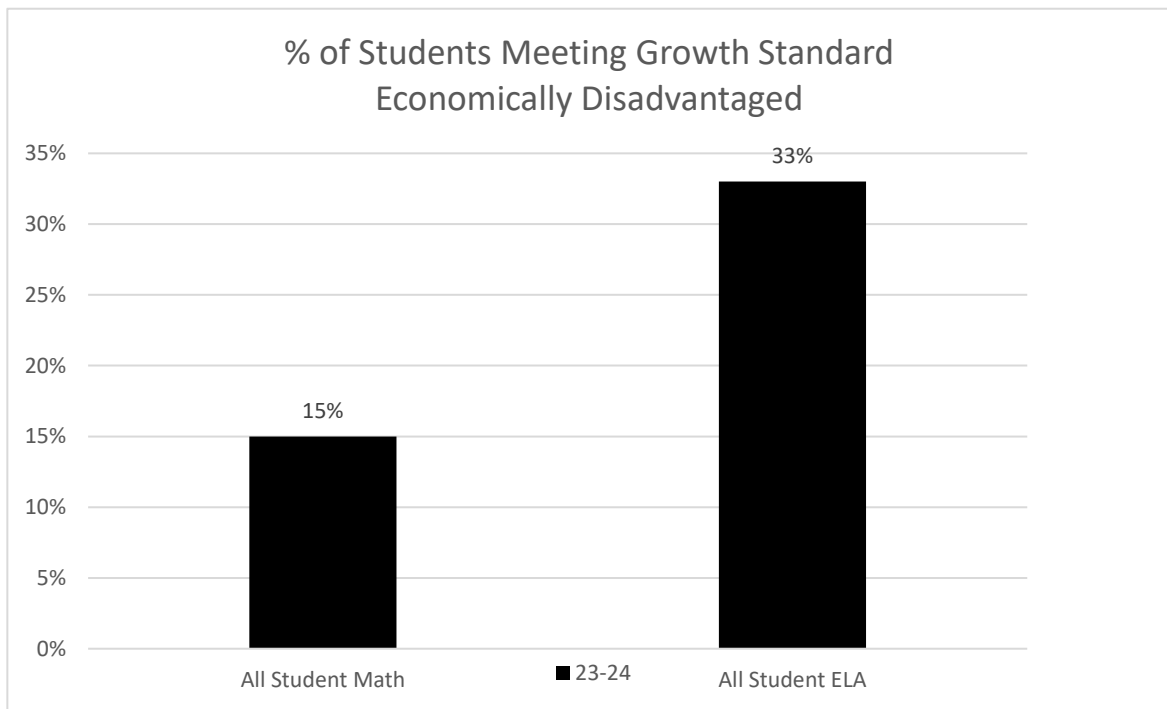


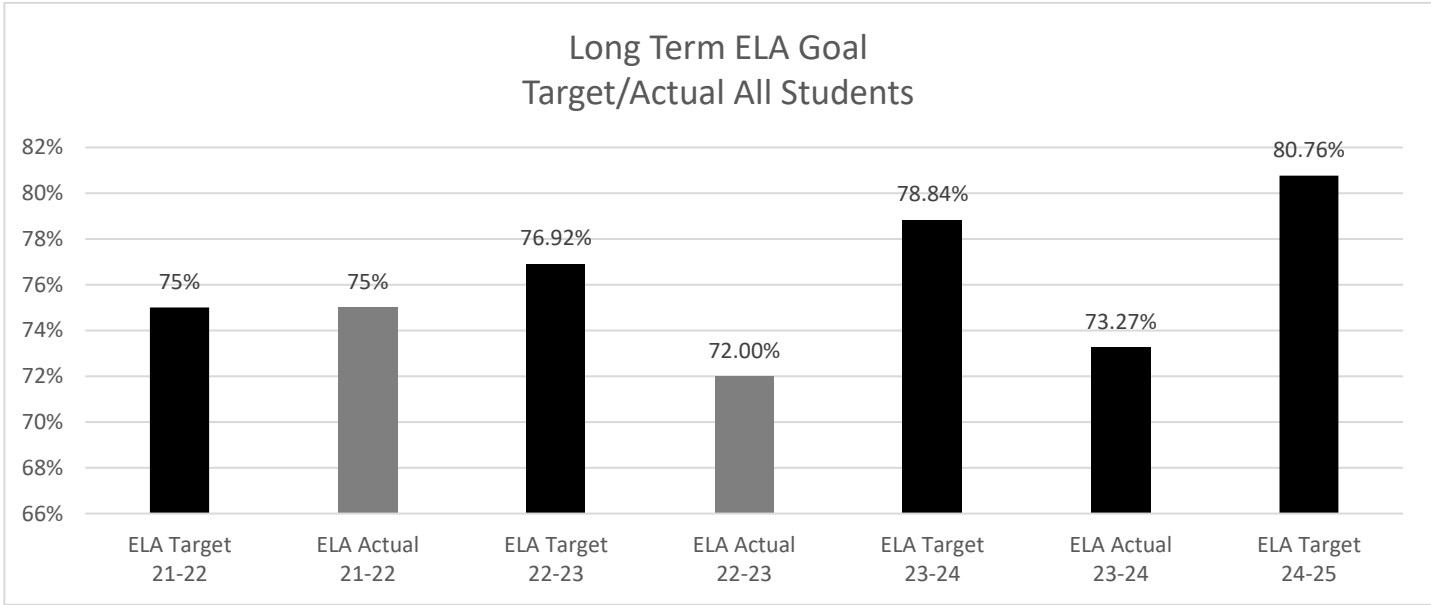
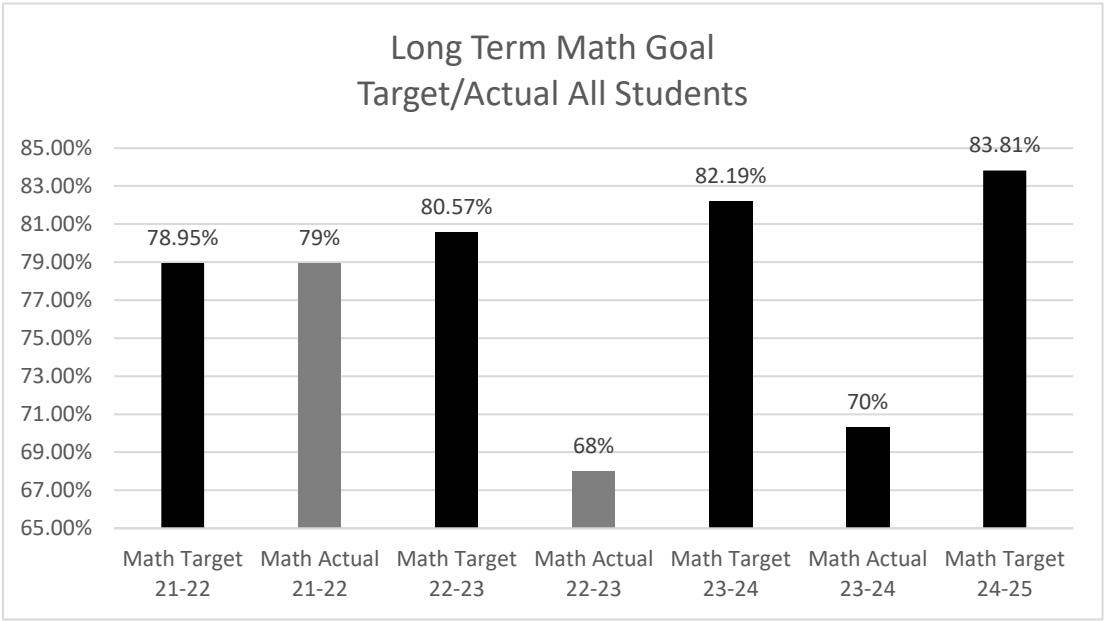
Student Performance Multi-Year Students with Disabilities

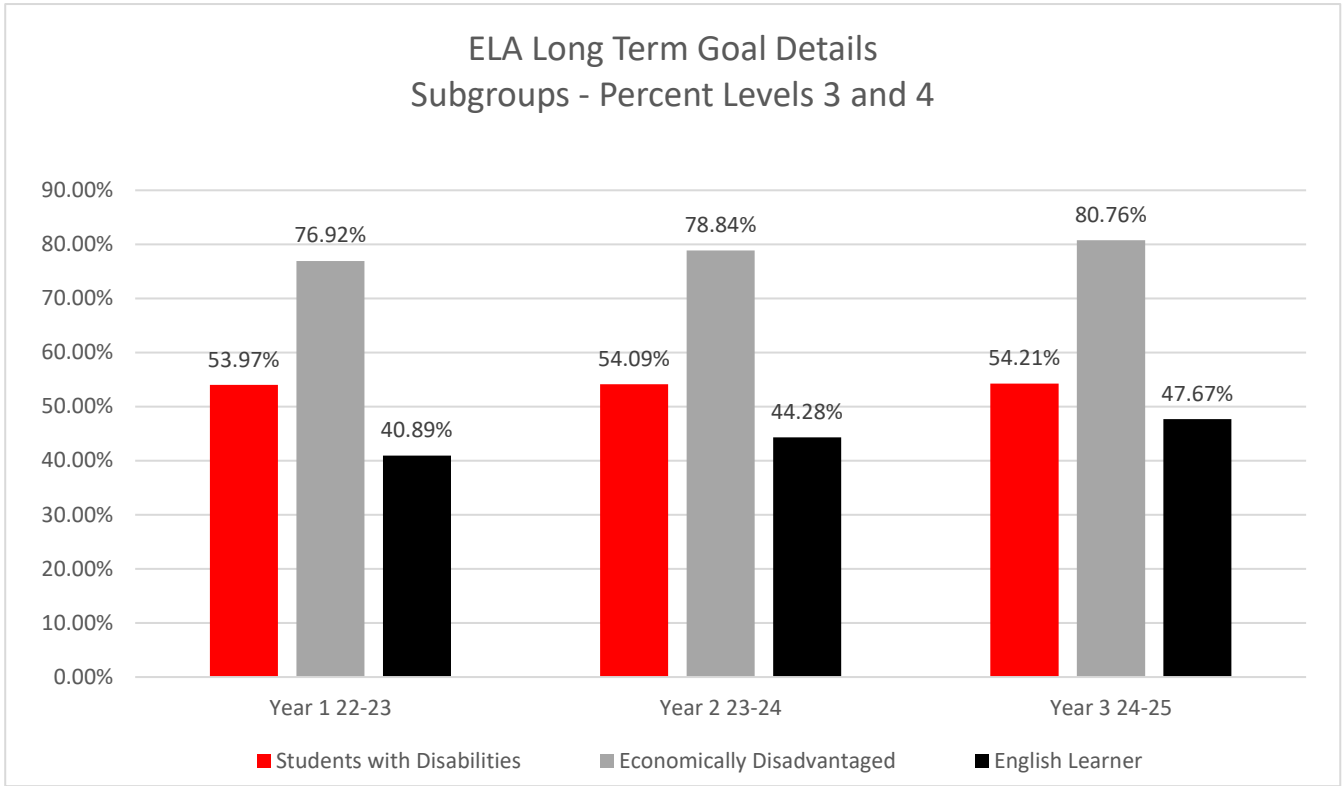
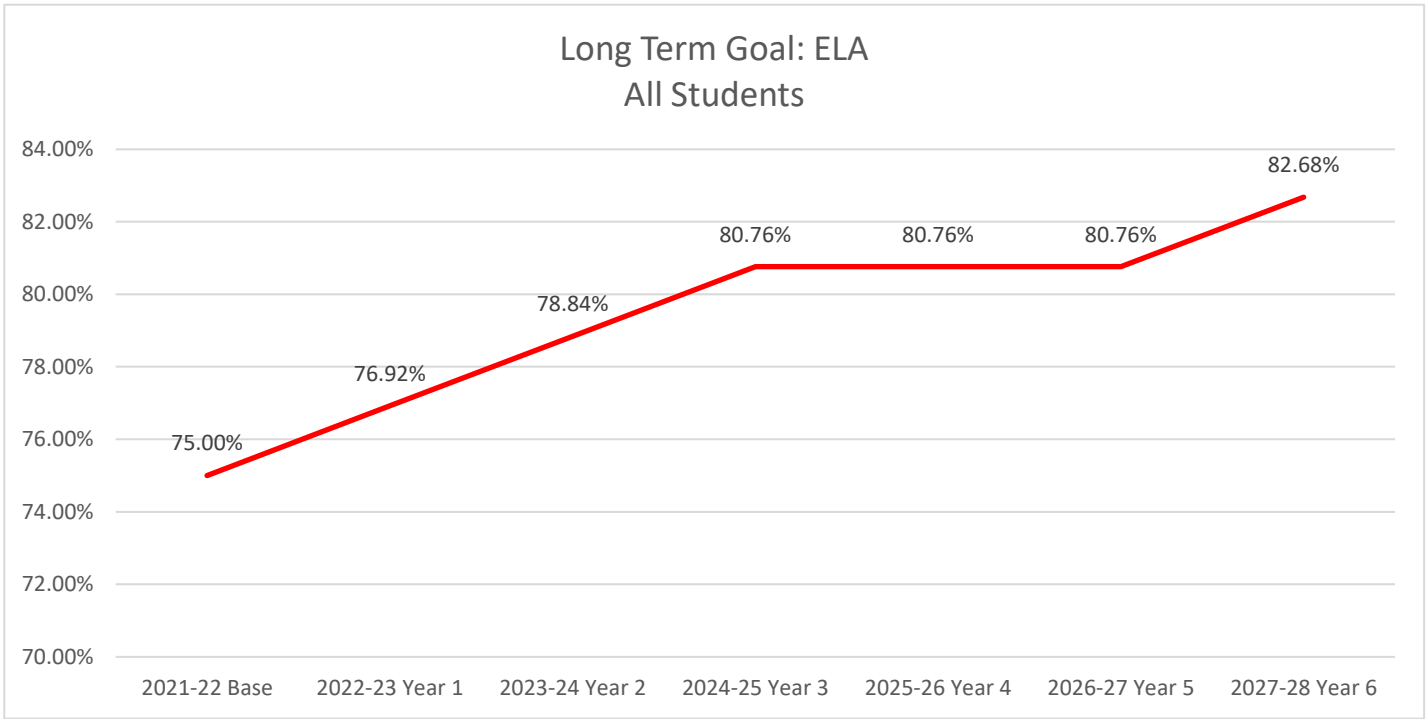


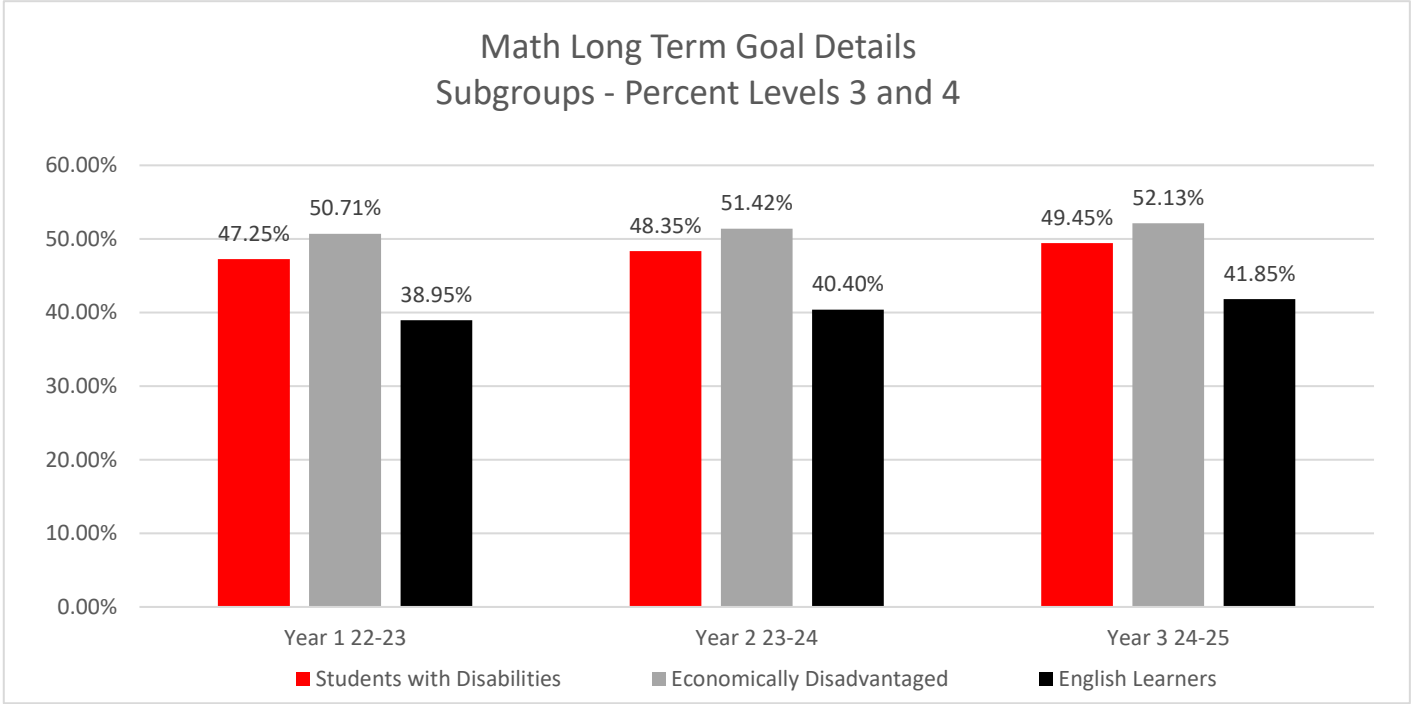
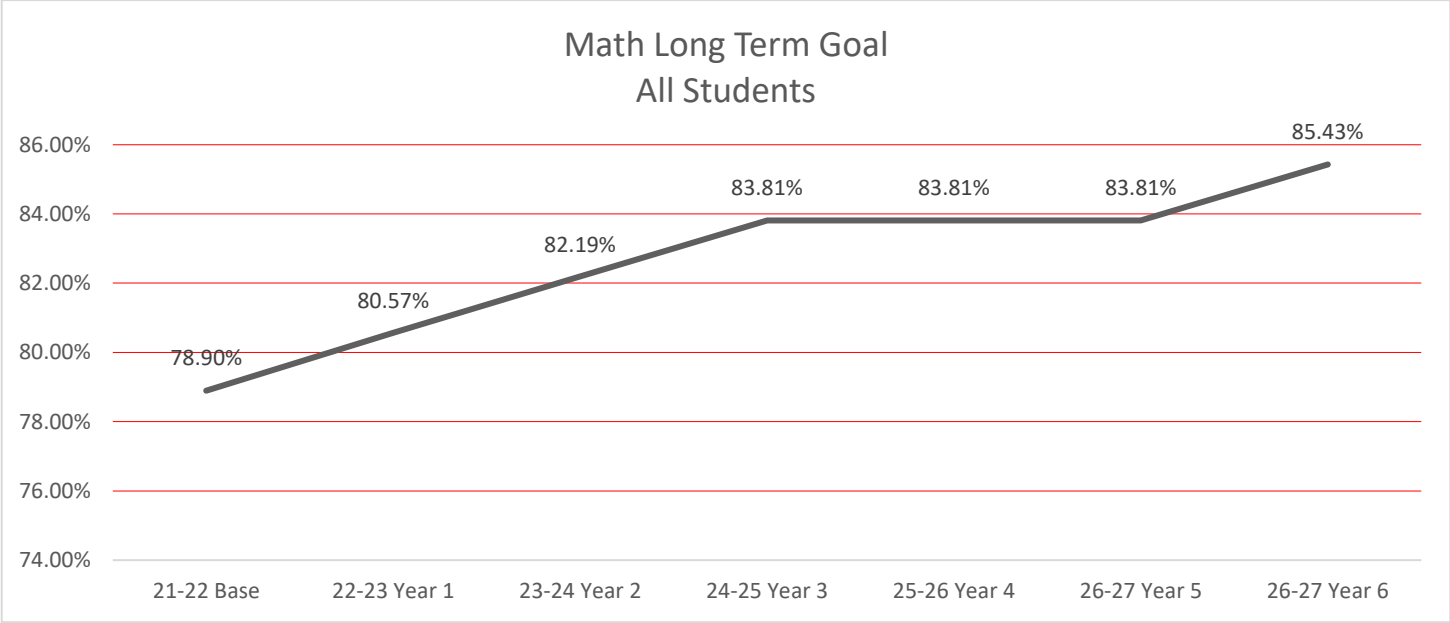












Strengths:

- 100% of elementary school teachers are highly qualified.
- 100% of the staff participate in professional development opportunities
- Strong early intervention programs are in place at the elementary level-Walk to Read
- Teachers implement a variety of techniques for the students at all levels.
- Teachers are actively working on the State Standards-horizontal/vertical alignment, lesson plans, teaching with rigor.
- Parents are active and involved in the education of their child(ren). Teachers report large numbers of parents attending parent teacher conferences.
- Technology is accessible to all students.

Challenges

- Monitor student performance levels for Students with Disabilities Group, EL Group, and Economically Disadvantaged Group
- Continue to implement differentiated instructional strategies based on individual student needs.
- Implementing Math interventions and the support staff to make that successful
- Summer regression
- Changing demographics in a growing district
- Time: collaboration, team meetings, practice, professional development, curriculum meetings
- Continue with professional development and implementation of SDSS
- Implementation of COVID recommendations and mitigation strategies for 20-21 school year

Performance Data Evaluation and Analysis

Math Worksheet

School: Inspiration Elementary

Evaluation Team Members: Tanya Palmer- Inspiration Elementary School Principal, Kaitlyn Peng-Fourth Grade Teacher, Jennifer Chicoine-Special Education Teacher, Dawn Leenderts-Special Education Teacher, Emily Larsen- Kindergarten Teacher, Teri Huska-First Grade Teacher, Bailey Fitzgerald-Second Grade Teacher, Cassie Kocer-Third Grade Teacher, Pam Klenner-Reading Specialist, Sierra Thomas- Counselor

2024-25 Math Goal (Whole School): All staff at Inspiration Elementary will improve math instruction so that all students show growth and meet 83.81% for ALL students, 50% for Students with Disabilities, 42% for our English Learners, and 52% for our Economically Disadvantaged students as measured by the South Dakota State Assessment in May 2025. (In addition, 80% of all 4 th grade students who achieved the lowest 25 percent of scores on the previous year's assessment will meet standards in math as measured by the South Dakota State Assessment in May 2025.)			
Sub Goals:	Interventions/Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development Needs to meet this goal

<p><u>Kindergarten:</u></p> <p>All students will show growth and reach 85% proficiency as measured by the assessment given on math chapters from MyMath and will reteach if necessary by May 2025.</p> <p><u>1st Grade:</u></p> <p>All students will reach 85% proficiency as measured by MyMath chapter tests. Students who fall below 85% will be pulled to be retaught the skill in a small group by May 2025.</p> <p><u>2nd Grade:</u></p> <p>100% of the students in second grade will show measurable growth as measured by the STAR Math Assessment in May 2025.</p> <p>Sub Goals:</p> <p>Students in the lowest quartile will grow 50 SGP.</p> <p>Students in the middle quartile will grow 40 SGP.</p> <p>Students in the highest quartile will grow 30 SGP.</p> <p><u>3rd Grade:</u></p> <p>100% of the students in third grade will show measurable growth as measured by the STAR Math Assessment in May</p>	<ul style="list-style-type: none"> ·Math Vocabulary and strategies ·Scaffold instruction ·IXL ·Visual Supports ·Manipulatives ·Think-Pair-Share -Connecting Math Concepts (SPED) -BoostUp -Prodigy -Vizzle -Seesaw -Exit Tickets -SRA-Math -Touch Dot Math -DT Trainer -Xtra Math -Timed Tests/Fluency -99 Math -BrainPop 	<ul style="list-style-type: none"> ·IXL Reports ·STAR Math Assessment -Standards Based Report Cards ·MyMath Assessments -Connecting Math Concepts assessments (SPED) -SBAC Interim Assessments -Prodigy 	<ul style="list-style-type: none"> ·grade level meetings ·department meetings ·Math Specialist ·Math Interventions Needed ·Coaching from Technology Integrationist to improve instruction and learning -Renaissance Place Training -Math Rtl -Elementary Curriculum Director
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<p>2025.</p> <p>Sub Goals:</p> <p>Students in the lowest quartile will grow 50 SGP. Students in the middle quartile will grow 40 SGP. Students in the highest quartile will grow 30 SGP.</p> <p><u>4th Grade:</u></p> <p>100% of students in fourth grade will show measurable growth as measured by the STAR Math Assessment in May 2025.</p> <p>Sub Goals:</p> <p>Students in the lowest quartile will grow 50 SGP.</p> <p>Students in the middle quartile will grow 40 SGP.</p> <p>Students in the highest quartile will grow 30 SGP.</p> <p><u>Special Education K-1st:</u></p> <p>100% of students in special education will show measurable growth as measured by the STAR Early Literacy assessment in May 2025.</p> <p>Sub Goals:</p> <p>Students in the lowest quartile will grow 70 SGP.</p> <p>Students in the middle quartile will grow 60 SGP.</p> <p>Students in the highest</p>			
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quartile will grow 50 SGP.

Special Education 2nd-4th:

100% of students in special education will show measurable growth as measured by the STAR Math assessment in May 2025.

Sub Goals:

Students in the lowest quartile will grow 70 SGP.

Students in the middle quartile will grow 60 SGP.

Students in the highest quartile will grow 50 SGP.

<p>quartile will grow 50 SGP.</p> <p><u>Special Education 2nd-4th:</u></p> <p>100% of students in special education will show measurable growth as measured by the STAR Math assessment in May 2025.</p> <p>Sub Goals:</p> <p>Students in the lowest quartile will grow 70 SGP.</p> <p>Students in the middle quartile will grow 60 SGP.</p> <p>Students in the highest quartile will grow 50 SGP.</p>			
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Performance Data Evaluation and Analysis

Reading Worksheet

School: Inspiration Elementary

Evaluation Team Members: Tanya Palmer- Inspiration Elementary School Principal, Kaitlyn Peng-Fourth Grade Teacher, Jennifer Chicoine-Special Education Teacher, Dawn Leenderts-Special Education Teacher, Emily Larsen- Kindergarten Teacher, Teri Huska-First Grade Teacher, Bailey Fitzgerald-Second Grade Teacher, Cassie Kocer-Third Grade Teacher, Pam Klenner-Reading Specialist, Sierra Thomas- Counselor

2024-25 ELA Goal (Whole School): All staff at Inspiration Elementary will improve reading instruction so that all students show growth and meet 81% for ALL students, 55% for Students with Disabilities, 48% for our English Learners, and 81% for our Economically Disadvantaged students as measured by the South Dakota State Assessment in May 2025 (In addition, 80% of all 4th grade students who achieved the lowest 25 percent of scores on the previous year's assessment will meet standards in ELA as measured by the South Dakota State Assessment in May 2025.)

Sub Goals:	Interventions/Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development Needs to meet this goal

<p><u>Kindergarten:</u></p> <p>100% of students in kindergarten will show measurable growth as measured by the STAR Early Literacy Assessment in May 2025.</p> <p>Sub Goals:</p> <p>Students in the lower quartile will grow 70 SGP.</p> <p>Students in the middle quartile will grow 60 SGP.</p> <p>Students in the highest quartile will grow 50 SGP.</p> <p><u>1st Grade:</u></p> <p>100% of students in first grade will show measurable growth as measured by the STAR Early Literacy Assessment in May 2025.</p> <p>Sub Goals:</p> <p>Students in the lowest quartile will grow 60 SGP.</p> <p>Students in the middle quartile will grow 50 SGP.</p> <p>Students in the highest quartile will grow 40 SGP.</p>	<ul style="list-style-type: none"> ·Reading Protocol ·Rtl/Walk to Read ·Resource Room ·Marzano's strategies and 21st Century Skills ·Comprehension Strategies ·Multisyllable Routines ·Visualizing and Verbalizing ·Read Naturally ·AR-Accelerated Reader ·Effective Communication Among Staff ·Effective Communication to Parents (Seesaw) ·One Minute Fluency Reads and Retell ·BOOST Up ·Home packets for extra fluency practice/Baggie Books ·Leveled Readers ·Maze/DAZE Passages ·High Frequency Word Practice ·LIPS ·Seeing Stars ·Reading Specialist ·Graphic Organizers ·Daily 5 	<ul style="list-style-type: none"> ·Acadience-benchmarking and progress monitoring ·DAZE passages-benchmarking and progress monitoring ·Accelerated Reader ·Star Reading ·Wonders Assessments ·Read Naturally ·SRA Reading Mastery ·CORE Phonics Screener ·Performance Tasks ·Standards Based Report Cards ·DRA Quarterly ·SBAC Interim Assessments ·IXL Reports 	<ul style="list-style-type: none"> ·Quarterly Problem Solving Meetings ·Data Meeting 3 times a year ·Coaching/Modeling from Reading Specialist ·Grade Level Meetings ·Teacher Evaluation Meetings between teacher and principal discussion, feedback, evidence ·TAT Meetings ·Coaching from Technology Integrationist-improving instruction and learning ·Literacy Coach ·Elementary Curriculum Director ·Writing ·Dyslexia Training
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<p><u>2nd Grade:</u></p> <p>100% of students in second grade will show measurable growth as measured by the STAR Reading Assessment in May 2025.</p> <p>Sub Goals:</p> <p>Students in the lowest quartile will grow 50 SGP.</p> <p>Students in the middle quartile will grow 40 SGP.</p> <p>Students in the highest quartile will grow 30 SGP.</p> <p><u>3rd Grade:</u></p> <p>100% of the students in third grade will show measurable growth as measured by the STAR Reading Assessment in May 2025.</p> <p>Sub Goals:</p> <p>Students in the lowest quartile will grow 50 SGP</p> <p>Students in the middle quartile will grow 40 SGP</p> <p>Students in the highest quartile will grow 30 SGP</p>	<ul style="list-style-type: none"> ·Vocabulary ·Parent Volunteers ·Sonday -AR 360 -Wonders -WonderWorks ·Raz Kids -Decodable Readers -Read Works -Reading Mastery -Reading Milestones -Renaissance Instructional Planning Tool -Epic -VoWac -KWac -ReadLive -Pebble Go -Really Great Reading Boost and Blast -Lalilo (online phonics/phonological awareness program at home) -Book Studies -Typing Programs -Interim Assessments -Edmark-print and online version 		
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<p><u>4th Grade:</u></p> <p>100% of students in fourth grade will show measurable growth as measured by the STAR Reading Assessment in May 2025.</p> <p>Sub Goals:</p> <p>Students in the lowest quartile will grow 70 SGP.</p> <p>Students in the middle quartile will grow 60 SGP.</p> <p>Students in the highest quartile will grow 50 SGP.</p> <p><u>Special Education Kdg., 1st, and 2nd:</u></p> <p>100% of students in special education will show measurable growth as measured by the STAR Early Literacy Assessment in May 2025.</p> <p>Sub Goals:</p> <p>Students in the lowest quartile will grow 70 SGP.</p> <p>Students in the middle quartile will grow 60 SGP.</p> <p>Students in the highest quartile will grow 50 SGP.</p>	<p>-Heggerty</p> <p>-ZooPhonics</p> <p>-Science of Reading by Tara West</p> <p>-Vizzle</p> <p>-DT Trainer</p> <p>-IXL</p> <p>-95% Group</p> <p>-News ELA</p> <p>-Readlee</p> <p>-SRA Reading</p> <p>-HD word</p> <p>-BrainPop</p> <p>-Bookflix</p> <p>-World Book</p> <p>-Attendance Advocate</p>		
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Special Education
3rd and 4th:

100% of students in special education will show measurable growth as measured by the STAR Reading Assessment in May 2025.

Sub Goals:

Students in the lowest quartile will grow 70 SGP.

Students in the middle quartile will grow 60 SGP.

Students in the highest quartile will grow 50 SGP.

EL:

100% of students in EL will show measurable growth as measured by the STAR Reading assessment in May 2025.

Sub Goals:

Students in the lower quartile will grow 70 SGP.

Students in the middle quartile will grow 60 SGP.

Students in the highest quartile will grow 50 SGP.

2024-25 Behavior goal (Whole School): Decrease office discipline referrals by 20% during 2024-25 school year. We will collect discipline data through PBIS Tier II referrals.

Sub goals:	Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<p>Increase positive behavioral interventions.</p> <ul style="list-style-type: none"> · Increase prevention efforts to move from reactive to proactive. · Implement PBIS School Wide · Increase awareness of school-wide goals: Be Respectful, Be Responsible, Be Safe, Be Kind, and Be An Active Learner 	<p>PBIS Assemblies</p> <p>Attendance Celebrations</p> <p>Individual PBIS Awards</p> <p>Classroom PBIS Awards</p> <p>Classroom Counseling</p> <p>Small Group Counseling</p> <p>Individual Counseling</p> <p>Lunch Bunch</p> <p>504 Plans</p> <p>TAT meetings/plans</p> <p>School-wide conflict resolution curriculum</p> <p>Classroom Interventions:</p> <p>Morning meetings</p> <p>Kelso's Pond of Choice and Choice Wheel</p> <p>Zones of Regulation</p> <p>Behavior Sticks</p> <p>My Classroom Economy</p> <p>Class Rewards</p>	<p>Office discipline referrals in Skyward</p> <p>Counselor needs assessment</p> <p>Counselor Survey with all students</p> <p>Teacher's Survey of Classroom Skills</p> <p>Student's Survey of Classroom Skills</p> <p>Counselor Minute Meetings</p> <p>Check in Check out</p> <p>Pre/Post surveys from teachers for students in small groups and behavior levels (Beg., Mid., and End of Year)</p> <p>SWIS</p> <p>PBIS Monthly</p>	<p>Increase outdoor signage</p> <p>PD on Trauma</p> <p>Book Study</p> <p>Increase Hallway Signs</p> <p>PD on more in-depth PBIS/behaviors</p> <p>Staff Team Building</p> <p>More Staff Trained in CPI</p> <p>Behavior Room</p>

	<p>Individual Reward System</p> <p>Break Cards</p> <p>Class Dojo</p> <p>Superflex Curriculum</p> <p>“Flipping Your Lid” lessons- emotional regulation and awareness.</p> <p>Whole Brain Learning</p> <p>Responsive Classroom</p> <p>Mystery Student</p>	Meetings	
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School Success Action Plan School: Inspiration
Elementary Date: 2024-2025

Theory of Action (If, Then, And Statement) Expresses the focus/direction:

IF we collect quality attendance data **AND** use the data to identify and connect absent students to a positive, stable, and responsive caring adult and provide chronically absent students with individualized and targeted literacy support to reduce learning gaps — as early as possible...**THEN** students will be motivated to attend school...which will **THEN** lead to improved attendance from all students and specifically within students from our targeted subgroups...which will **RESULT** in the increased likelihood of all students experiencing academic success.

What potential implementation challenges need to be addressed? Personnel, Scheduling, and Check & Connect Training

Action Plan	Timeline	Participation and Commitments	Indicate completion of actions/tasks
What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	When will the actions/ tasks occur?	Who is involved and what role do they play? Consider Principals, Leadership Team Members, All Staff Members	
Action 1: Hire an Attendance Advocate to 1) maintain and monitor real-time attendance data, promptly identifying and addressing attendance issues 2) Use historical and current data to identify students at risk of chronic absenteeism, categorized by race/ethnicity and program participation subgroups 3) engage in outgoing outreach through the Check & Connect process, maintaining regular contact with students and families, identifying and mitigating obstacles to attendance, and developing individualized action plans for academic success. Implement the BVSD Reading Protocol based on The Science of Reading to provide effective small-group reading interventions, thus addressing both attendance and literacy challenges.	Hire an Attendance Advocate prior to August 1, 2024. May 23, 2025	<p>The elementary principal will interview and hire the Attendance Advocate and the individual will receive training regarding Check & Connect procedures by the principal, administrative assistant, and school counselor.</p> <p>The building principal will: 1) confirm school attendance reports are accurate and protect student privacy 2) verify the BV Attendance Protocol is being effectively utilized by school personnel 3) meet weekly with the Attendance Improvement Team 4) verify the BVSD Reading Protocol is being effectively implemented by all staff including the Attendance Advocate 5) monitor Check & Connect procedures and outcomes 6) monitor the effectiveness of small group reading interventions 7) evaluate the effectiveness of the Attendance Advocate position.</p>	one
Resources Required: Hire an			

Attendance Advocate (1 FTE - certified teacher with preferred Reading Specialist credentials)			
<p>Expected Milestone/Outcome - What do you anticipate accomplishing by the end of the year?</p> <p>Overall Attendance: The 22-23 school report card indicates the FAY attendance rate of all students was 95.88% (279 students). This was an increase of 9.42%. IE's attendance goal for the 23-24 school year is 96%. The 23-24 school report card indicates IE met their attendance goal. The FAY attendance rate of all students was 97.38% (297 students), which was an increase of 1.5%. IE's overall attendance goal for the 24-25 school year is 98%.</p> <p>By June of 2025, our attendance rates in each of the following subgroups will maintain or improve:</p> <ul style="list-style-type: none"> • Black/African American: The 22-23 school report card indicates the Black/African American FAY attendance rate was 100% (30 students). This was an increase of 27.27%. IE's attendance goal for the 23-24 school year is for the Black/African American subgroup to maintain an attendance rate of 94% or higher. The 23-24 school report card indicates IE met their Black/African American attendance goal. The Black/African American FAY attendance rate was 100% (33 students). This was the same percentage as the previous year. IE's Black/African American attendance goal for the 24-25 school year is to <u>maintain</u> an attendance rate of 94% or higher. • English Learners: The 22-23 school report card indicates the English Learners FAY attendance rate was 100% (34 students). This was an increase of 30.43%. IE's attendance goal for the 23-24 school year is for the English Learners subgroup to maintain an attendance rate of 94% or higher. The 23-24 school report card indicates IE met their English Learner attendance goal. The English Learner FAY attendance rate was 94.74% (36 students). This was a decrease of 5.26%. IE's English Learner attendance goal for the 24-25 school year is to <u>maintain</u> an attendance rate of 94% or higher. • Hispanic/Latino: The 22-23 school report card indicates the Hispanic/Latino FAY attendance rate was 100% (13 students). This was an increase of 33.33%. IE's attendance goal for the 23-24 school year is for the Hispanic/Latino subgroup to <u>maintain</u> an attendance rate of 94% or higher. The 23-24 school report card indicates IE met their Hispanic/Latino attendance goal. The Hispanic/Latino FAY attendance rate was 94.12% (16 students). This was a decrease of 5.88%. IE's Hispanic/Latino attendance goal for the 24-25 school year is to <u>maintain</u> an attendance rate of 94% or higher. • Two or More Races: The 22-23 school report card indicates the Two or More Races FAY attendance rate was 71.43% (10 students). This was an increase of 7.79%. IE's attendance goal for the 23-24 school year is for the Two or More Races subgroup to improve from 71.43% to an attendance rate of 94% or higher. The 23-24 school report card indicates IE did not meet their attendance goal for the Two or More Races subgroup. The Two or More Races FAY attendance rate was 93.33% (14 students); however, this was an increase of 21.9%. IE's attendance goal for the 24-25 school year is for the Two or More Races subgroup to <u>improve</u> from 93.33% to 94% or higher. • Economically Disadvantaged: The 22-23 school report card indicates the Economically Disadvantaged FAY attendance rate was 88.89% (56 students). IE's attendance goal for the 23-24 school year is for the Economically Disadvantaged subgroup to improve from 88.89% to an attendance rate of 94% or higher. The 23-24 school report card indicates that IE met their Economically Disadvantaged attendance goal. The Economically Disadvantaged FAY attendance rate was 94.20% (65 students). This was an increase of 5.31%. IE's attendance goal for the 24-25 school year is for the Economically Disadvantaged subgroup to <u>maintain</u> an attendance rate of 94% or higher. • Students with Disabilities: The 22-23 school report card indicates the Students with Disabilities FAY attendance rate was 89.13% (41 students). IE's attendance goal for the 23-24 school year is for the Students with Disabilities subgroup to improve from 89.13% to an attendance rate of 94% or higher. The 23-24 school report card indicates that IE met their Students with Disabilities attendance goal. The Students with Disabilities FAY attendance rate was 97.96% (48 students). This was an increase of 8.83%. IE's attendance goal for the 24-25 school year is for the Students with Disabilities subgroup to <u>maintain</u> an attendance rate of 94% or higher. 			

Overall ELA Achievement (proficient or advanced): The 22-23 school report card indicates the FAY ELA achievement scores of all students proficient or advanced was 72.16%. The 23-24 school report card indicates the FAY ELA achievement scores of all students proficient or advanced was 73.27%. This was an increase of 1.11%. **IE's overall ELA achievement goal for the 24-25 school year is 80%.**

By June of 2025, our ELA achievement scores in each of the following subgroups will improve:

- **Black/African American:** The 22-23 school report card indicates the FAY ELA achievement scores of Black/African American students proficient or advanced was 68.75%. The 23-24 school report card indicates the FAY ELA achievement scores of Black/African American students was 52.63%. This was a decrease of 16.12%. **IE's ELA achievement goal for Black/African American students is 70%.**
- **English Learner:** The 22-23 school report card indicates the FAY ELA achievement scores of English Learner students proficient or advanced was 60.00%. The 23-24 school report card indicates the FAY ELA achievement scores of English Learners was 37.50%. This was a decrease of 22.5%. **IE's ELA achievement goal for English Learners is 60%.**
- **Hispanic/Latino:** The 22-23 school report card indicates the FAY ELA achievement scores of Hispanic/Latino students proficient or advanced was 50.0%. The 23-24 school report card indicates the FAY ELA achievement scores of Hispanic/Latino students was 33.33%. This was a decrease of 16.67%. **IE's ELA achievement goal for Hispanic/Latino students is 50%.**
- **Two or More Races:** The 22-23 school report card indicates the FAY ELA achievement scores of the Two or More Races subgroup of students proficient or advanced was 60.0%. The 23-24 school report card indicates the FAY ELA achievement scores of students in the subgroup Two or More Races was 75.0%. This was an increase of 15%. **IE's ELA achievement goal for the Two or More Races subgroup of students is 80%.**
- **Economically Disadvantaged:** The 22-23 school report card indicates the FAY ELA achievement scores of Economically Disadvantaged students proficient or advanced was 54.55%. The 23-24 school report card indicates the FAY ELA achievement scores of Economically Disadvantaged students was 39.29%. This was a decrease of 15.26%. **IE's ELA achievement goal for Economically Disadvantaged students is 60%.**
- **Students with Disabilities:** The 22-23 school report card indicates the FAY ELA achievement scores of Students with Disabilities proficient or advanced was 23.53%. The 23-24 school report card indicates the FAY ELA achievement scores of Students with Disabilities was 22.22%. This was a decrease of 1.31%. **IE's ELA achievement goal for Students with Disabilities is 40%.**

Note: TSI designations are determined by FAY (Full Academic Year) attendance. All data in this plan is derived from FAY counts and percentages. Not all subgroups are included, as the reported subgroups are based on the school's first year of TSI designation.

Evidence of Progress - What data will be collected and analyzed to inform you of your progress?

1. Monitor compliance of data collection and management by verifying school attendance reports are accurate and intervene, if necessary.
2. The Attendance Improvement Team will meet consistently to confirm the BV Attendance Improvement Protocol is being effectively utilized by school personnel and intervene, if necessary.
3. Confirm the Attendance Advocate is routinely analyzing data of students struggling with inconsistent school attendance and chronic absenteeism and evaluating the multi-tiered interventions being implemented to determine which are working and which should be revised.
4. Confirm the Attendance Advocate is implementing the Check & Connect procedures to engage in persistent outreach to the students and families for which they have been assigned and analyze individual attendance data to determine if attendance is improving.

5. Analyze individual literacy data of students participating in small group reading interventions to determine if student achievement is improving.

End of the Year Milestone Attainment Progress - Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

To be determined.

Tanya Palmer

Principal Signature

Dr. Jarod M. Larson

Superintendent Signature

Reading Strategies to Improve Student Achievement:

Reading Protocol – on file

Math Strategies to Improve Student Achievement:

Math Protocol – TBD

Strategies to Improve Attendance:

Attendance Protocol – TBD

Waivers of Administrative Rule

-None

APPENDIX A

Parent Involvement Policy

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners. The School District and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation, and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to the following:

1. support to parents as leaders and decision makers in advisory roles.
2. promote a clear two-way communication between the school and the family as to school programs and students' progress.
3. give assistance to parents and/or guardians to develop parenting skills to foster positive relationships.
4. involve parents, with appropriate training, in instructional and support roles at the school.
5. provide access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.



Robert Bennis Elementary School



School Improvement Plan 2024-2025

2024-2025

Core Operating Principle and Vision Statement

Our business is the creation of learning environments that result in success.

Brandon Valley Mission Statement

We will prepare our students to be life long learners and productive citizens in a global society through the creation of learning environments that result in success.

Belief Statements

- We believe in the cooperative efforts of the students. Educational staff, parents, guardians, and community for successful education.
- We believe in providing a safe, nurturing and stimulating environment, which promotes mutual respect and trust.
- We believe in the acceptance of and respect for the unique physical, social, emotional, and intellectual needs of all individuals.
- We believe in the continual growth of knowledge, self-respect, life skills, citizenship, and global awareness to promote life long learning.
- We believe the school has an obligation to prepare its students to compete globally.
- We believe technological literacy is essential for success in a global society.
- We believe it is the district's obligation to provide the foundation for all students to achieve their full potential.

Program Development

The Robert Bennis Planning Team consists of representation from building administration, and teachers who met on October 14th, 2024 to discuss the prior year's testing, review data and develop a school improvement plan. This school planning team was formed to analyze data and review the needs of Robert Bennis Elementary School. Team members will continue to explore various academic options for possible implementation to improve school achievement this year and beyond. We reviewed summative and formative data and will continue to use this to guide our decision-making. This plan is designed to be on-going and will be reviewed annually. Changes will be made as appropriate based upon the annual summative review of data. Formative evaluations will be conducted and revisions will be based upon this data. This data may lead to revisions more often than annually.

Robert Bennis Elementary School Planning Team

Dr. Jarod Larson	District Superintendent
Kristin Hofkamp	Robert Bennis Elementary Principal
Karen Kluin	Reading Specialist
	Special Ed Services teacher
Paula Huber	Kindergarten
Emily Barbaruolo	1st Grade
Laurie Adams	2nd Grade
	3rd Grade
Andrea Pudwill	4th Grade

Robert Bennis School Planning Calendar

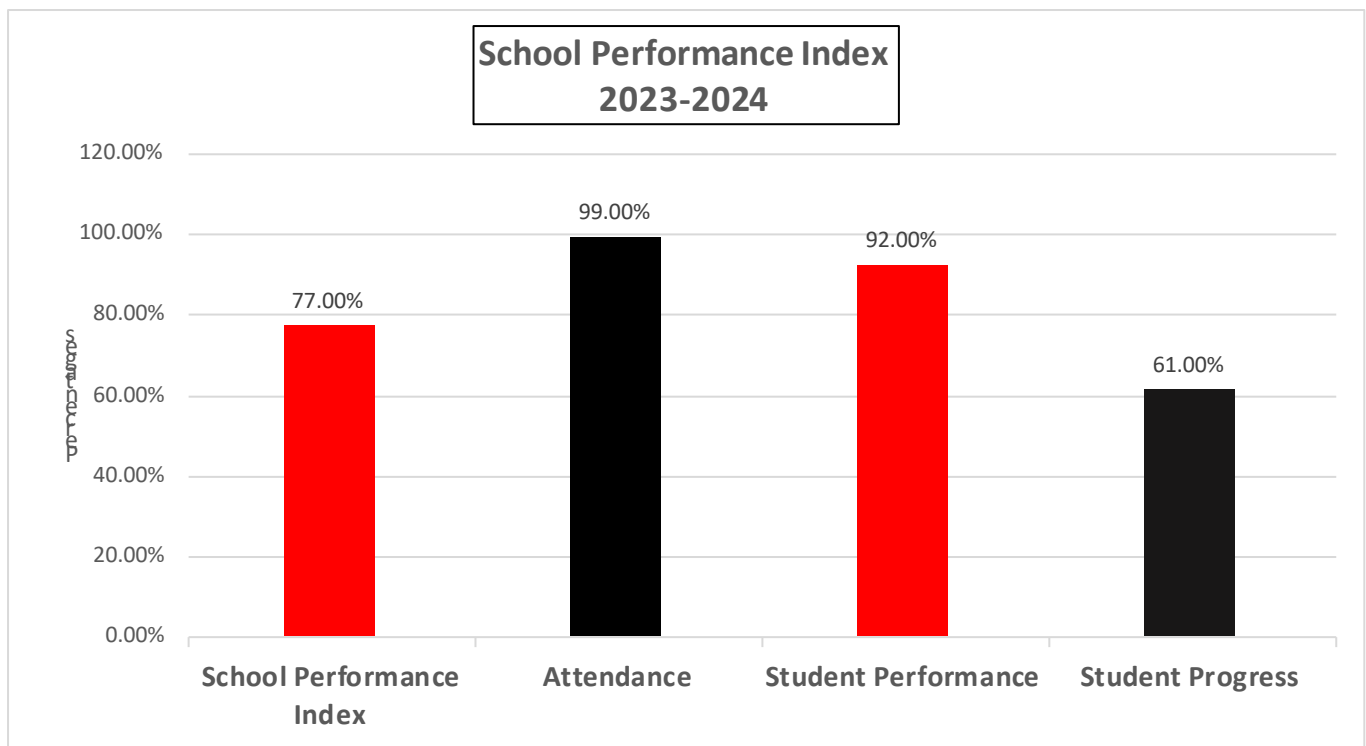
Below is a log of various meetings that have been or will be held in the process of developing the Improvement Plan. These meetings have included sessions with DOE, consultants, administrators, faculty, parents, and school board members.

2024-2025 School Improvement Team Meetings

August 19th, 2024
October 14th, 2024

2024-2025 Demographics

	Number of Students				
Subgroup	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students		583	559	565	544
Hispanic/Latino	34	10	22	17	17
American Indian/ Alaskan Native	11	22	8	10	11
Asian	18	17	5	5	6
Black/African American	6	13	3	6	7
Native Hawaiian/ Pacific Islander	0	0	0	0	0
White/Caucasian	523	474	486	497	472
Multi-Racial	62	47	35	30	31
Student with Disabilities	83	78	87	?	94
English Language Learners	2	2	1	1	1
Economically Disadvantaged	25 *Free Lunches- Data not current	*No data	11.9	13.82	10%
Female	259	264	250	246	234
Male	320	319	309	319	310
Migrant	0	0	0	0	0



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 90% attendance rate. All students enrolled in school's grades are included in the attendance calculation.

Student Performance: Student Performance is based on students' performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient. Levels 3 and 4 are considered proficient and above. Proficiency means that a student is on track for meeting college and career readiness standards upon graduation from high school.

Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **Keeping up** (students who are proficient and projected to maintain that proficiency), **Catching Up** (students are not proficient but their score projection three years out is high enough to get them to proficiency within that time frame), or **Very High Growth** (students not proficient and are far enough behind that even tremendous growth will not get to proficient within 3 years but earns a SGP of 70 or above).

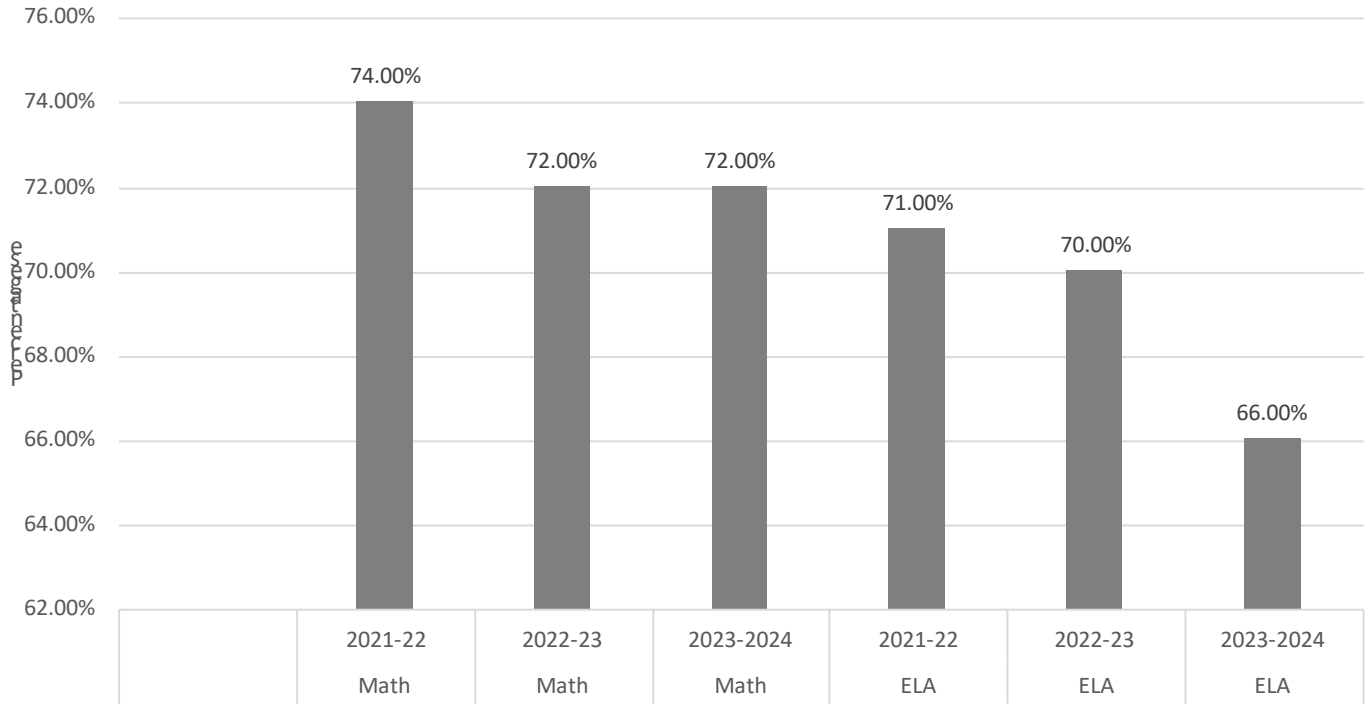
SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These values are added to create a total SPI score out of 100 points.

Long Term Goals:

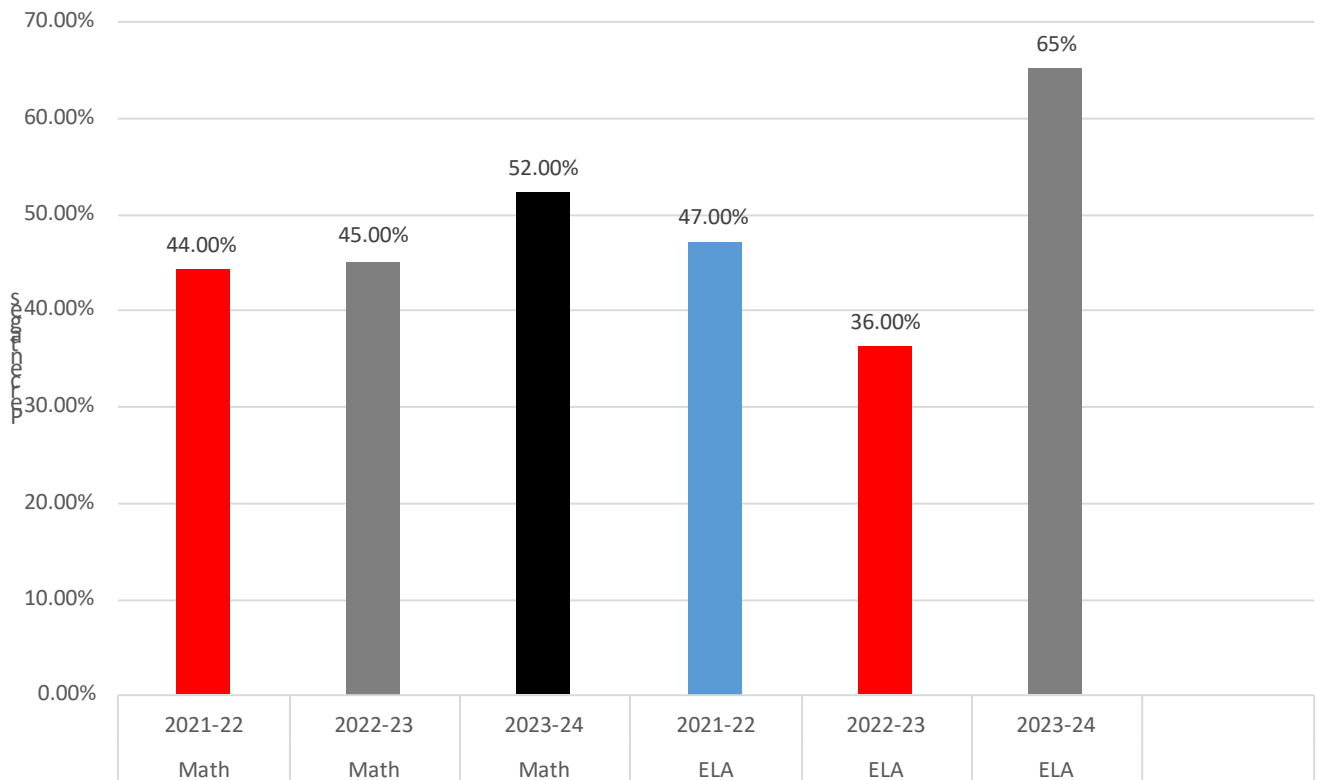
Long Term Goals are South Dakota's overarching goal for Student Performance which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. Targets are set separately for English language arts and math. The 2017-18 school year serves as the base year for setting the six-year goal and annual targets.

*Data for graphs found in SD Stars under the Accountability tab – Report Card.

Student Achievement Multi-Year All Students

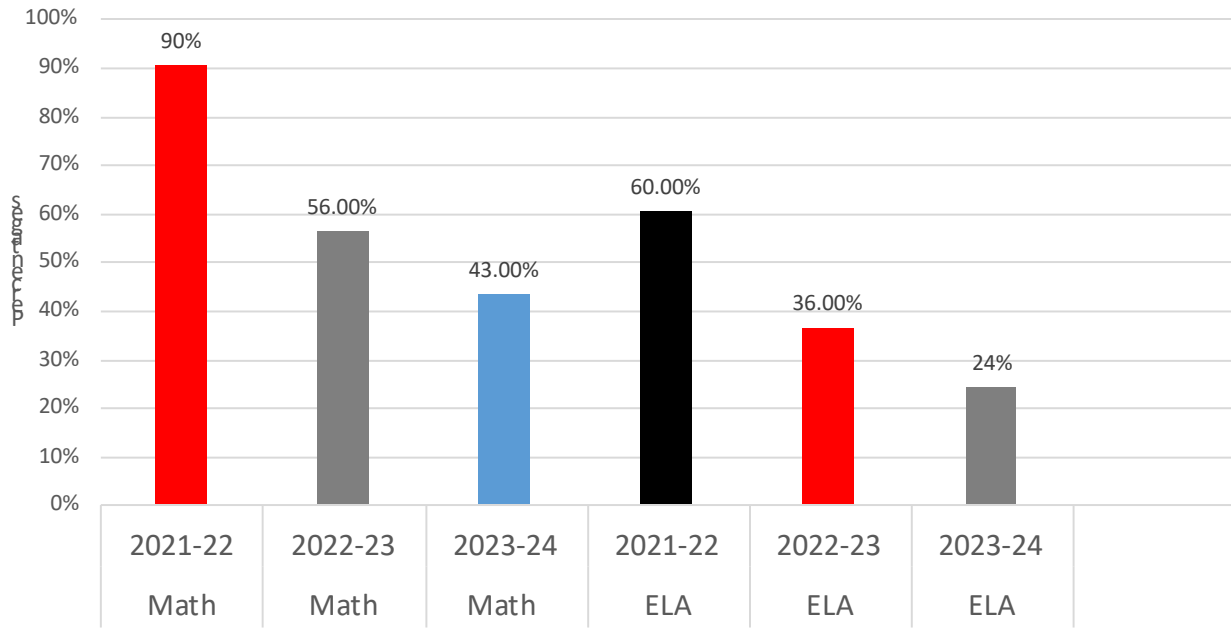


Student Achievement Multi-Year Economically Disadvantaged

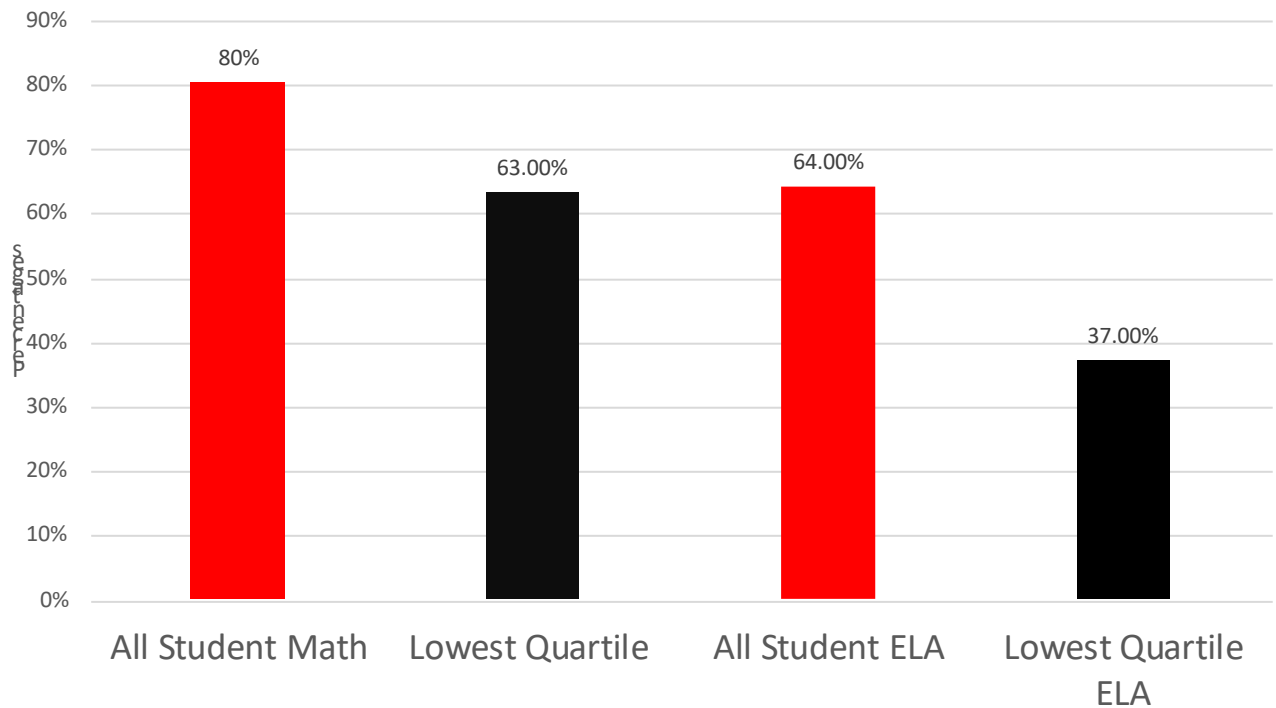


*Data found under Performance by Student, Toggle for the subject.

Student Performance Multi-Year Students with Disabilities

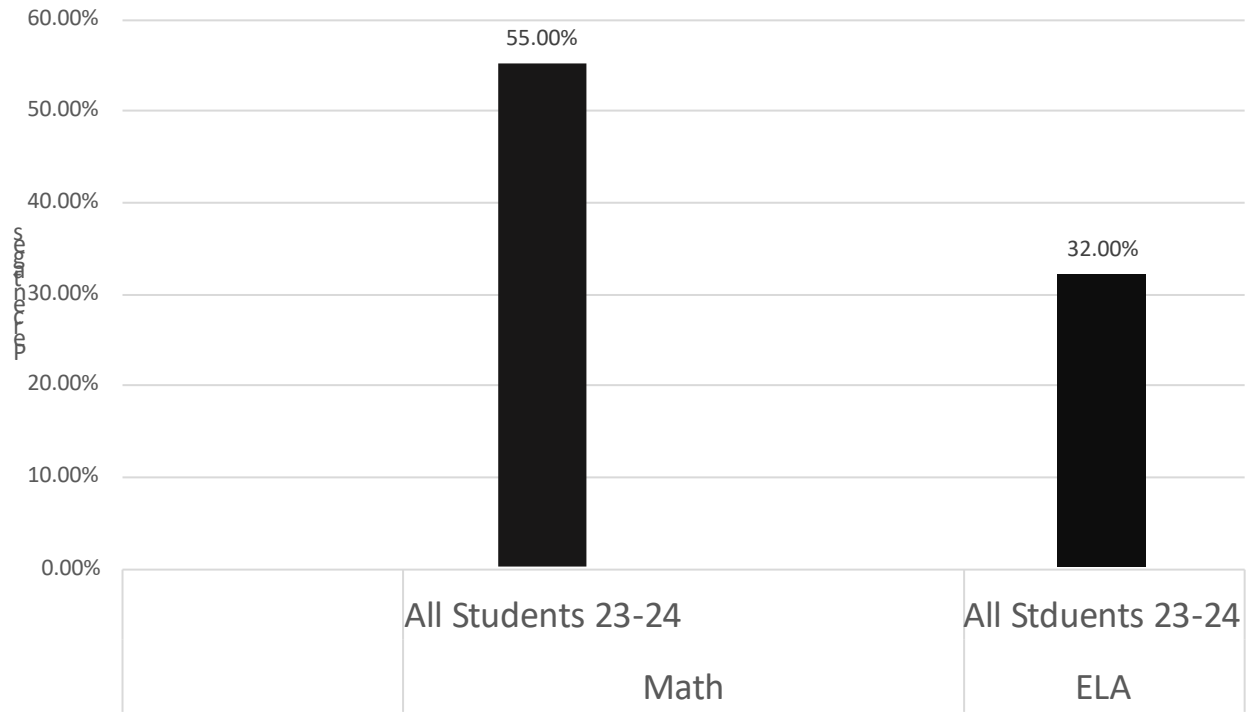


% Students Meeting Growth Standard Student Progress - 4th Grade Only



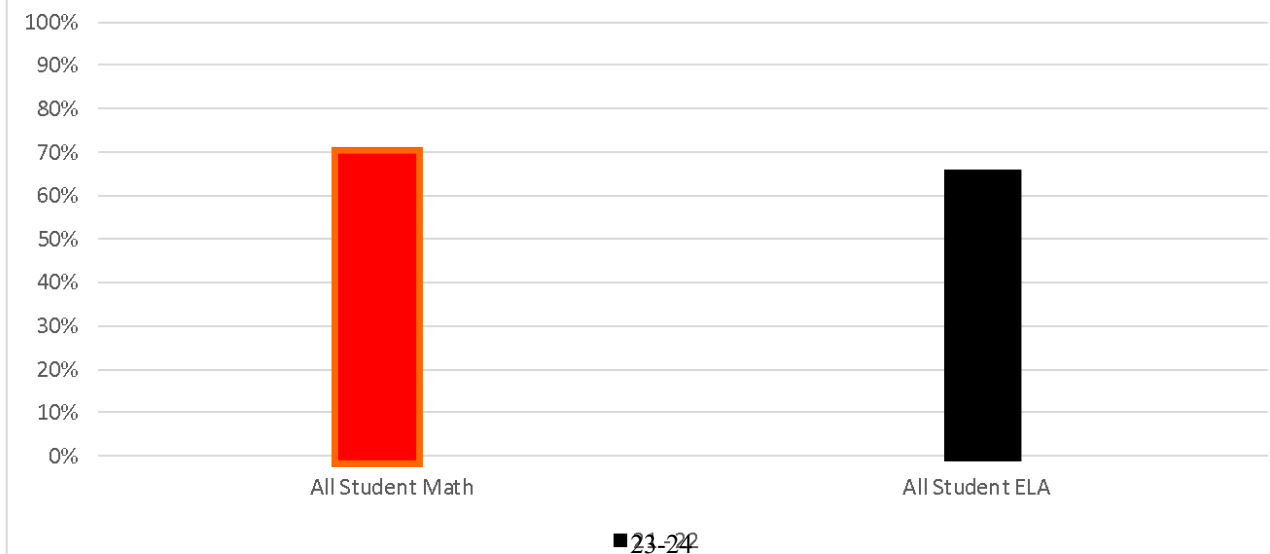
Data found under Student Progress. Scroll down, view details, check headings. Include just one year.

% Students Meeting Growth Standard Students with Disabilities

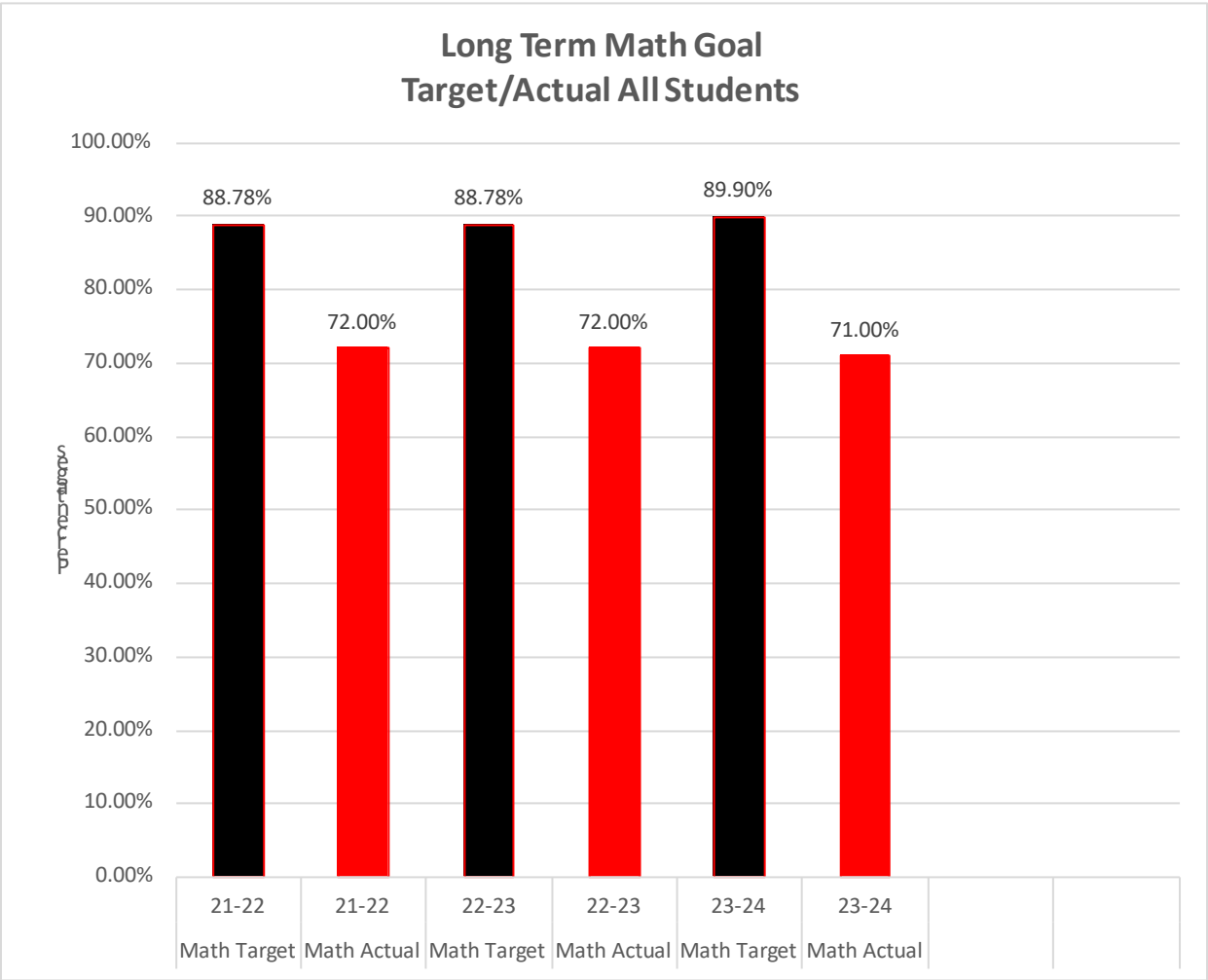
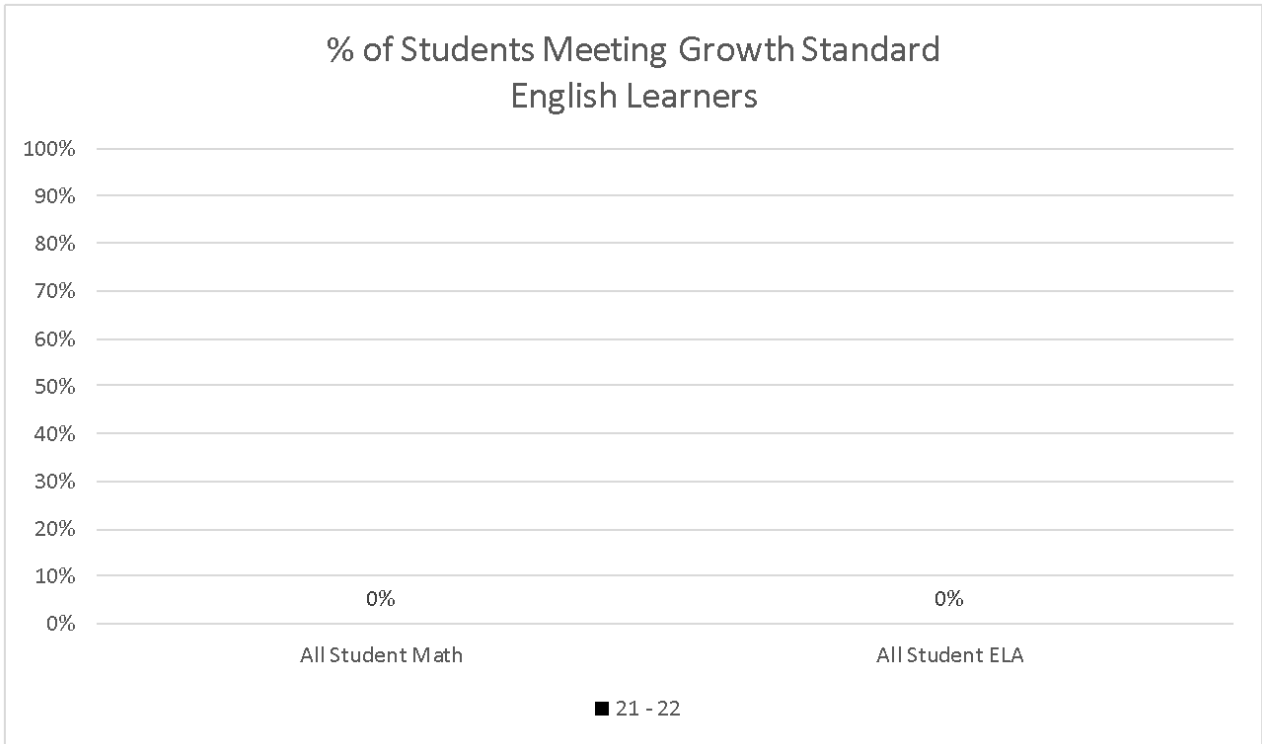


Data found in Progress by Student Population, toggle subject.

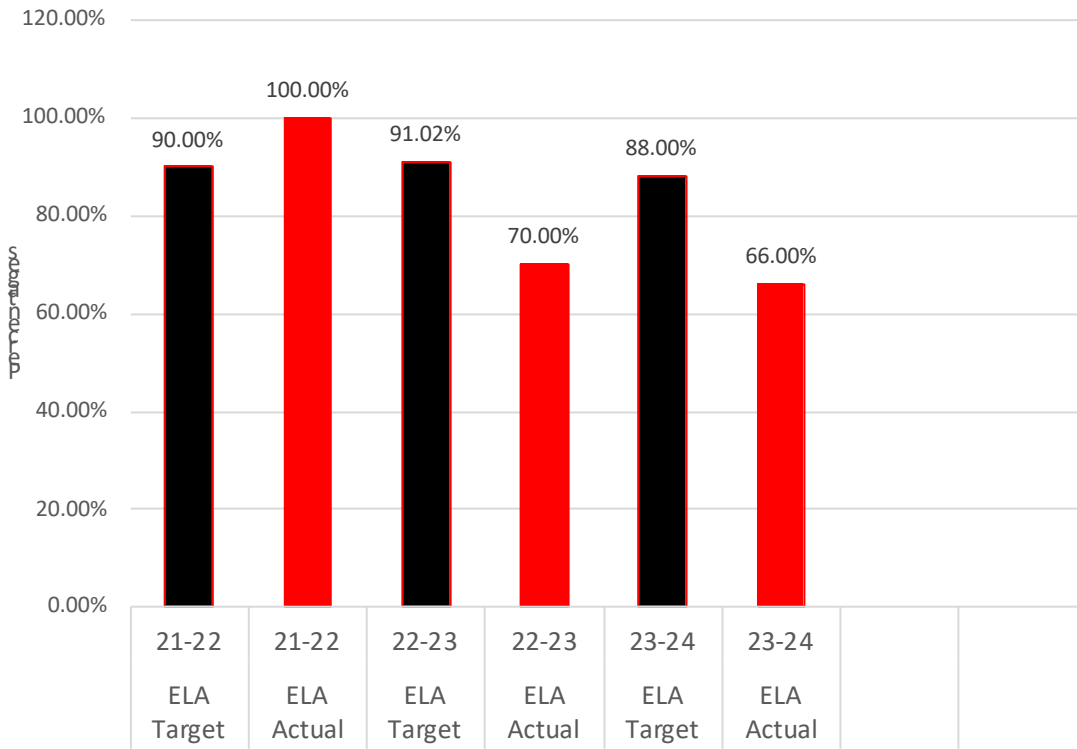
% of Students Meeting Growth Standard Economically Disadvantaged



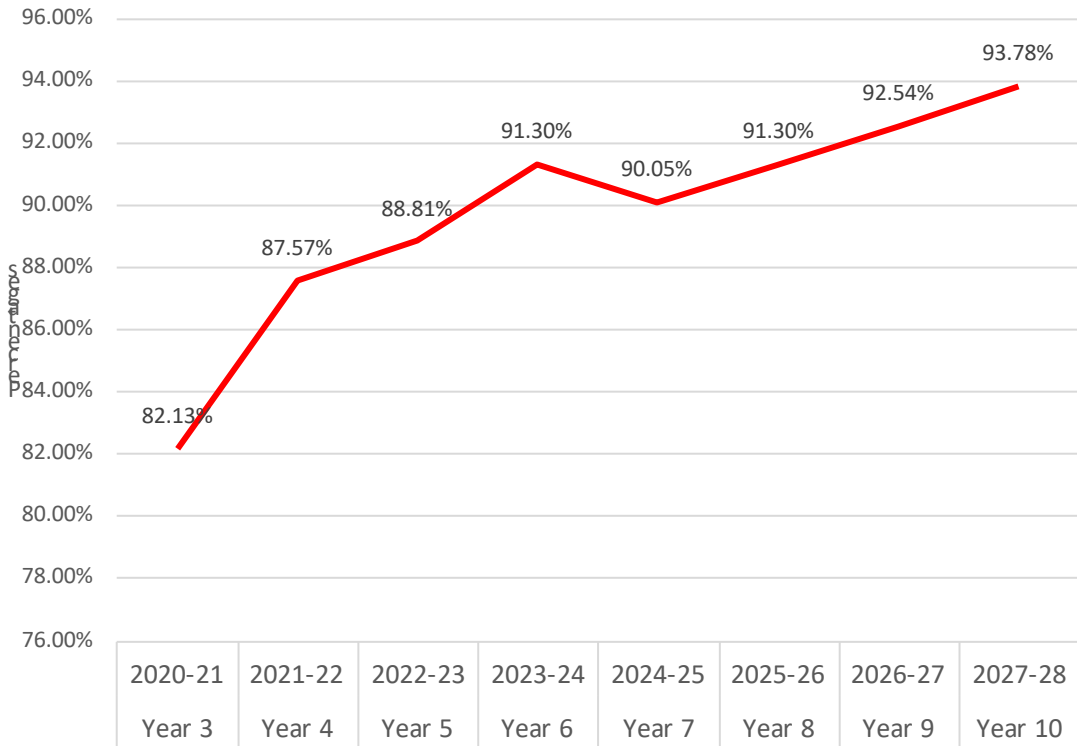
Must have a sub group of 10 kids to report data.



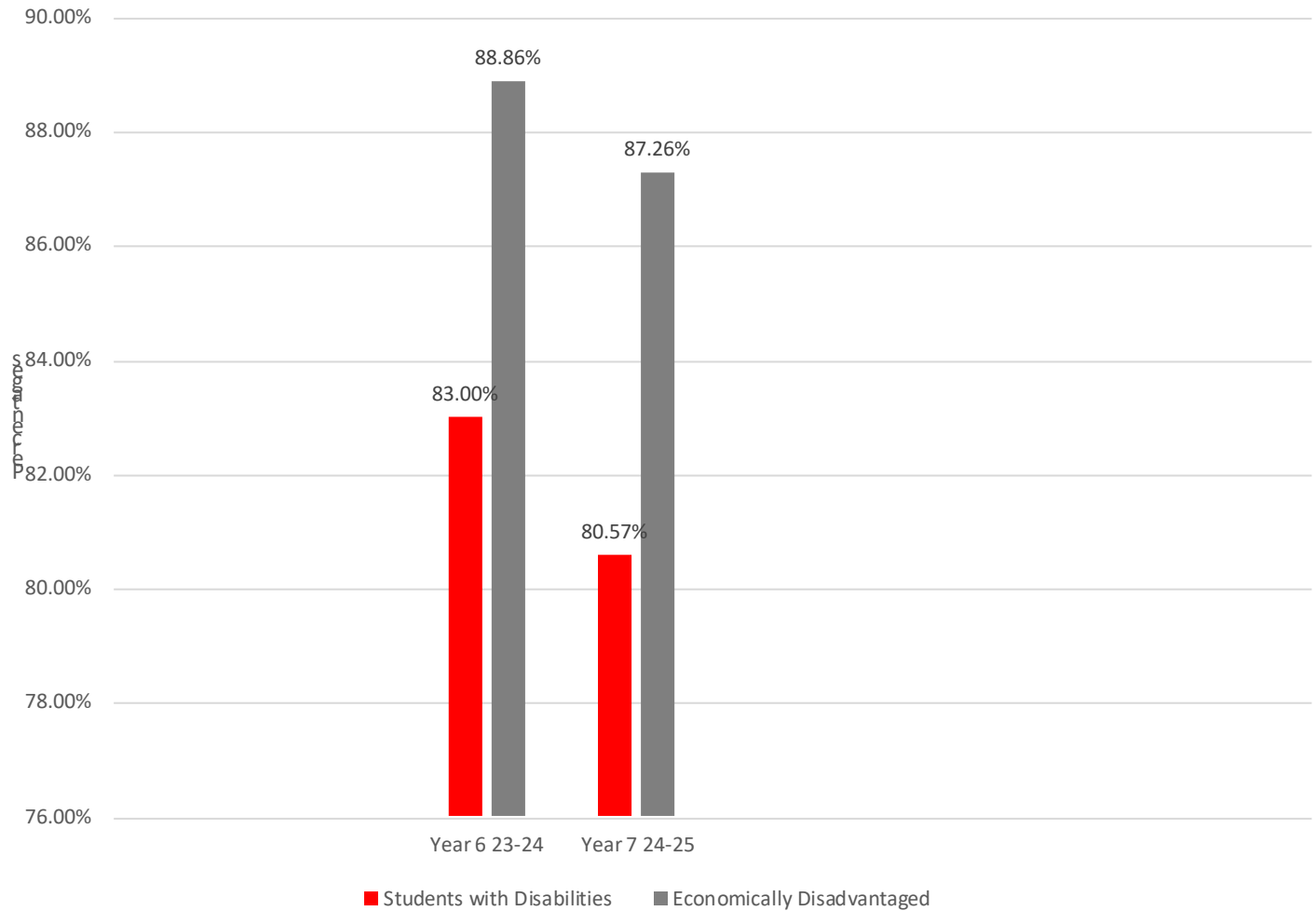
Long Term ELA Goal Target/Actual All Students

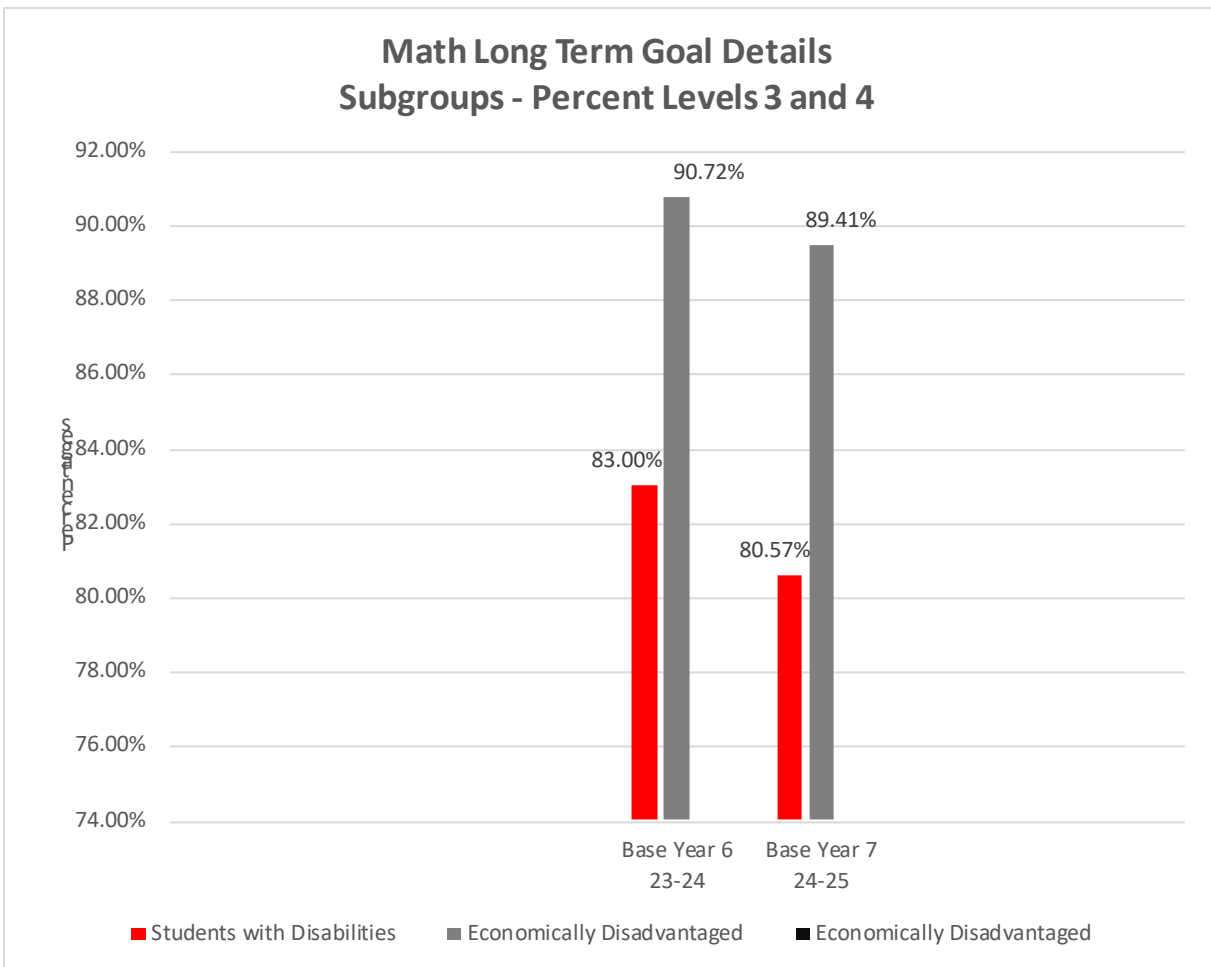
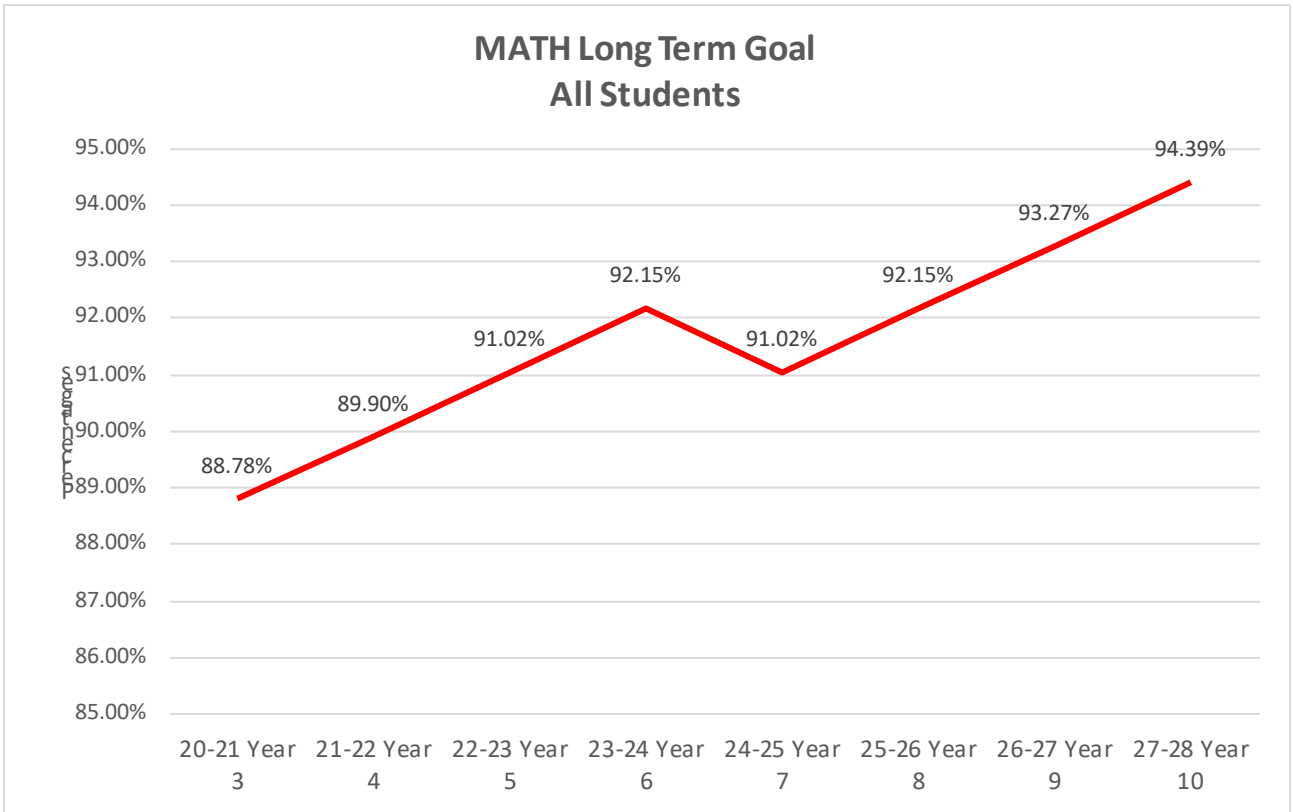


Long Term Goal: ELA All Students



ELA Long Term Goal Details
Subgroups - Percent Levels 3 and 4





RBE
2024-2025 Math Goals

Evaluation Team Members: Kristin Hofkamp/Principal, Karen Kluin/Reading Specialist, Josie Corliss/Special Education teacher, Paula Huber/Kdg teacher, Emily Barbaruolo/1st grade Teacher, Laurie Adams/2nd grade teacher, Dany Rozier/3rd grade teacher, Andrea Pudwill/4th grade teacher

2024-2025 Math Goal (Whole School): All staff at Robert Bennis Elementary will improve math instruction so that all students show growth and meet our AMO target of 92.15% for ALL students, 83.00% for students with disabilities, and 90.72% for our economically disadvantaged students as measured by the Smarter Balance Assessment in April 2025. In addition, 63% of all 4th grade students who achieved the lowest quartile percentage of scores on the 2024 assessment will meet standards in math as measured by the Smarter Balanced Assessment in April 2025.

Grade Level Goals	Interventions/ Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
<p><u>Kindergarten:</u> All students will show growth and reach 80% proficiency as measured by the end of year kindergarten report card.</p> <p><u>1st Grade:</u> All students will show growth in the area of math. Those scoring below benchmark will grow by 30%, students at benchmark will grow by 20-29%, and student above benchmark will grow by 5-10%.</p> <p><u>2nd Grade:</u> All 2nd grade students will show growth in the area of reading. Students in the intensive group will show a growth of 20-30, strategic group will show an SGP growth of 10-15, and students at or above level will show growth of 5-10 by the end of the 2024-2025 school year as measured by the student growth proficiency chart in STAR Math.</p> <p><u>3rd Grade:</u> All 3rd grade students will show growth in the area of math. Students in the urgent group will show a growth of 25 or more, intervention group will show an SGP growth of 15 or more students on watch will grow 10 or more SGP, and students at or above level will show a growth of 5 or more by the end of the 2024-25 school as measured by the student growth proficiency chart in STAR Math.</p> <p><u>4th Grade:</u> All 4th grade students will show growth in the area of math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2024-25 school as measured by the student growth proficiency chart in STAR Math.</p>	<p>-Math Vocabulary and strategies</p> <p>-Scaffold instruction</p> <p>-Visual Supports</p> <p>-Think-Pair-Share</p> <p>-IPADS</p> <p>-Razz Kids</p> <p>-CGI cognitive guided instruction</p> <p>-Differentiated instruction</p> <p>-Small Group Instruction</p> <p>-Manipulatives</p> <p>-IXL</p> <p>- SeeSaw</p> <p>-Xtra Math</p> <p>-Connecting Math</p>	<p>-IXL reports</p> <p>-Standards Based Report Cards</p> <p>-Star Early Literacy</p> <p>-Chapter Math tests</p> <p>-Diagnostic Math Tests</p> <p>-STAR Math (2-4)</p>	<p>-Math Specialist</p> <p>-Elementary Curriculum Director</p> <p>-Assessment Coordinator</p> <p>-Grade Level meetings</p> <p>-Department meetings</p> <p>-Math Specialist</p> <p>-Math Interventions</p> <p>-Coaching from Technology Integrationist to improve instruction and learning</p> <p>-Renaissance Place Training</p>

RBE
2024-2024 Reading Goals

Evaluation Team Members: Kristin Hofkamp/Principal, Karen Kluin/Reading Specialist, Josie Corliss/Special Education teacher, Paula Huber/Kdg teacher, Emily Barbaruolo/1st grade Teacher, Laurie Adams/2nd grade teacher, Dany Rozier/3rd grade teacher, Andrea Pudwill/4th grade teacher

2024-2025 Reading Goal (Whole School): All staff at Robert Bennis Elementary will improve reading instruction so that all students show growth and meet our AMO target of 91.30% for ALL students, 83% for students with disabilities, and 88.86% for our economically disadvantaged student as measured by the Smarter Balance Assessment in April 2025. In addition, 37% of all 4th grade students who achieved the lowest quartile percent of scores on the previous year's assessment will meet standards in reading as measured by the Smarter Balance Assessment in April 2025.

Grade Level Goals	Interventions/ Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
<p><u>Kindergarten:</u> All kindergarten students will show growth in the area of reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2024-25 school year as measured by STAR Early Literacy end of the year assessment.</p> <p><u>1st Grade:</u> All First grade students will show growth in the area of reading. Students in the intensive and strategic group will show an SGP of 40-50 and all bench mark students will have an SGP of 40 by the end of the 2024-25 school year as measured by the STAR Early Literacy by the end of year assessment.</p> <p><u>2nd Grade:</u> All 2nd grade students will show growth in the area of reading. Students in the intensive group will show a growth of 20-30, strategic group will show an SGP growth of 10-15, and students at or above level will show growth of 5-10 by the end of the 2023-2024 school year as measured by the student growth proficiency chart in STAR Reading.</p> <p><u>3rd Grade:</u> All 3rd grade students will show growth in the area of reading. Students in the intensive group will show a growth of 20-30 SGP, strategic group will show an SGP growth of 10-15, and students at or above level will show a growth of 5-10 by the end of the 2024-25 school as measured by the student growth proficiency chart in STAR Reading.</p> <p><u>4th Grade:</u> All 4th grade students will show growth in the area of reading. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2024-25 school year as measured by the student growth proficiency chart in STAR reading</p>	<p>-Reading Protocol</p> <p>-RtI</p> <p>-Resource Room</p> <p>-Comprehension Strategies</p> <p>-Visualizing and Verbalizing</p> <p>-Read Naturally Live</p> <p>-AR Accelerated Reader</p> <p>-BOOST Up</p> <p>-Home packets for extra fluency practice</p> <p>-Leveled Readers</p> <p>-SPIRES</p> <p>-Reading Specialist</p> <p>-Sonday (whole and small groups)</p> <p>-Edmark</p> <p>- Scholastic News</p> <p>-XL</p> <p>- WonderWorks</p> <p>-Edmark</p> <p>-Reading Mastery</p> <p>-Heggerty</p> <p>-Wonder Works Decodables</p> <p>-Really Great Reading/ Blast Kits</p>	<p>-Acadience benchmarking and progress monitoring</p> <p>-DAZE passages - benchmarking and progress monitoring</p> <p>-AR Accelerated Reader</p> <p>-STAR Reading</p> <p>-Wonders Assessments</p> <p>-Read Naturally Live</p> <p>-SRA Reading Mastery</p> <p>-CORE Phonics Screener</p> <p>-BOOST Up progress of fine/gross motor skills</p> <p>-SPIRE quick checks, skill checks</p> <p>-Sonday Program (Mastery Checks)</p> <p>-STAR Early Literacy</p> <p>-QRI</p> <p>-Fry HFW assessments</p> <p>-Fluency checks</p>	<p>-Elementary Curriculum Director</p> <p>-Literacy Coach</p> <p>-Assessment Coordinator</p> <p>-Quarterly Problem Solving Meetings</p> <p>-Coaching/Modeling from Reading Specialist</p> <p>-Grade Level Meetings</p> <p>-TAT Meetings</p> <p>-Coaching from Technology Integrationist</p> <p>-Extra support staff</p>

Strengths:

- 66% of our students were advanced or proficient in reading this year.
- 72% of our students were advanced or proficient in math this year.
- 100% of the staff participate in professional development opportunities
- Strong, early intervention programs are in place at the elementary level such as Sonday, Read Live, and RtI groups for reading instruction.
- Teachers try a variety of techniques for the students who struggle: including Marzano's instructional strategies, RtI, 8 Mathematical Standards, CGI.
- The school has a 99.00% attendance rate
- Parents are active and involved in the education of their child. Teachers report large numbers of parents attending parent teacher conferences.
- Staff development.

Challenges:

- 43% of Students with disabilities are proficient or advanced in math
- 24% of our Students with disabilities are proficient or advanced in reading.
- Monitoring student performance levels in subgroups (Economically disadvantaged and students with disabilities) to maintain adequate progress.
- Continue to train teachers to use instructional techniques to motivate students to achieve to their potential.
- Continue to implement differentiated instructional strategies based in individual student needs.
- Changing demographics in a growing district.
- Time: collaboration, team meetings, practice, professional development, curriculum meetings.
- Robert Bennis is Not a Title 1 School.
- Special Education numbers have increased.

Reading Strategies to Improve Student Achievement:
Reading Protocol—On file

Math Strategies to Improve Student Achievement:
Math Protocol—TBD

Waivers of Administrative Rule:
- None

PARENT INVOLVEMENT POLICY

The Board of Education recognizes that a student's education is a responsibility shared by the school and family during the entire period the student spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners. The school district and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families. To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but are not limited to, the following:

1. Support to parents as leaders and decision makers in advisory roles.
2. Promotion of clear two-way communication between the school and the family as to school programs and student's progress.
3. Assistance to parents and/or guardians to develop parenting skills to foster positive relationships at home that support student's efforts and provide techniques designed to assist their student with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for students and families.

These forms of involvement require a coordinated school wide effort and are not mutually exclusive.