

Brandon Valley School District #49-2



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
Valley Springs Elementary School

Brandon Valley High School



School Improvement Plan 2023-2024

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
Lisa Fucello, Science Department
Nick Massmann, Social Studies Department
Missy Johnson, CTE Department
Kelly Neeman, Special Education Department

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	9/25/2023	High School Administration/Counselors met to review previous SIP and began discussion of a new SIP Plan for BVHS.
Review/Revision	10/02/2023	The High School Planning Team met to review corrections and further discuss improvements needed for SIP based on the limited data results.
Review/Revision	10/09/2023	High School staff in-service data dig.
Review/Revision	10/10-11/03, 2023	Department reviews of final plan for specific feedback (subject specific).
Approval BV BOE	Nov. 2023	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 1391 students in grades nine through twelve. Over 97.5% of students attend classes on-site with approximately 2.5% 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. The newest completed projects include a new high school office with secure entrance, a chorus room, scene shop, and the remodeling of a half dozen rooms. 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.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
HS Enroll	1129*	1221*	1327*	1299*	1344*	1356*
HS SpEd	110 (9.7%)	116 (9.5%)	126 (9.5%)	132 (10.2%)	148 (11.0%)	151 (11.1%)

*On-campus

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
White	89.4% (1009)	89.1% (1088)	88.1% (1169)	89.4% (1162)	88.1% (1184)	86.2% (1169)
Non-white	0.003% Native Am. (4) 3.01% Hispanic (34) 1.68% Asian (19) 2.57% Afr. Am (29) 2.83% 2/More (32) 0.17% Haw/Pac (2)	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)
Econ. Disadv.	13.78%	14.00%	11.47%	6.00%	11.8%	14.52%
Migrant	0 (0)	0(0)	0(0)	0(0)	0(0)	0(0)

	2018-19	2019-20	2020-21	2021-22	2022-23
In School Suspension	16	23	16	56	66
Out School Suspension	36	32	48	53	60
Expulsions	0 (0.0%)	0 (0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Graduation	96.44%	98.03%	96.01%	94.12%	96.55%

Brandon Valley High School Performance Index (SPI)

Due to COVID-19, SPI scores for other schools were not released for the 2021-22 school year at the time this plan was created. We are now able to access our own SPI score, but that score can't be compared with other schools in the state at this time. We will utilize the data from the 2021-22 school year along with previously reported data from the 2018-19 school year to recognize opportunities to increase overall student achievement.

Category	2023 Points Earned	2022 Points Earned	2021 Points Earned	2020 Points Earned	2019 Points Earned	2018 Points Earned
Student Achievement						
Student Achievement Total	37.6	38.0	N/A	N/A	37.08	36.88
Completion Indicator Total	24.1	24.0	N/A	N/A	24.54	24.20
College & Career Readiness	21.2	20.9	N/A	N/A	21.41	19.95
English Language Proficiency	5.1	5.9	N/A	N/A	5.17	4.82
BVHS TOTAL	88.0	88.8	N/A	N/A	88.18	85.85
'AA' Average SPI	75	N/A	N/A	N/A	76.90	74.85

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 97%.
- The high school completion rate is 97%.
- 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, 98.4% 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.
- Lack of time for collaboration, team meetings, practice, professional development, curriculum meetings. We are addressing this with a new PD plan for the next three years.
- 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

2023-2024 ELA Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 83% of all juniors taking the South Dakota Assessment for ELA in April 2024, 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 2022-23	BVHS 2020-21	BVHS 2021-22	BVHS 2022-23	+/-
All Stud Results:	50.45	84.27	82.57	83.11	+0.54
Female Students	55.06	87.79	84.77	86.39	+1.62
Male Students	46.03	81.29	80.39	79.87	-0.52

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

2023-2024 Math Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 70% of all juniors taking the South Dakota Assessment for Math in April 2024, will demonstrate proficiency by scoring a 3 or 4.

Needs Assessment Performance, Perceptions, Demographic					
Math	STATE 2022-23	BVHS 2020-21	BVHS 2021-22	BVHS 2022-23	+/-
All Stud Results:	42.50	67.13	72.70	65.55	-7.15
Female Students	41.04	62.60	70.86	65.33	-5.53
Male Students	43.89	70.97	74.51	65.77	-8.74

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

2023-2024 Science Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 68% of all juniors taking the South Dakota Assessment Science exam in April 2024 will demonstrate proficiency by scoring a 3 or 4.

Needs Assessment Performance, Perceptions, Demographic					
SCIENCE	STATE 2022-23	BVHS 2020-21	BVHS 2021-22	BVHS 2022-23	+/-
All Stud Results:	43.45	68.42	69.87	65.33	-4.09
Female Students	42.22	60.00	64.90	60.00	-4.90
Male Students	44.63	75.48	74.83	70.67	-4.16

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

2023-2024 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 83% 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	2021	2022	2023	+/-
	89	85	85	0
Assessment Ready	2021	2022	2023	+/-
	70	82	84	+2
College & Career Ready	2021	2022	2023	+/-
	65	79	81	+2
ACT Ave. Comp	2021	2022	2023	+/-
Seniors	23.4	23.7	23.3	-0.4
ACT Ave. English	2021	2022	2023	+/-
Seniors	22.3	22.8	22.3	-0.5
ACT Ave. Reading	2021	2022	2023	+/-
Seniors	24	24.2	23.3	-0.9
ACT Ave. Math	2021	2021	2023	+/-
Seniors	23.2	23.5	23.6	+0.1
ACT Ave. Science	2021	2022	2023	+/-
Seniors	23.4	24.1	23.3	-0.8

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 2023. This will be the second time BVHS has done this. 	<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						
	2019	2020	2021	2022	2023	+/-
Grad Rate:	97.0	98.03	96.01	94.12	96.55	+2.43
Comp Rate:	100	98	99	97.94	96.58	-1.36

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 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. In our third year of Project Lead the Way, we have a record number of students taking two science courses. 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 starting this April. Data received from the Pre-ACT test 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 2023-2024 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 (2018-2023) 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 2023 - 2024

<u>Item Description</u>	<u>Cost</u>
2.0 FTE Additional Teaching Staff TBD	\$ 130,000.00

These positions would maintain class sizes in many areas as the 2024-2025 enrollment is expected to exceed the 2023-2024 enrollment by over 50 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 15, 2023	New Staff District Orientation
August 17, 2023	Building Level Meeting
August 21, 2023	Staff Retreat/Workday
August 22, 2023	Grade Level Meetings – Welcome Back (Dr. Larson)
October 9, 2023	BVHS Staff Data Retreat/CLC Meetings.
January 15, 2024	Worktime
May 24, 2024	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.

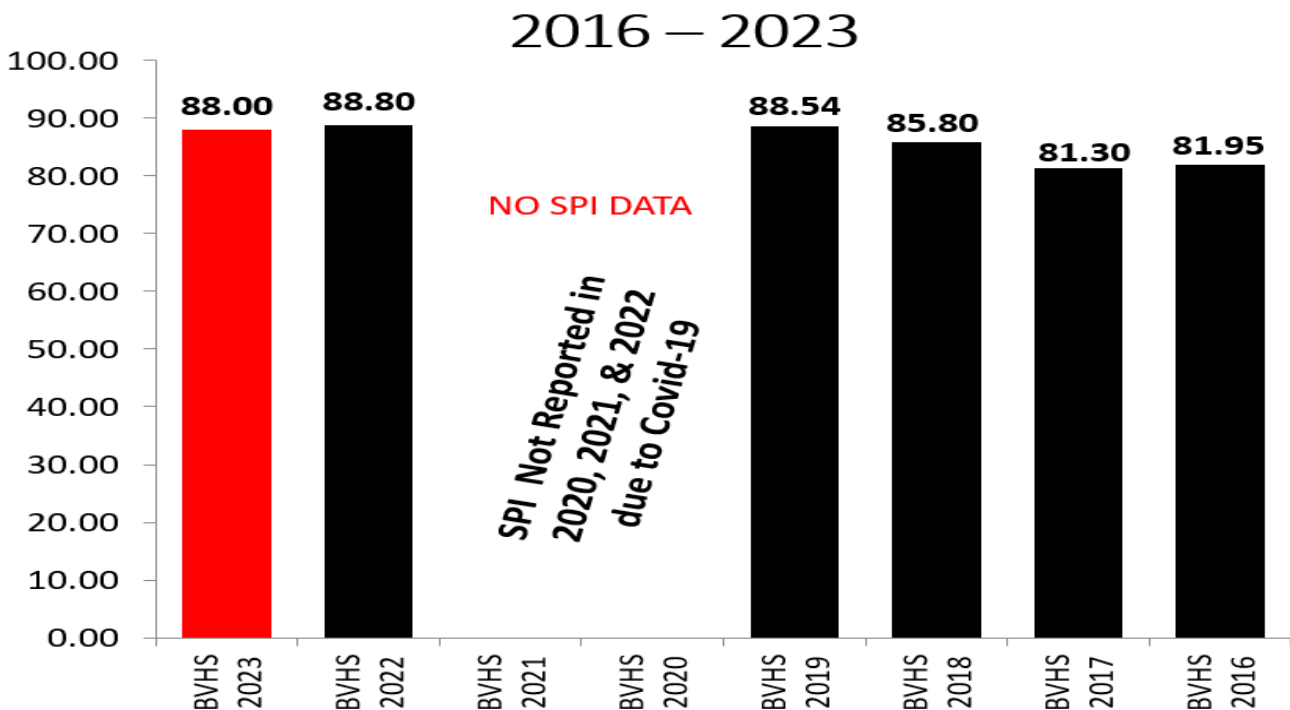
These forms of involvement require a coordinated school wide effort and are not mutually exclusive.

APPENDIX C

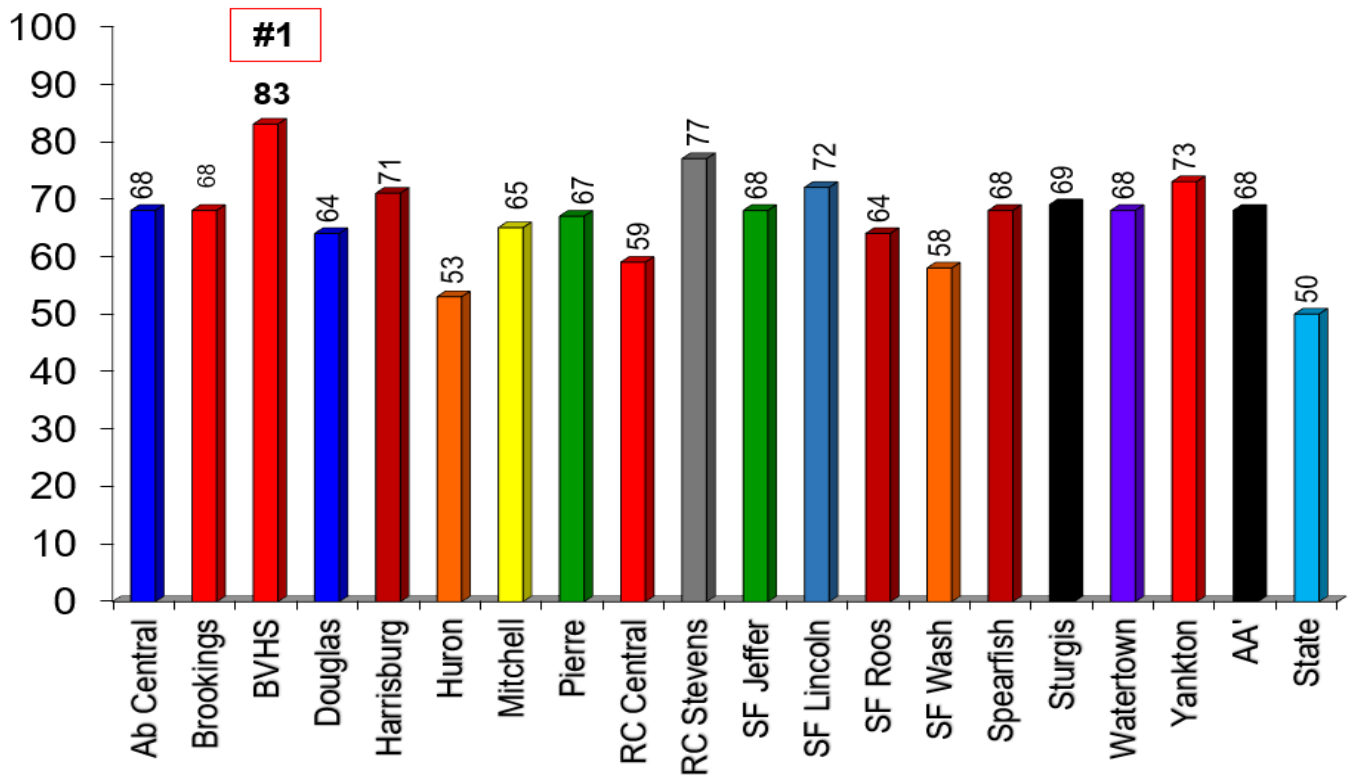
2023 BVHS
SCHOOL PERFORMANCE INDEX

Student Achievement – ELA & Math	37.6/40
High School Graduation & Completion	24.1/25
College & Career Readiness	21.2/25
English Language Learners	5.1/10
School Performance Index	88/100

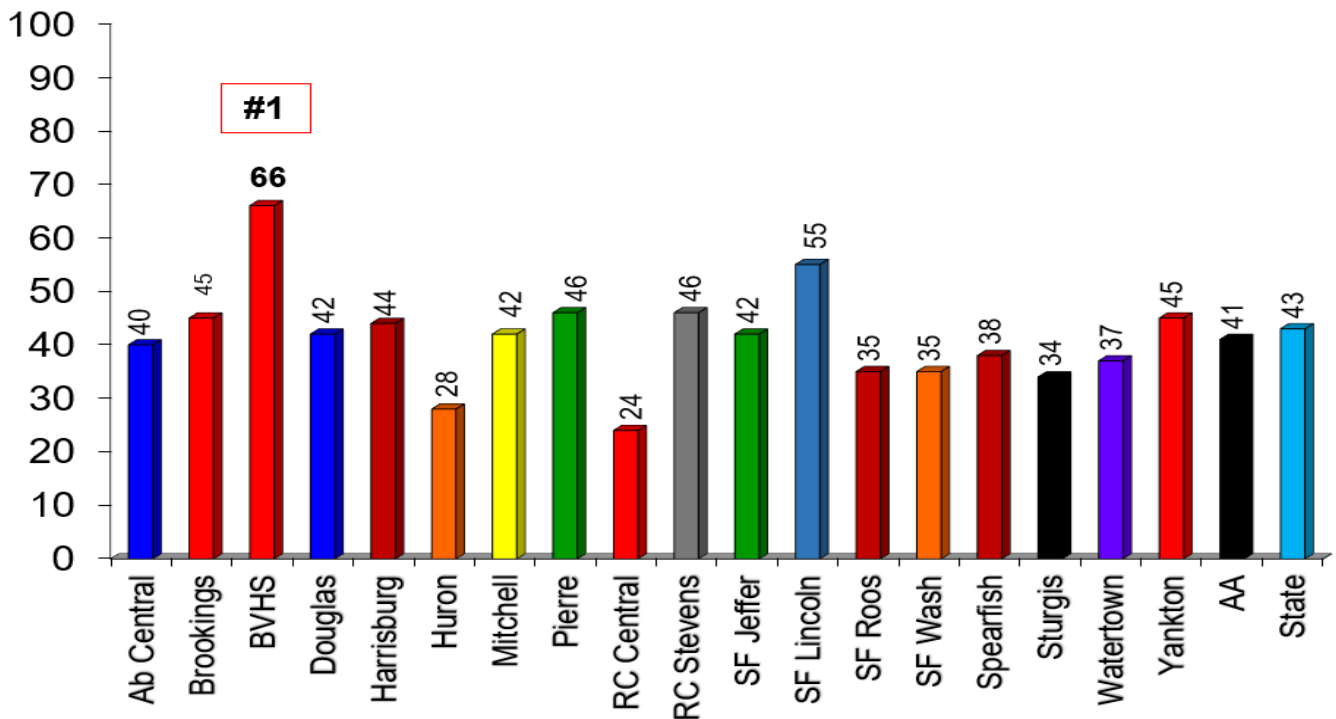
SCHOOL PERFORMANCE INDEX BVHS



CLASS 2023 'AA' GR 11 ELA % LEVELS 3 & 4



CLASS 2023 '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.

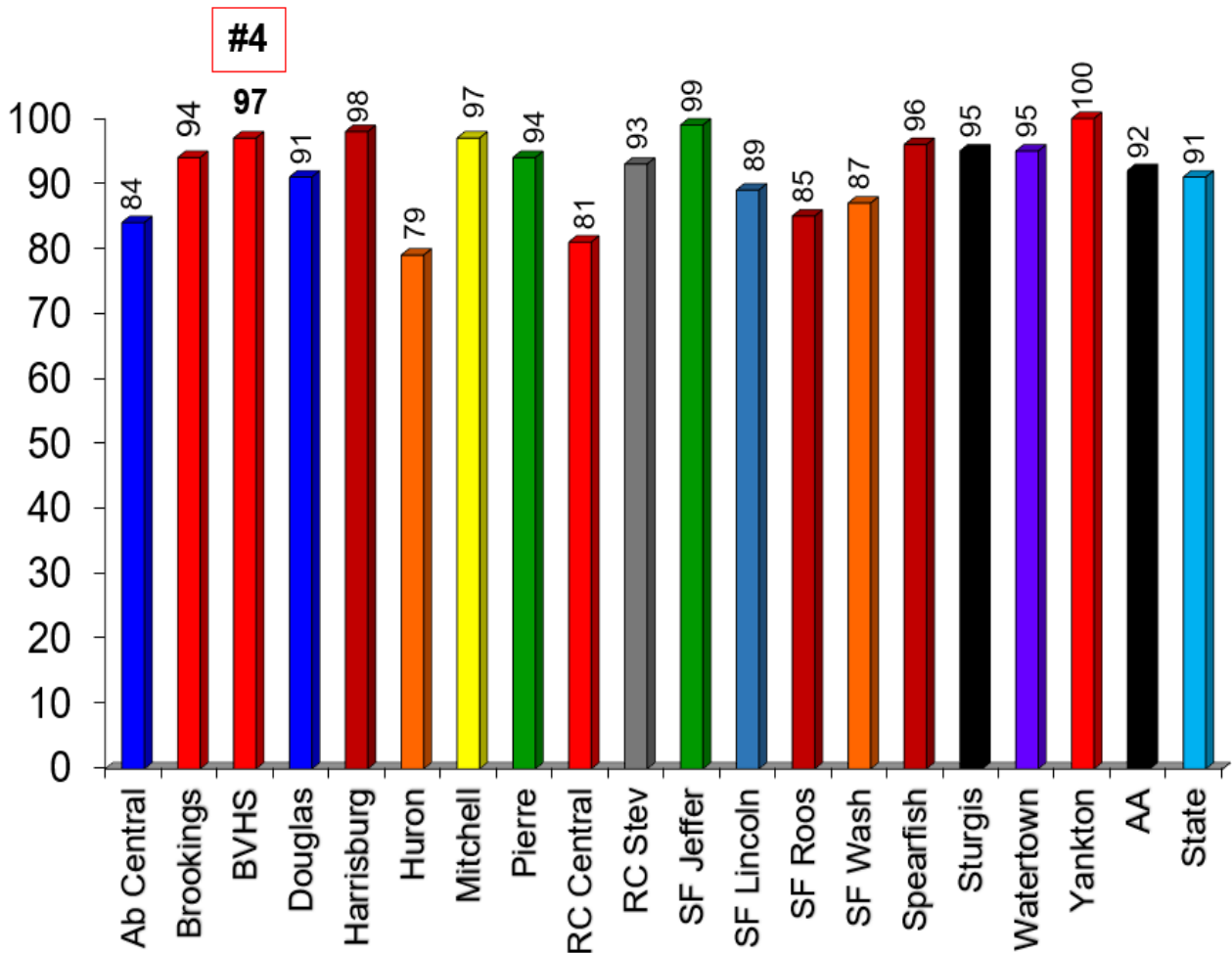
Calculation

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

2023 HIGH SCHOOL COMPLETION 'AA' PUBLIC HS



Indicator #3 On-Time Graduation Rate

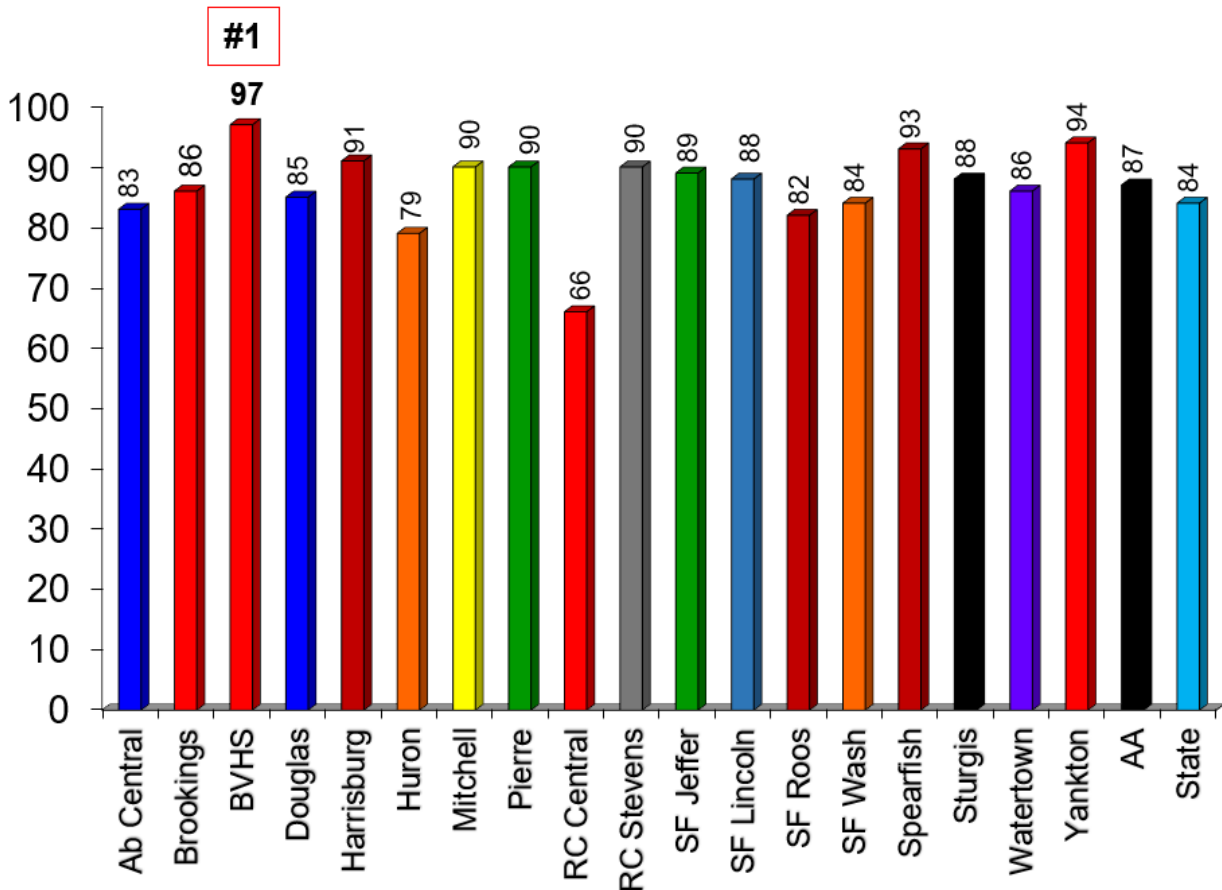
Students that continue their high school education beyond four years, those that finish with a GED, and those that dropout are all counted against the Four-Year Graduation Rate.

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

2023 On-Time Graduation Rate 'AA' HS



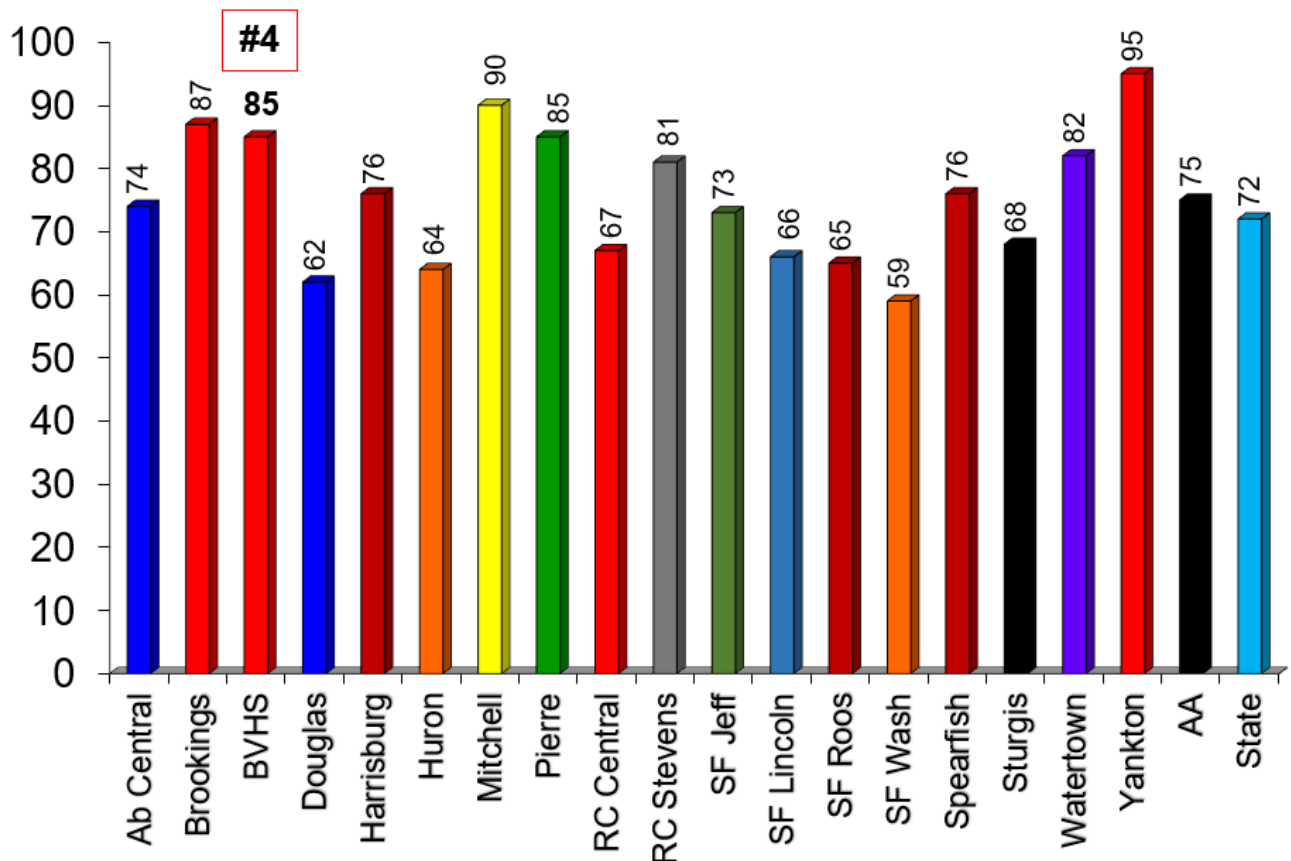
Indicator #4 College and Career Readiness

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.

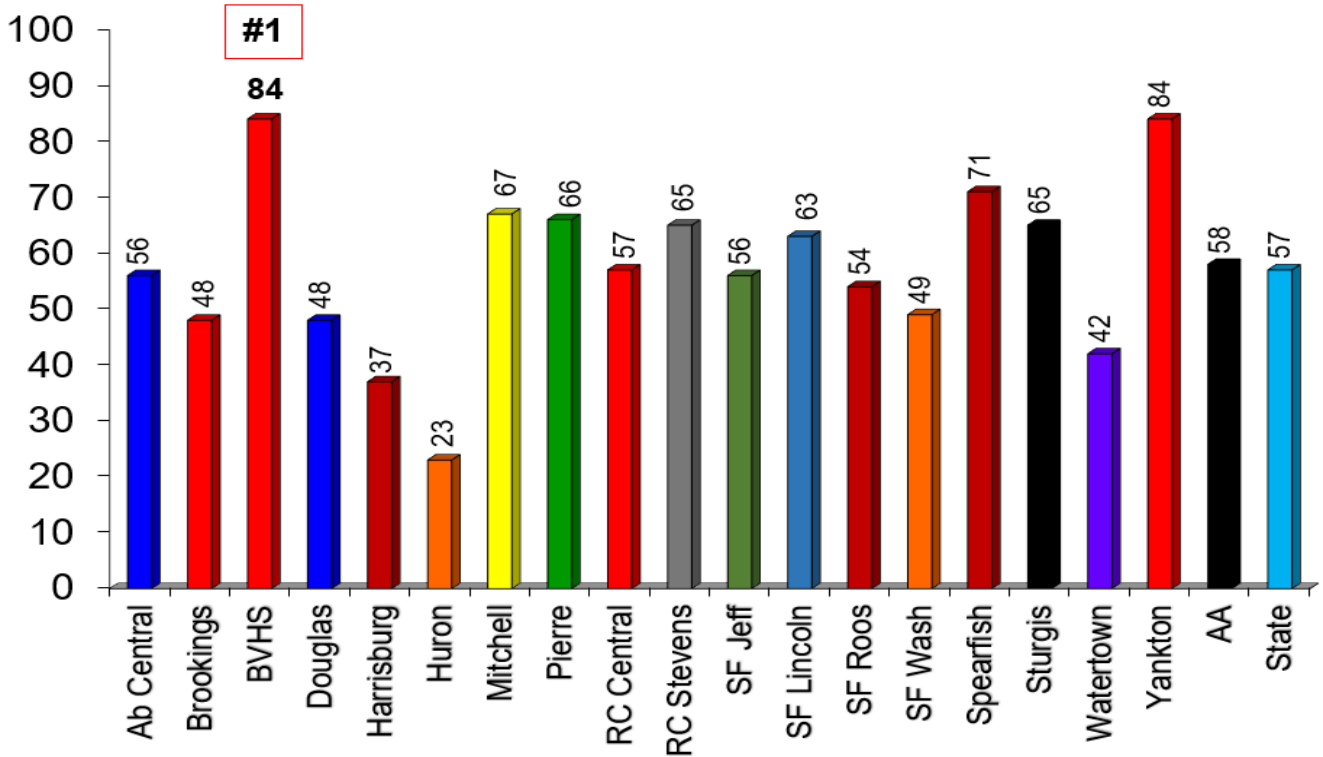
NEWLY REVISED CCR TABLE (May 2022)

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) 	<ul style="list-style-type: none"> High School Graduation Advanced Endorsement <ul style="list-style-type: none"> ✓ Earn 1 or more endorsements
<ul style="list-style-type: none"> Career English and Math Readiness- earn silver or higher <ul style="list-style-type: none"> ✓ National Career Readiness Certificate 	

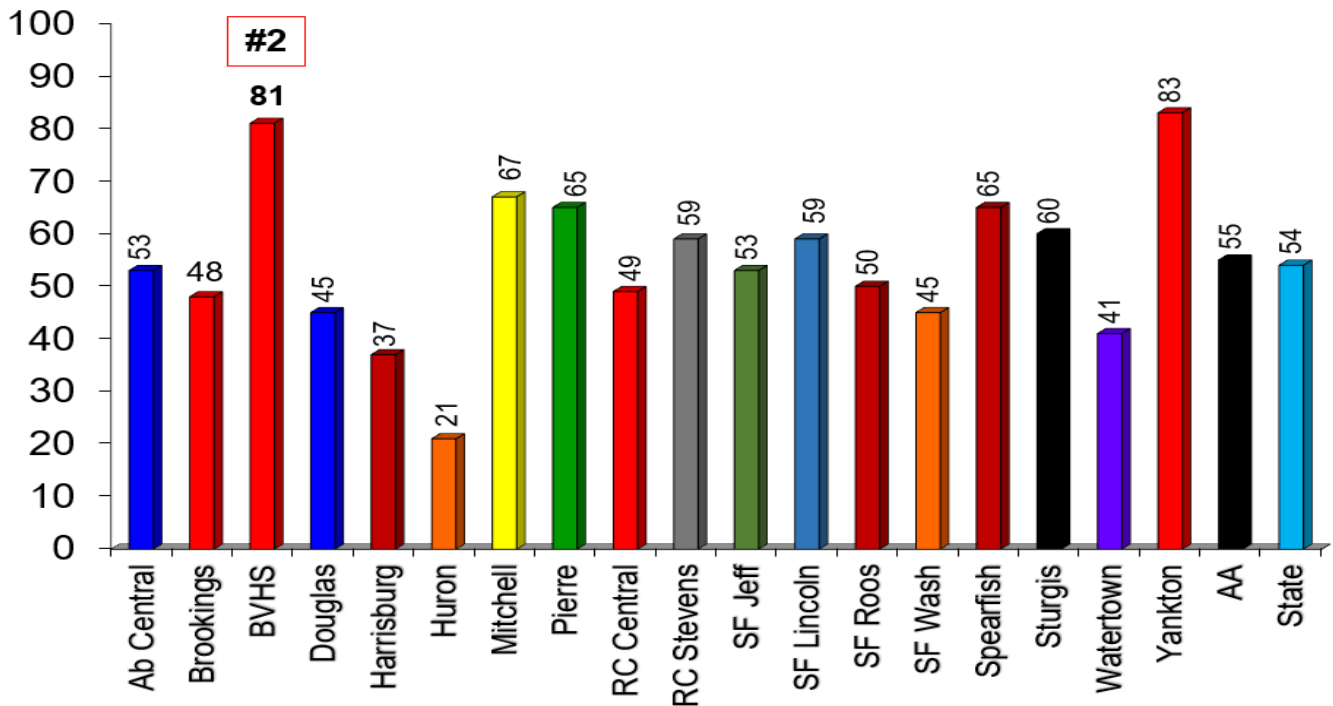
2023 % COURSEWORK READINESS 'AA' HS COLLEGE AND CAREER



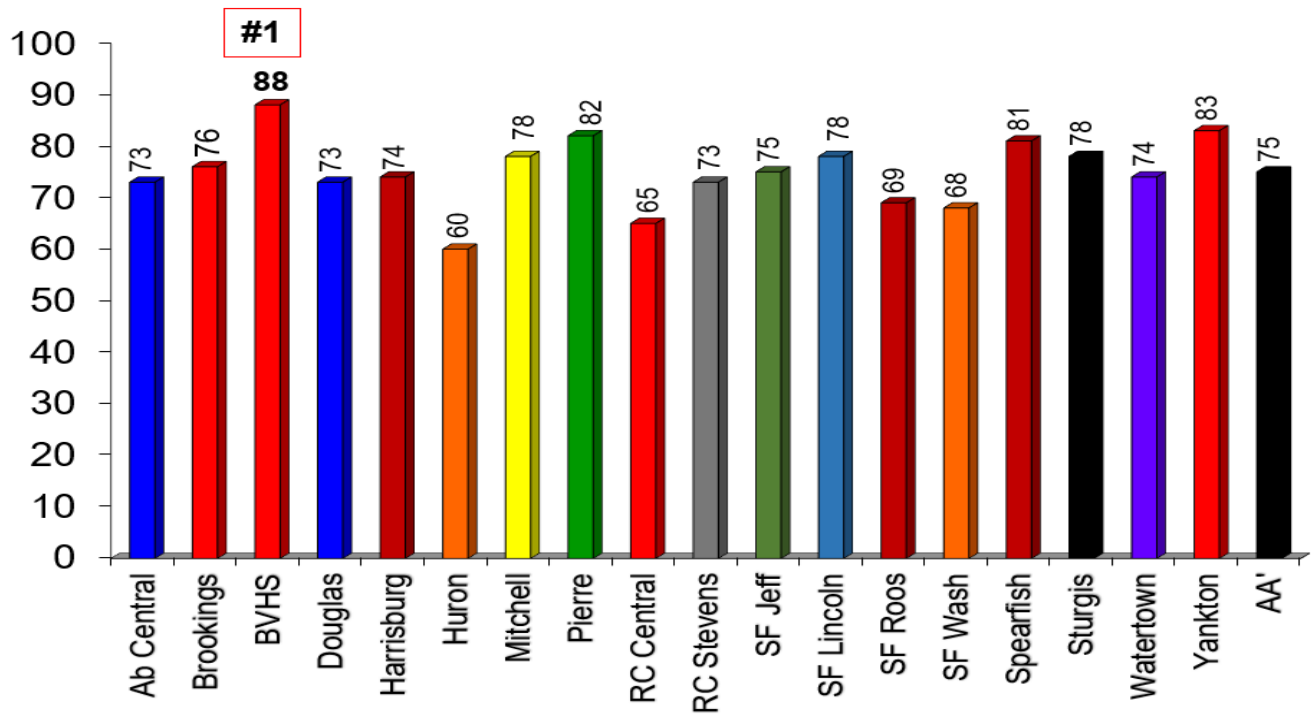
2023 % ASSESSMENT READY 'AA' HS



2023 % COLLEGE AND CAREER READINESS 'AA' HS



2023 SCHOOL PERFORMANCE INDEX 'AA' HS



APPENDIX D 2022-2023 Data Comparison for 'AA' Public Schools

	Performance Index		Smarter Balanced ELA 3 & 4 %		Smarter Balanced Math 3 & 4		Smarter Balanced Science 3 & 4
BVHS	88	BVHS	83	BVHS	66	SF Lincoln	70
Yankton	83	RC Stevens	77	SF Lincoln	55	BVHS	65
Pierre	82	Yankton	73	Pierre	46	SF Jefferson	62
Spearfish	81	SF Lincoln	72	RC Stevens	46	Aberdeen	60
RC Stevens	80	Harrisburg	71	Brookings	45	Brookings	60
Mitchell	78	Sturgis	69	Yankton	45	Spearfish	60
SF Lincoln	78	Aberdeen	68	Harrisburg	44	Yankton	60
Sturgis	78	Brookings	68	Douglas	42	Harrisburg	59
Brookings	76	SF Jefferson	68	Mitchell	42	Pierre	57
SF Jefferson	75	Spearfish	68	SF Jefferson	42	Douglas	56
Harrisburg	74	Watertown	68	Aberdeen	40	SF Roosevelt	55
Watertown	74	Pierre	67	Spearfish	38	Sturgis	54
Aberdeen	73	Mitchell	65	Watertown	37	Watertown	52
Douglas	73	Douglas	64	SF Roosevelt	35	Mitchell	50
SF Roosevelt	69	SF Roosevelt	64	SF Washington	35	SF Washington	44
SF Washington	68	RC Central	59	Sturgis	34	Huron	32
RC Central	65	SF Washington	58	Huron	28	RC Central	
Huron	60	Huron	53	RC Central	24	RC Stevens	
AA Average	75	AA Average	68	AA Average	41	AA Average	56
		State Ave	50	State Ave	43	State Ave	43

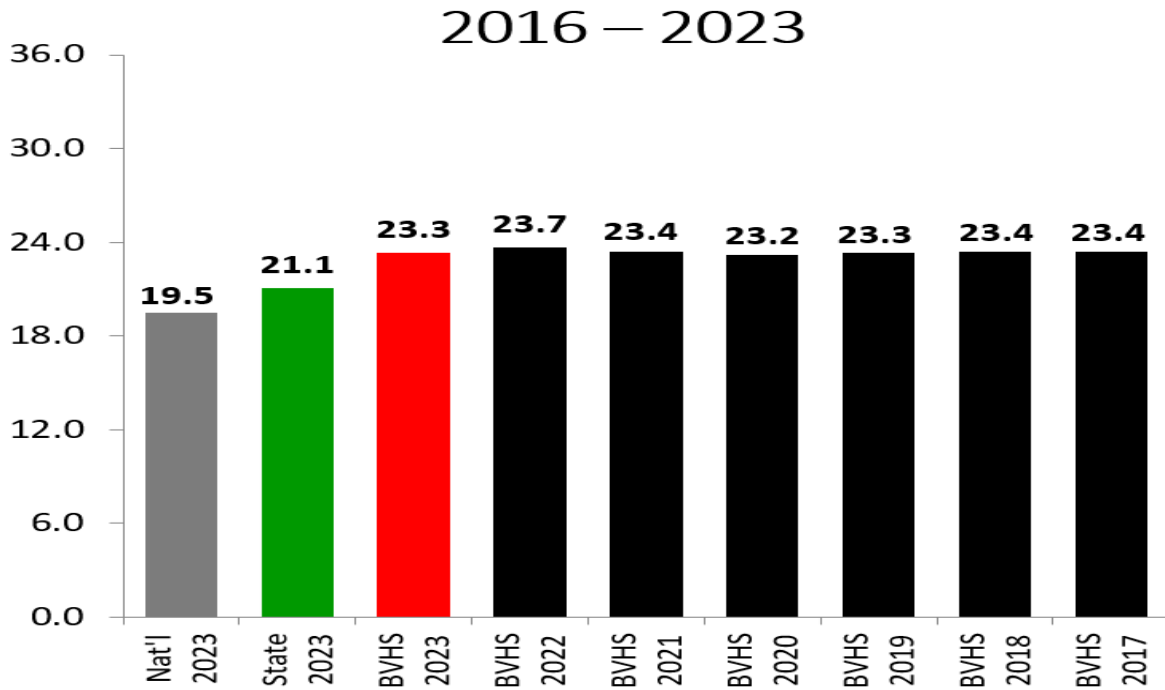
2022-2023 Data Comparison for 'AA' Public Schools

	On-Time Graduation		Completion Rate		English Learner Proficiency
BVHS	97	Yankton	100	Pierre	7.13
Yankton	94	SF Jefferson	99	Spearfish	7.05
Spearfish	93	Harrisburg	98	Brookings	6
Harrisburg	91	BVHS	97	RC Stevens	5.24
Mitchell	90	Mitchell	97	SF Lincoln	5.17
Pierre	90	Spearfish	96	Watertown	5.15
RC Stevens	90	Sturgis	95	BVHS	5.13
SF Jefferson	89	Watertown	95	Aberdeen	4.8
SF Lincoln	88	Brookings	94	SF Jefferson	4.76
Sturgis	88	Pierre	94	Harrisburg	4.72
Brookings	86	RC Stevens	93	SF Roosevelt	4.47
Watertown	86	Douglas	91	SF Washington	4.37
Douglas	85	SF Lincoln	89	Huron	4.21
SF Washington	84	SF Washington	87	RC Central	3.97
Aberdeen	83	SF Roosevelt	85	Mitchell	3.84
SF Roosevelt	82	Aberdeen	84	Yankton	3.04
Huron	79	RC Central	81	Douglas	
RC Central	66	Huron	79	Sturgis	
AA Average	87	AA Average	92	AA Average	4.9406
State Ave	84	State Ave	91	State Ave	n/a

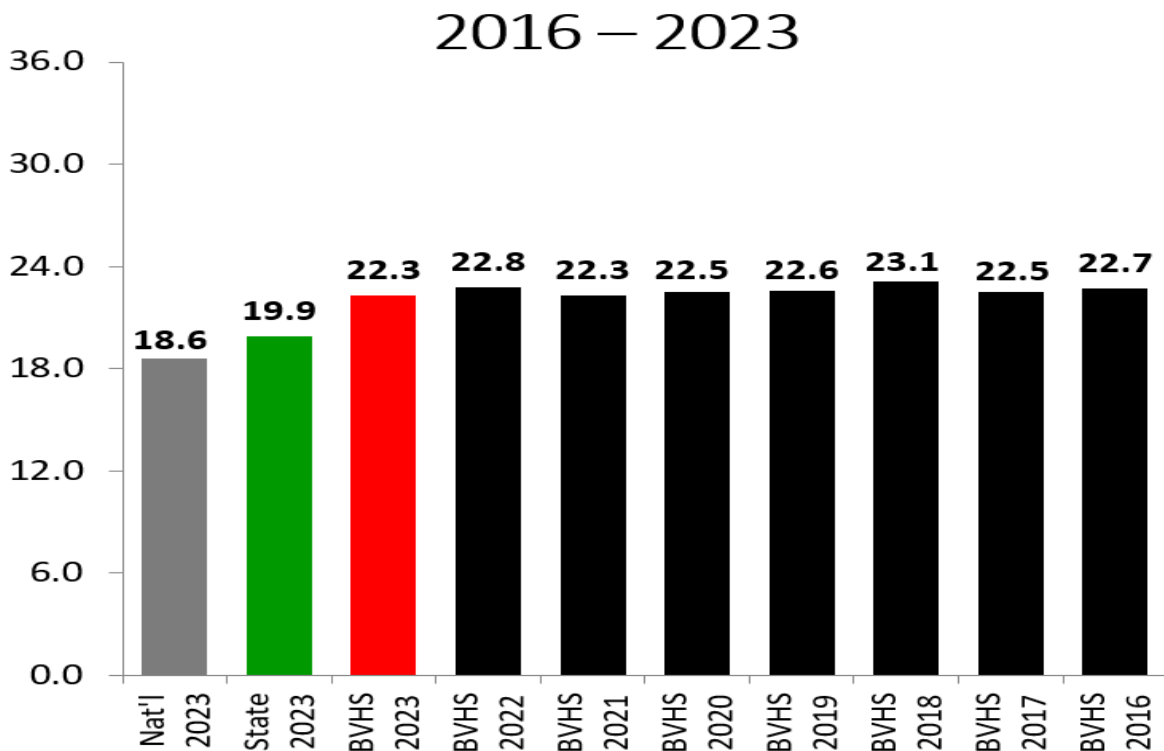
	College Course Readiness		Assessment Readiness		College & Career Readiness
Yankton	95	BVHS	84	Yankton	83
Mitchell	90	Yankton	84	BVHS	81
Brookings	87	Spearfish	71	Mitchell	67
BVHS	85	Mitchell	67	Pierre	65
Pierre	85	Pierre	66	Spearfish	65
Watertown	82	RC Stevens	65	Sturgis	60
RC Stevens	81	Sturgis	65	RC Stevens	59
Harrisburg	76	SF Lincoln	63	SF Lincoln	59
Spearfish	76	RC Central	57	Aberdeen	53
Aberdeen	74	Aberdeen	56	SF Jefferson	53
SF Jefferson	73	SF Jefferson	56	SF Roosevelt	50
Sturgis	68	SF Roosevelt	54	RC Central	49
RC Central	67	SF Washington	49	Brookings	48
SF Lincoln	66	Brookings	48	Douglas	45
SF Roosevelt	65	Douglas	48	SF Washington	45
Huron	64	Watertown	42	Watertown	41
Douglas	62	Harrisburg	37	Harrisburg	37
SF Washington	59	Huron	23	Huron	21
AA Average	75	AA Average	58	AA Average	55
State Ave	72	State Ave	57	State Ave	54

APPENDIX E
2023 Historical Data Comparison for BVHS

ACT **COMPOSITE** BVHS



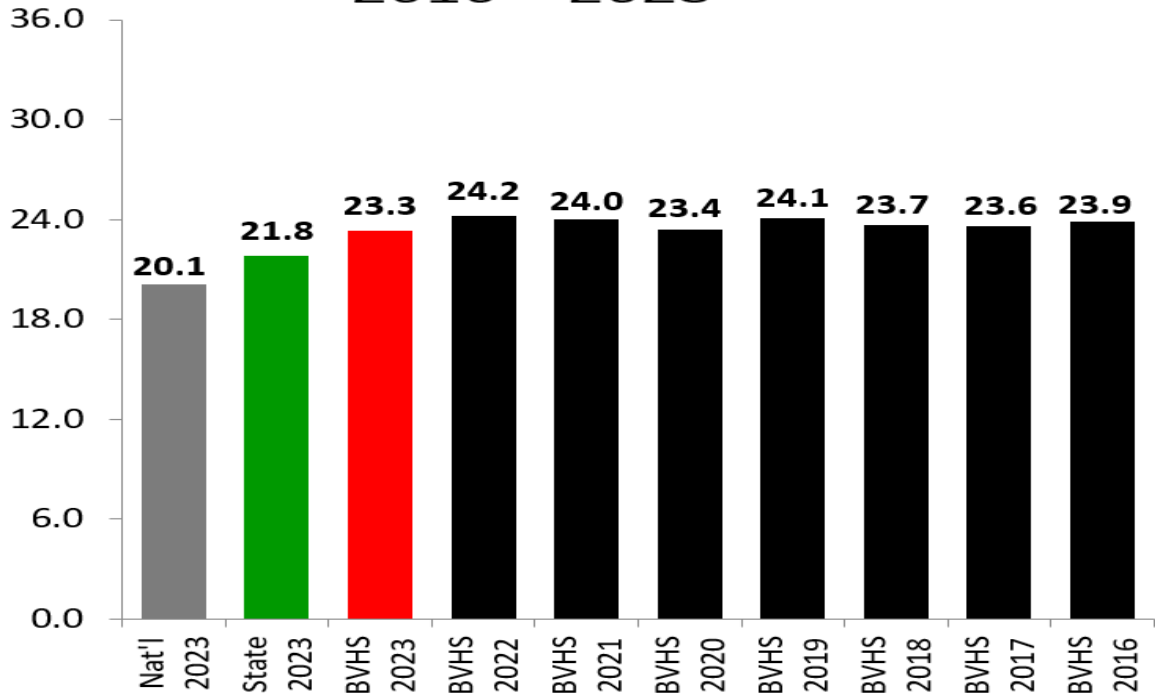
ACT **ENGLISH** BVHS



2023 Historical Data Comparison for BVHS

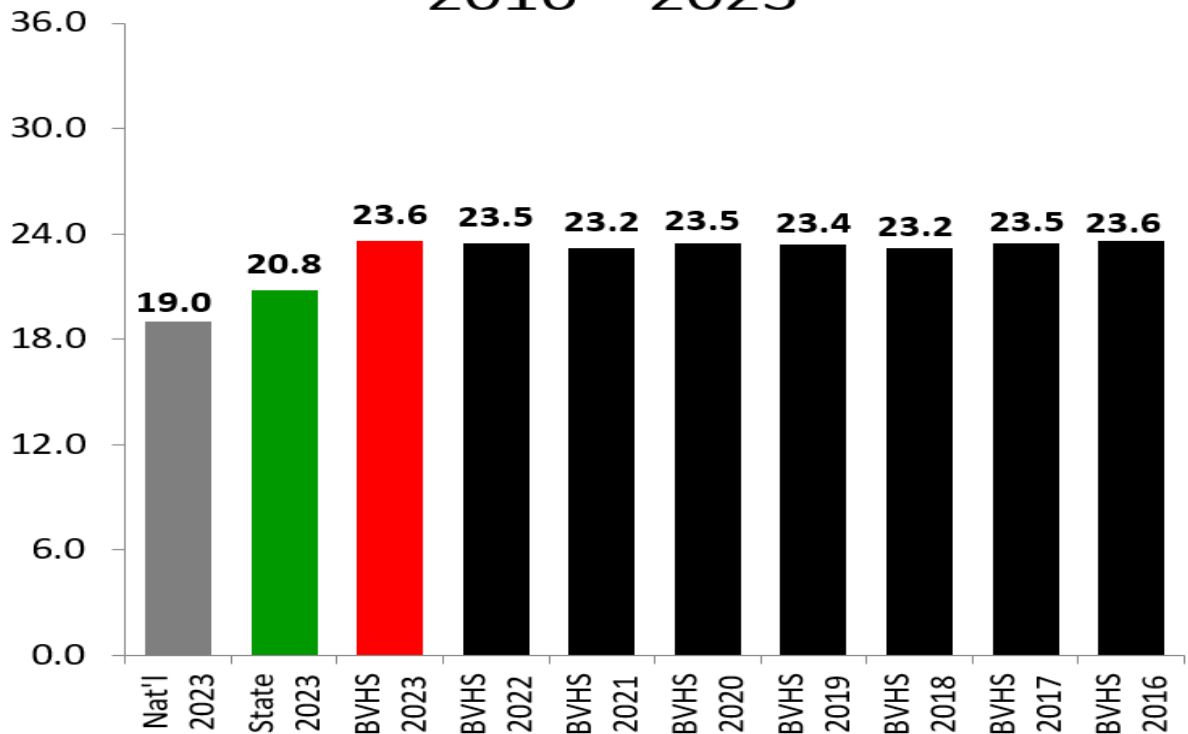
ACT **READING** BVHS

2016 – 2023

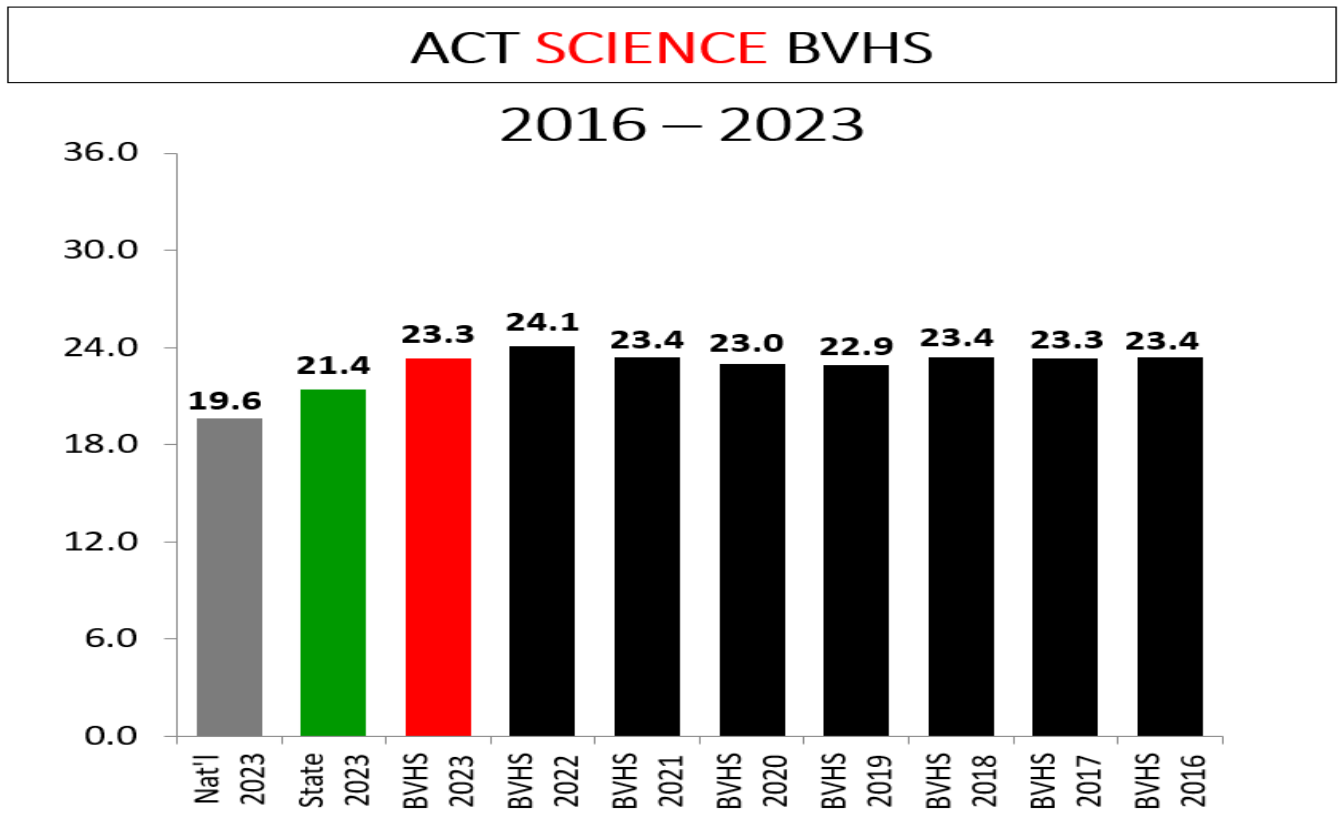


ACT **MATH** BVHS

2016 – 2023

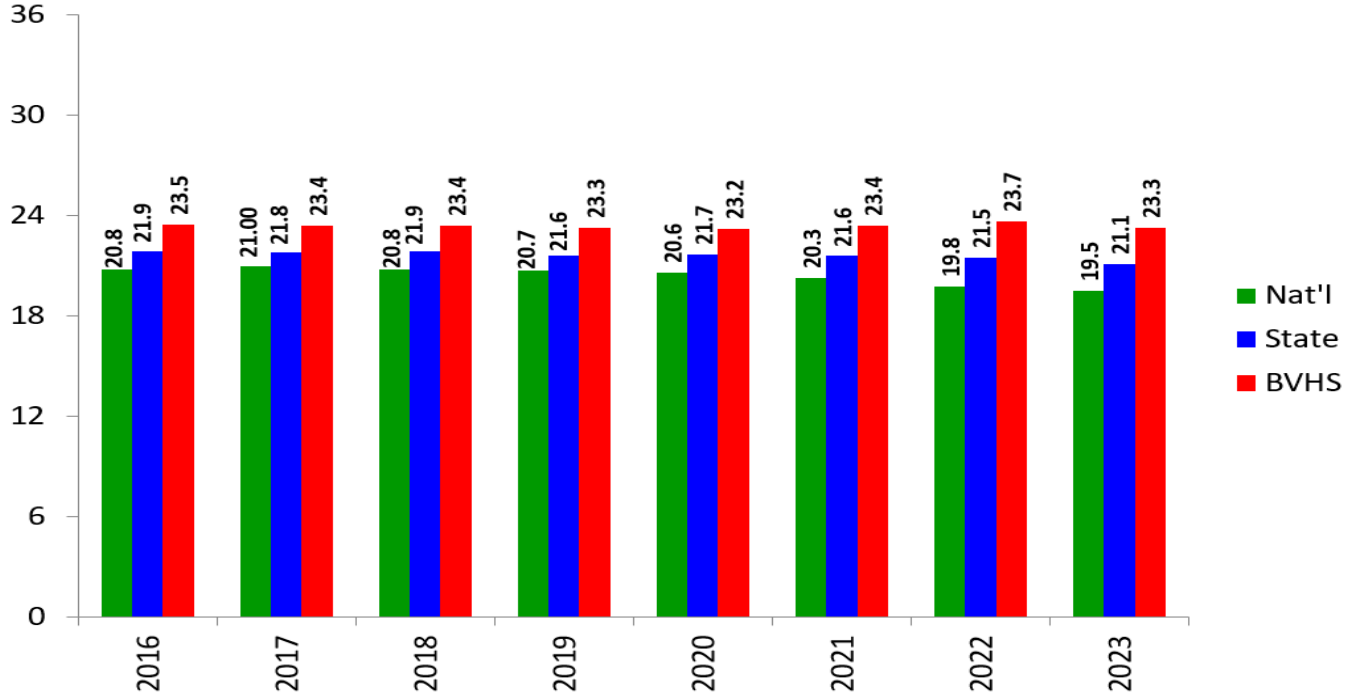


2023 Historical Data Comparison for BVHS

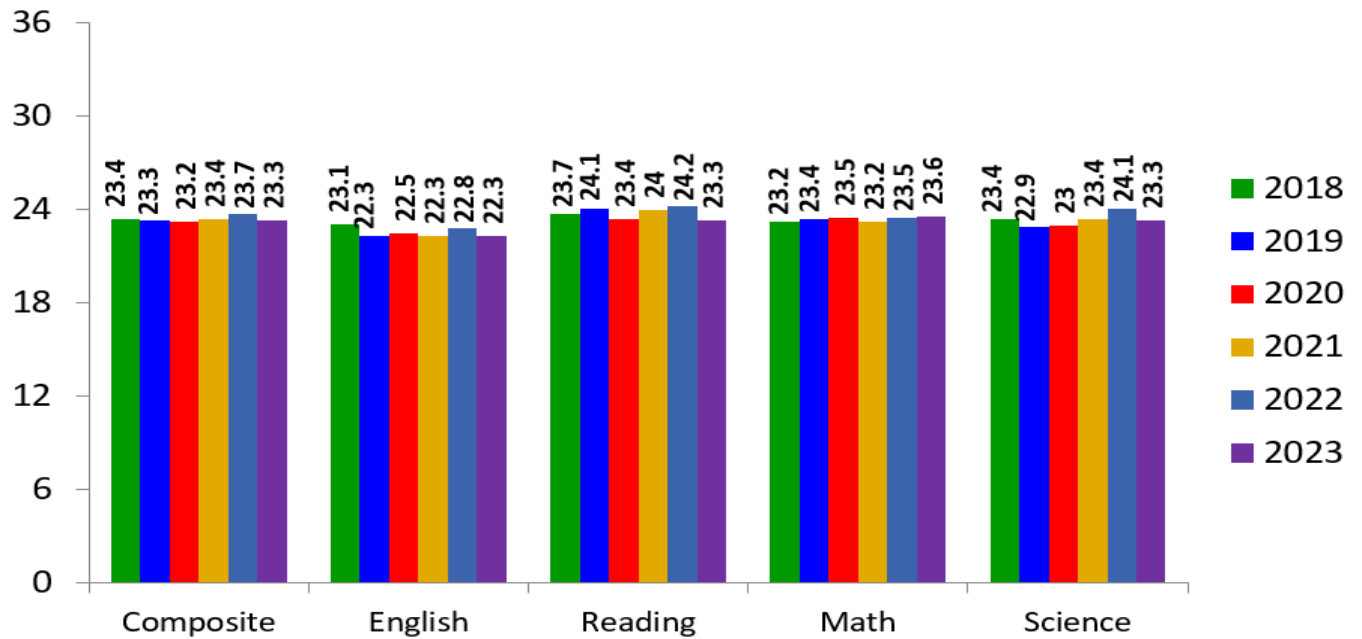


2022 Historical Data Comparison for BVHS

BVHS ACT COMPOSITE RESULTS 2016 – 2023



BVHS ACT RESULTS 2018 – 2023



APPENDIX F

Waivers from Administrative Rule

MAY 31 2019

COPY

APPLICATION for a Waiver from an Administrative Rule

Courses offered Before Grade Nine for High School Credit

Brandon Valley School District hereby applies for a waiver from certain South Dakota administrative rules that govern school accreditation, using the procedures outlined in § 24:43.08.

It is the intent of the Brandon Valley School District to implement the strategies for continued school improvement as outlined herein, and to annually report on the implementation of the of those strategies as described in § 24:43.08.08.

The Brandon Valley Board of Education has held a public hearing and approved this application. It is understood that the school district must continue to comply with all other administrative rules, including chapter 24:43:11.

The school district will continue to submit all required accreditation reports, plans, and certifications to the South Dakota Department of Education on time.

D.S. N. [Signature] 5/28/19
Signature of Supt. of Schools/Chief Educational Officer Date

[Signature] 5/28/19
Signature of Board of Education President Date

For Department Use Only
Received: 5/31/19 Reviewed: 6/3/19
Reviewer: [Signature]
Recommendation: approve

Department of Education Secretary's Action: Approve Deny
Department of Secretary's Signature: [Signature]

Effective Date of Waiver (Minimum 60 days after receipt): July 1, 2019
Report Due Date: July 30, 2024

Sept. 2018 2

Section I – Application Details

Applying School District: Brandon Valley School District
Participating Attendance Centers: Brandon Valley Middle School
Local Public Hearing Date: Tuesday- May 28, 2019
Local Board Approval Date: Tuesday- May 28, 2019
Date Submitted to the Department of Education: _____

Section II - Waiver Schedule

Intended Date for Waiver Implementation: July 1, 2019
(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: 2019-2023 (Five years) 2024
(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: <http://doe.sd.gov/oatq/documents/EndWaiver.pdf> Submit this report with the application to renew.

Section III - Administrative Rules to be Waived

List the administrative rule number and title for which this waiver is being requested. Administrative rules are available online at <http://legis.state.sd.us/index.aspx>
For a waiver for high school credit before grade nine, the district will want to waive administrative rule 24:43:11.01.
24:43:11:01

Section IV – Course(s) for Which Exemption is Being Proposed

Algebra I

Section V - Reasons for Waiver Request

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.
1. Allows our 8th grade students to acquire a high school Algebra I credits
2. Allows students to accelerate in the area of math
3. Provides more math opportunities to take at the high school level.

Section VI - Verification of Administrative Rule Intent

Explain how the intent of the administrative rule for which the waiver is being requested will be met if the waiver is granted.
The instructors of the Algebra I class will collaborate with high school staff to 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 students will have to meet all necessary requirements set forth by the South Dakota Department of Education.

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 providing instruction for each course included on application:

Name	Course
<i>ok</i> Kelsey Hoff	Algebra I
<i>ok</i> Brianna Postma	Algebra I

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.

Section VII – Assurance of Rigor (Where applicable)

Describe the school district's plan for offering continuing educational opportunities in the waived content area, where applicable.

Section VIII- Evaluation

Evaluation:

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 24:43:08:02. 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)

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)

Exams Offered by the South Dakota Department of Education

Algebra I	Geometry
Algebra II	Spanish I

Send this completed application to: SD Department of Education, 800 Governors Drive, Pierre, SD 57501

RECEIVED
MAY 21 2018

APPLICATION for a Waiver from an Administrative Rule

Courses offered Before Grade Nine for High School Credit

Brandon Valley School District hereby applies for a waiver from certain South Dakota administrative rules that govern school accreditation, using the procedures outlined in § 24:43:08.

It is the intent of the Brandon Valley School District to implement the strategies for continued school improvement as outlined herein, and to annually report on the implementation of the of those strategies as described in § 24:43:08:08.

The Brandon Valley Board of Education has held a public hearing and approved this application. It is understood that the school district must continue to comply with all other administrative rules, including chapter 24:43:11.

The school district will continue to submit all required accreditation reports, plans, and certifications to the South Dakota Department of Education on time.

Dr. Paul M. Larson

Signature of Supt. of Schools/Chief Educational Officer

05-14-2018
Date

[Signature]

Signature of Board of Education President

05-14-2018
Date

For Department Use Only

Received: 5/21/18

Reviewed: 6/7/18

Reviewer: Carol M. Leubert

Recommendation: approve

Department of Education Secretary's Action: Approve Deny

Department of Secretary's Signature: *[Signature]*

Effective Date of Waiver (Minimum 60 days after receipt): July 1, 2018

Report Due Date: June 30, 2023

Section I - Application Details

Applying School District: Brandon Valley

Participating Attendance Centers: Brandon Valley High School

Local Public Hearing Date: May 14, 2018

Local Board Approval Date: May 14, 2018

Date Submitted to the Department of Education: May 17, 2018

Section II - Waiver Schedule

Intended Date for Waiver Implementation: July 1, 2018

(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: 5 years
(Maximum of 5 school terms, which begin July 1 of each year.)

Section III - Administrative Rules to be Waived

List the administrative rule number and title for which this waiver is being requested. Administrative rules are available online at <http://legis.state.sd.us/index.aspx>

For a waiver for high school credit before grade nine, the district will want to waive administrative rule 24:43:11:01.

24:43:11:01

Section IV - Course(s) for Which Exemption is Being Proposed

Geometry

Section V - Reasons for Waiver Request

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 School District will have a small number of students in 8th grade that are advanced in mathematics and have completed Geometry requirements. Our district believes that this small number of students are prepared for Geometry during their 8th grade year.

Section VI - Verification of Administrative Rule Intent

Explain how the intent of the administrative rule for which the waiver is being requested will be met if the waiver is granted.

The 8th grade students will take Geometry on the high school campus taught by a high school mathematics teacher.

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 providing instruction for each course included on application:

<u>Name</u>	<u>Course</u>
Emily Carroll	Geometry
Tammy Bailey	Geometry
Kraig Presler	Geometry

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.

Section VII – Assurance of Rigor (Where applicable)

Describe the school district's plan for offering continuing educational opportunities in the waived content area, where applicable.

Brandon Valley High School will continue to provide rigorous course work for the students who choose to take Geometry during their 8th grade year. The high school offers many challenging mathematics courses that will enhance student's academic skills in that area.

Section VIII- Evaluation

Evaluation:

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 24:43:08:02. 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)

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)

Exams Offered by the South Dakota Department of Education

Algebra I	Physical Science
Algebra II	Spanish I
Geometry	Civics/Government

Send this completed application to: SD Department of Education, 800 Governors Drive, Pierre, SD 57501



**BRANDON
VALLEY
MIDDLE
SCHOOL**

SCHOOL IMPROVEMENT PLAN
2023-24

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

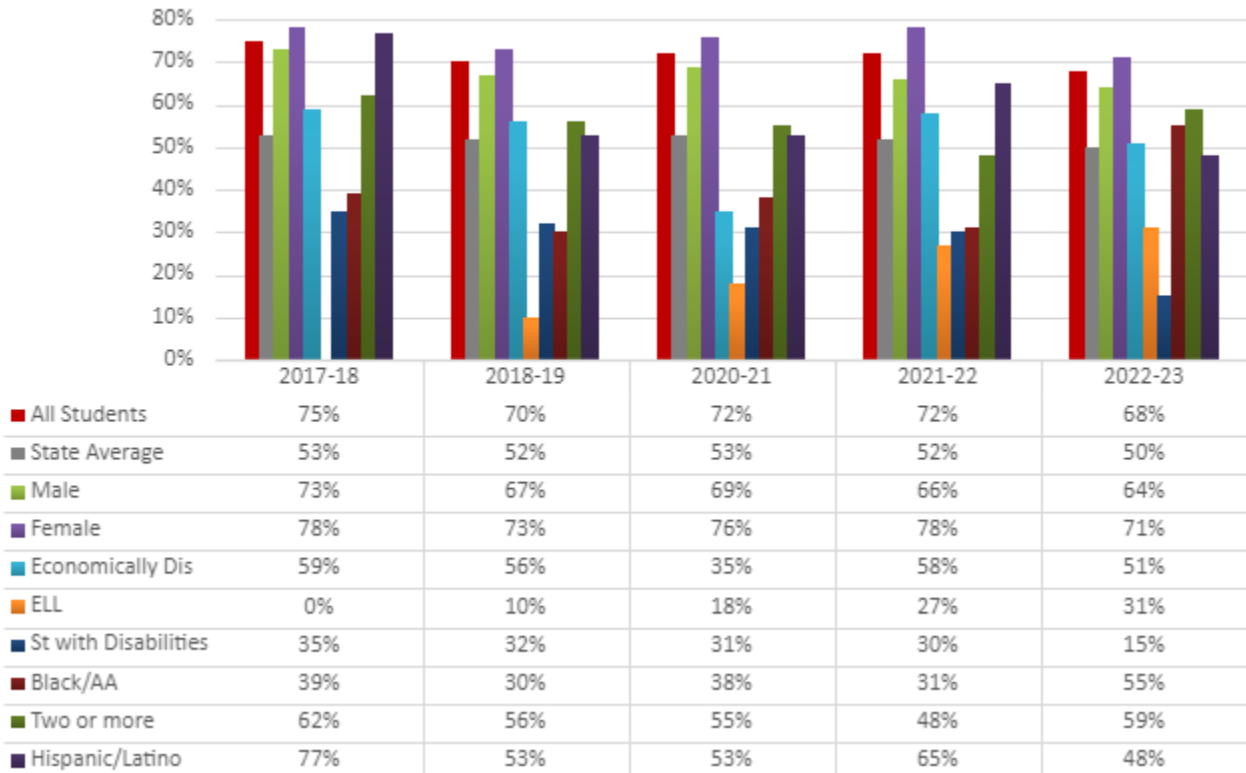
BVMS will continue to explore academic strategies and interventions for possible implementation to improve school achievement this year and beyond. After further revisions and approval by the local board of education, this plan will be implemented and made available to all stakeholders on the district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

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

**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.*

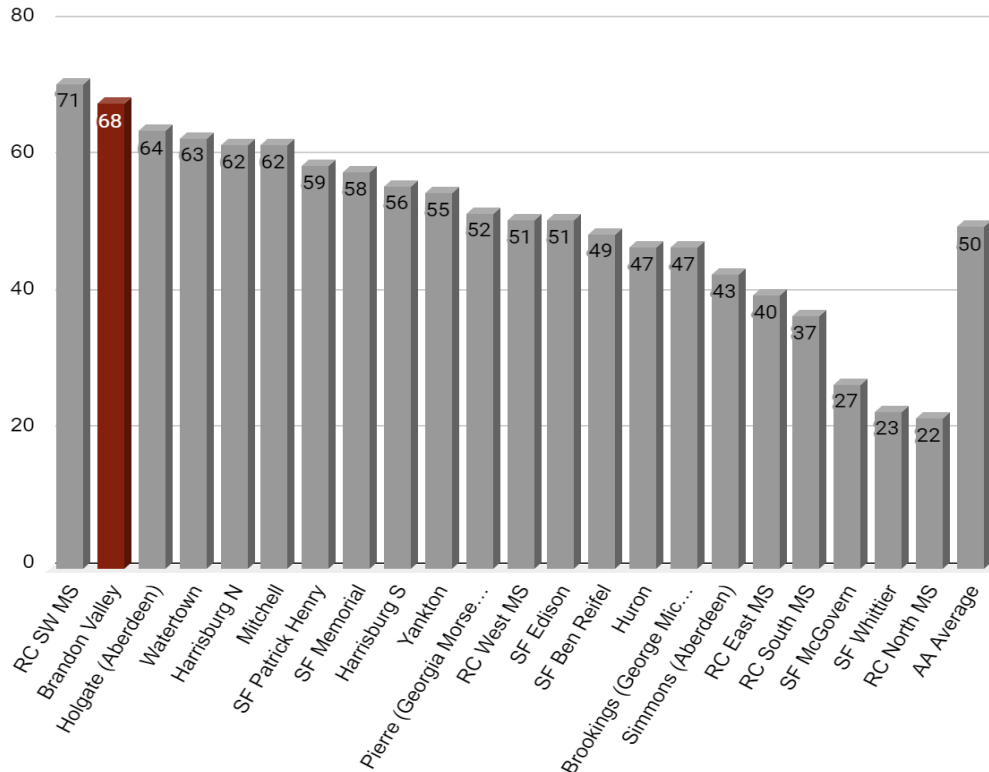
DATA EVALUATION AND ANALYSIS

ELA: Proficient & Advanced

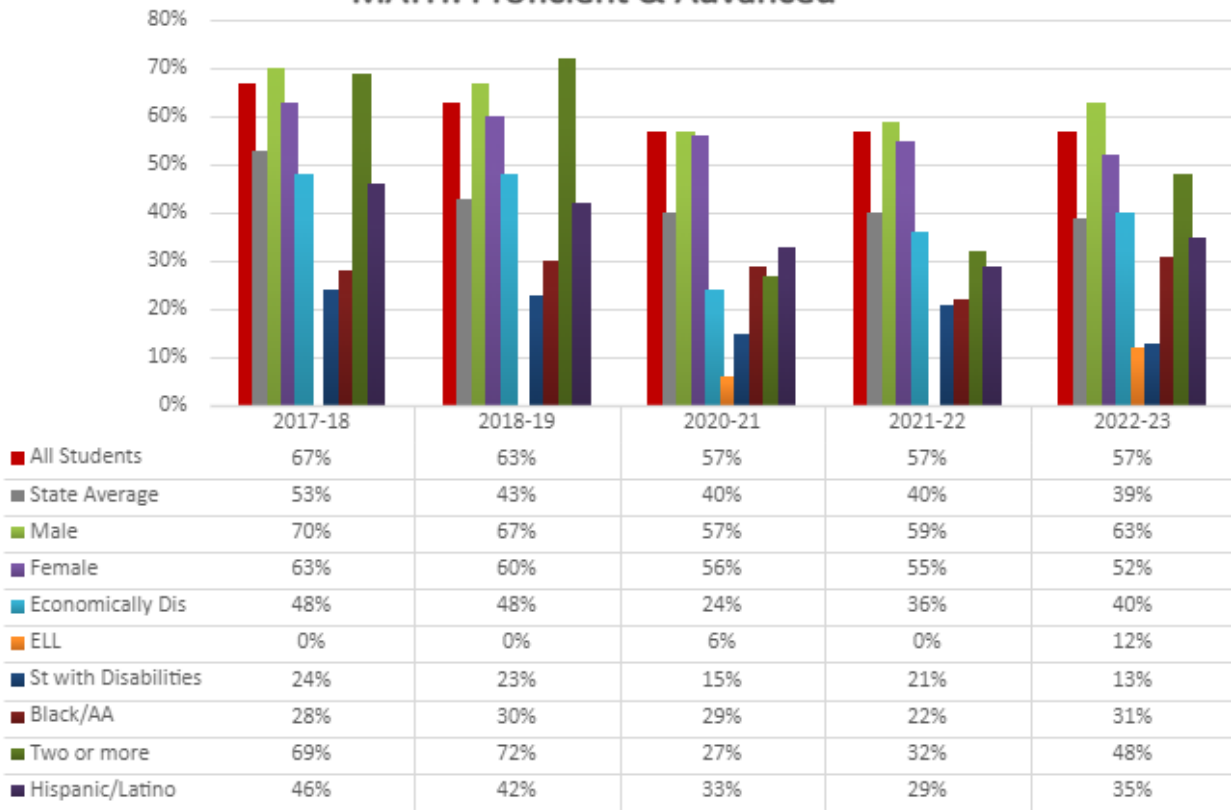


** In response to the COVID pandemic, all public schools transitioned to distance learning on March 13th, 2020 for the remainder of the 2019-2020 school year. Due to this stay-at-home order, state tests were not administered in spring of 2020.

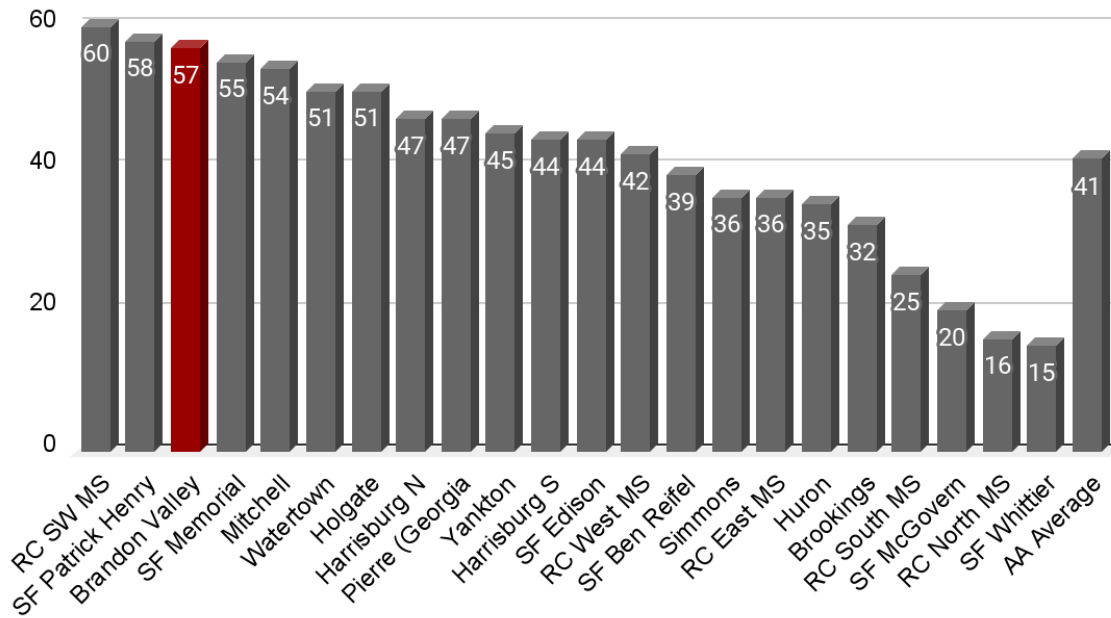
22-23 AA ELA



MATH: Proficient & Advanced



22-23 AA Math



INTERVENTION & IMPROVEMENT STRATEGIES

2023-24 Math Goals

School: Brandon Valley Middle School

Evaluation Team Members:

Amanda Nelson, Middle School Principal Adam Rothenberger, Assistant Principal
 Kelsey Hoff, Mallory Husher, Stacey Wiese, Hillary Neisteadt, Molly Ring, Jon Schouten,

Goal 1: 7th Grade students will increase State Testing scale scores by an average of 25 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 average of 30 points.

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

- Target B: Work with radicals and integer exponents.
- Target E: Define, evaluate, and compare 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. Warm-ups 1d. Daily Assignment proficiency Bookmarks	1. Reveal Content 1a. Aleks 1b. Collaboration Time 1c. Weekly grade-level, monthly department collaboration 1d. Utilize interims	Each module.

		1e. Interims 1f. 3-year trend data		
2. Refocus on priority standards / scope and sequence 2a. Creation of scope and sequence for intervention classes.	2. Math Teachers	2. 3-Year Trend Data 2a. Longitudinal reports	2. Scope & Sequence Documents 2a. Current Roster Trend Data 2b. CLC Questions	

2023-24 ELA Goals

School: Brandon Valley Middle School

Evaluation Team Members:

Amanda Nelson, Middle School Principal Adam Rothenberger, Assistant Principal
 Sonja Braucht, Julie Fettes, Leah Moody, Roxie Geerdes, Lorinda Van Maanen,
 Jennifer Smedsrud, Cindy Feyereisen, Justin Schriever, Amy Wells, Mindy Walters

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

7.RL.1/7.RI.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RL.4/7.RI.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 Informational Texts, Target 8 (Key Details): Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

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 35 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 25 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

2023-24 Building Goals

School: Brandon Valley Middle School

Evaluation Team Members:

Amanda Nelson, Middle School Principal
 Jodi Robertson, 7th Grade Counselor

Adam Rothenberger, Assistant Principal
 Kate Fleckenstein, 8th 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 20%.				
WHAT	WHO	HOW	HOW	WHEN
Intervention / Improvement Strategies	Person(s) Responsible	Progress Monitoring Assessments	Resources Needed	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

WAIVERS FROM ADMINISTRATIVE RULE

MAY 31 2019

Sept. 2018 1

APPLICATION for a Waiver from an Administrative Rule

Courses offered Before Grade Nine for High School Credit

Brandon Valley School District hereby applies for a waiver from certain South Dakota administrative rules that govern school accreditation, using the procedures outlined in § 24:43:08.

It is the intent of the Brandon Valley School District to implement the strategies for continued school improvement as outlined herein, and to annually report on the implementation of the of those strategies as described in § 24:43:08:08.

The Brandon Valley Board of Education has held a public hearing and approved this application. It is understood that the school district must continue to comply with all other administrative rules, including chapter 24:43:11.

The school district will continue to submit all required accreditation reports, plans, and certifications to the South Dakota Department of Education on time.

[Signature]
Signature of Supt. of Schools/Chief Educational Officer

5/28/19
Date

[Signature]
Signature of Board of Education President

5/28/19
Date

For Department Use Only

Received: 5/31/19

Reviewed: 6/3/19

Reviewer: [Signature]

Recommendation: approve

Department of Education Secretary's Action: [X] Approve ___ Deny

Department of Secretary's Signature: [Signature]

Effective Date of Waiver (Minimum 60 days after receipt): July 1, 2019

Report Due Date: June 30, 2024

Section I – Application Details

Applying School District: Brandon Valley School District

Participating Attendance Centers: Brandon Valley Middle School

Local Public Hearing Date: Tuesday- May 28, 2019

Local Board Approval Date: Tuesday- May 28, 2019

Date Submitted to the Department of Education: _____

Section II - Waiver Schedule

Intended Date for Waiver Implementation: July 1, 2019

(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: 2019-2023 (Five years) 2024
(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: <http://doe.sd.gov/oatg/documents/EndWaiver.pdf> Submit this report with the application to renew.

Section III - Administrative Rules to be Waived

List the administrative rule number and title for which this waiver is being requested. Administrative rules are available online at <http://legis.state.sd.us/index.aspx>

For a waiver for high school credit before grade nine, the district will want to waive administrative rule 24:43:11:01.

24:43:11:01

Section IV – Course(s) for Which Exemption is Being Proposed

Algebra I

Section V - Reasons for Waiver Request

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.

1. Allows our 8th grade students to acquire a high school Algebra I credits
2. Allows students to accelerate in the area of math
3. Provides more math opportunities to take at the high school level.

Section VI - Verification of Administrative Rule Intent

Explain how the intent of the administrative rule for which the waiver is being requested will be met if the waiver is granted.

The instructors of the Algebra I class will collaborate with high school staff to 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 students will have to meet all necessary requirements set forth by the South Dakota Department of Education.

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 providing instruction for each course included on application:

<u>Name</u>	<u>Course</u>
<i>ok</i> Kelsey Hoff	Algebra I
<i>ok</i> Brianna Postma	Algebra I

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.

Section VII – Assurance of Rigor (Where applicable)

Describe the school district's plan for offering continuing educational opportunities in the waived content area, where applicable.

Section VIII- Evaluation

Evaluation:

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 24:43:08:02. 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)

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)

Exams Offered by the South Dakota Department of Education

Algebra I	Geometry
Algebra II	Spanish I

Send this completed application to: SD Department of Education, 800 Governors Drive, Pierre, SD 57501



Brandon Valley Intermediate School



School Improvement Plan 2023-2024

**Brandon Valley Intermediate School
School Improvement Plan
2023-2024**

Core Operating Principle

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

Brandon Valley Mission Statement

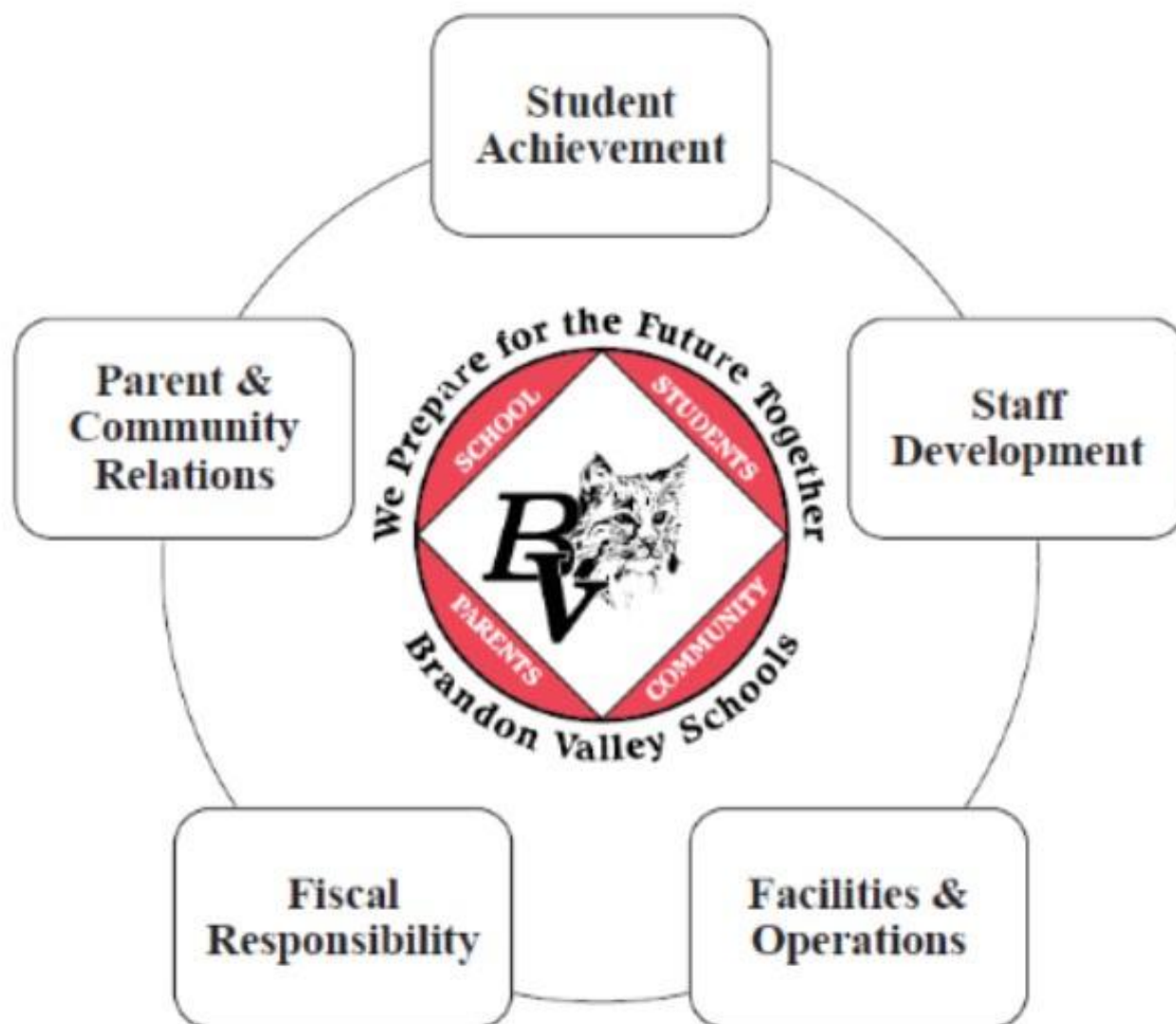
We will prepare our students to be lifelong learners and productive citizens in a global society through the creation of learning environments that result in success.

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 2023-2024 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

Rick Pearson – Intermediate School Assistant Principal and District Assessment Coordinator

Dylan Briest – BVIS Special Education – input from Special Education department.

Becky VanRoekel – 6th grade math – input from math team

Baylee Relf – 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	8/01/2023	Intermediate School Administrator reviewed SIP
SD – Report Card Release	9/01/2023	Reviewed BVIS report card
Review/revision	10/04/2023	Intermediate School Administrator and BVIS SIP team met
Review revision	10/09/2023	Planning Team met with staff at data retreat
Approval BV BOE	11/27/2023	BV Board of Education
Implementation of plan	11/28/2023	BVIS school
Released to public	11/28/2023	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 2000 students bussed daily. The BVSD staff consists of 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 holding higher education degrees. Several housing developments located throughout the district are a source of many of our students. Brandon Valley is a rapidly growing school district with the number of students this year increasing by over 150. Current district enrollment is approximately 5,000 students. Historically, Brandon Valley students have excelled academically.

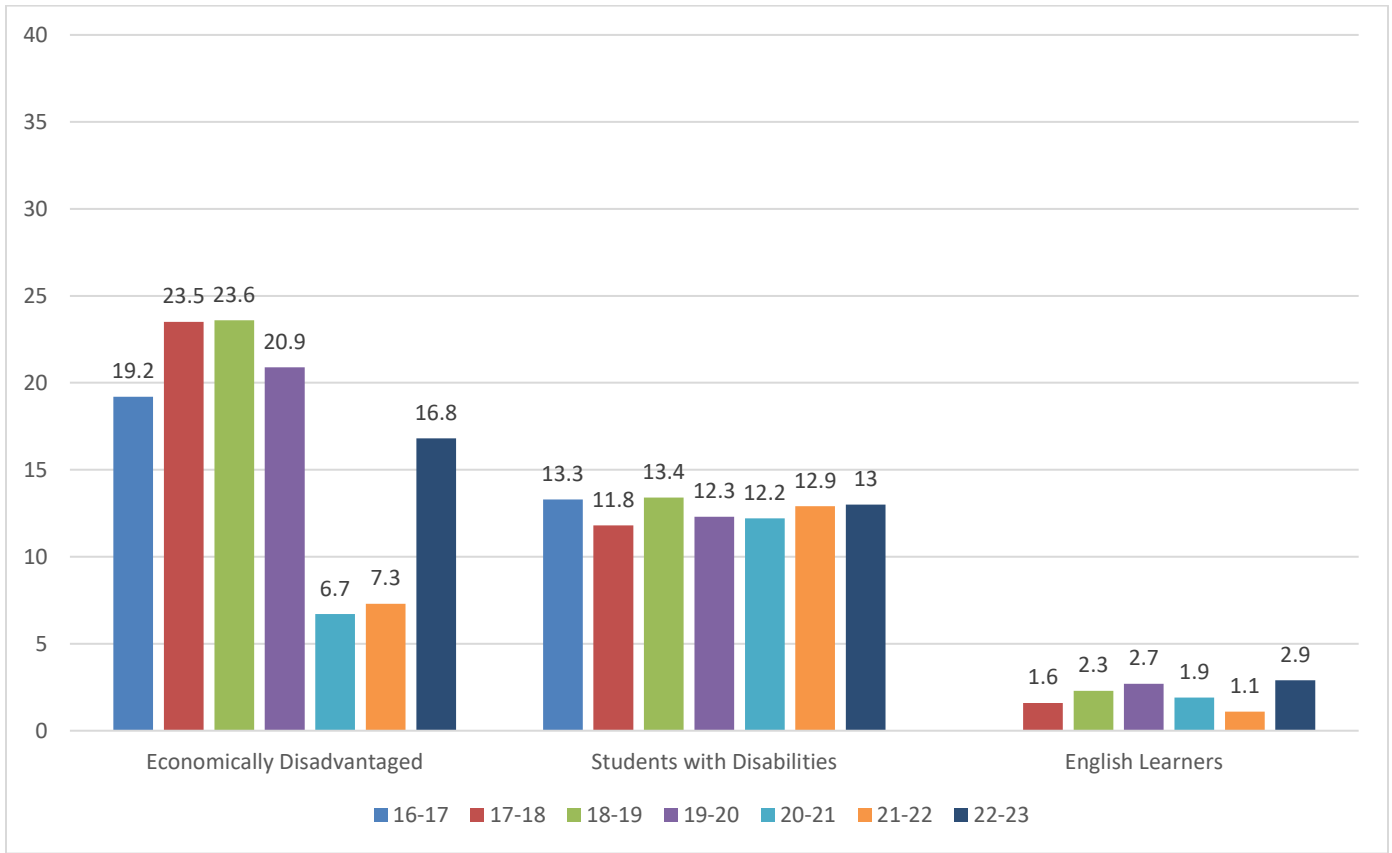
Brandon Valley Intermediate School is made up of approximately 790 students in grades five (404) and six (386). 5th grade consists of four teams of four teachers, which is departmentalized in all areas of the curriculum (math, science, ELA, social studies). 6th grade consists of four teams of four teachers, 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
Total BVIS Enrollment	663	679	681	679	702	690	730
Total SwD	88 (13.3%)	80 (11.79%)	91 (13.36%)	83 (12.3%)	86(12.2%)	89 (12.9%)	95 (13%)
Econ Disadv.	127 (19.2%)	160 (23.5%)	161 (23.64%)	141(20.9%)	47(6.7%)	51 (7.3%)	123 (16.8%)
EL		11 (1.6%)	16 (2.3%)	19 (2.7%)	13(1.9%)	8 (1.1%)	21 (2.9%)
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

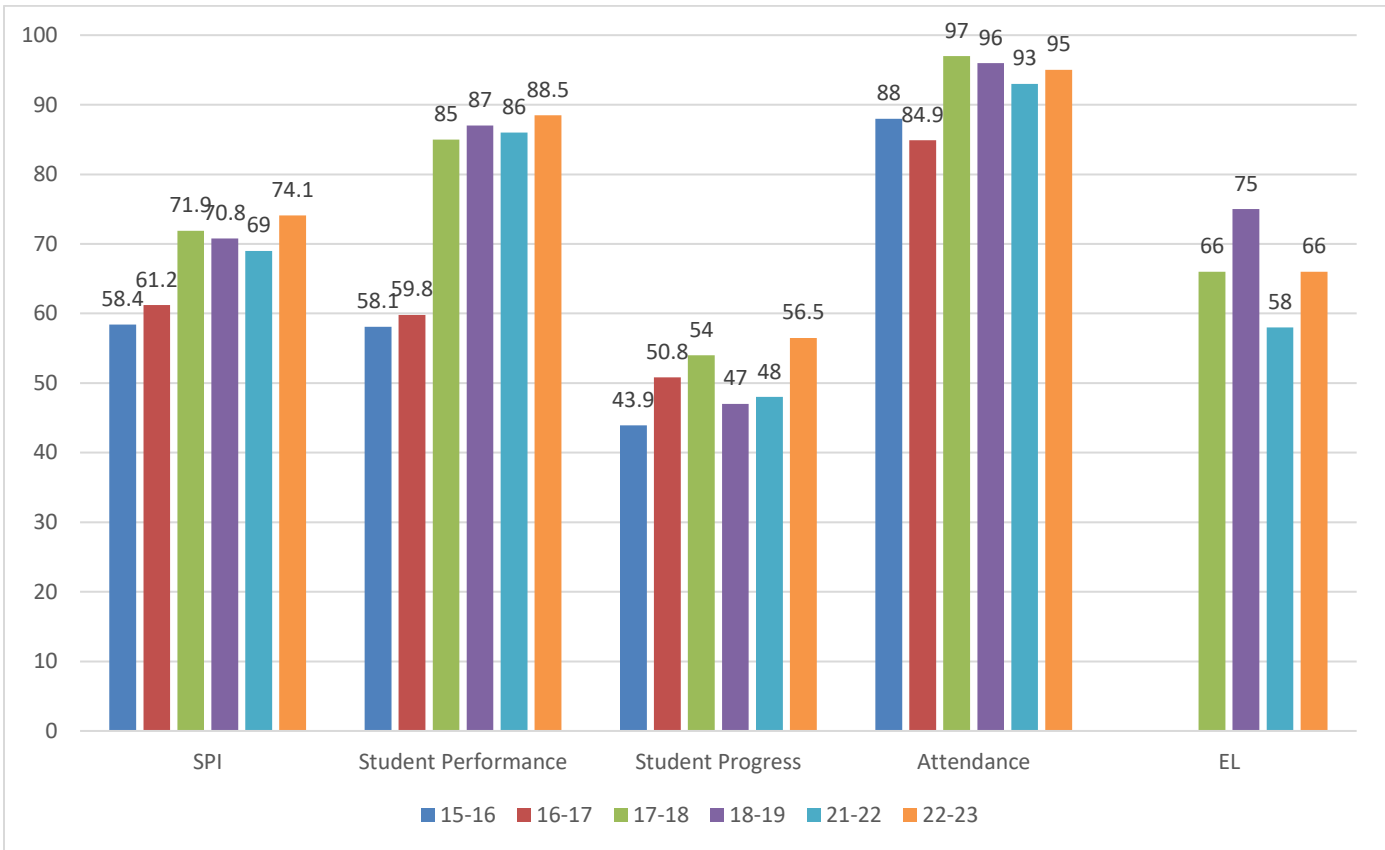


The Economically Disadvantaged group is 16.8%. The English Learners group is 2.9%. Students with Disabilities is 13% of the population for 2022-23.

BVIS Subgroup Populations:

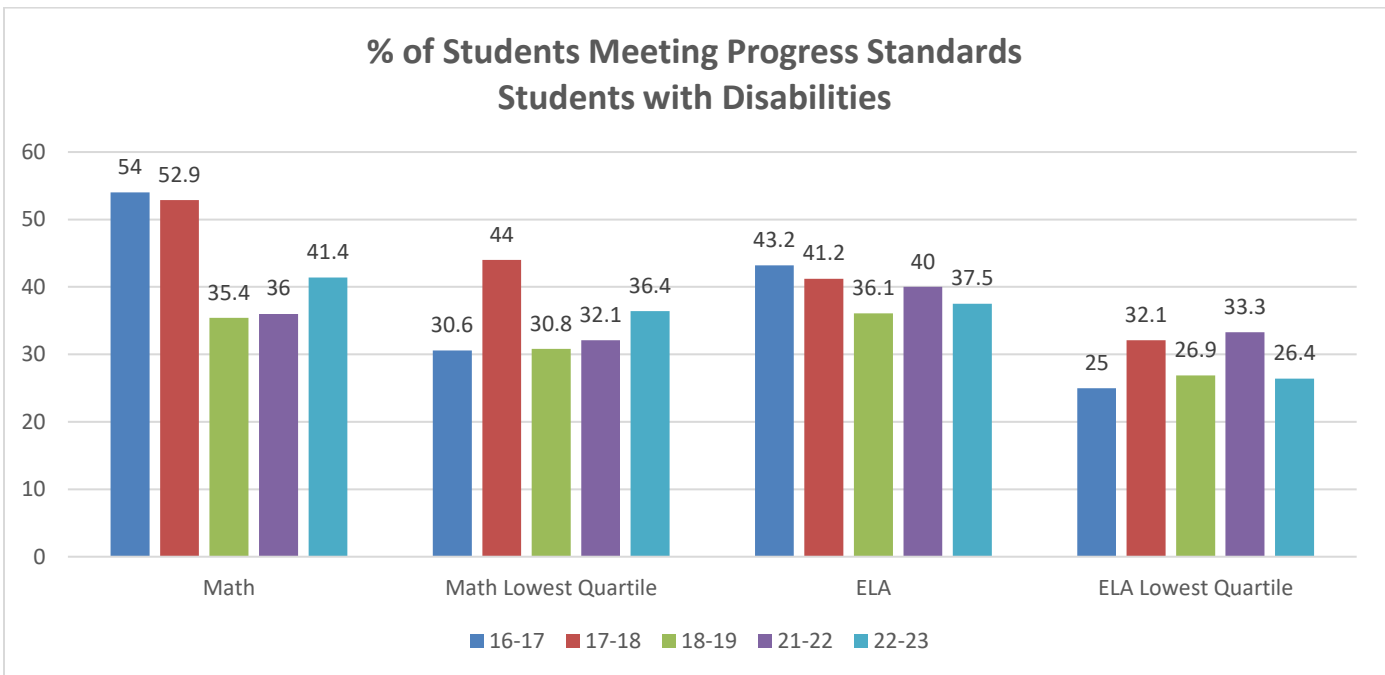
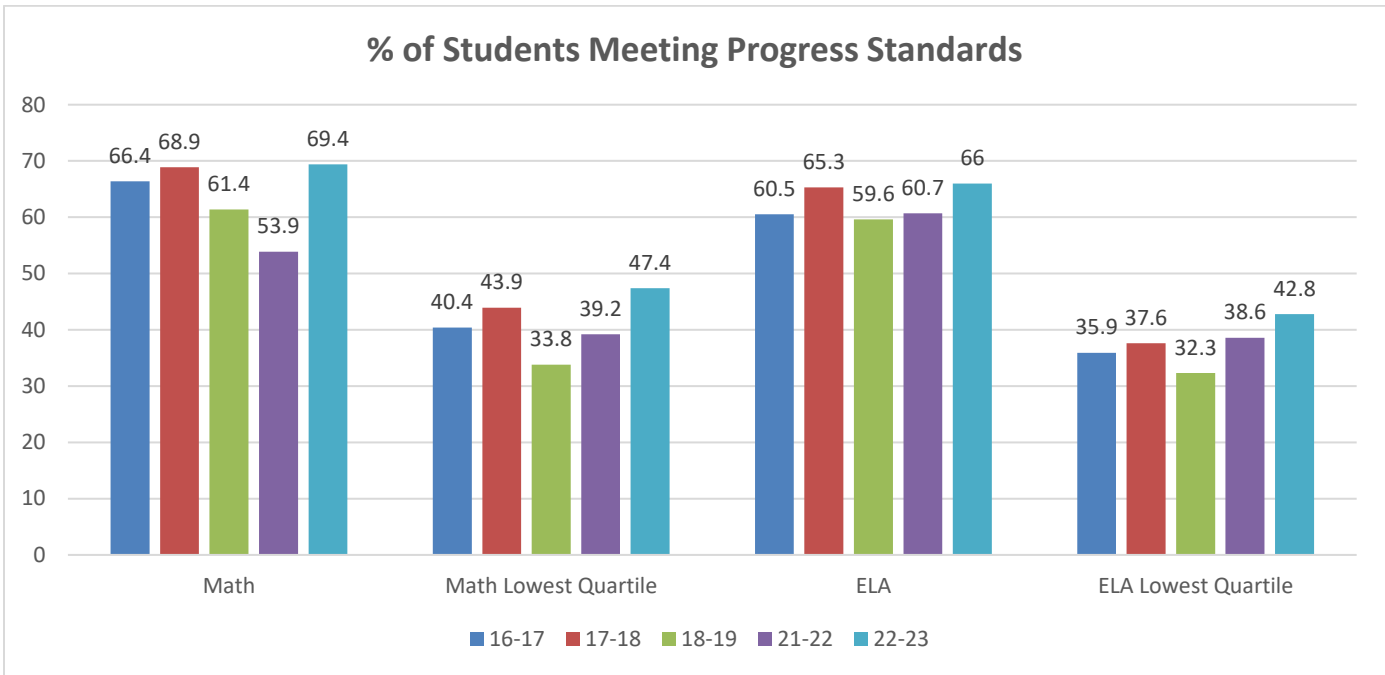
Brandon Valley Intermediate School has a small percentage of subgroup populations and ethnic diversity and does not meet the state requirement n-size of 10 students in many subgroup areas. Although, over time the trends are showing we have an increasing percent of students in our subgroup populations. Due to the Covid-19 pandemic, the economically disadvantaged subgroup data is skewed. Our special education population continues to hold at a steady rate and even show a marginal increase in numbers at the Brandon Valley Intermediate School.

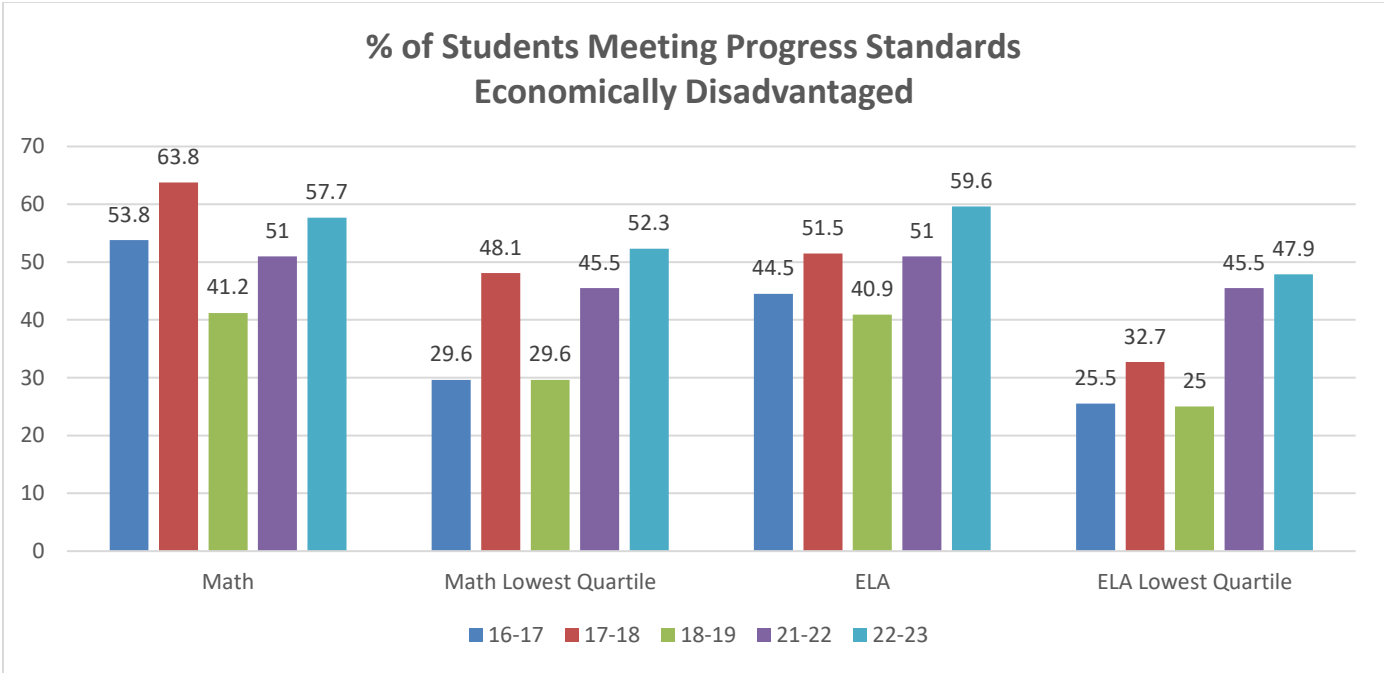
SPI Results: Student Progress, Attendance and Student Performance



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 2022-2023 was 74.1 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 56.5%, EL was at 66%, and attendance was at 95%. Student Performance as based on the Smarter Balanced assessments was at 88.5%. Percentages are based off percent of points earned.

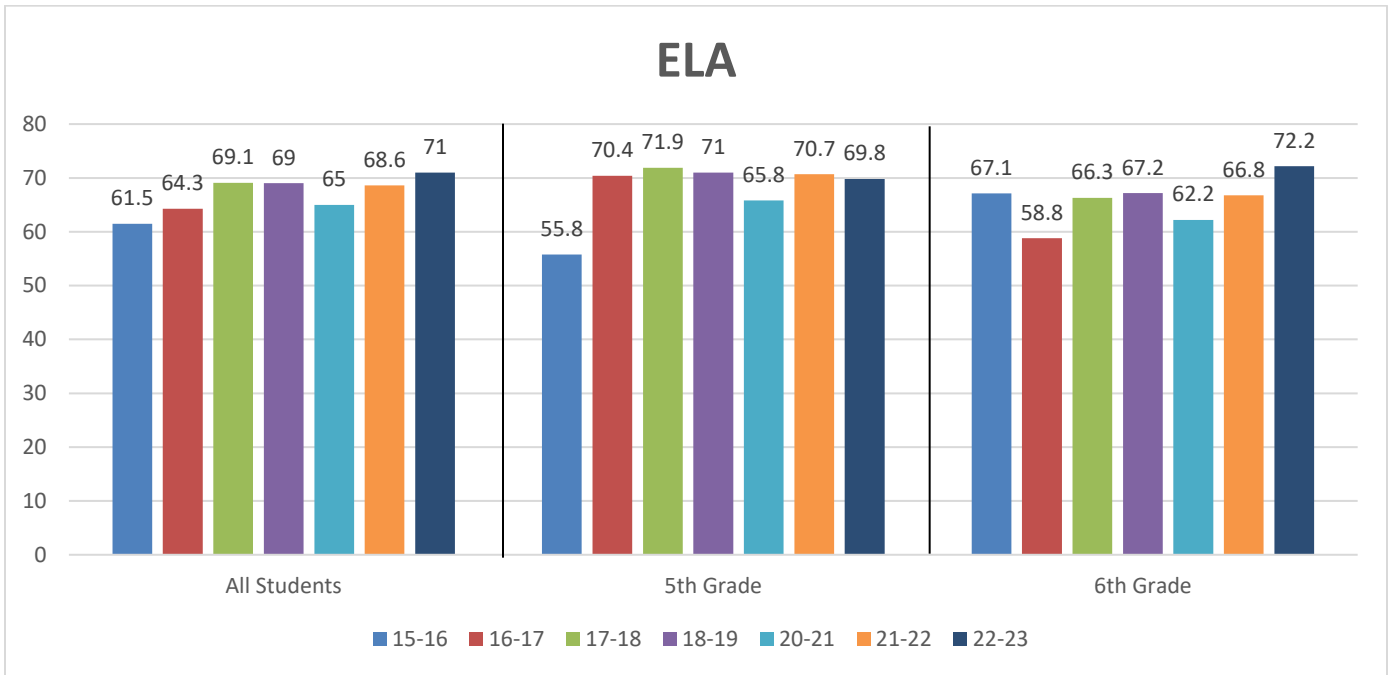
Student Progress



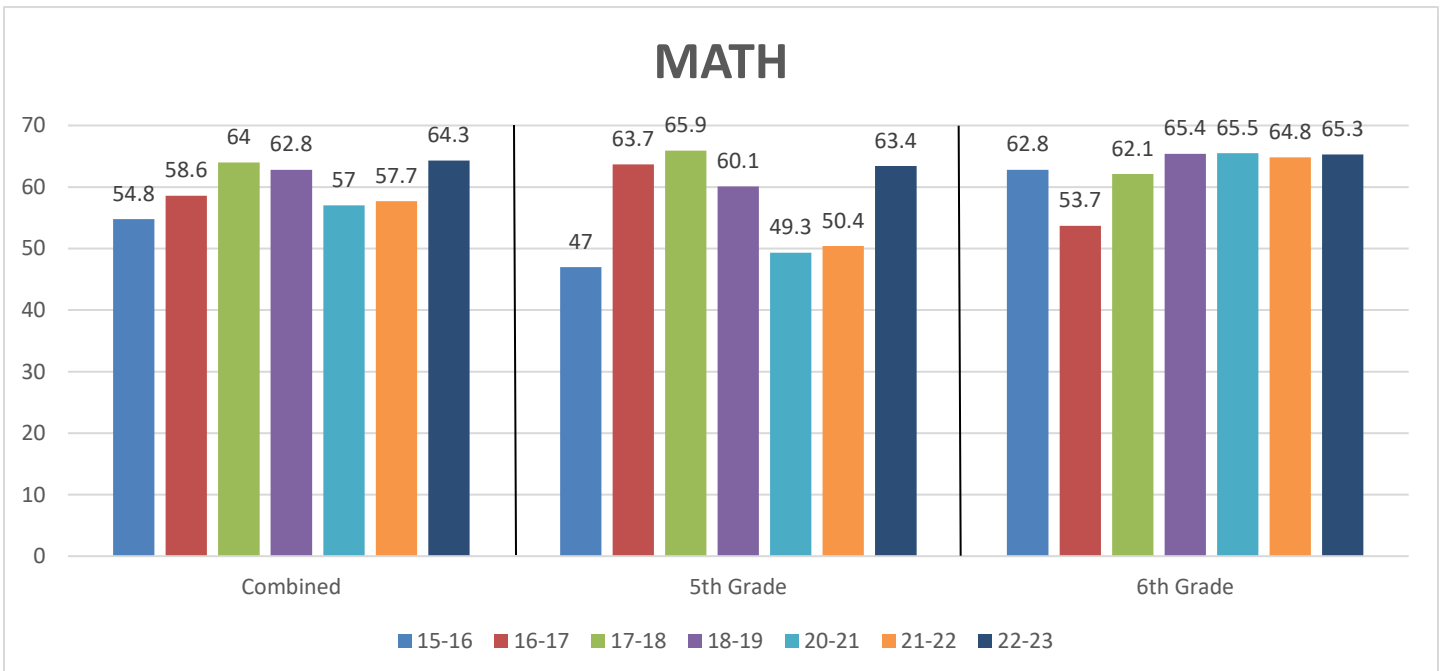


Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years’ worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **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). Also, the State takes the lowest quartile students from 2021-2022 assessment and calculates that into the formula of Student Progress.

Student Performance Level 3 and 4 2022-2023 Results

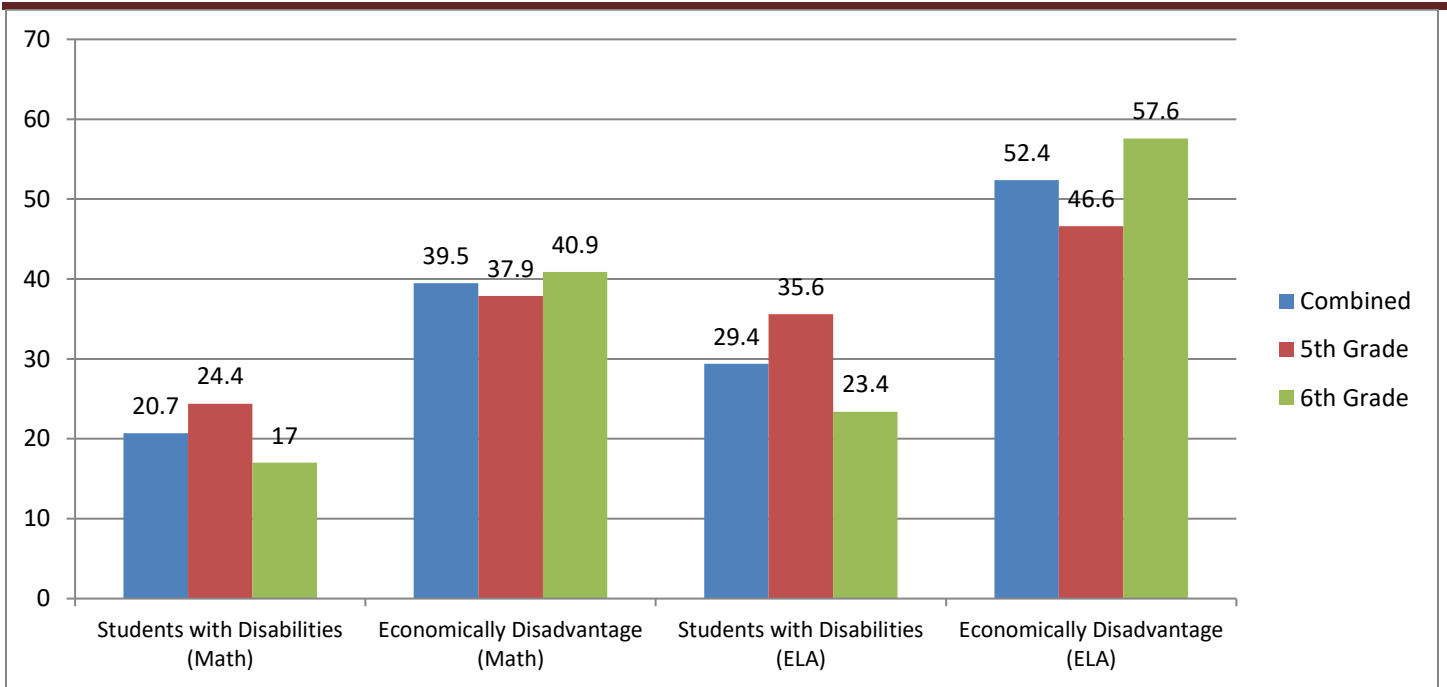


ELA in the Intermediate School resulted in 71% of the students performing at Level 3 or 4. 5th grade is at 69.8% performing at Level 3 or 4. 6th grade is at 72.2% performing at Level 3 or 4.



Math in the Intermediate School resulted in 64.3% of the students performing at Level 3 or 4. 5th grade is at 63.4% performing at Level 3 or 4. 6th grade is at 65.3% performing at Level 3 or 4.

BVIS SWD, EL, ED: Levels 3 and 4 2022-2023 Results

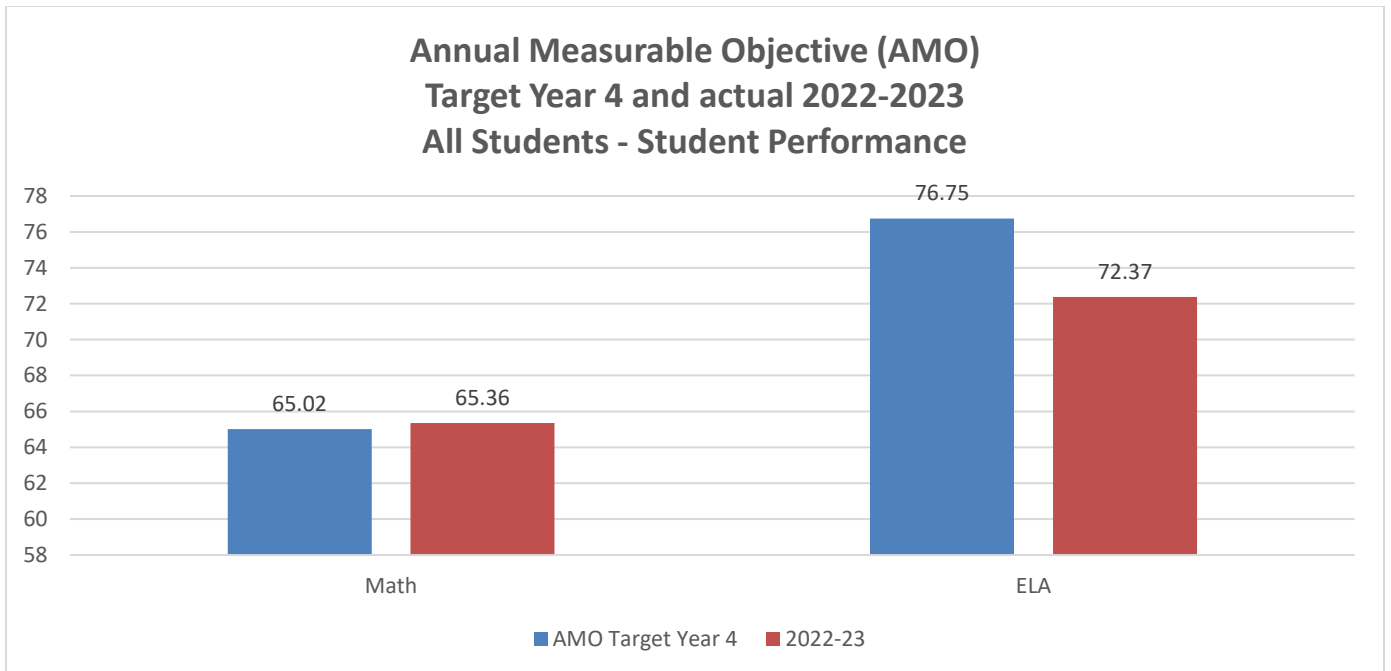


Level 3 and 4 - Students with Disabilities - Math combined student results is 20.7% performing at Level 3 or 4. 5th grade is at 24.4% performing at Level 3 or 4. 6th grade is at 17% performing at Level 3 or 4.

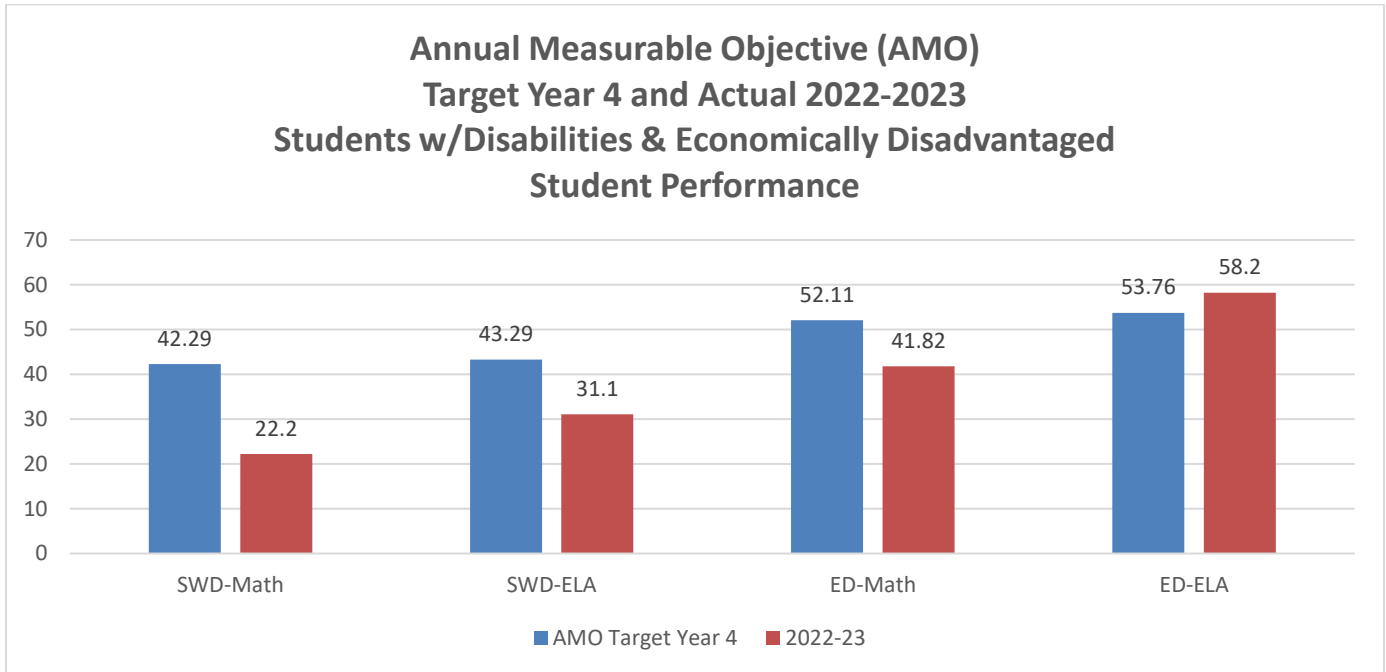
ELA combined student results 29.4% performing at Level 3 or 4. 5th grade is at 35.6% performing at Level 3 or 4. 6th grade is at 23.4% performing at Level 3 or 4.

Level 3 and 4 – Economically Disadvantaged - Math combined student results is 39.5% performing at Level 3 or 4. 5th grade is at 37.9% performing at Level 3 or 4. 6th grade is at 40.9% performing at Level 3 or 4.

ELA combined student results 52.4% performing at Level 3 or 4. 5th grade is at 46.6% performing at Level 3 or 4. 6th grade is at 57.6% performing at Level 3 or 4.

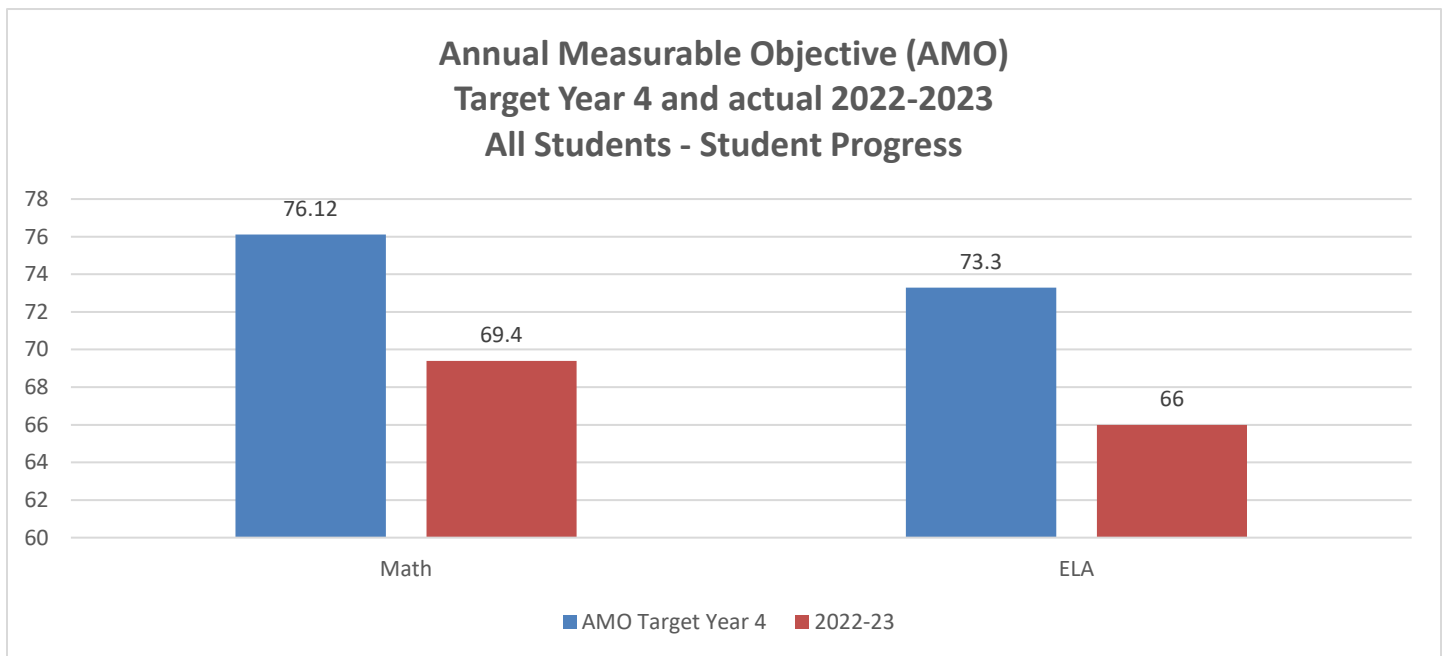


Year 4 target for BVIS’s AMO is 65.02% for all students in Math. Math for 2022-23 is at 65.36%. Year 4 target AMO is 76.75% for all students in ELA. ELA for 2022-23 is at 72.37%.



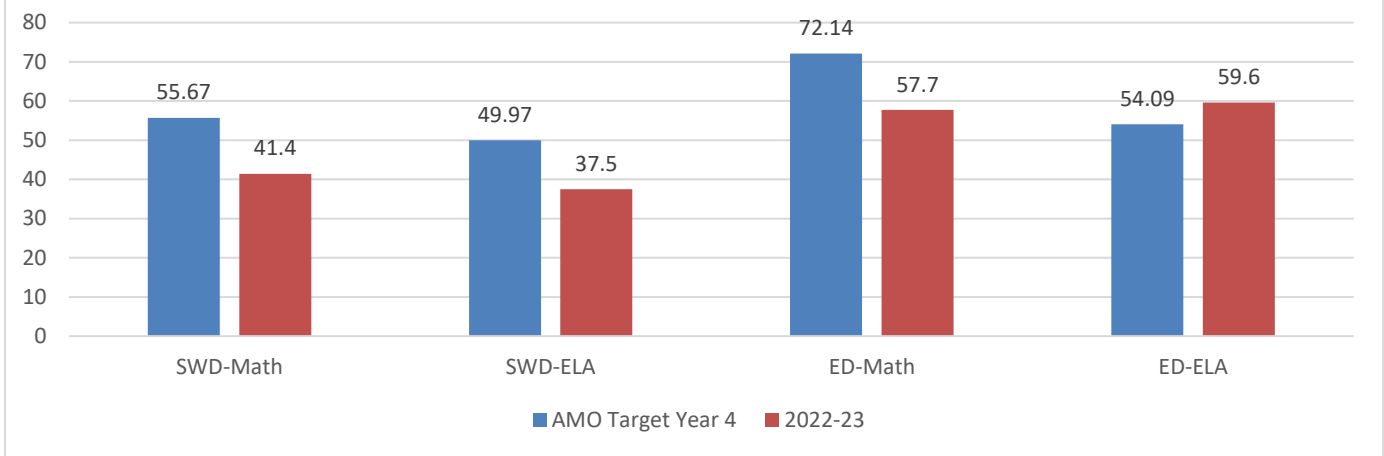
Math: Students with Disabilities Target for Year 4 was 42.29%. The achieved level in 2022-23 was 22.2%. Economically disadvantaged Target for Year 4 was 52.11%. The achieved level in 2022-23 was 41.82%.

ELA: Students with Disabilities Target for Year 4 was 43.29%. The achieved level in 2022-23 was 31.1%. Economically disadvantaged Target for Year 4 was 53.75%. The achieved level in 2022-23 was 58.2%.



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 4 and Actual 2022-2023
Students w/Disabilities & Economically Disadvantaged
Student Progress**



Math: Students with Disabilities Target for Year 4 was 55.67%. The achieved level in 2022-23 was 41.4%. Economically disadvantaged Target for Year 4 was 72.14%. The achieved level in 2022-23 was 57.7%.

ELA: Students with Disabilities Target for Year 4 was 49.97%. The achieved level in 2022-23 was 37.5%. Economically disadvantaged Target for Year 4 was 54.09%. The achieved level in 2022-23 was 59.6%.

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.
- 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).
- 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

2023-2024 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 65.22% proficiency for all students.
- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Economically Disadvantaged goal of 53.27%.
- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Students with Disabilities goal of 48.37%.

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 78.51% .

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 2022- 23	AMO 2022- 23	BVIS 2021- 22	BVIS 2022- 23	+/-			
All Student Results	41.86	65.02	58.12	64.3	+6.18	*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 implemented within grade level.	*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 *Utilization of Interim SDA Assessments and tracking data.	*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
Ec. Dis. Results	23.05	52.11	33.33	39.5	+6.17			
SwD Results	15.24	42.29	23.60	20.7	-2.9			
MATH	STATE 2022- 23	AMO 2022- 23	BVIS 2021- 22	BVIS 2022- 23	+/-			
Needs Assessment Student Progress, Perceptions, Demographic								
All Student Results	48.32	76.12	53.92	69.4	+15.48			
Ec. Dis. Results	36.85	72.14	51.06	57.7	+6.64			
SwD Results	30.51	55.67	36.47	41.4	+4.93			

<ul style="list-style-type: none"> *ICU implemented in every grade level. *STAR Math is utilized for SLO development. *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. *Focus on targeted students who showed little Academic Growth on the SDA. All staff are involved with this focus group. *Implementation of the ALEKS program. *Incorporate classroom assessments that mirror the SDA. *Math intervention in DLE *Cross-curricular units that reinforce standards taught within grade level. *Power Hour - used to provide additional support. *Countdown to Common Core 	<ul style="list-style-type: none"> * McGraw-Hill benchmark assessments 	<ul style="list-style-type: none"> *Job-alike biweekly collaboration to promote consistency in course content across teams *Monthly team meetings to discuss concepts/procedures and student supports to drive success. *Collaborative Learning Communities (CLCs) developed to grow professionally and collaborate across grade levels and content areas
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Performance Data Evaluation and Analysis
School: Brandon Valley Intermediate School
Evaluation Team Members: All BVIS staff

2023-2024 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 79.07% proficiency for all students.
- We will improve ELA instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Economically Disadvantaged goal of 54.1%.
- We will improve ELA instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Students with Disabilities goal of 48.86%.

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 75.97%.

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 2022-23	AMO 2022-23	BVIS 2021-22	BVIS 2022-23	+/-			
All Student Results	49.7	76.75	68.70	71	+2.3			
Ec. Dis. Results	30.4	53.76	47.06	52.4	+5.34			
SwD Results	15.82	43.29	24.72	29.4	+4.68			
Needs Assessment Student Progress, Perceptions, Demographic						**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.
ELA	STATE 2022-23	AMO 2022-23	BVIS 2021-22	BVIS 2022-23	+/-			
All Student Results	52.96	73.30	60.97	66	+5.03			
Ec. Dis. Results	40.19	54.09	51.06	59.6	+8.54			
SwD Results	29.66	49.97	40.00	37.5	-2.5			

<p> **Implement ICU for students at all grade levels **Implement close reading strategies including UNRAAVEL and annotations **Implement writing across the curriculum using RACE strategy and focus on techniques and mechanics **Utilize STAR Reading for SLO development **Incorporate classroom assessments that mirror SDA **ELA intervention during homeroom time **Offer Power Hour to provide additional support to students **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. **Individual conferencing with students **Writing Benchmark – common rubric across grade levels. </p>	<p> **Job-alike biweekly collaboration to promote consistency in course content across teams **Monthly team meetings to discuss strategies/concepts and student supports to drive success. **Collaborative Learning Communities (CLCs) developed to grow professionally and collaborate across grade levels and content areas </p>
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2023-2024 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-promise 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-promise 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 90.36% and the goal is 81.00% involvement. The state target for this goal is about 86.20%.

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 quarter)

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 2023-2024

**Brandon Elementary
School Improvement Plan
2023-2024**

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 4, 2023, 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
Ambur 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

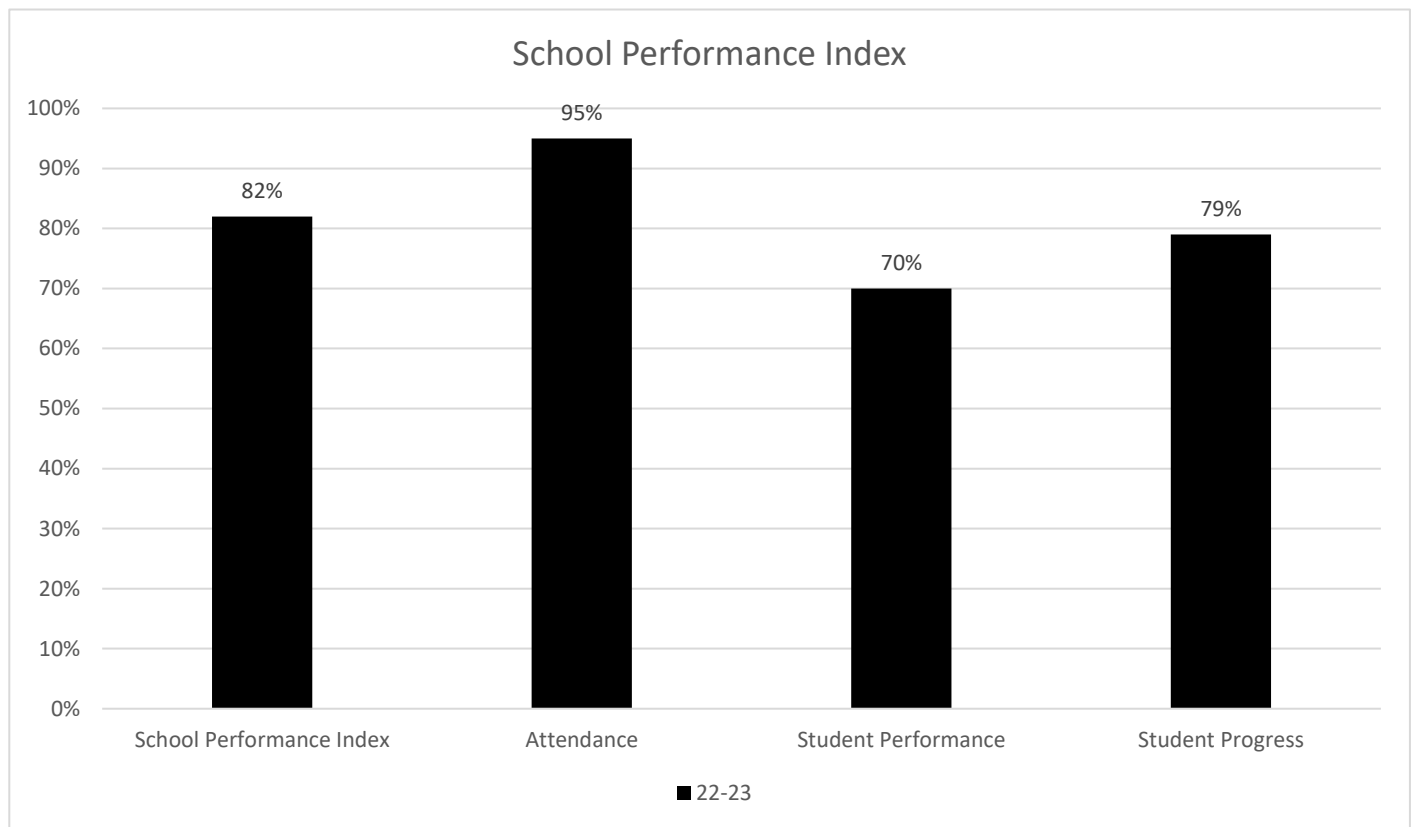
Below is the 2023-2024 calendar for meetings that have and will be held in the process of developing the Brandon Elementary School Improvement Plan.

2023-2024 School Improvement Team Meetings

October 4, 2023
January 25, 2024
May 9, 2024

Brandon Elementary School Demographic Data

	2020-21	2021-22	2022-23	2023-24	2024-25
Total Enrollment	597	677	680	689	
Hispanic/Latino	1.2	1.5	7.5	14.9	
Amer. Indian/ Alaskan	1.3	0.3	0.5	0.1	
Asian	0.1	0.1	0.1	0.1	
Black/African. American	1.0	0.4	0.5	0.5	
Hawaiian/ Pac. Islander	0	0	0	0	
White/Caucasian	83.2	84.1	85	79	
Non-White	0	0	0	0	
2 or More Races	5.7	7.2	7.3	14.0	
Students' w/Disabilities	20.0	22.1	23	23.1	
English Learners - EL	0	0.3	0.5	0.5	
Economically Disadvantaged	26.4	26.9	26.1	24.5	
Female	273	302	375	306	
Male	324	375	305	383	
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.

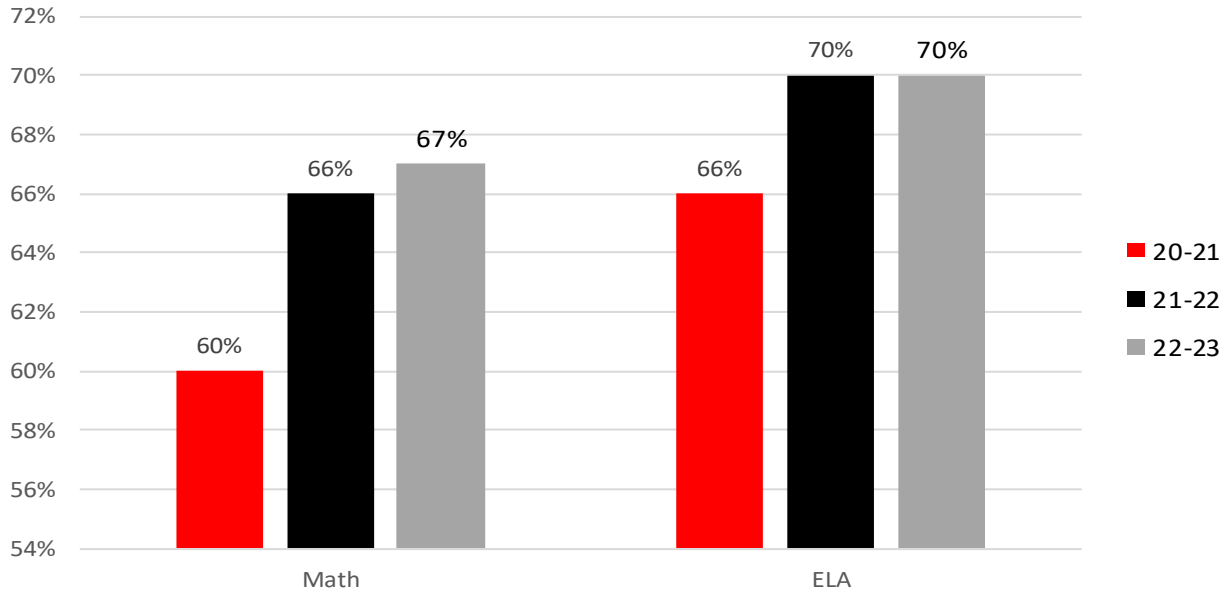
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SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the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

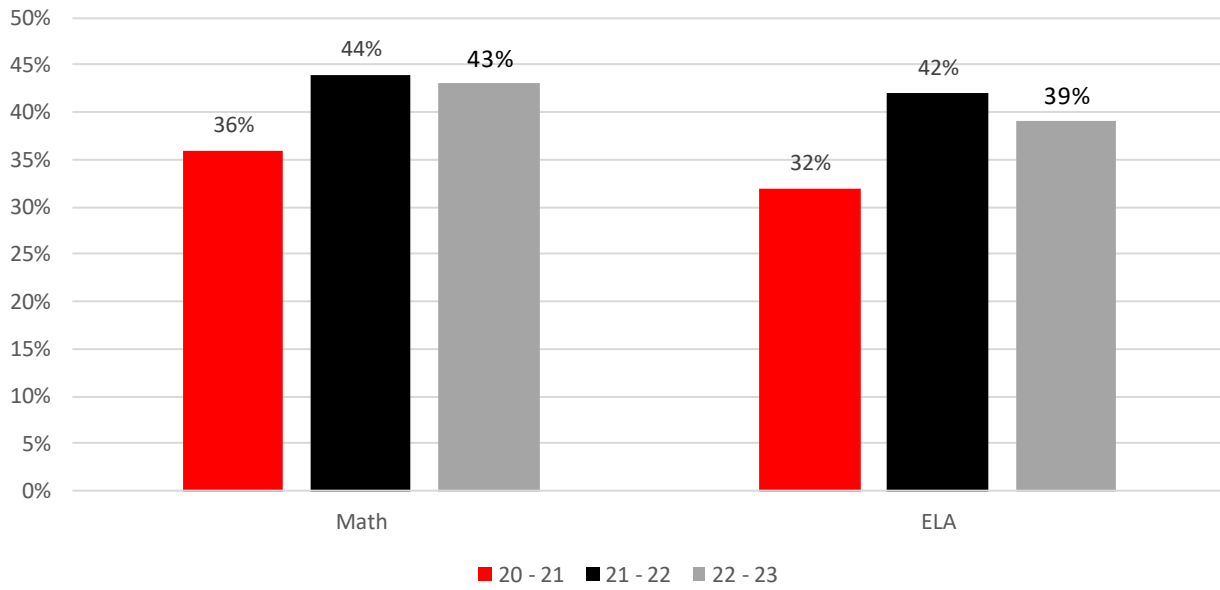
Long Term Goals:

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.

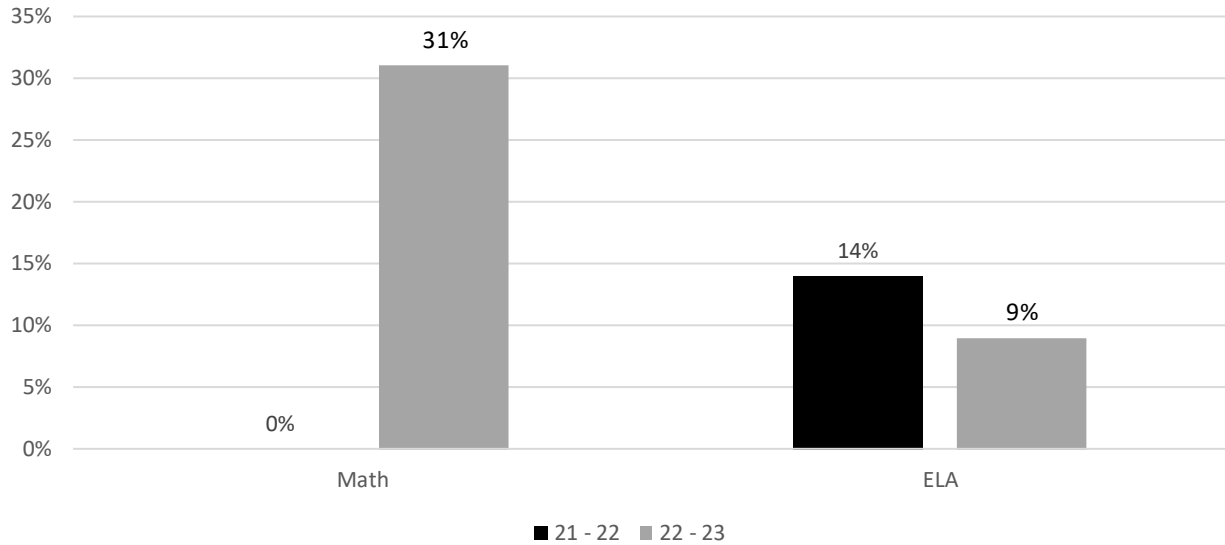
Student Performance Multi-Year All Students



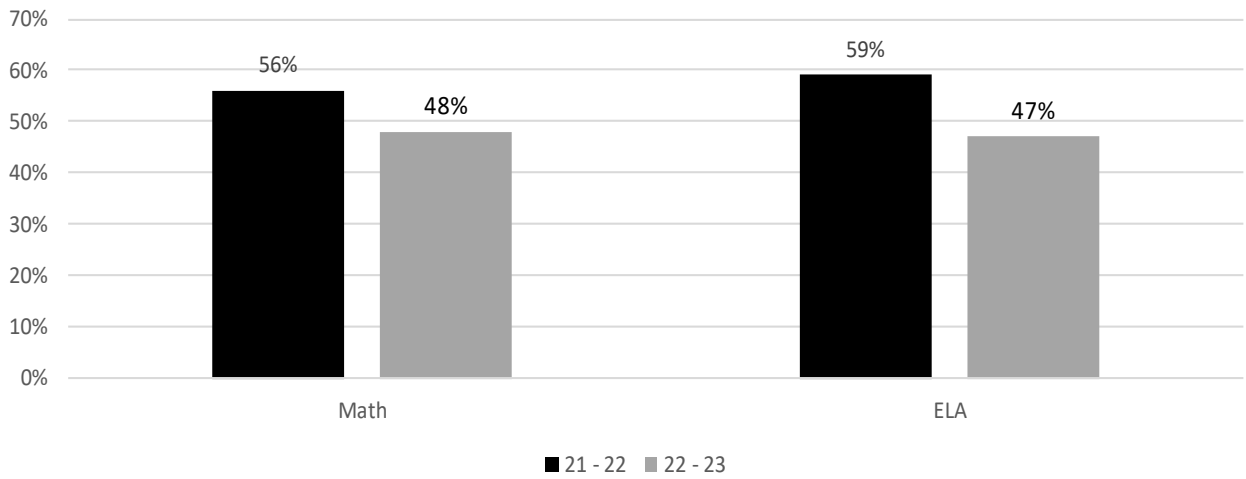
Student Performance Multi-Year Students with Disabilities



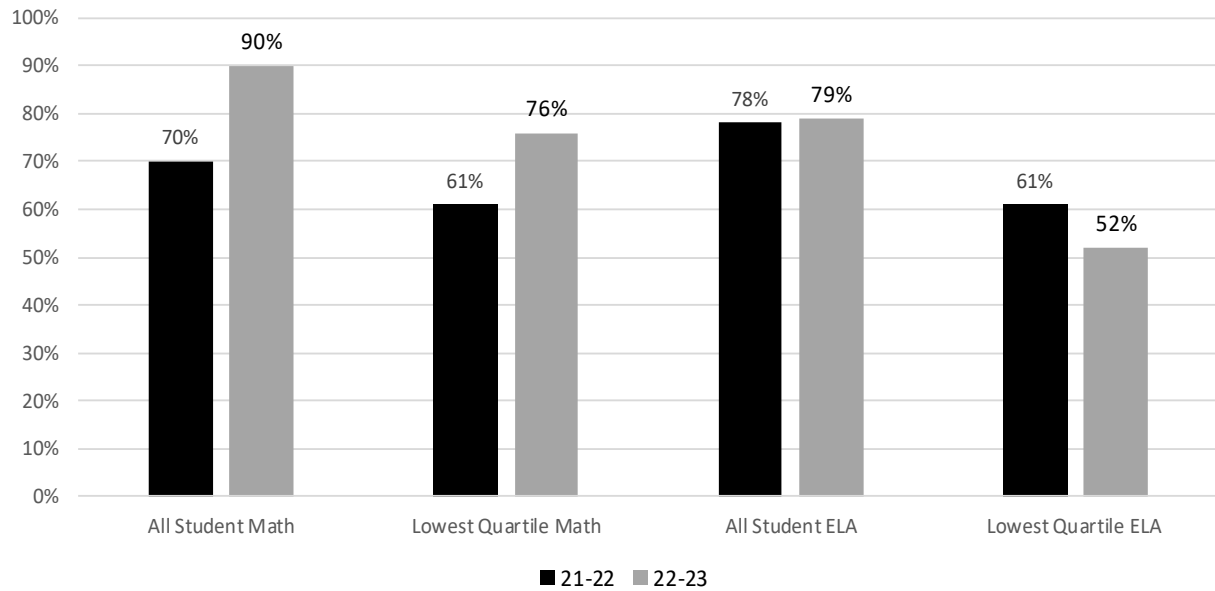
Student Performance Multi-Year English Learners



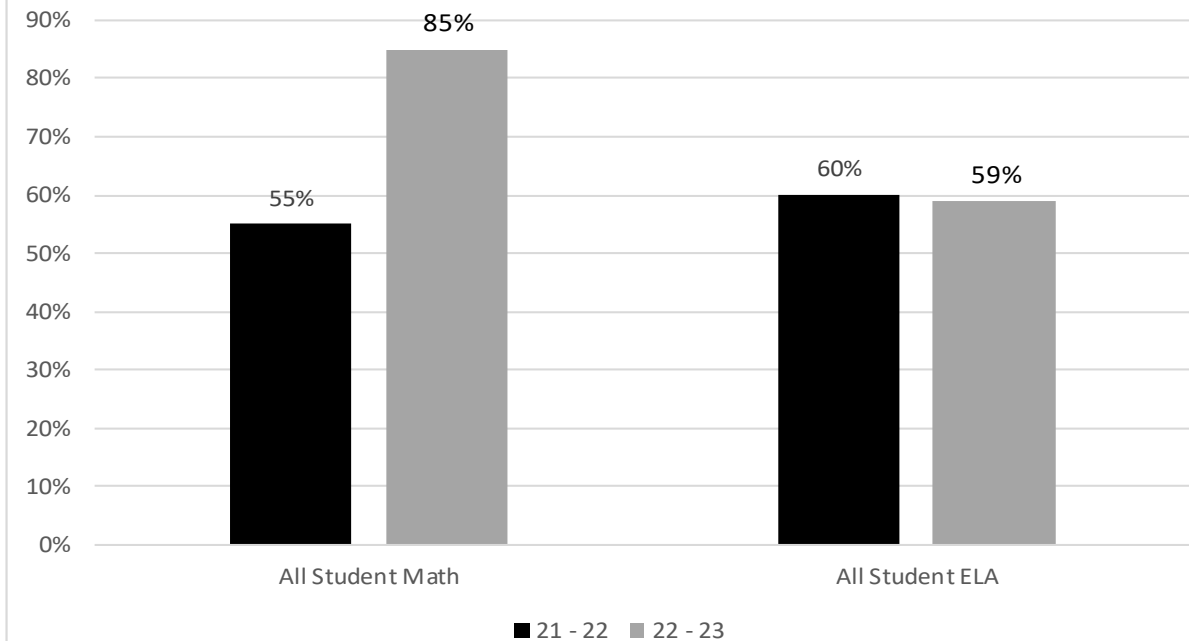
Student Performance Multi-Year Economically Disadvantaged

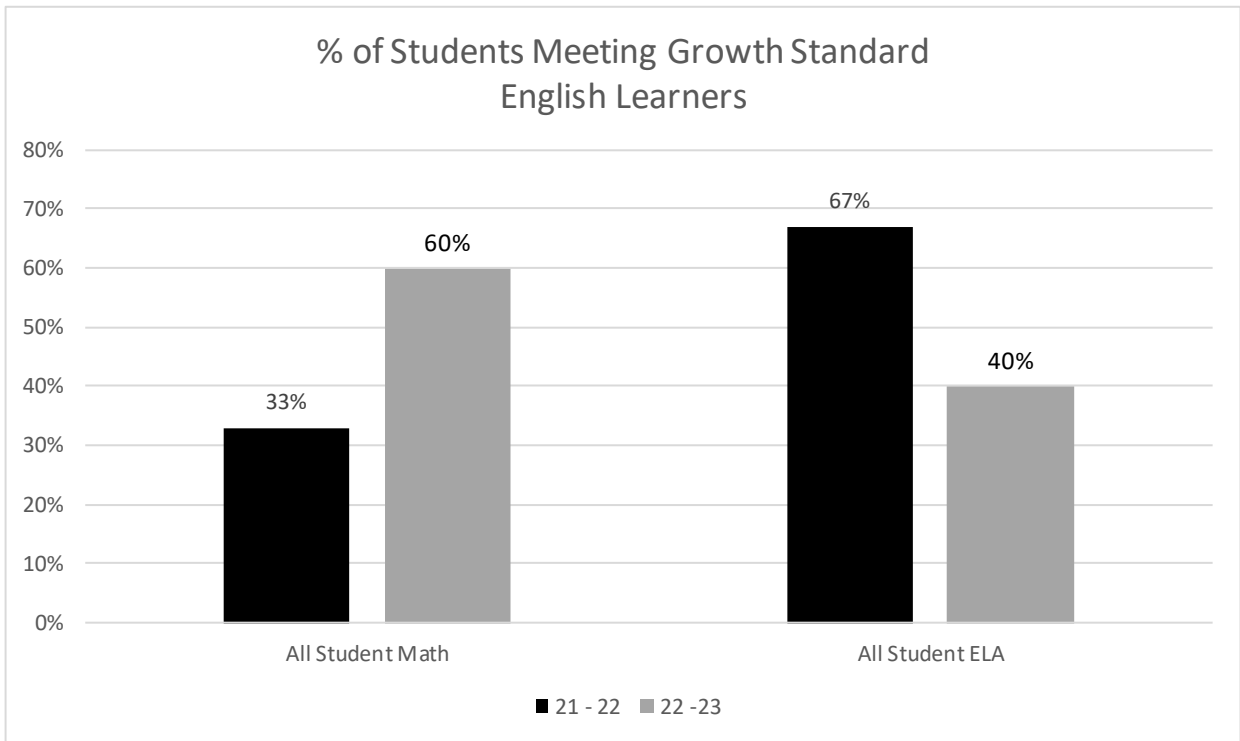
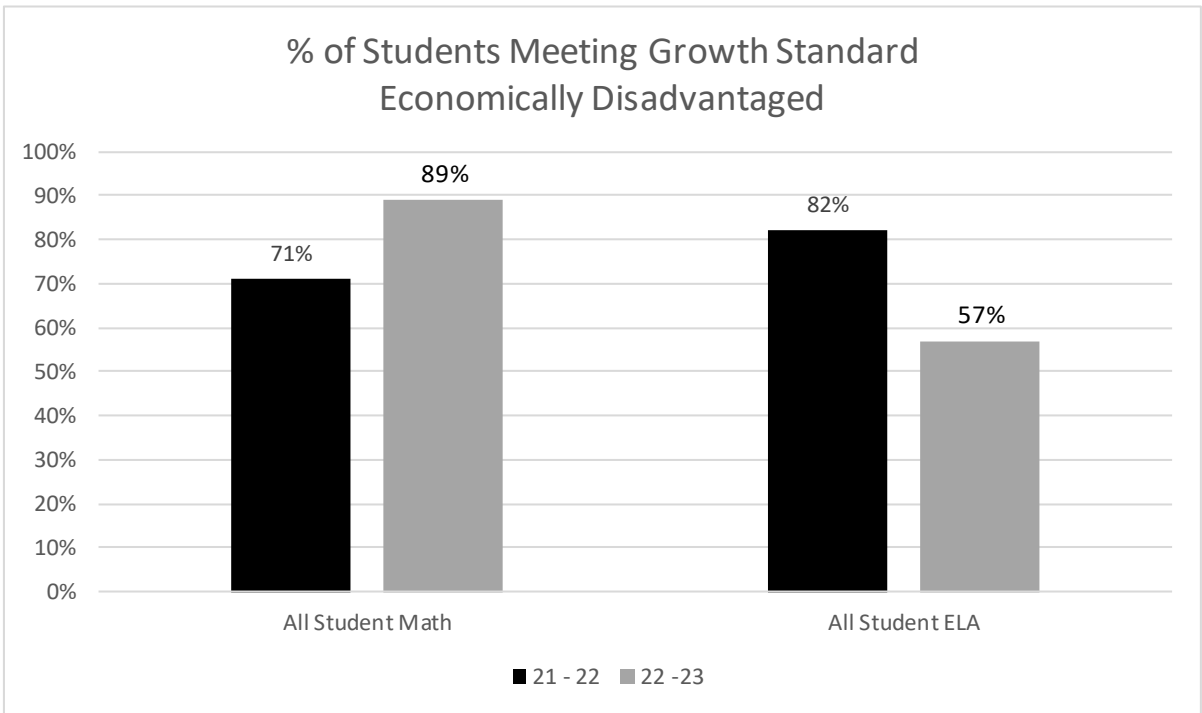


**% of Students Meeting Growth Standard
Student Progress - 4th Grade Only**

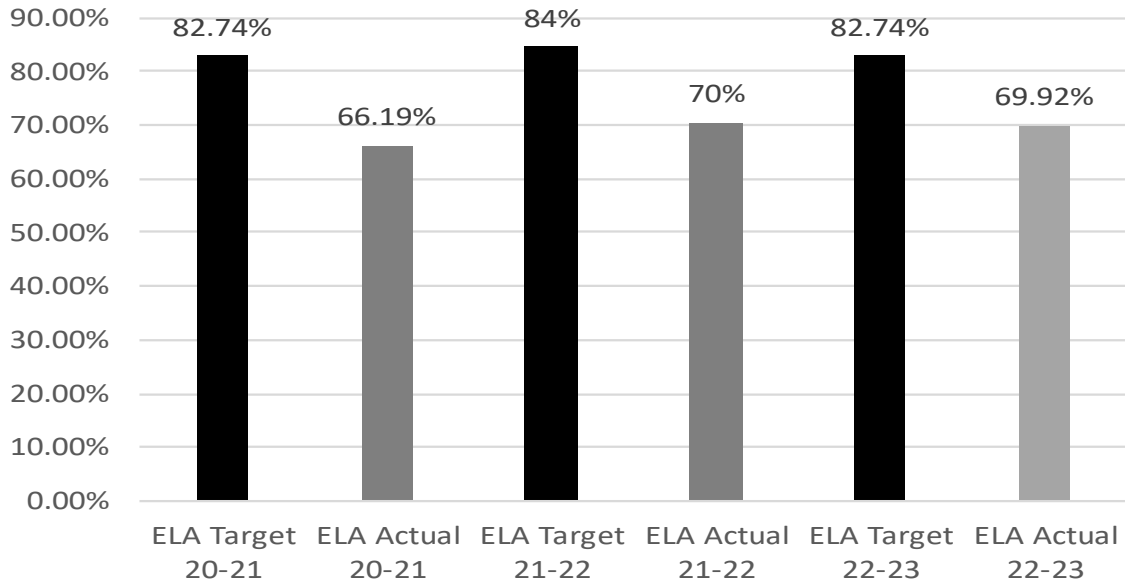


**% of Students Meeting Growth Standard
Students with Disabilities**

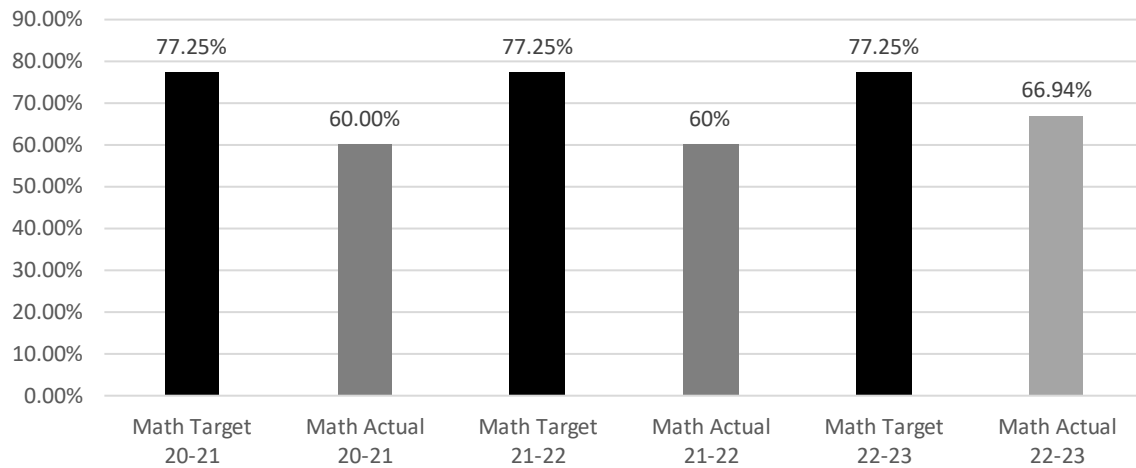


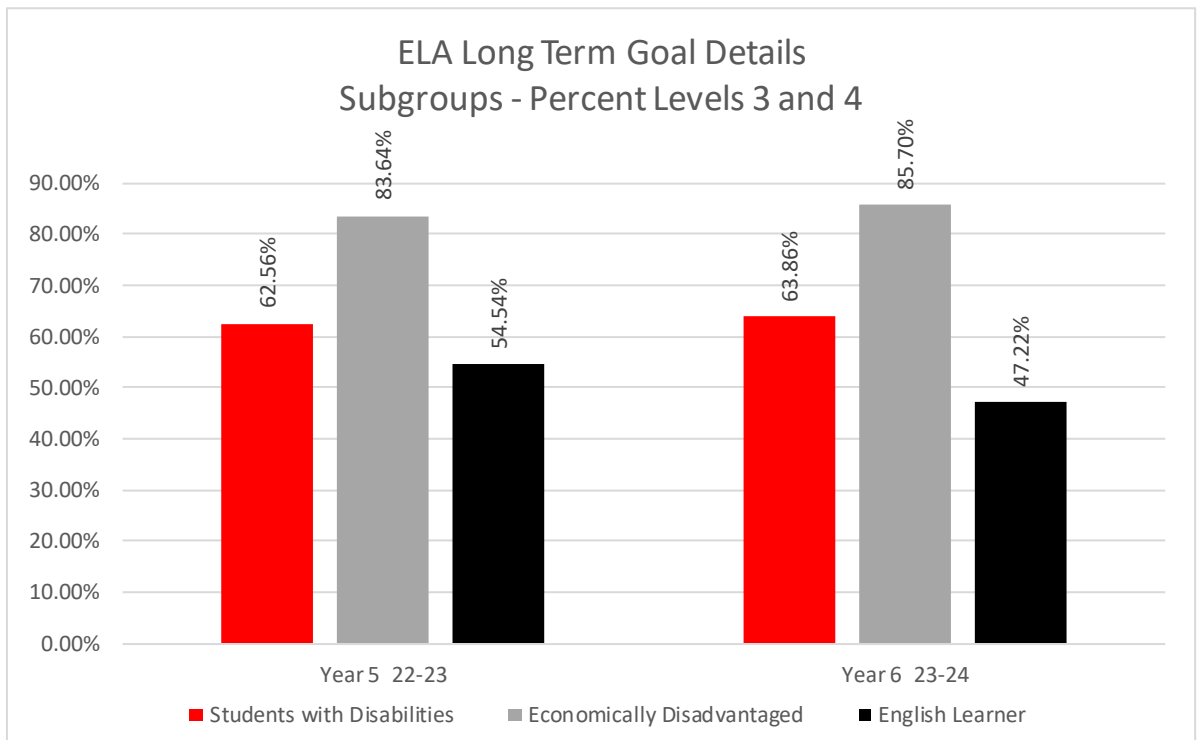
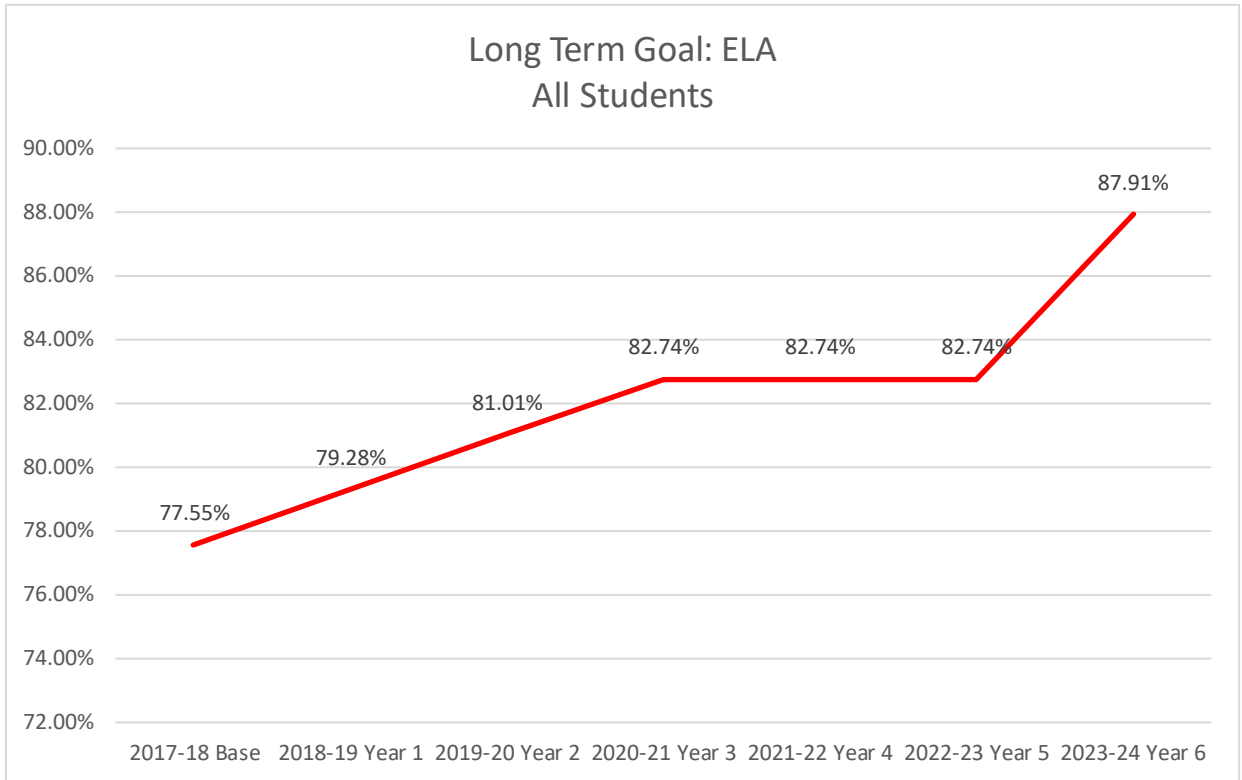


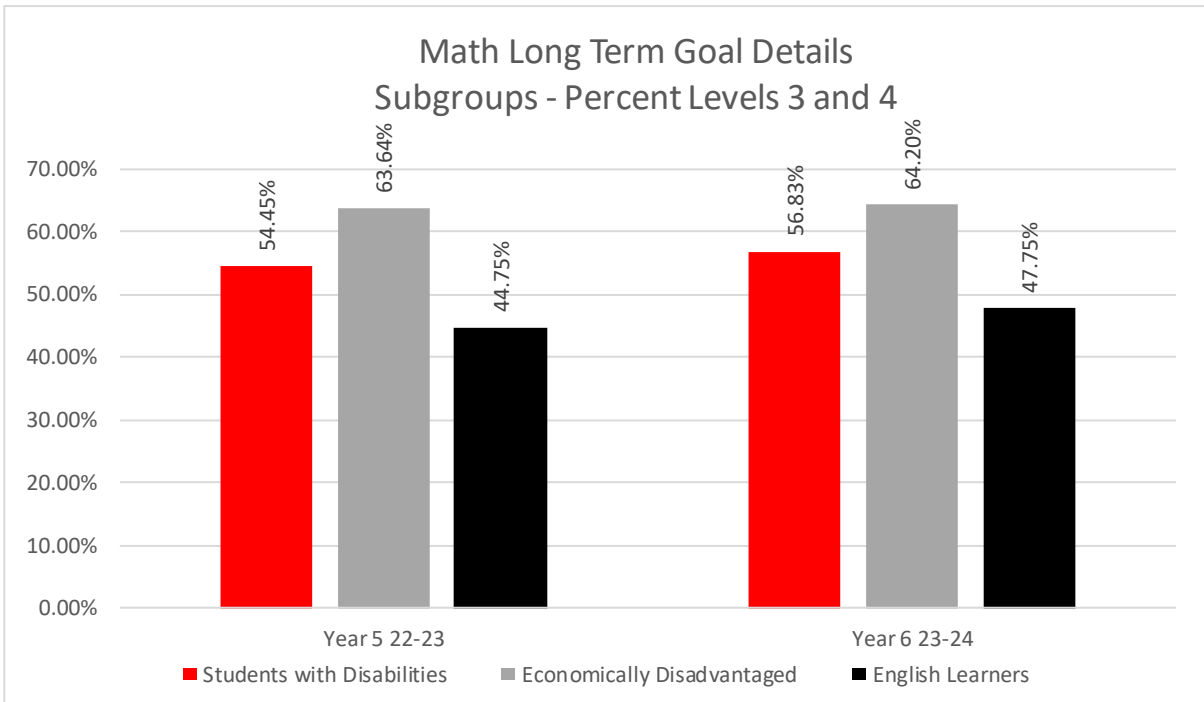
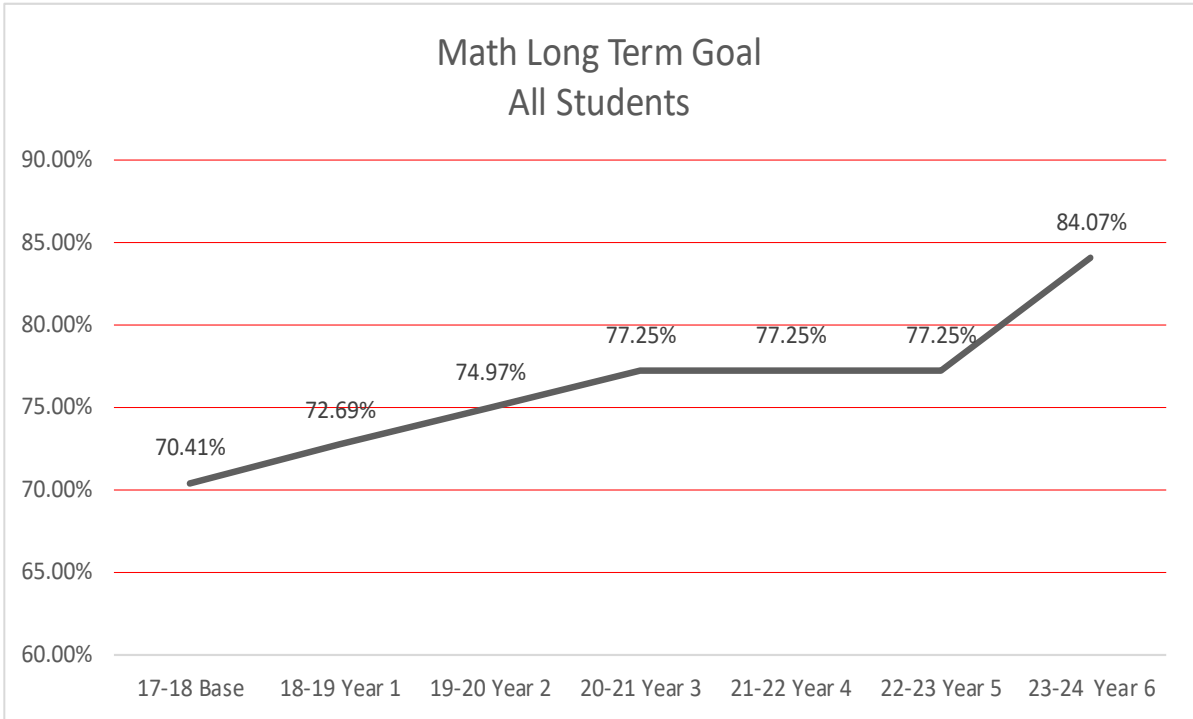
Long Term ELA Goal Target/Actual All Students



Long Term Math Goal Target/Actual All Students







2023-2024 Math Goal (Whole School): All staff at Brandon Elementary will improve math instruction so that all students show growth and meet our target of 84.07 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 2024. (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 ELA General Assessment in April 2024.

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 2023-2024 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>	<ul style="list-style-type: none"> -Math Vocabulary and strategies -Scaffold instruction -SeeSaw -Visual Supports -Think-Pair-Share -IPADS -SeeSaw -Differentiated instruction -Small Group Instruction -Manipulatives -Math Talks - Connecting Math -SeeSaw -Math Facts -SeeSaw 	<ul style="list-style-type: none"> -STAR Math Assessment -Standards Based Report Cards -STAR Early Literacy -Chapter Math tests -Diagnostic Math Tests -SeeSaw 	<ul style="list-style-type: none"> -Math Specialist -Grade Level meetings -Department meetings -Math Interventions -Coaching from Technology Integrationist to improve instruction and learning.

2023-2024 Reading Goal (Whole School): All staff at Brandon Elementary will improve reading instruction so that all students show growth and meet our target of 87.91 for ALL students, 63.86 for students with disabilities, and 85.70 for our economically disadvantaged student and 47.22 for English Learners as measured by the Smarter Balance Assessment in May 2024. (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 Math Assessment in April 2024.

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>	<ul style="list-style-type: none"> -Reading Protocol -Resource Room -Comprehension Strategies -Visualizing and Verbalizing -AR Accelerated Reader -Home packets for extra fluency practice -Leveled Readers -S.P.I.R.E. -Reading Specialist -Sonday -AR 360 -Response to Intervention -VOWAC -Edmark -Reading Mastery -95% Group Multisyllable Routine Cards -SeeSaw -Really Great Reading HD Word for Multi-Syllabic Instruction. 	<ul style="list-style-type: none"> -DIBELS benchmarking and progress monitoring -DAZE passages - benchmarking and progress monitoring -AR Accelerated Reader -STAR Reading -STAR Early Literacy -SRA Reading Mastery -CORE Phonics Screener -S.P.I.R. E quick checks, skill checks -Sonday Program -SeeSaw 	<ul style="list-style-type: none"> -Elementary Curriculum Director -Literacy Coach -Assessment Coordinator -Quarterly Problem-Solving Meetings -Coaching/Modeling from Reading Specialist -Grade Level Meetings -TAT Meetings -Coaching from Technology Integrationist -Extra support staff -Socratic Seminar -95% Group Multisyllable Routine Cards training

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 positive and engaging supports — as early as possible...**THEN** students will be motivated to attend school...which will **THEN** lead to improved attendance from students within our English Learner subgroup...which will **RESULT** in the increased likelihood of all students experiencing academic success.

What potential implementation challenges need to be addressed? Personnel, Time, and Resources

<p>Action Plan</p> <p>What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?</p>	<p>Timeline</p> <p>When will the actions/ tasks occur?</p>	<p>Participation and Commitments</p> <p>Who is involved and what role do they play? Consider Principals, Leadership Team Members, All Staff Members</p>	<p>Indicate completion of actions/tasks</p>
<p>Action 1:</p> <p>Ensure attendance data is of high quality — reliable, accurate, timely, and complete — so it can be effectively used to improve student outcomes. Designate a team of administrators to establish a written plan for consistent attendance data collection, management, and reporting across the district. Provide quality attendance training to school office staff, principals, technology coordinators, and other school officials involved with maintaining and monitoring school attendance.</p> <p>Resources Required:</p> <p>Schedule Skyward training for staff responsible for entering, managing, reporting, and/or analyzing student attendance data (hire a trainer and compensate staff in attendance). Purchase a Skyward enhancement to improve real-time attendance data analysis.</p>	<p>Develop attendance data collection plan prior to October 28, 2022</p> <p>Provide Skyward training prior to June 15, 2023.</p> <p>Purchase Skyward enhancement prior to December 21, 2022.</p>	<p>Principal representatives from the grade-band schools (Elementary, Intermediate, Middle, and High) will collaborate to develop the written BVSD attendance data collection plan.</p> <p>Principals, administrative assistants, attendance advocates, and district technology coordinators will attend the Skyward training.</p> <p>The Skyward enhancement will be purchased by the technology coordinator.</p>	
<p>Action 2:</p> <p>Form a School Attendance Team to develop an attendance protocol. Examine quantitative and qualitative data to identify past grade-level and student-level attendance trends and determine reasons for absences. Research best practices for addressing attendance challenges. Develop/further develop partnerships with community agencies that offer resources to help engage EL students and families and remove attendance barriers. Compile a list of effective interventions and resources already in existence within our district. Develop and implement a three-tiered system, modeled off the multi-tiered system of supports (MTSS) framework, that supports regular school attendance and fosters a strong school-wide culture of attendance (BV Attendance Protocol).</p> <p>Resources Required:</p>	<p>Form School Attendance Team prior to January 13, 2023.</p> <p>Develop BV Attendance Protocol draft prior to March 22, 2023.</p> <p>Finalize BV Attendance Protocol prior to May 25, 2023.</p>	<p>The BE School Attendance Team will consist of the Principal, Attendance Advocate, School Counselor, EL teacher, and one general classroom teacher.</p> <p>The BV Attendance Protocol draft will be developed by the Director of Instruction, the IE & BE Principals, Attendance Advocates, and School Counselors, as well as teacher representatives from Brandon Elementary and Inspiration Elementary.</p> <p>The BV Attendance Protocol will be reviewed by principal</p>	

<p>Provide substitutes and time for the School Attendance Team to review attendance data, research best practices, reach out to community agencies, curate interventions and resources, and develop a multi-tiered attendance framework.</p>		<p>representatives from grade-band schools (Elementary, Intermediate, Middle, and High). The protocol will be finalized by the Superintendent of Schools.</p>	
<p>Action 3: Hire an Attendance Advocate (EA position) to 1) maintain and monitor real-time attendance data 2) identify students within race/ethnicity and program participation subgroups that are struggling with inconsistent school attendance and chronic absenteeism 3) play a prominent role on the Attendance Leadership Team by facilitating the creation, implementation, evaluation, and revision of individualized attendance plans.</p> <p>Resources Required: Hire an Attendance Advocate (EA position)</p>	<p>Hire Attendance Advocate prior to December 21, 2022.</p>	<p>The elementary principals will interview and hire the Attendance Advocate and the individual will be trained by the BE principal, administrative assistant, and school counselor.</p>	

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

Overall: The 22-23 school report card indicates the FAY attendance rate of all students was 95.01%. This was an increase of 5.33% over the 22-23 school year which was 89.68%. **BE’s attendance goal for 23-24 school year is 96%.**

By June of 2024, our attendance rates in each of the following subgroups will improve:

English Learner: The 22-23 school report card indicates the English Learners FAY attendance rate was 80% (30 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.**

Hispanic/Latino: The 22-23 school report card indicates the Hispanic/Latino FAY attendance rate was 86.96% (46 students). **BE’s attendance goal for the 23-24 school year is for the attendance rate of their Hispanic/Latino subgroup to improve from 89.96% to 94% or higher.**

Economically Disadvantaged: The 22-213 school report card indicates the Economically Disadvantaged FAY attendance rate was 85.98%(164 students). **BE’s attendance goal for the 23-24 school is for the attendance rate of their economically Disadvantaged subgroup to improve from 85.98% to 94% or higher.**

Note: TSI designations are based on FAY attendance.

- 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 protect student privacy.
 2. Confirm Tiered System of Attendance Supports (BV Attendance Protocol) has been created and is being utilized by school personnel.
 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.

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

To be determined.

Strategies to Improve Attendance:
Attendance Protocol – TBD

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, Sonday, S.P.I.R.E., VOWAC, 95% Group Multisyllable Routine Cards
- 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.

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 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.



Fred Assam Elementary School

Fred Assam Elementary School



School Improvement Plan 2023 - 2024

**Fred Assam Elementary School
School Improvement Plan
2023 – 2024**

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 13, 2023, 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

- Susan Foster, Fred Assam Elementary School Principal
- Leah Williamson, Regular Education Kindergarten Teacher
- Abby Kaschmitter, Regular Education First Grade Teacher
- Missy Livingston, Regular Education Second Grade Teacher
- Michelle Kieffer, Regular Education Third Grade Teacher
- Tara Scholten, Regular Education Fourth Grade Teacher
- Angie Nelson, School Counselor
- Mandy Reiser, Special Education Teacher
- April Verburg, Music Teacher

School Planning Calendar

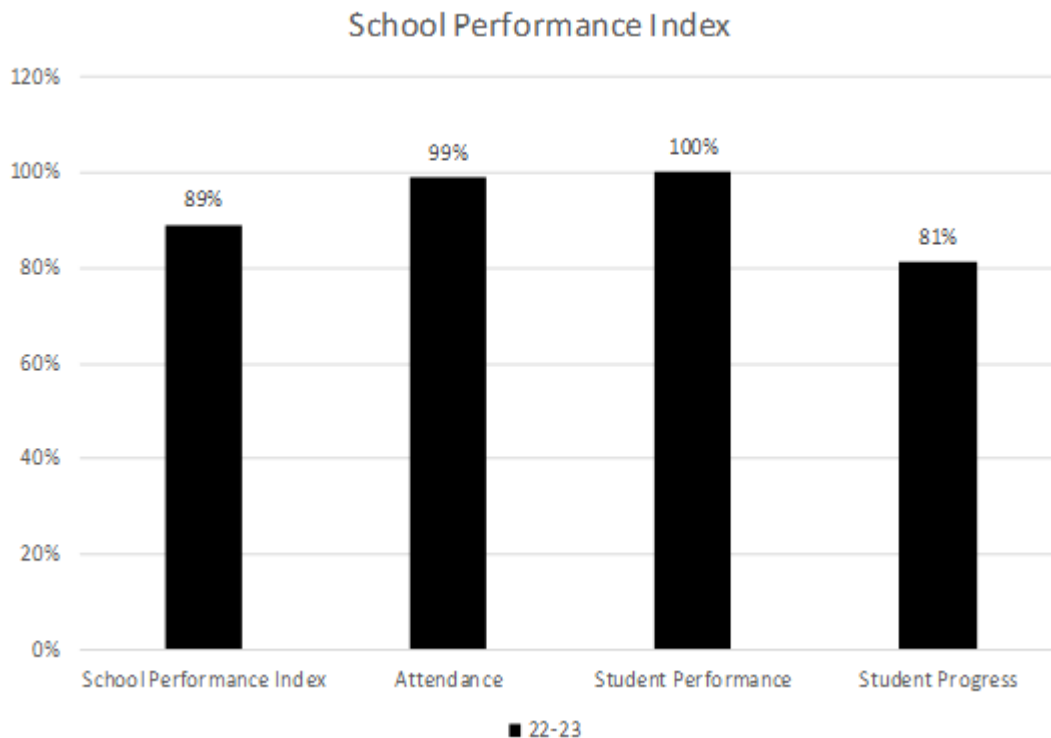
Below is a log of various meetings that will be held in the process of developing the Fred Assam Elementary School Improvement Plan.

- September 13, 2023 SIP team meeting to review goals
- October 09, 2023 Fred Assam Elementary Staff - review goals and target specific skill areas
- November 20, 2023 Data team meeting to monitor progress
- December 20, 2023 Data/SIP teams meeting to review and discuss
- January 24, 2024 SIP team meeting to monitor school year and goals
- January 25, 2024 Data team meeting to monitor progress and finalize SLOs
- March 21, 2024 Data team meeting to monitor mid-semester progress
- March 21, 2024 SIP team meeting to monitor mid-semester progress
- May 21, 2024 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

	2018 - 2019	2019 - 2020	2020 – 2021	2021 – 2022	2022 – 2023	2023 – 2024
Total Enrollment	559	537	587	438	484	501
Hispanic/Latino	19	23	20	0	19	23
Amer. Indian/Alaskan	4	4	5	1	3	3
Asian	21	26	21	6	6	5
Black/Afr. American	53	35	31	10	11	7
Hawaiian/P. Islander	3	3	3	1	1	1
White/Caucasian	449 (80%)	446 (83%)	500 (85%)	398 (91%)	434 (90%)	431 (86%)
Non-White	100 (18%)	91 (17%)	60 (10%)	18 (4%)	40 (8%)	39 (8%)
2 or More Races	9 (2%)	0	27 (5%)	22	31	31 (6%)
Students' w/Disabilities	61 (11%)	52 (10%)	60 (10%)	53	68	64
English Learners - EL	39 (7%)	39 (7%)	45 (8%)	0	0	0
Economically Disadvantaged	123 (22%)	80 (15%)	NA	NA	26 (6%)	33 (7%)
Female	280	268	294	207	216	231
Male	241	269	293	231	268	270
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.

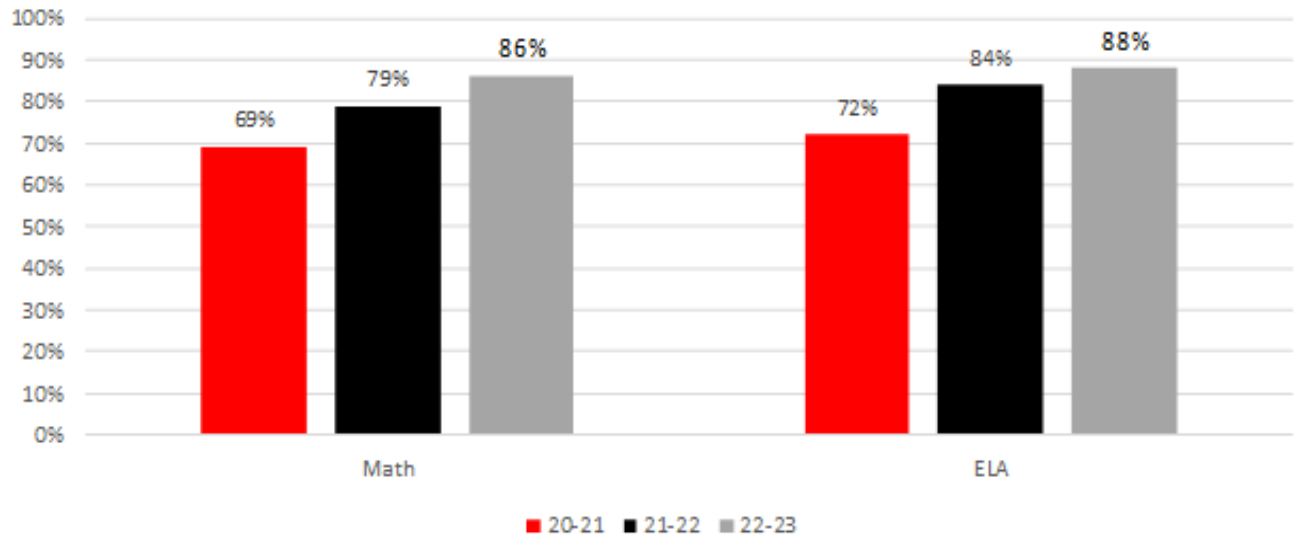
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SPI Points: South Dakota’s accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the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

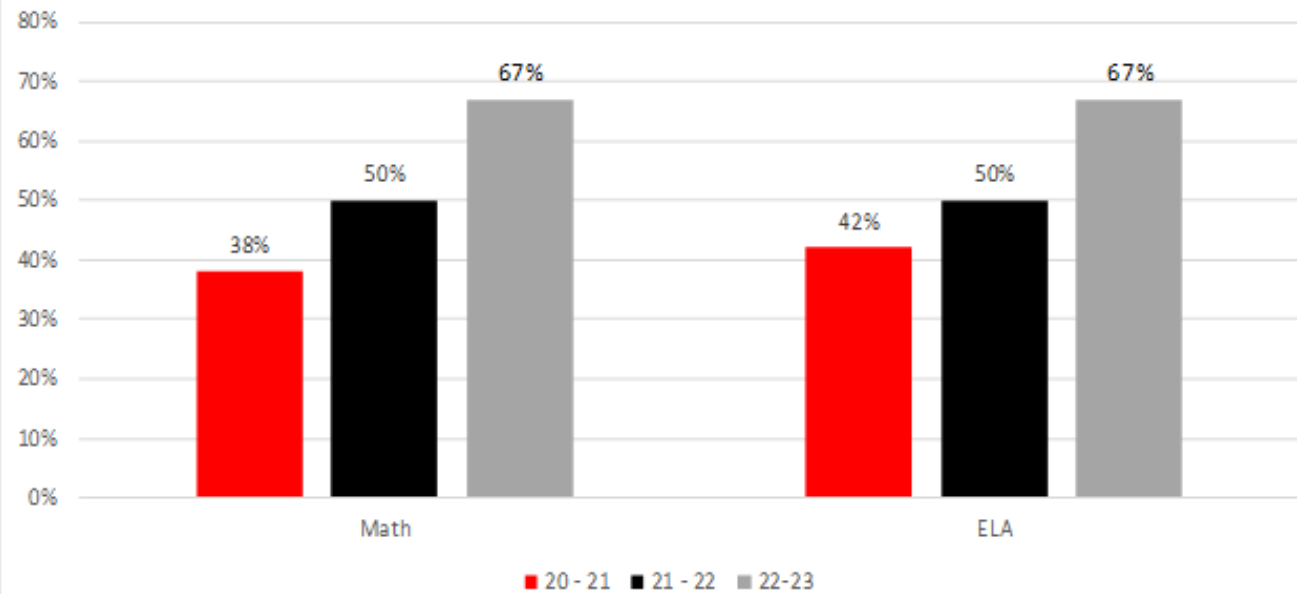
Long Term Goals:

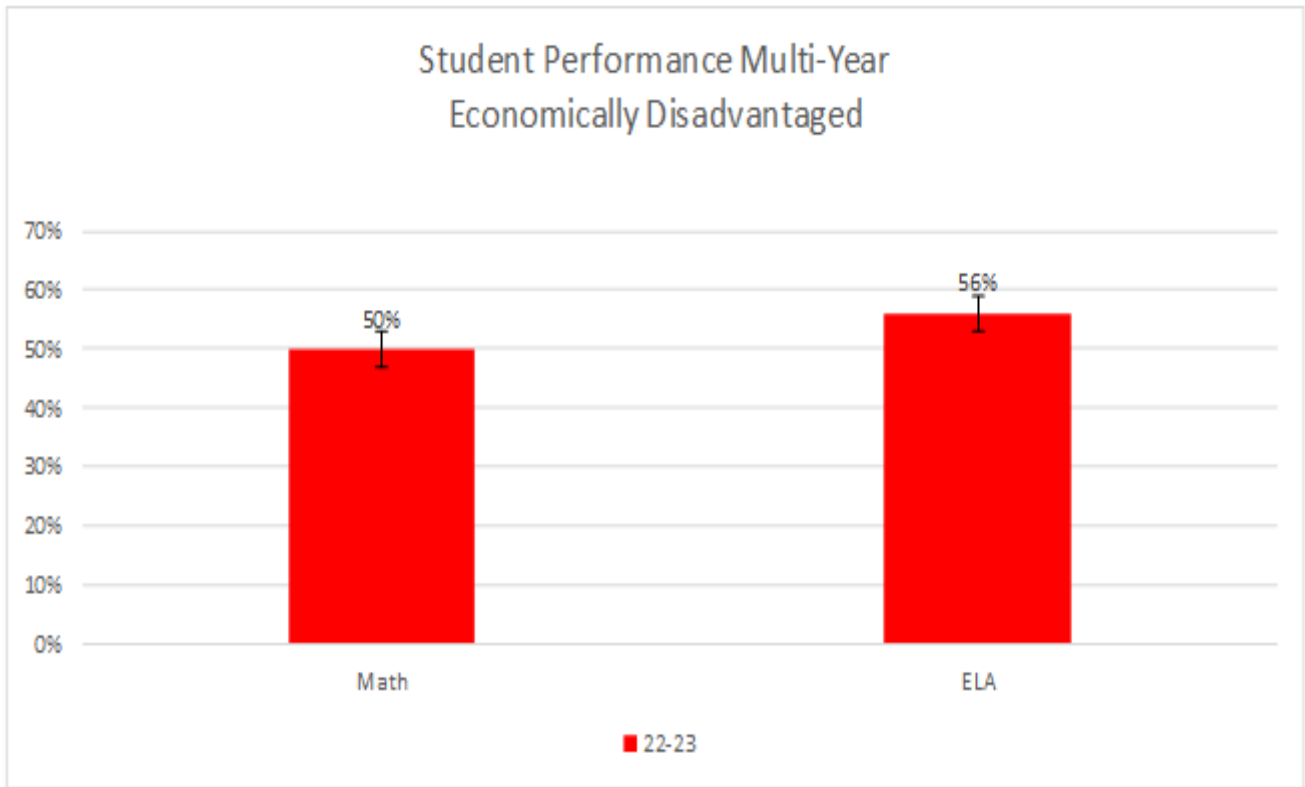
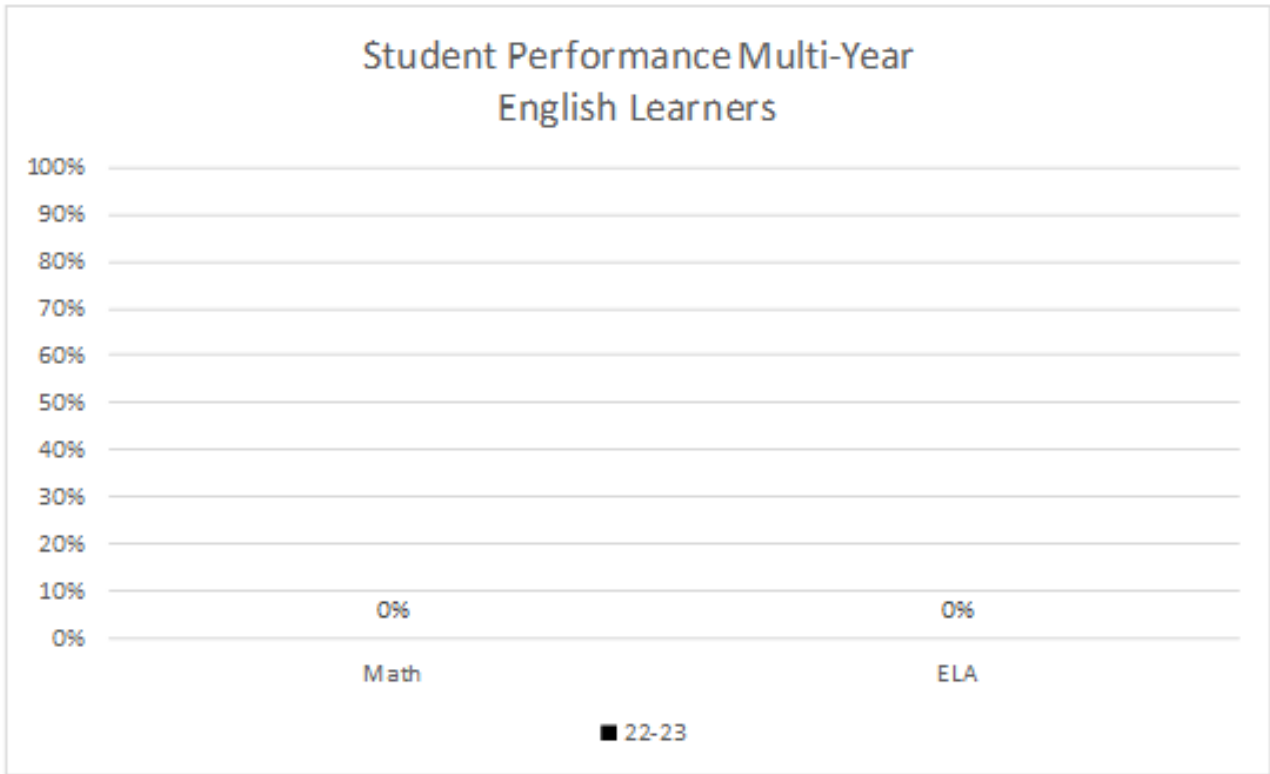
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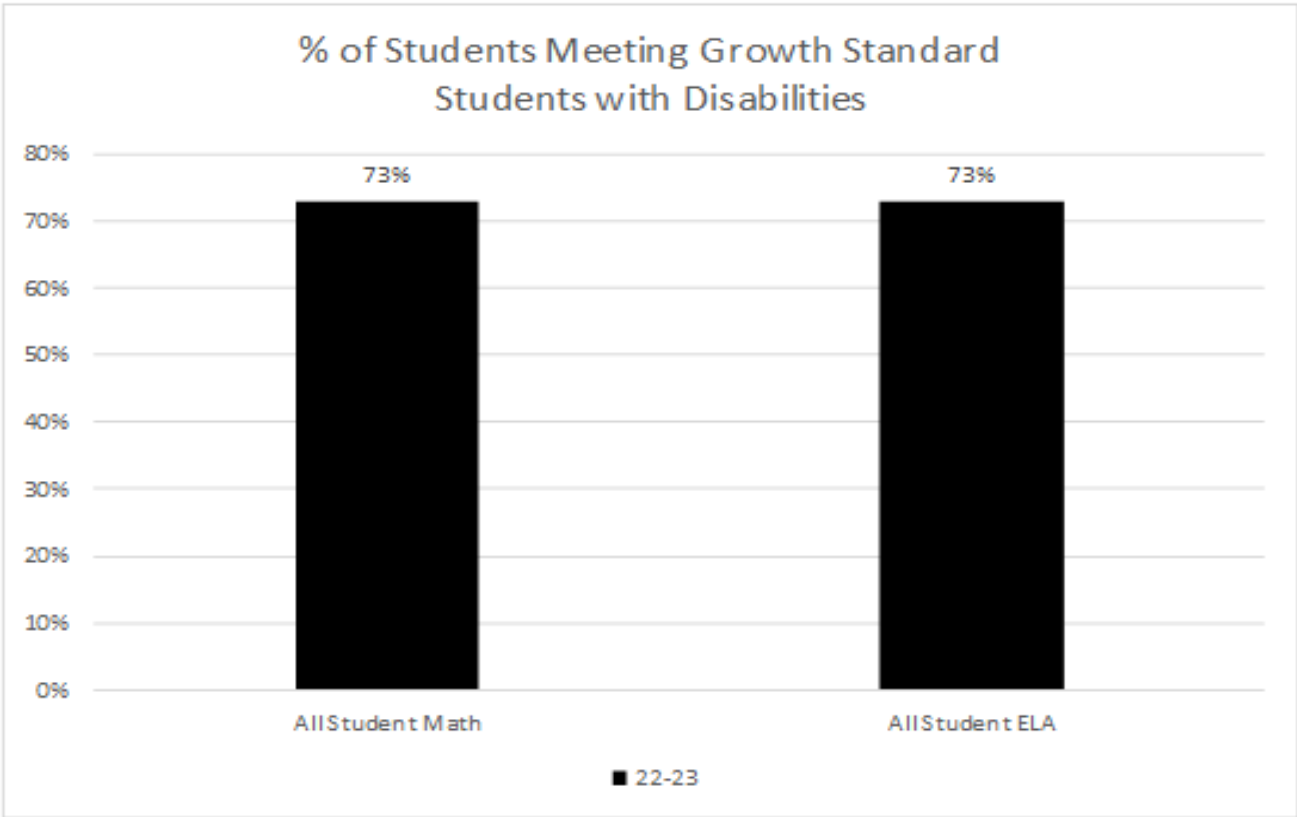
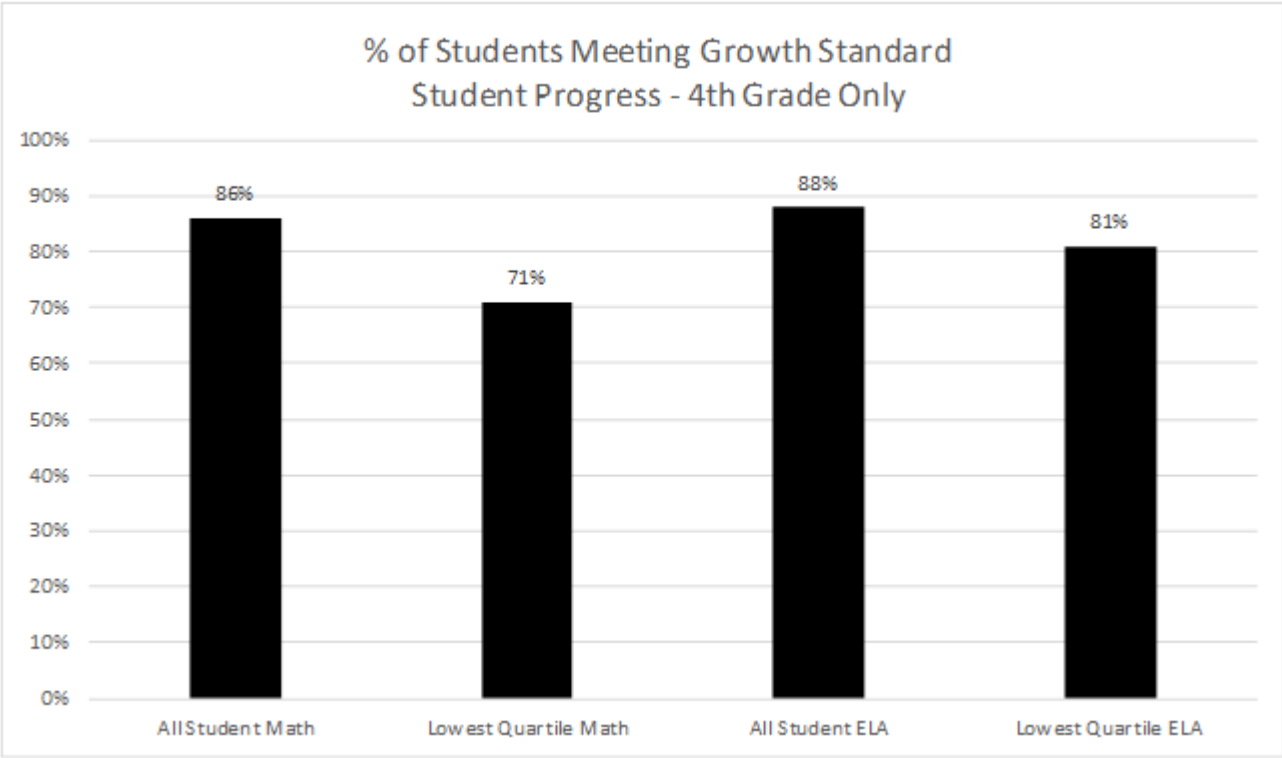
Student Performance Multi-Year
All Students

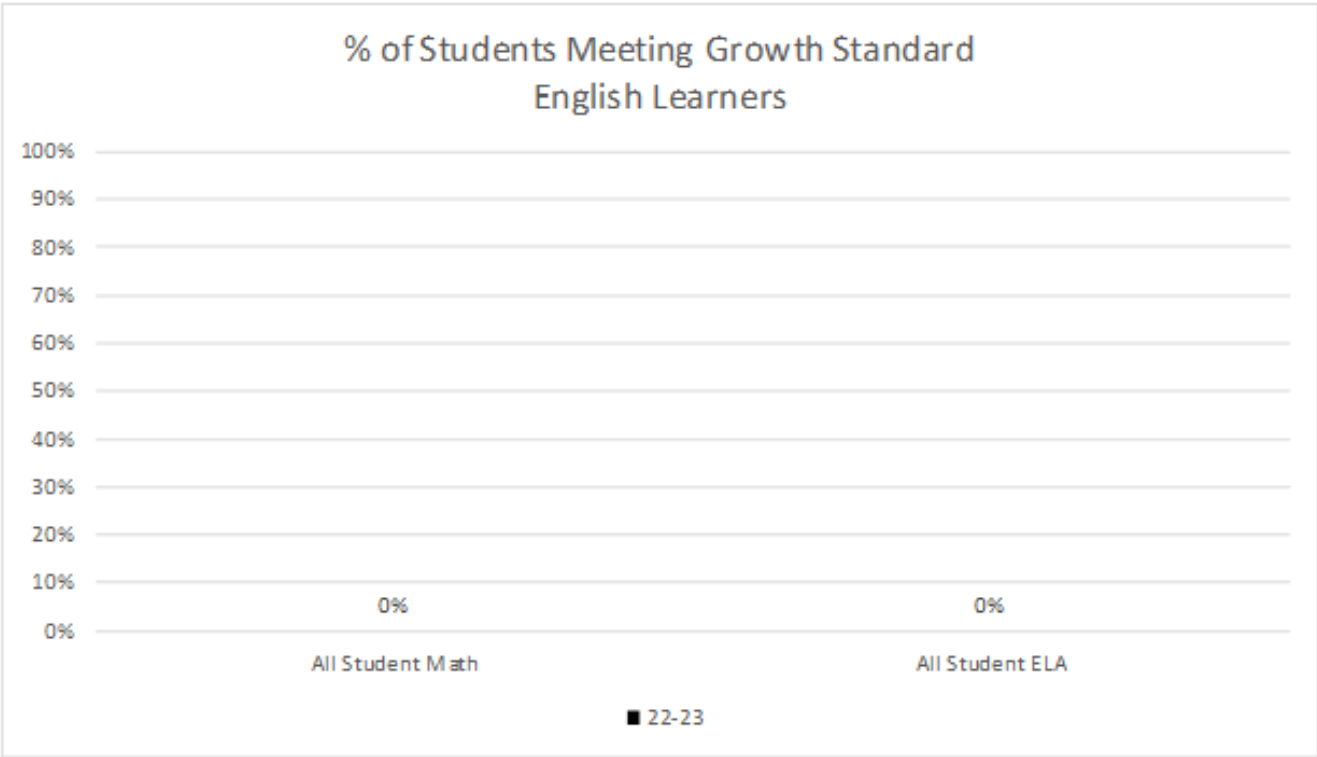
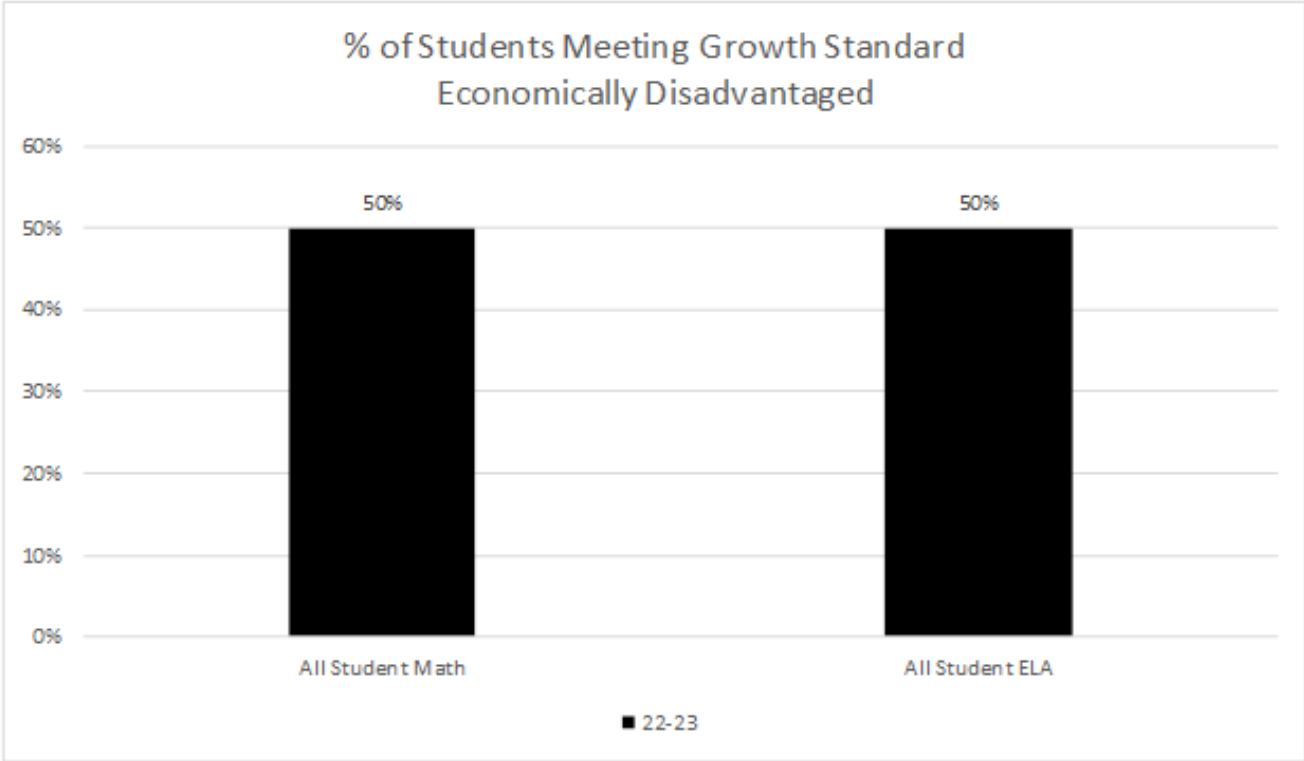


Student Performance Multi-Year
Students with Disabilities

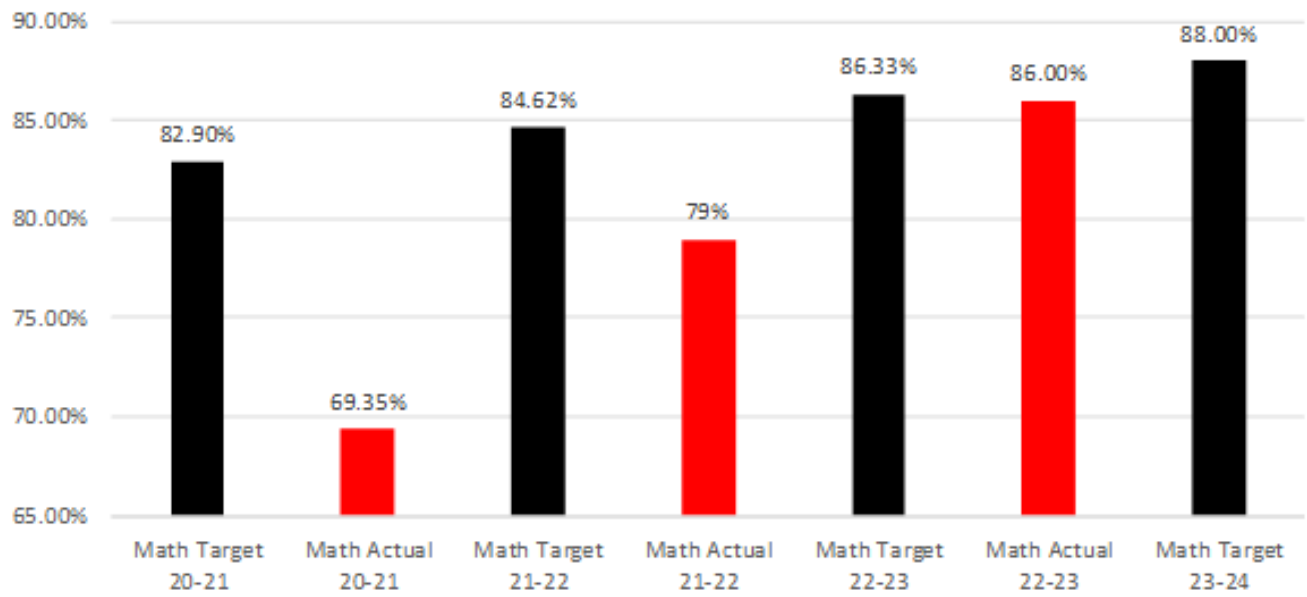




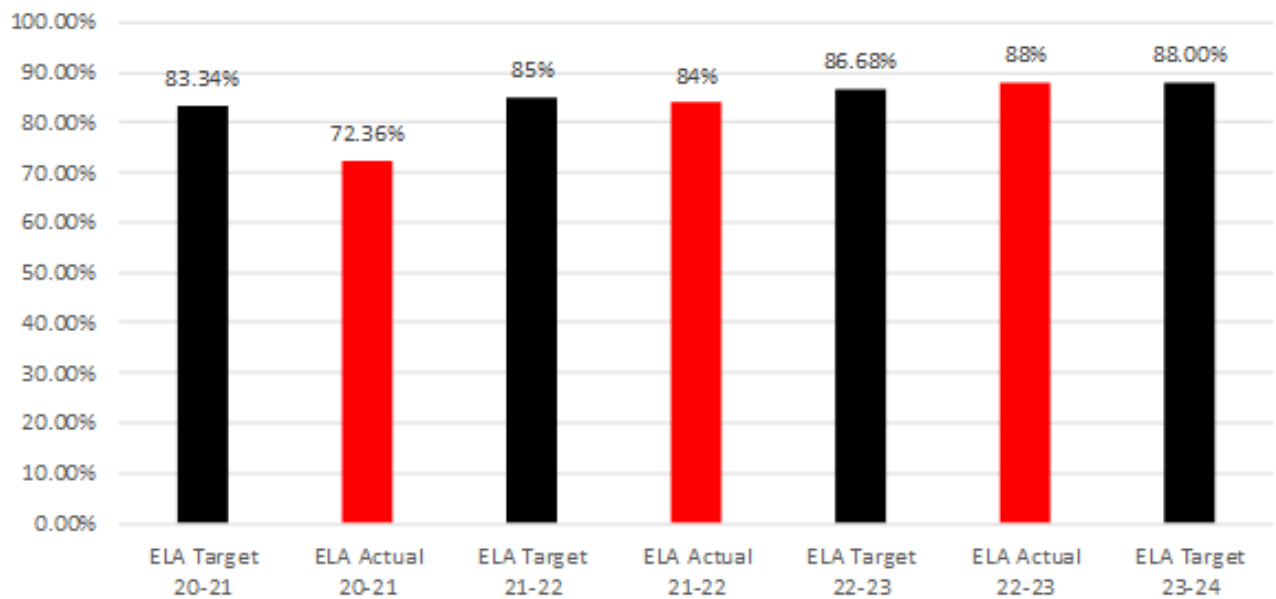


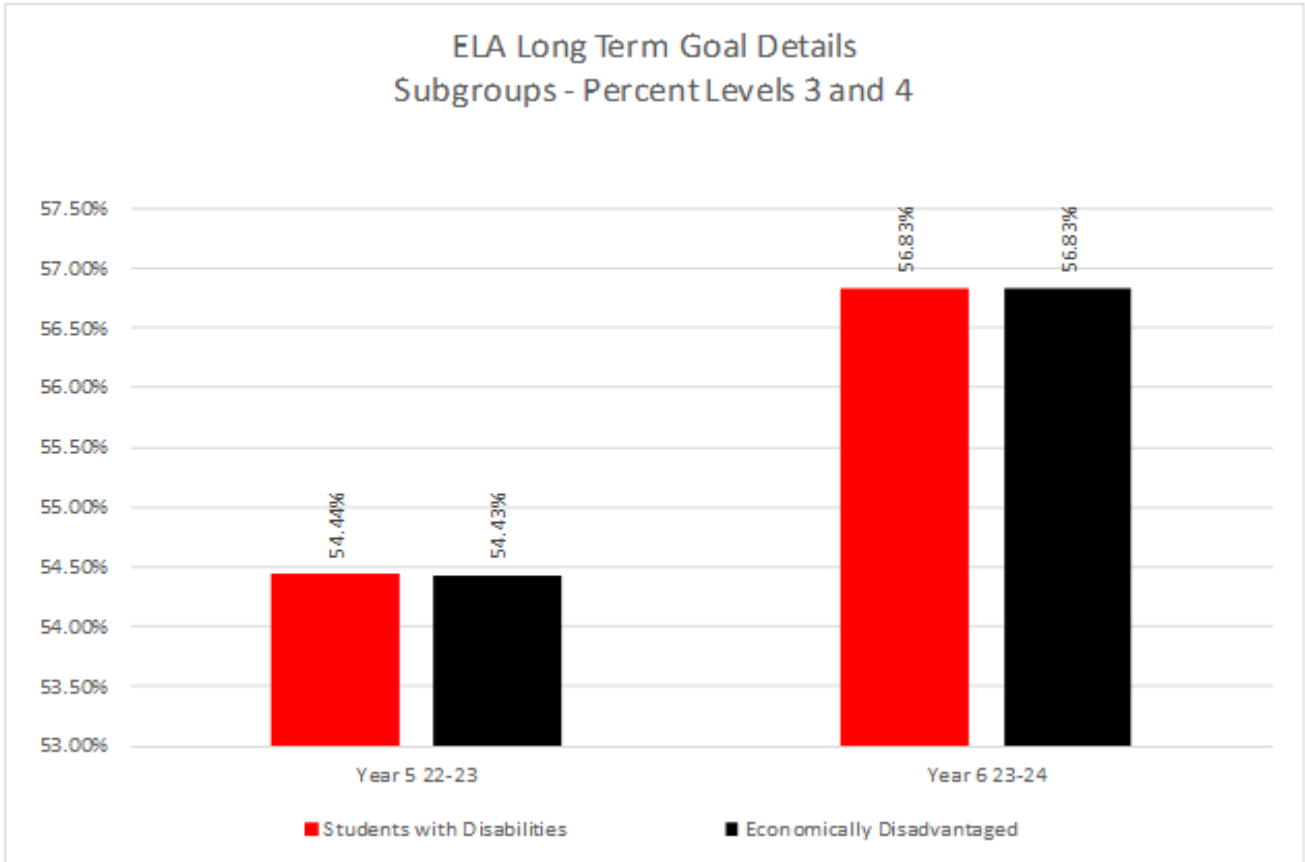
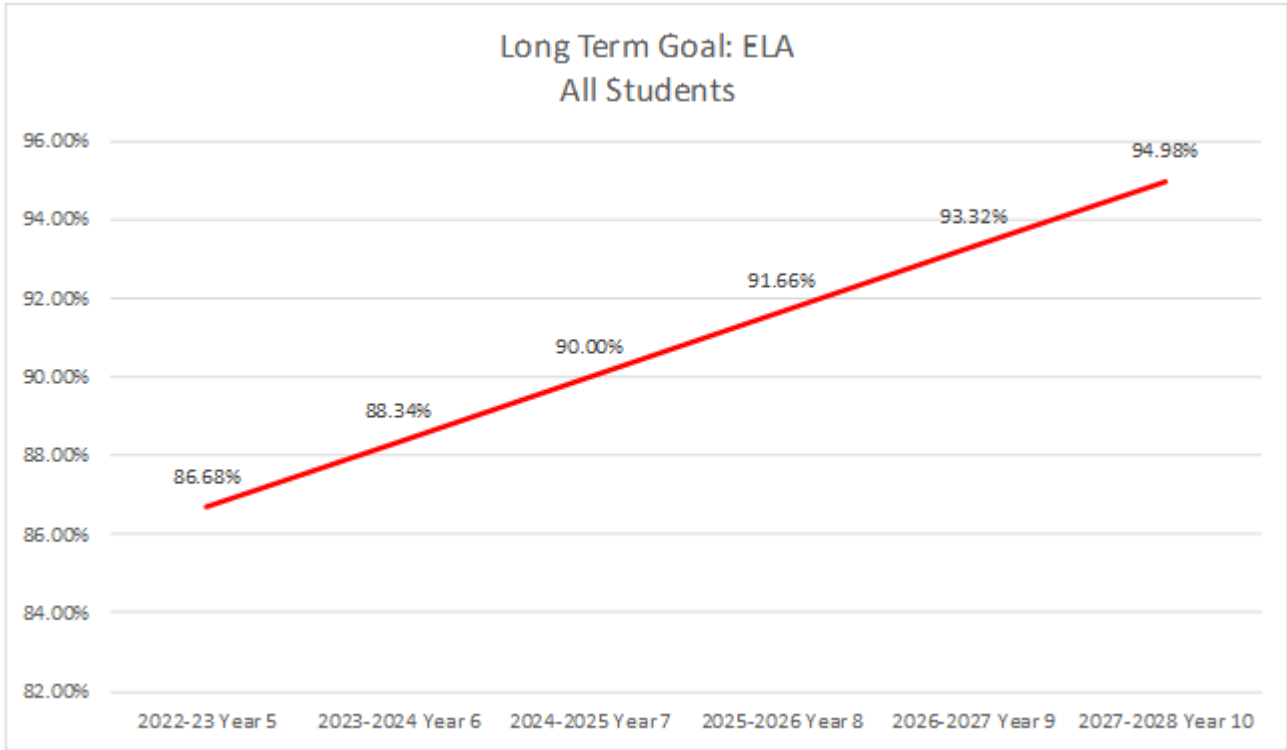


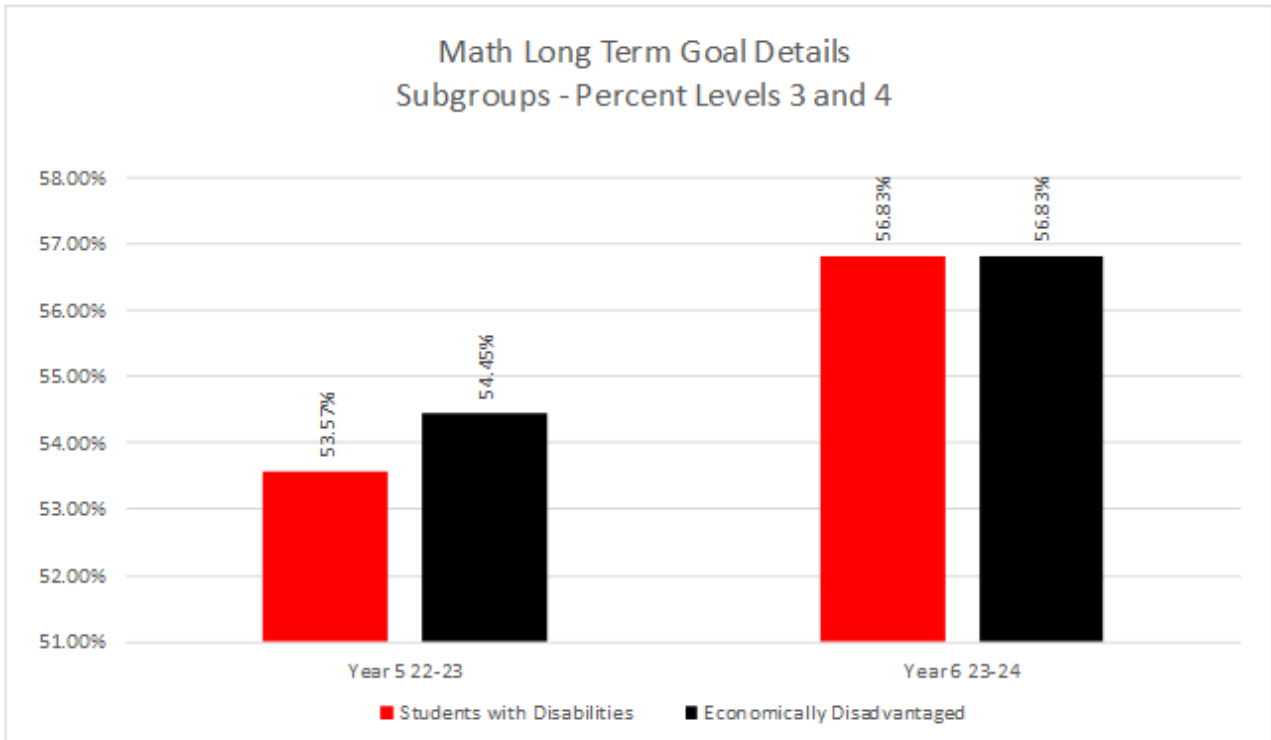
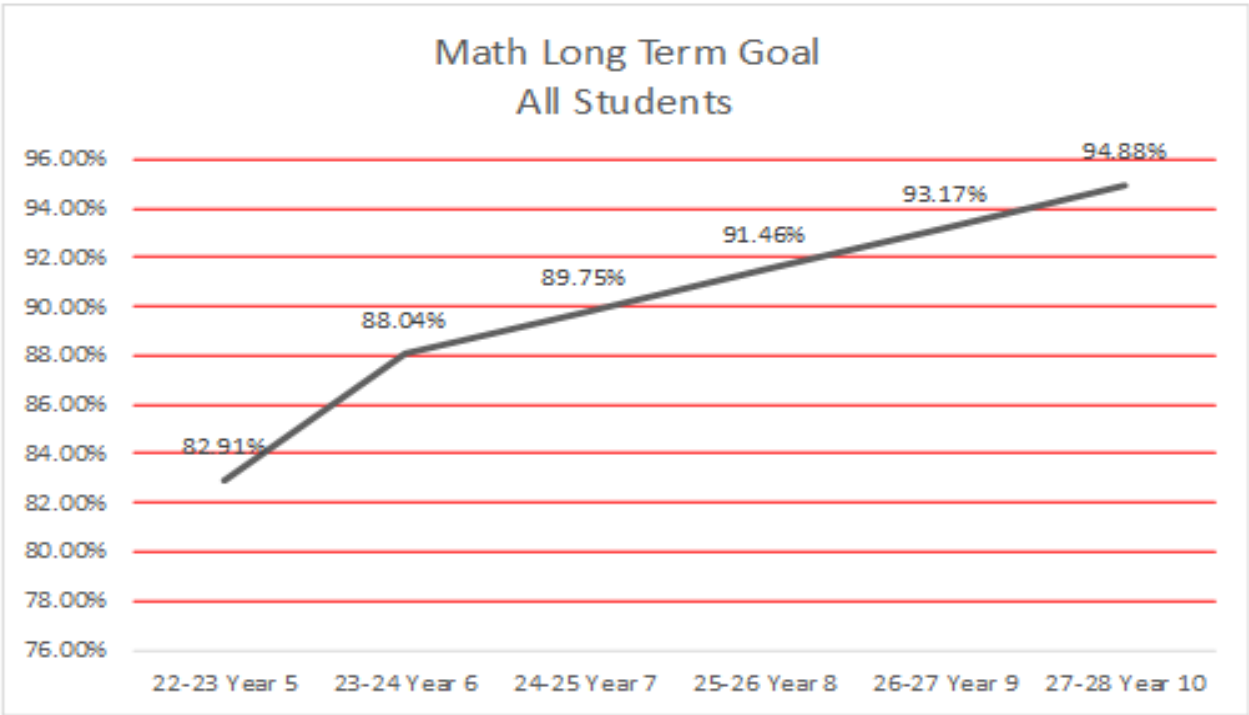
Long Term Math Goal Target/Actual All Students



Long Term ELA Goal Target/Actual All Students







Performance Data Evaluation and Analysis
School: Fred Assam Elementary
Evaluation Team Members: Staff

<p>2023 – 24 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 54.44% for students with disabilities as measured by the SD ELA General Education Assessment in April 2024. In addition, 81% of all 4th 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 2024.</p>			
Sub goals:	Interventions Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
<p>Subgoals correspond with our student learning objectives that finish in January 2024. However, all students will continue their personal aim line to show growth and achievement toward our Student Performance Goal.</p>			
<p>Kindergarten: All kindergarten students will show growth by January 2024 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</p> <p>First Grade: By January 2024, 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</p>	<ul style="list-style-type: none"> * Rtl (Response to Intervention) process Kdg * Resource Room support * Marzano’s strategies and 21st 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 * 1st grade Walk to Read * 2nd grade Walk to Read * 3rd grade Walk to Read * 4th grade Walk to Read * Word Analysis * Collaborative Learning Communities (CLCs) * Constructive Response * Ultimate Phonics SPED 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 2024, 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.</p> <p>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 2024, 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.</p> <p>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 2024, 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.</p> <p>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"> * 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 * Souday * 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>2023 – 24 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 88.04% for ALL students and 53.57% for students with disabilities as measured by the SD Math General Education Assessment in April 2024. In addition, 71% 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 2024.</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 2024.</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 2024.</p> <p>2nd Grade Math Goal All students in 2nd grade will show measurable growth as measured on STAR Math Test by May 2024.</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 STAR Math and how they score on the SD Math General Education Assessment. April 2024</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 * Cross curriculum patterning, measuring, analyzing * 16 Habits of Mind 	<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 * Comprehensive Curriculum Review * Real word problem solving 	<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>*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 2024</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"> * 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 * Female connections reinforce math * Real life math scenarios 	<p>readers * Freckle Math</p>	
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2023 – 2024 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 2023-2024 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. * Two students from each grade level will be recognized with LYNX Way stickers during lunch/recess daily. * Increase parent information/guidance to model and encourage respectful and responsible behavior. * Jr. LYNX Leaders monthly trait awards to select students * HOUSE systems implemented for team and community building. * Peer, high school, and adult mentors. 	<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 * School-wide conflict resolution curriculum * Classroom Interventions: <ul style="list-style-type: none"> -clip charts -dojo points -morning meetings -recess picture cards -faces behavior chart -Rainbow Behavior * Chart <ul style="list-style-type: none"> -Bee Hive -ROAR levels, lynx tickets * Monthly Psych newsletters to staff with Behavior Interventions and Strategies 	<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
100% Student Performance during the 2022 – 2023 school year.
99% Student Attendance during the 2022 – 2023 school year.
81.25% Student Progress during the 2022 – 2023 school year.
87.78% students are proficient/advanced in reading.
86.11% students are proficient/advanced in math.
100% of elementary teachers are highly qualified.
100% of staff participates in professional development opportunities.
SWIS data management for JKdg – Grade 4 students.
LYNX Way stickers/marble jar for positive reinforcement JKdg – Grade 2 students.
PBIS Tier I, II, and III – progress monitor and interventions in place for all students.
PBIS Rewards for 3rd and 4th grade students.
Strong early intervention is in place at the elementary level: Kindergarten - Response to Intervention, Reading Specialist, Daily 5, 1st – 4th grade Walk to Read, Reading Interventionist
Teachers implement a variety of techniques for students at all levels.
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.
The demographics are changing in a growing district.
Discrepancy between male math performance 93% compared to female math performance 79%.
Enhance parent and student math mindset.
Social-Emotional/Anxiety needs have increased in students.

Reading Strategies to Improve Student Achievement:
Reading Protocol – on file

Math Strategies to Improve Student Achievement:
Math Protocol – TBD

Waivers to 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.



Inspiration Elementary School



School Improvement Plan 2023-24

**Inspiration Elementary School
School Improvement Plan
2023-24**

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 21, October 9, and October 30, 2023 to discuss the prior year's testing, review data, the needs of the elementary school and develop a 2023-24 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
John Flint, 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
Whitney Robinson, 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.

2023-24 School Year

August 21, 2023	Review 2022-23 Math and Reading Data
October 9, 2023	School Improvement Planning Session, Grades K-4, Inspiration
October 30, 2023	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.

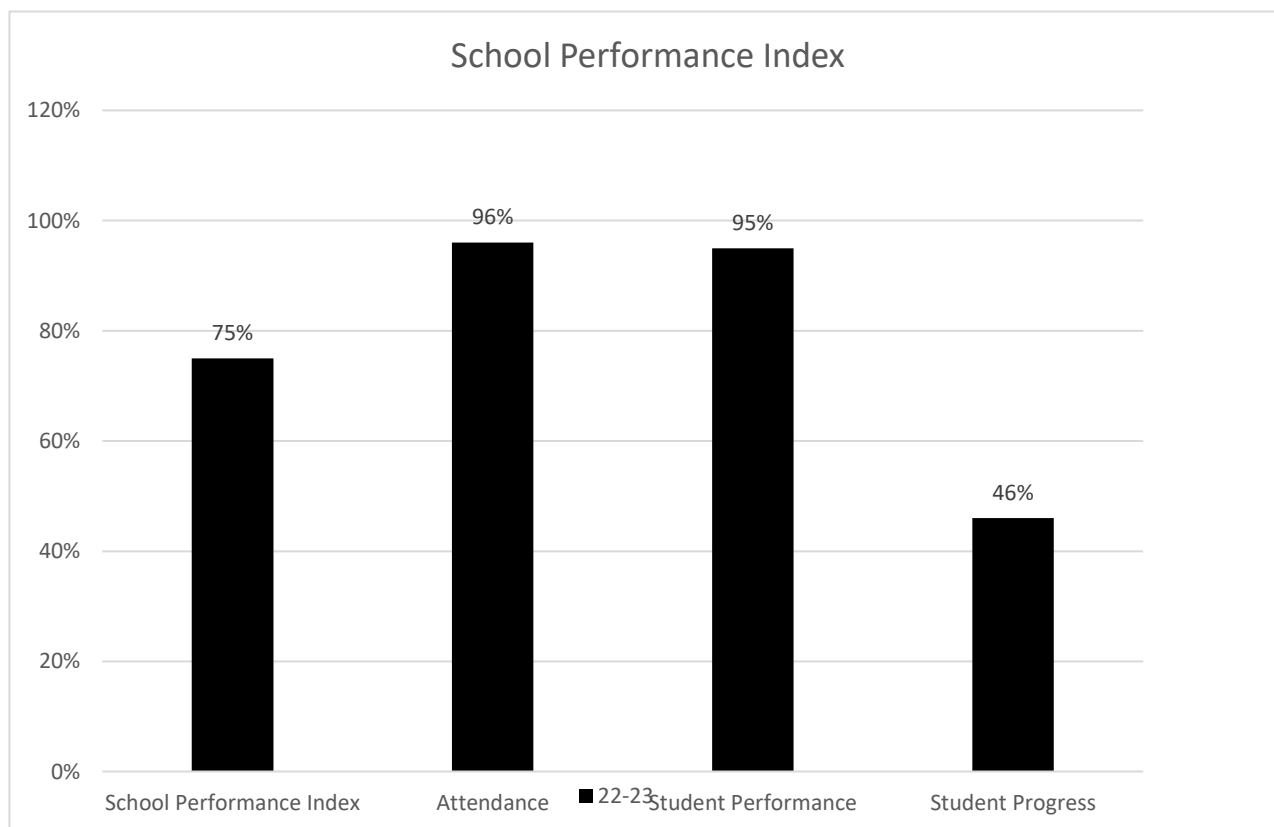
Inspiration Elementary School Profile

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

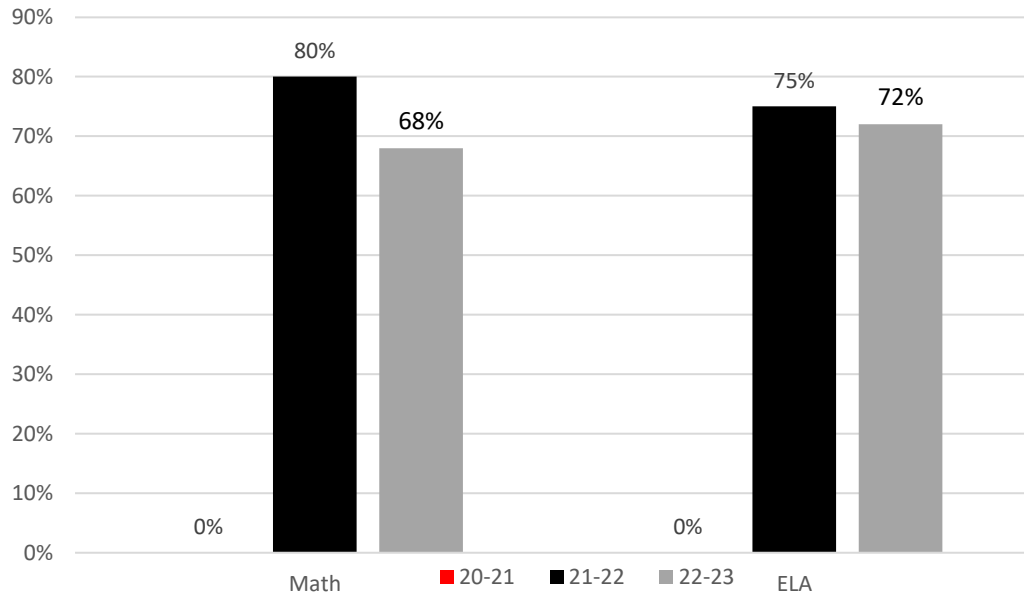
Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **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.

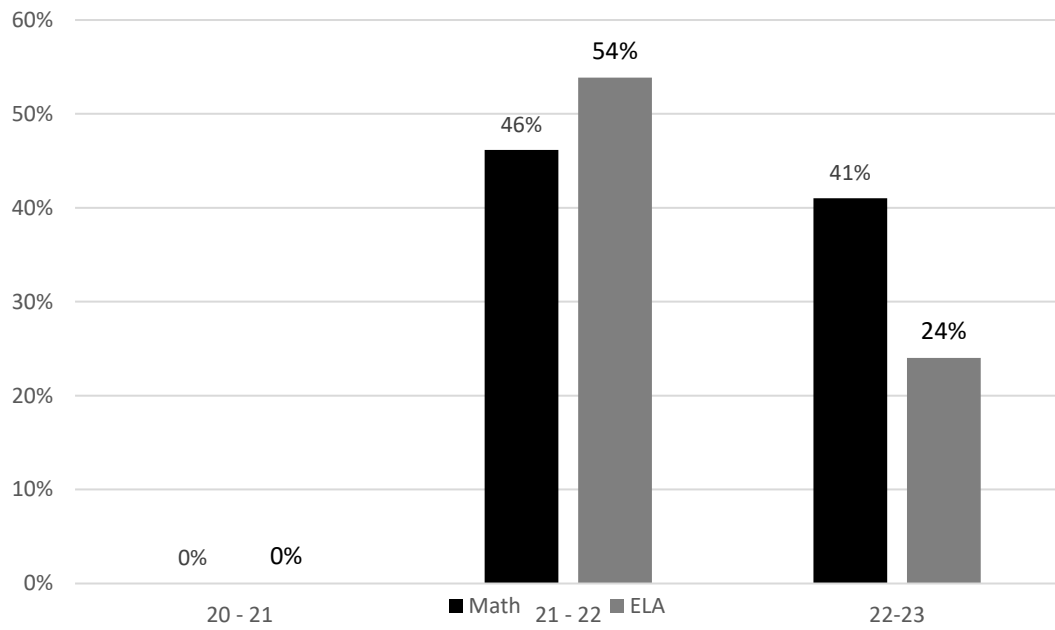
Long Term Goals:

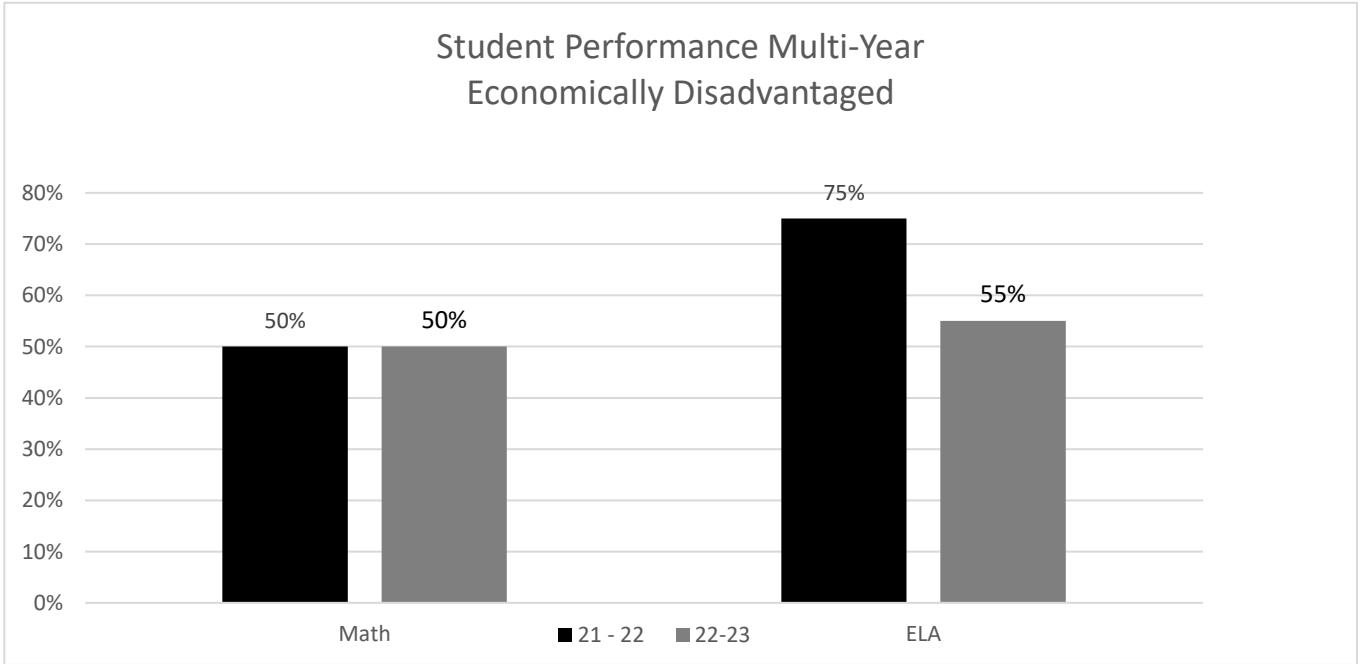
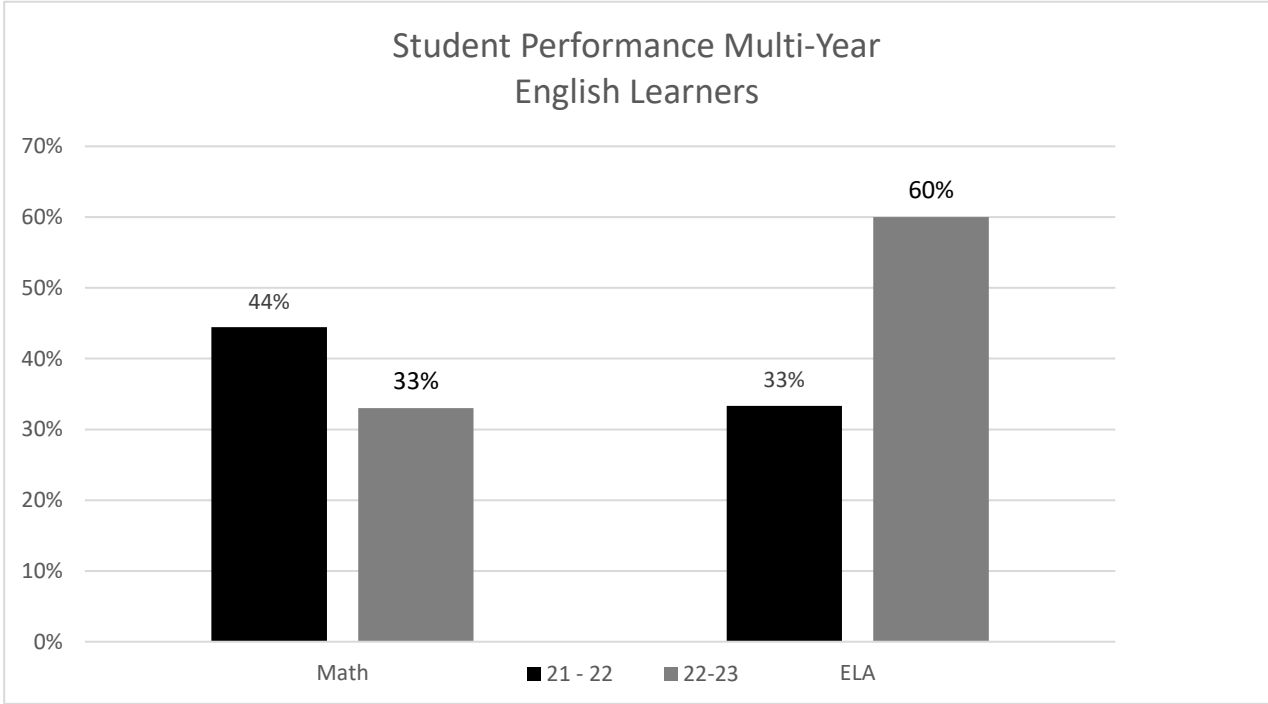
Long Term Goals are South Dakota's overarching goal for Student Performance which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are 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

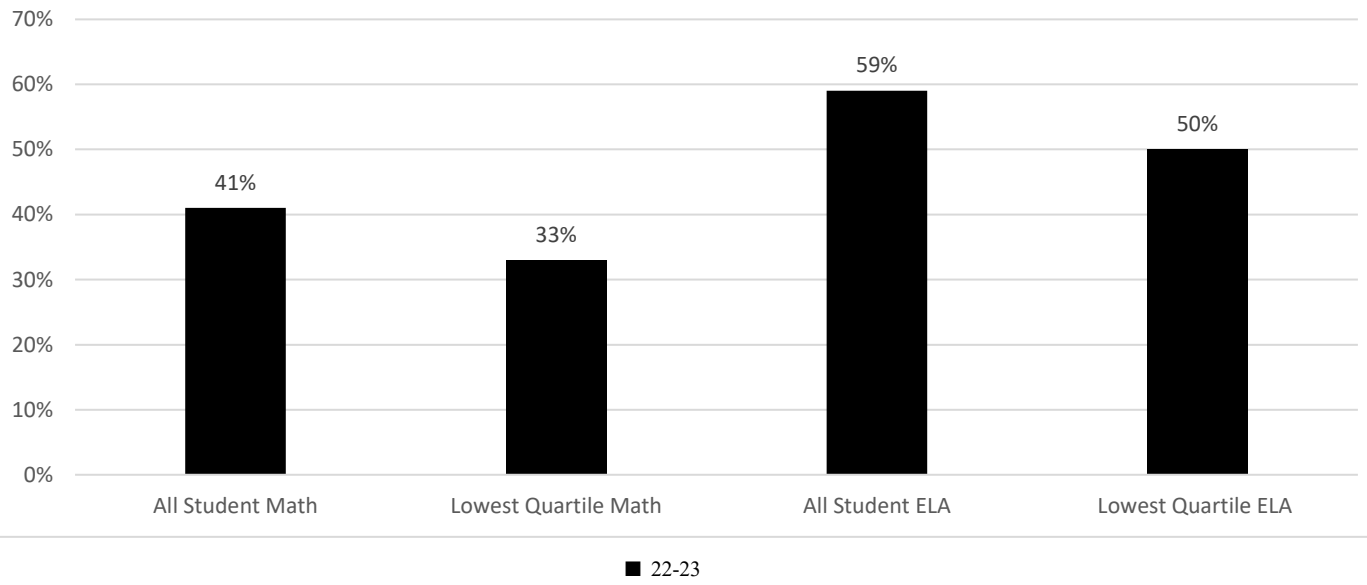


Student Performance Multi-Year Students with Disabilities

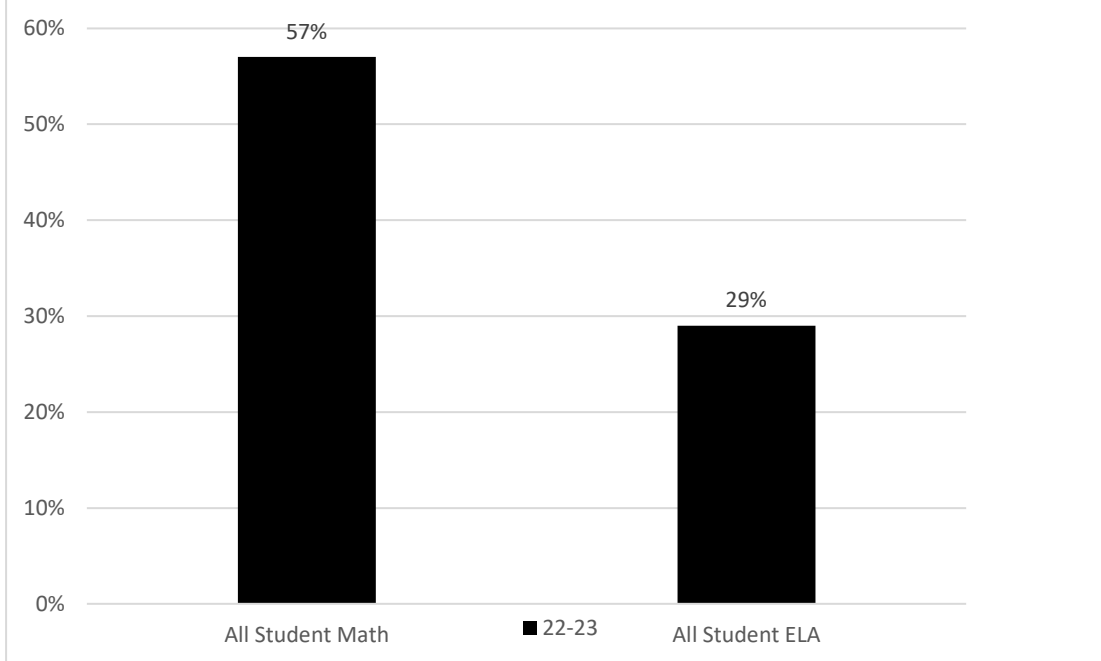


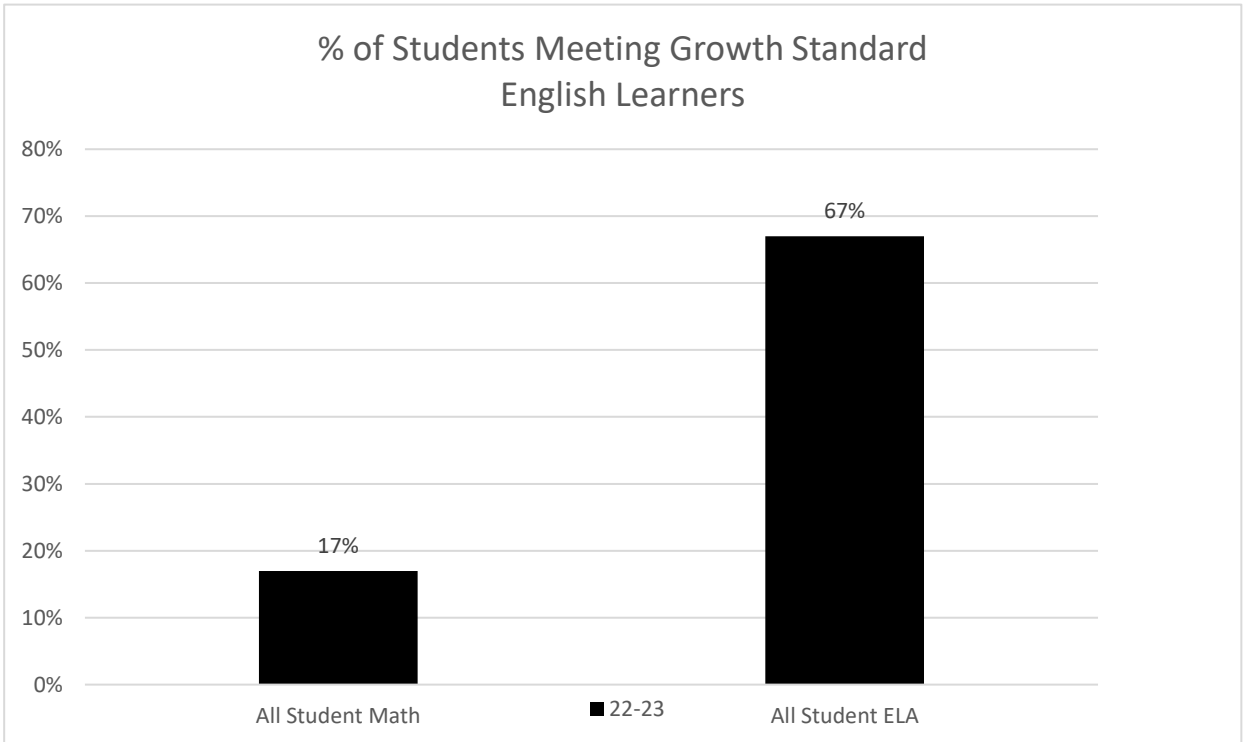
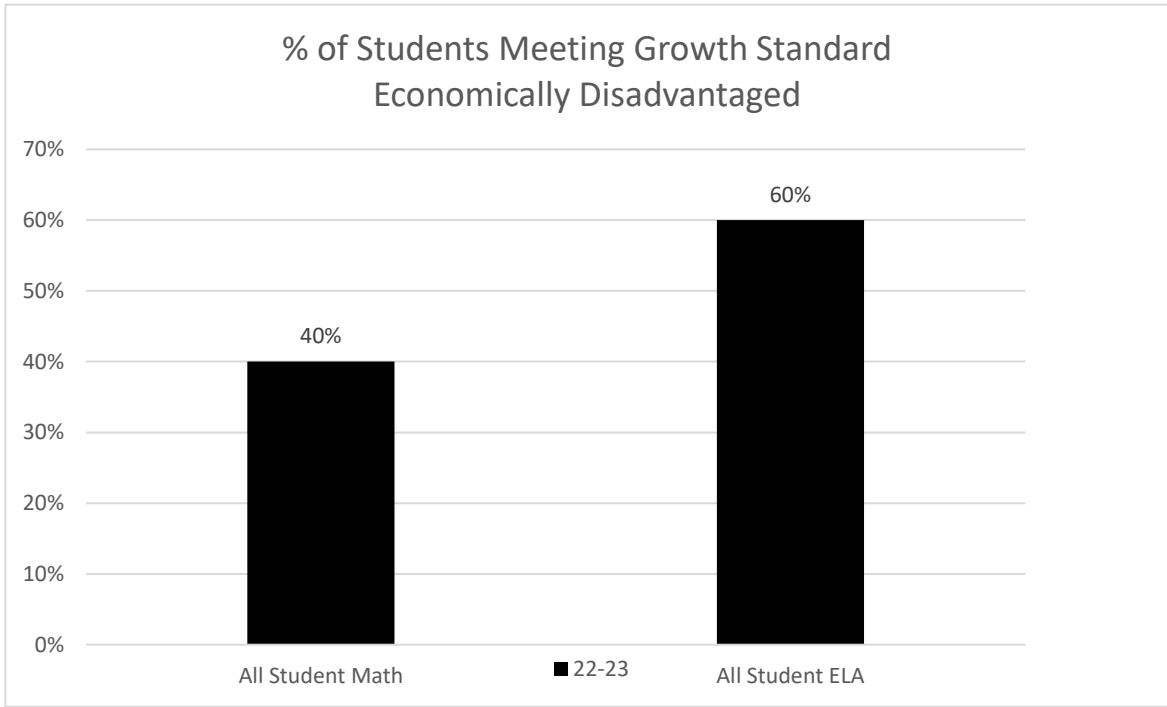


% of Students Meeting Growth Standard Student Progress - 4th Grade Only

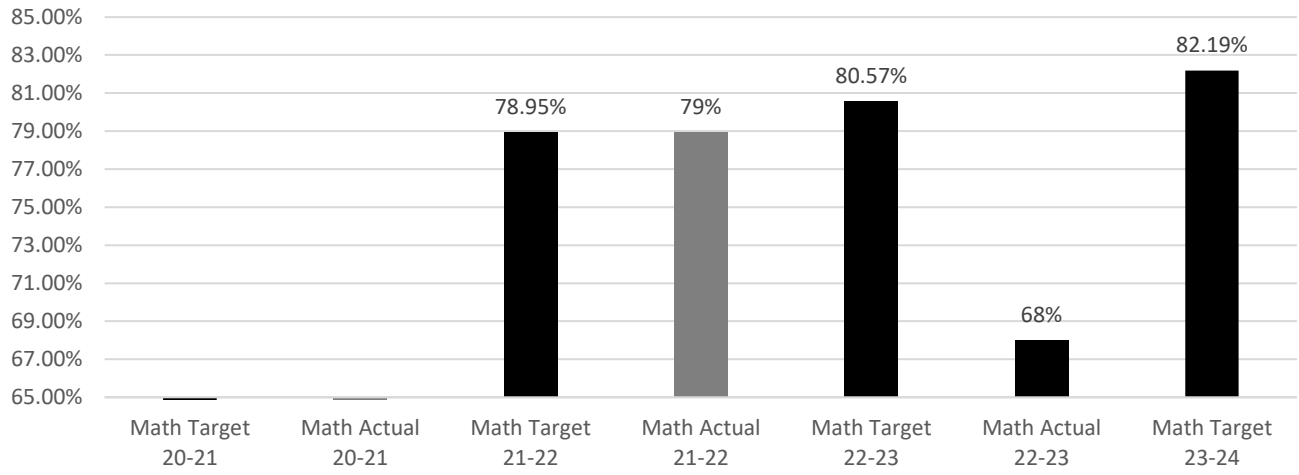


% of Students Meeting Growth Standard Students with Disabilities

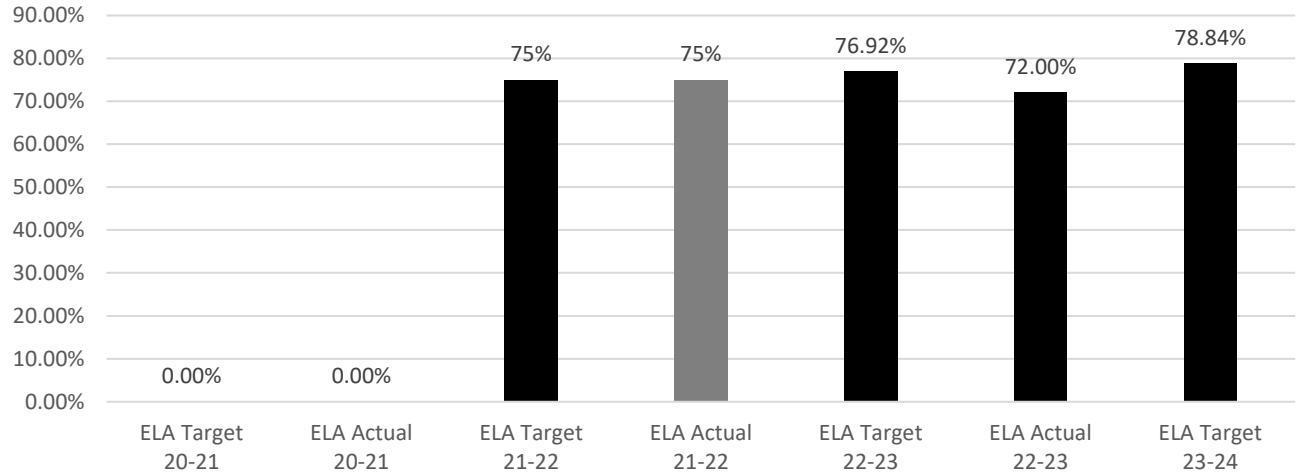




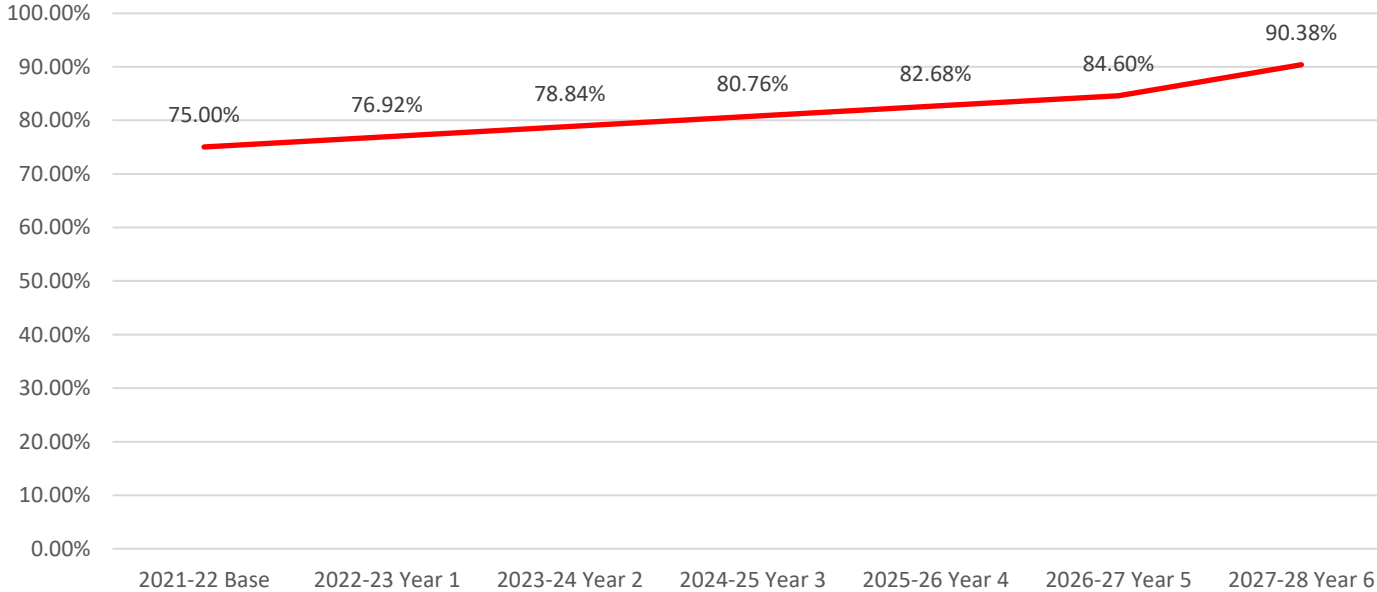
Long Term Math Goal Target/Actual All Students



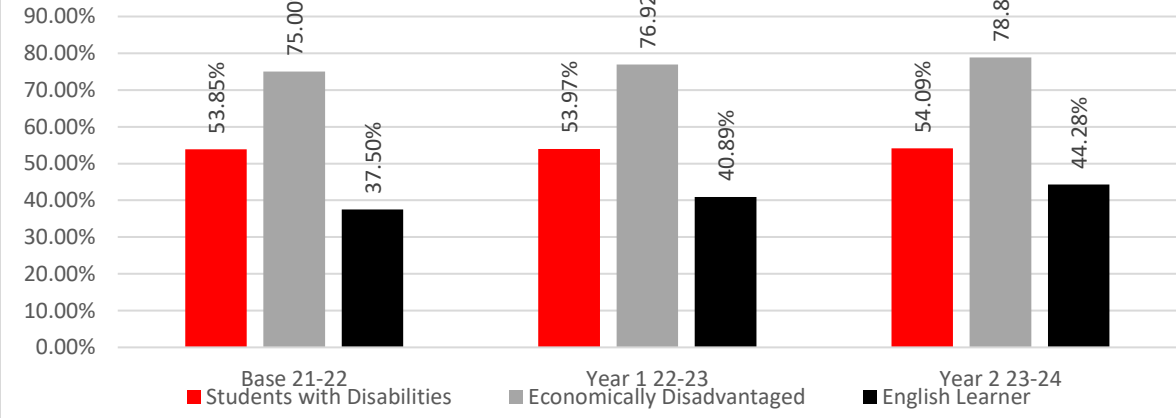
Long Term ELA Goal Target/Actual All Students



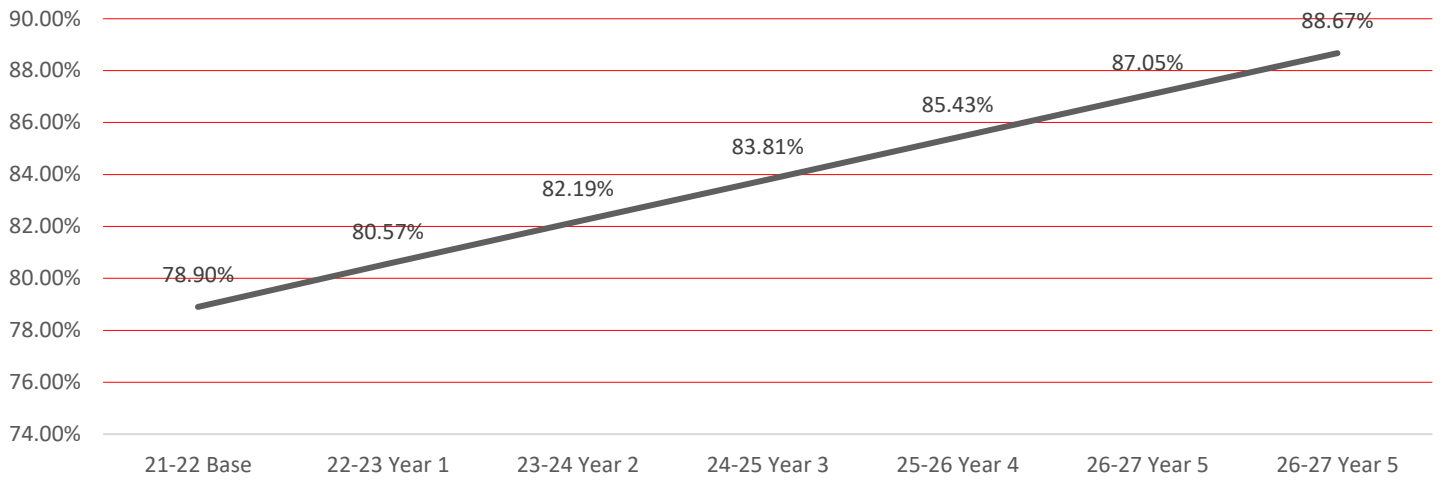
Long Term Goal: ELA All Students



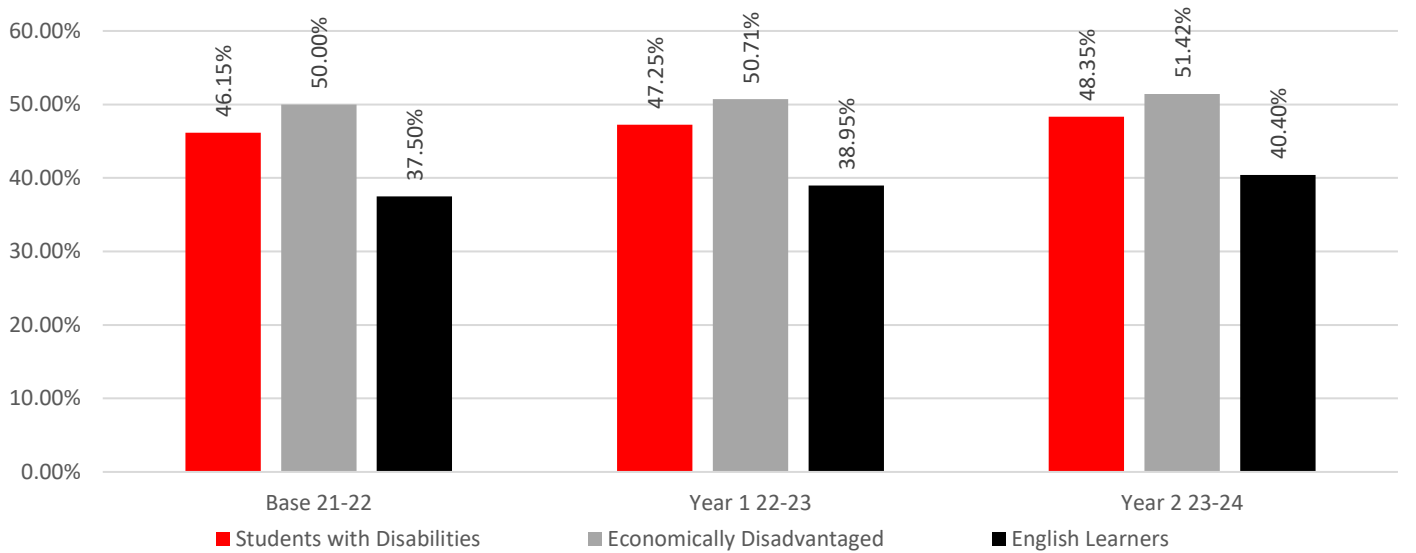
ELA Long Term Goal Details Subgroups - Percent Levels 3 and 4



Math Long Term Goal All Students



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



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, John Flint- 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, Whitney Robinson- Counselor

2023-24 Math Goal (Whole School): All staff at Inspiration Elementary will improve math instruction so that all students show growth and meet 85% for ALL students, 80% for Students with Disabilities, 80% for our English Learners, and 80% for our Economically Disadvantaged students as measured by the South Dakota State Assessment in May 2024. (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 math as measured by the South Dakota State Assessment in May 2024.)

Sub Goals:	Interventions/Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development Needs to meet this goal
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<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 2024.</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 2024</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 2024</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 	<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>2024.</p> <p>Sub Goals:</p> <p>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> <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 2024.</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 2024.</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 2024.

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 2024.</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, John Flint- 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, Whitney Robinson- Counselor

2023-24 ELA Goal (Whole School): All staff at Inspiration Elementary will improve reading instruction so that all students show growth and meet 85% for ALL students, 80% for Students with Disabilities, 80% for our English Learners, and 80% for our Economically Disadvantaged students as measured by the South Dakota State Assessment in May 2024 (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 2024.)

Sub Goals:	Interventions/Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development Needs to meet this goal
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<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 2024.</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 2024.</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>	<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 ·One Minute Fluency Reads and Retell ·BOOST Up ·Home packets for extra fluency practice/Baggie Books ·Leveled Readers ·Maze/DAZE Passages ·Sight Word Practice ·LIPS ·Seeing Stars ·SPIRE-Title program ·Reading Specialist ·Graphic Organizers 	<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 ·SPIRE quick checks, skill checks ·Performance Tasks ·Sunday Assessment -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 2024.</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 2024.</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"> ·Daily 5 ·Vocabulary ·Parent Volunteers ·Sunday -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 		
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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 2024.</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 2024.</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>version</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>		
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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 2024.

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 2024.

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.

2023-24 Behavior goal (Whole School): Decrease office discipline referrals by 20% during 2023-24 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>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>Individual Reward System</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>

	Break Cards Class Dojo Superflex Curriculum "Flipping Your Lid" lessons- emotional regulation and awareness. Whole Brain Learning Responsive Classroom Mystery Student	Meetings	
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School Success Action Plan School: Inspiration Elementary
Date: 2023-2024

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 positive and engaging supports — as early as possible...**THEN** students will be motivated to attend school...which will **THEN** lead to improved attendance from students within our English Learner subgroup...which will **RESULT** in the increased likelihood of all students experiencing academic success.

What potential implementation challenges need to be addressed? Personnel, Time, and Resources

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 2) identify students within race/ethnicity and program participation subgroups that are struggling with inconsistent school attendance and chronic absenteeism 3) play a prominent role on the Attendance Leadership Team by facilitating the creation, implementation, evaluation, and revision of individualized attendance plans 4) Determine if the Tiered System of Attendance Supports (BV Attendance Improvement Protocol) is being utilized by school personnel and report findings to building principal.</p> <p>Resources Required: Hire an Attendance Advocate (EA position)</p>	Hire Attendance Advocate prior to August 1, 2023.	<p>The elementary principals will interview and hire the Attendance Advocate and the individual will be trained by the IE 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 3) meet weekly with the Attendance Improvement Team 4) evaluate the effectiveness of the Attendance Advocate position.</p>	August 2023
<p>Action 2: Learn how to use function-based approaches to design effective Tier 2 and 3 intervention plans for individuals with resistant absenteeism concerns by attending the Absenteeism Prevention and Intervention Conference. New strategies will be</p>	Attend the Absenteeism Prevention and Intervention Conference July 16 - 20, 2023.	A member from the Attendance Improvement Team will attend the conference and incorporate effective interventions into the BV Attendance Improvement Protocol.	September 2023

<p>added to the BV Attendance Protocol to address attendance issues.</p> <p>Resources Required: Conference travel expenses</p>			
<p>Action 3: Hire Check & Connect Mentors to keep students connected at school and with learning. Mentors will help students identify obstacles that stand in the way of success, work through setbacks, and develop attendance action plans.</p> <p>Resources Required: Register and provide substitutes for Check & Connect Mentors to attend SD DOE Fall Check & Connect Mentor Training. Provide mentors with stipends (\$25/hr) for mentoring hours served outside of the contract day. Renew the <i>Check & Connect app</i> for the 24-25 school year.</p>	<p>Hire Check & Connect mentors prior to August 1, 2023.</p> <p>Register mentors for the Fall Check & Connect training.</p> <p>Renew <i>Check & Connect</i> app prior to June 30, 2024.</p>	<p>The principal will recruit existing staff members to serve as Check & Connect mentors and the individuals will be trained by the BE Principal and Attendance Advocate.</p> <p>Check & Connect mentors will attend the Fall Check & Connect training sponsored by the SD DOE.</p> <p>Check & Connect Mentors will engage in persistent outreach to the students for which they have been assigned.</p>	

Expected Milestone/Outcome - What do you anticipate accomplishing by the end of the year?
Overall: The 22-23 school report card indicates the FAY attendance rate of all students was 95.88%. This was an increase of 9.42%. **IE’s attendance goal for the 23-24 school year is 96%.**

- By June of 2024, our attendance rates in each of the following subgroups will maintain or improve:
- **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.**
 - **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.**
 - **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 maintain 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% (14 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.**
 - **Economically Disadvantaged:** The 22-23 school report card indicates the Economically Disadvantaged FAY attendance rate was 88.89% (63 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.**
 - **Students with Disabilities:** The 22-23 school report card indicates the Students with Disabilities FAY attendance rate was 89.13% (46 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.

Note: TSI designations are based on FAY attendance.

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 protect student privacy and intervene, if necessary.
1. The Attendance Improvement Team will meet consistently to confirm the BV Attendance Improvement Protocol and the *Check & Connect* App is being effectively utilized by school personnel and intervene, if necessary.
2. 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.
3. Confirm the BV Attendance Improvement Protocol contains new attendance interventions obtained while attending the *Absenteeism Prevention and Intervention Conference*.
4. Confirm *Check & Connect* Mentors are engaging in persistent outreach to the students for which they have been assigned and analyze individual attendance data to determine if attendance 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

10.27.23

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 2023-2024

2023-2024

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 9th, 2023 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
Nicolette Schmidt	Special Ed Services teacher
Paula Huber	Kindergarten
Emily Barbaruolo	1st Grade
Laurie Adams	2nd Grade
Jill Pederson	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.

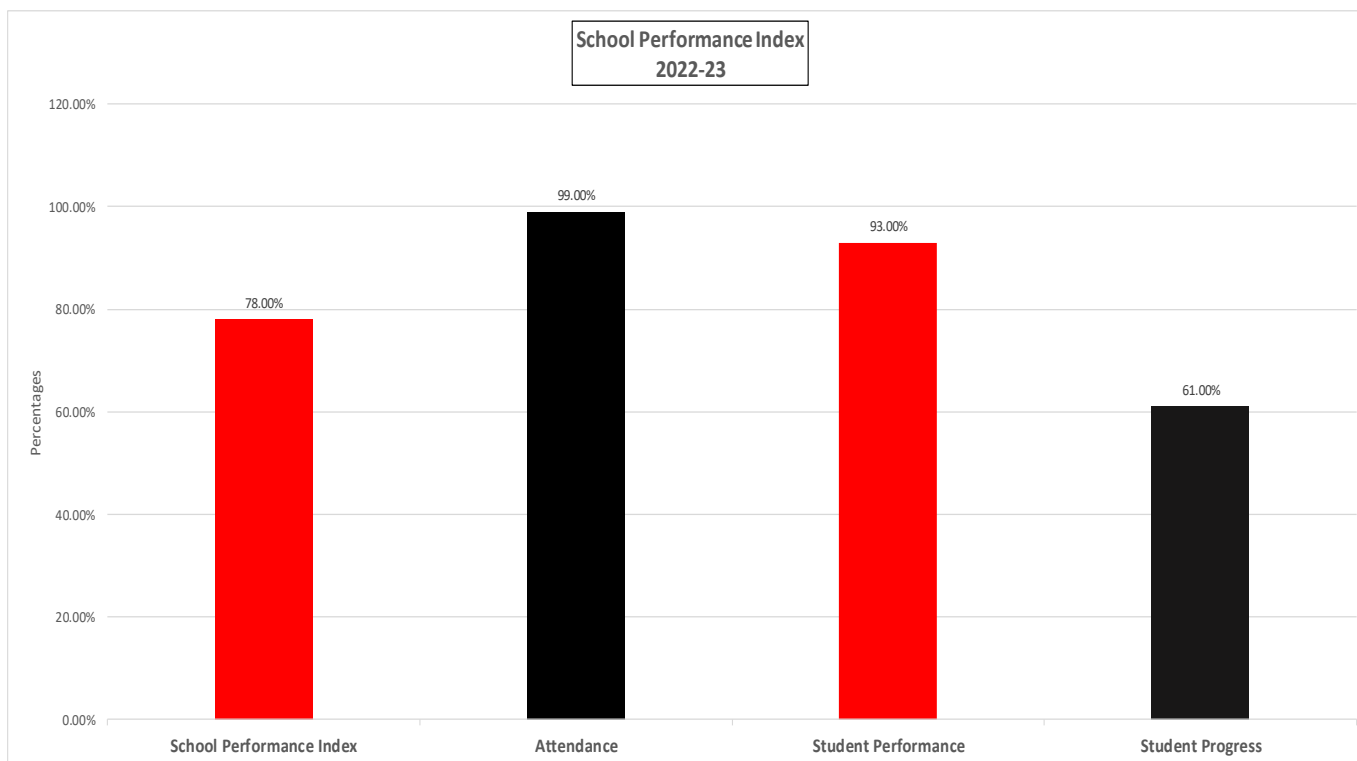
2023-2024 School Improvement Team Meetings

August 17th, 2023

October 9th, 2023

2023-2024 Demographics

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

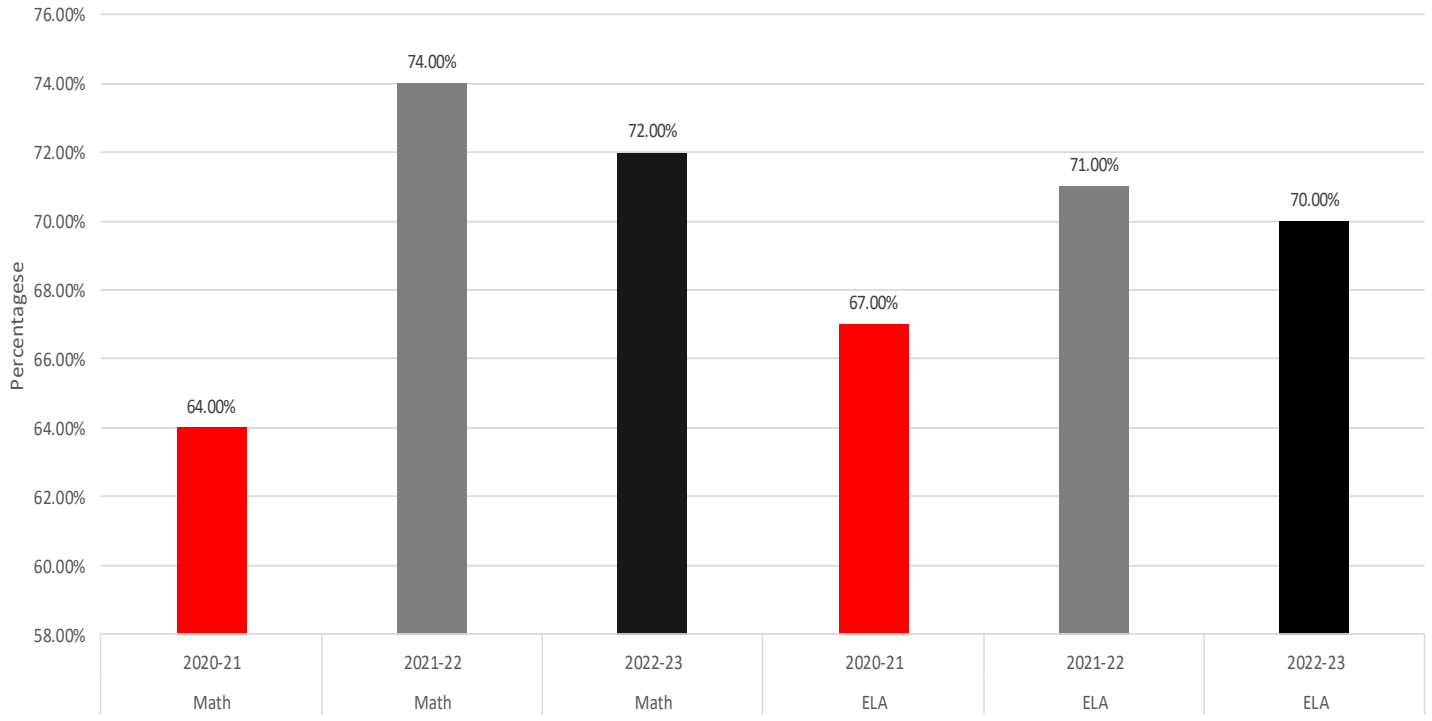
SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These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

Long Term Goals:

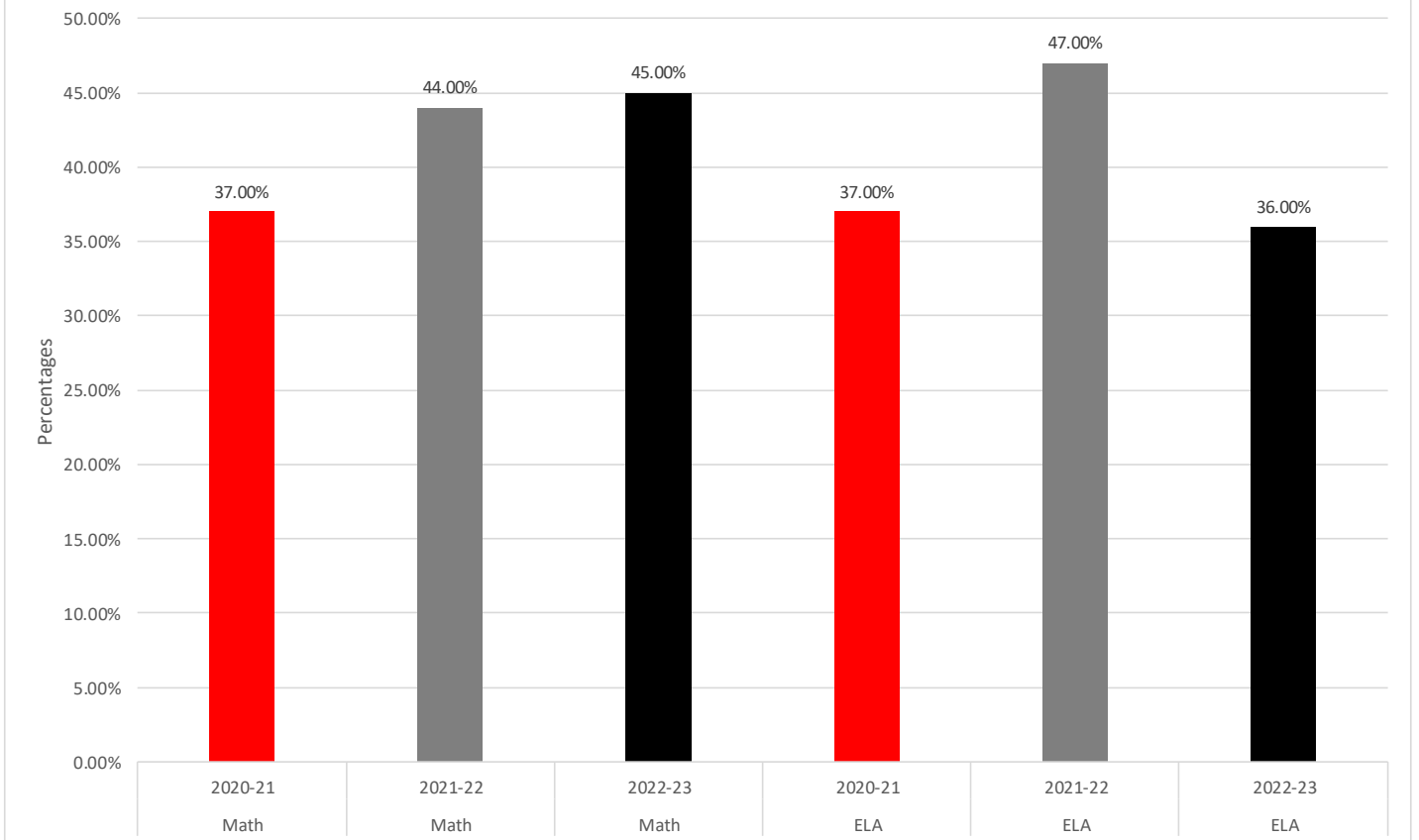
Long Term Goals are South Dakota's overarching goal for Student Performance which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are 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.

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

Student Achievement Multi-Year All Students

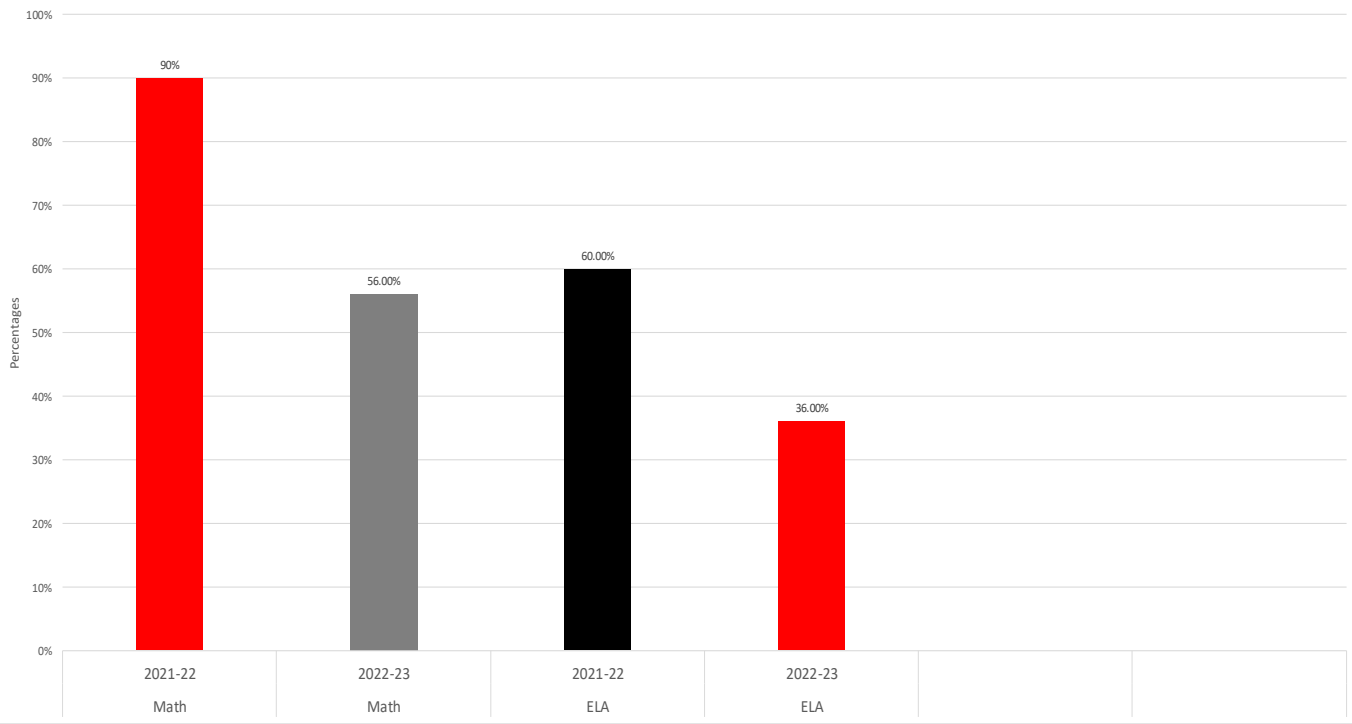


Student Achievement Multi-Year Economically Disadvantaged

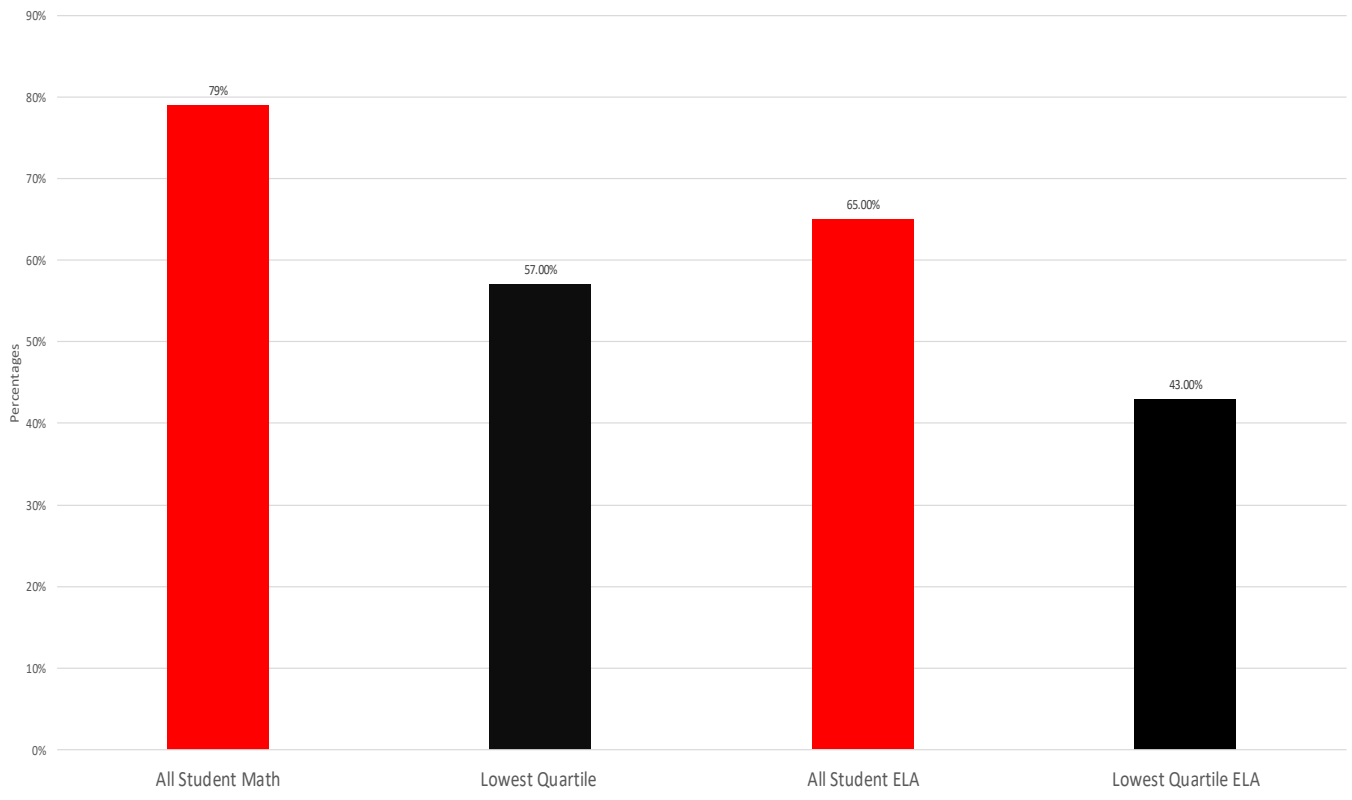


*Data found under Performance by Student, Toggle for the subject.

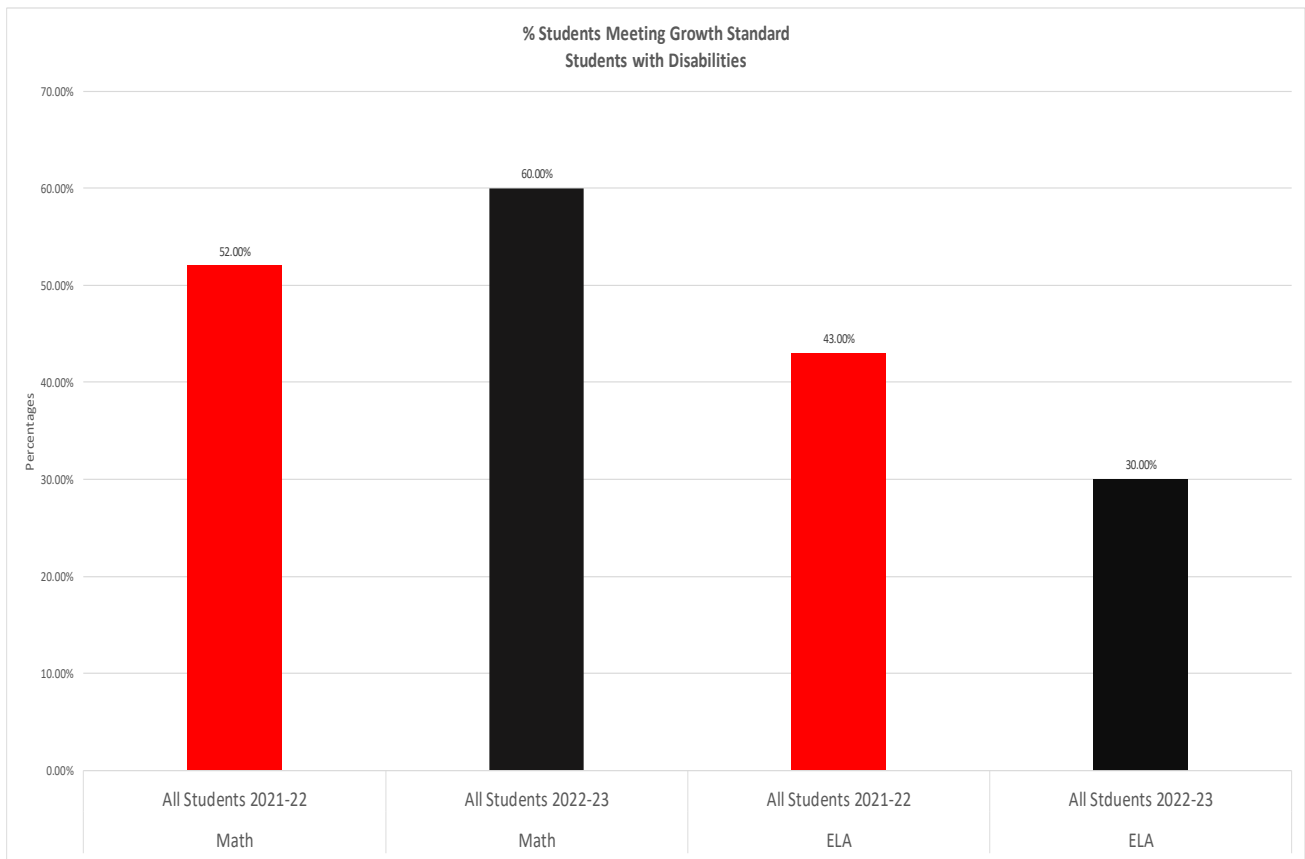
**Student Performance Multi-Year
Economically Disabilities**



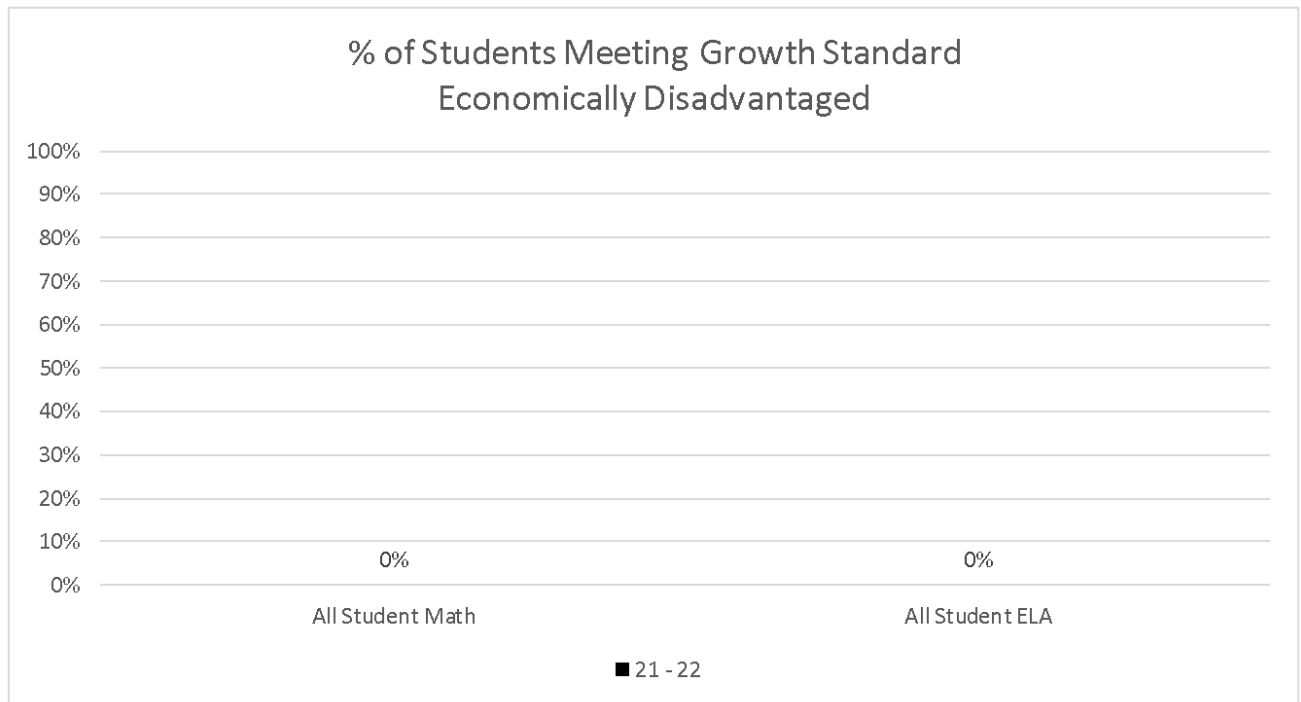
**% Students Meeting Growth Standard
Student Progress - 4th Grade Only**



Data found under Student Progress. Scroll down, view details, check headings.

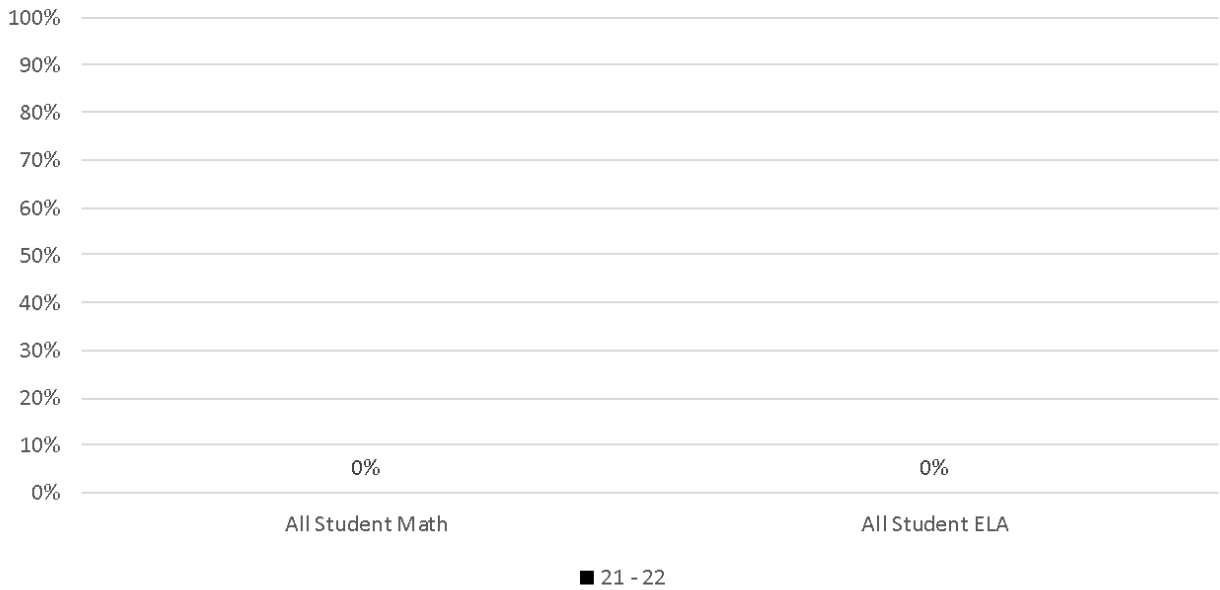


Data found in Progress by Student Population, toggle subject.

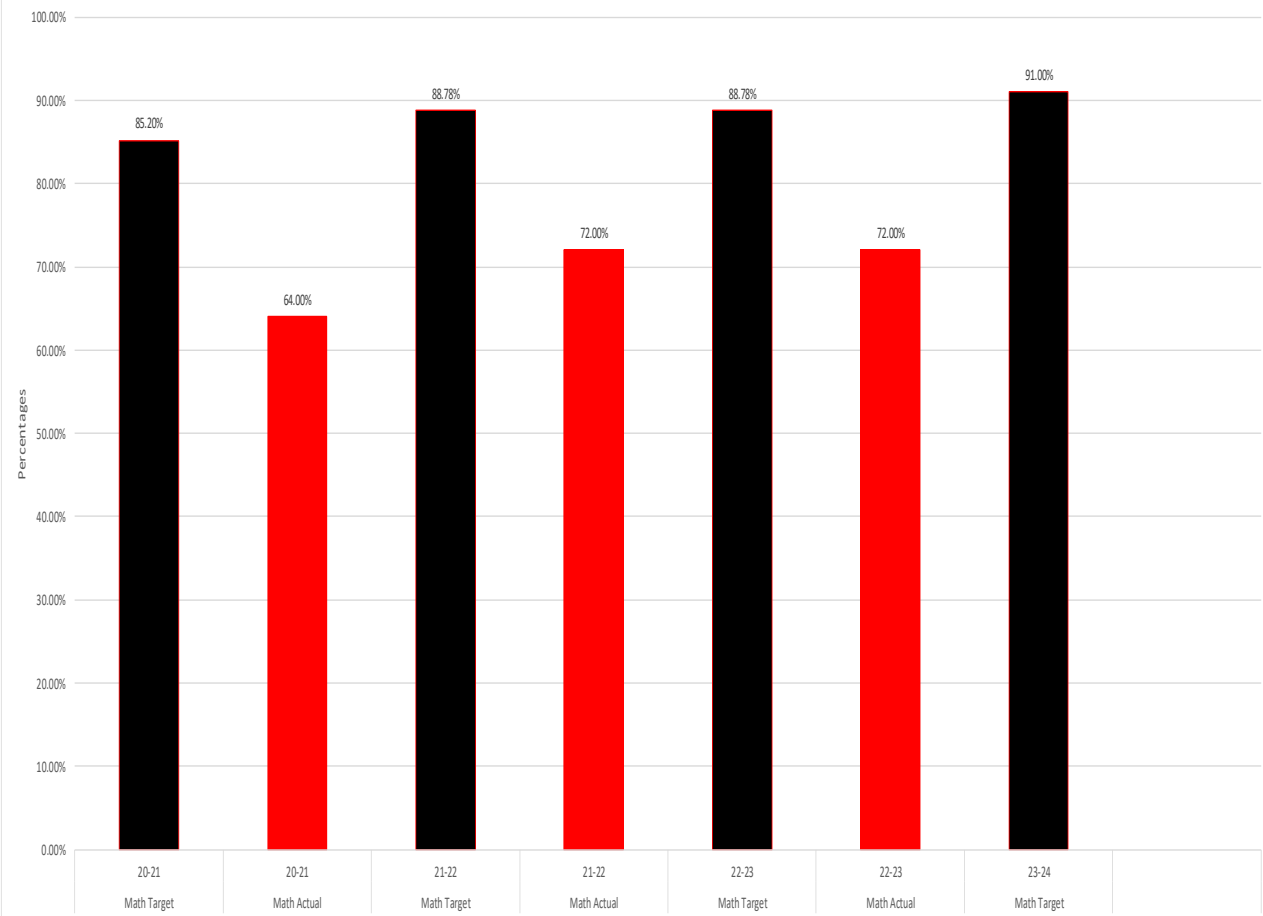


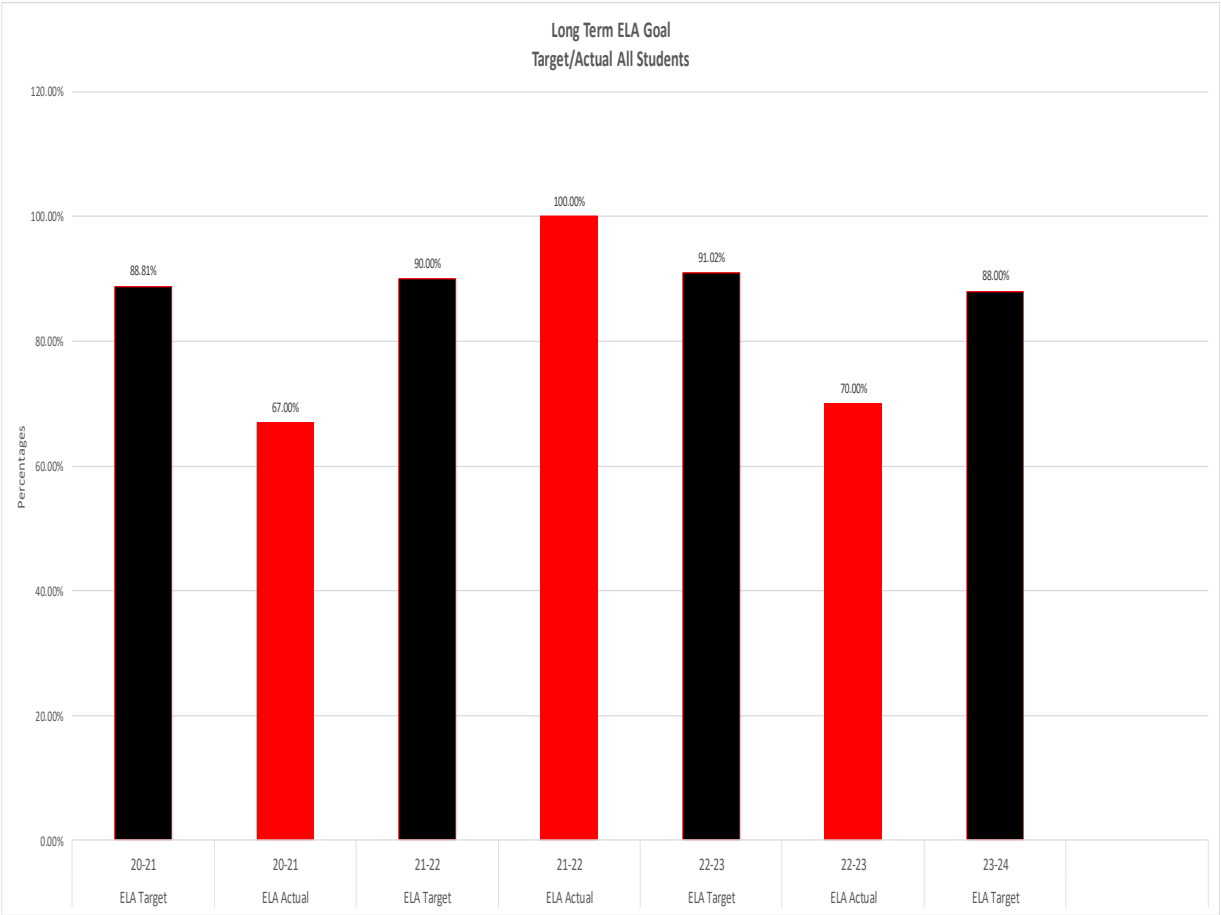
Must have a sub group of 10 kids to report data.

% of Students Meeting Growth Standard English Learners

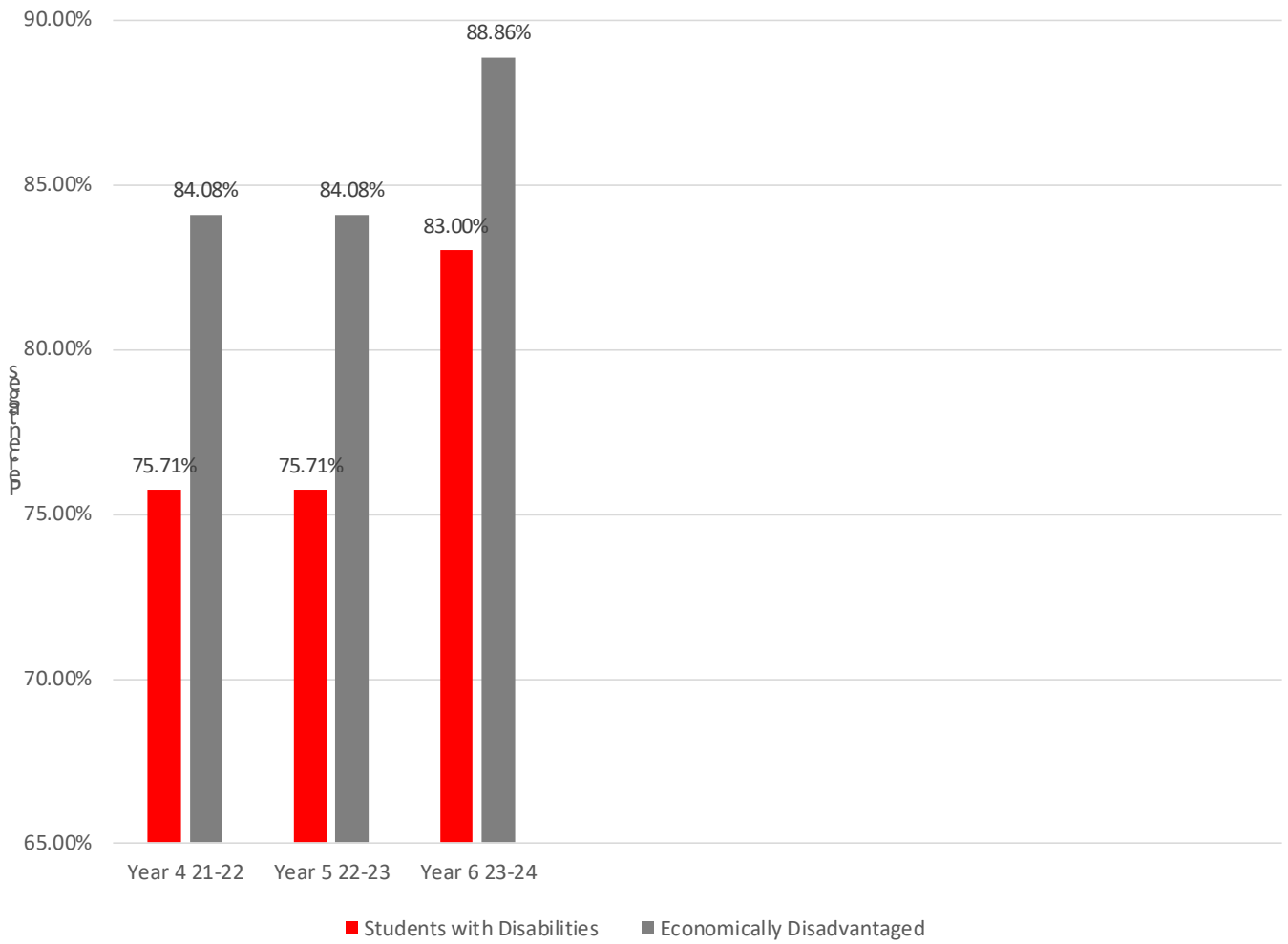


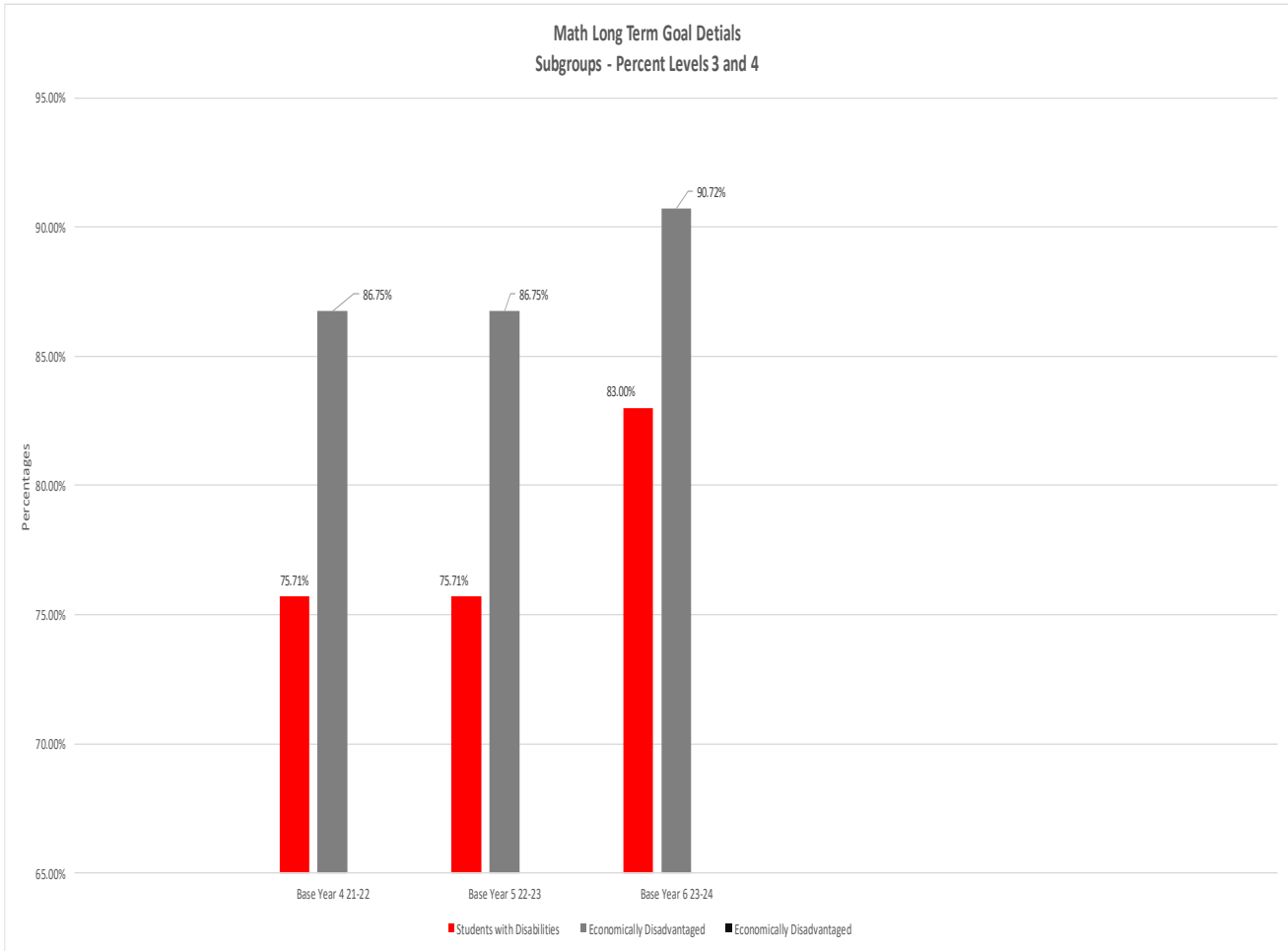
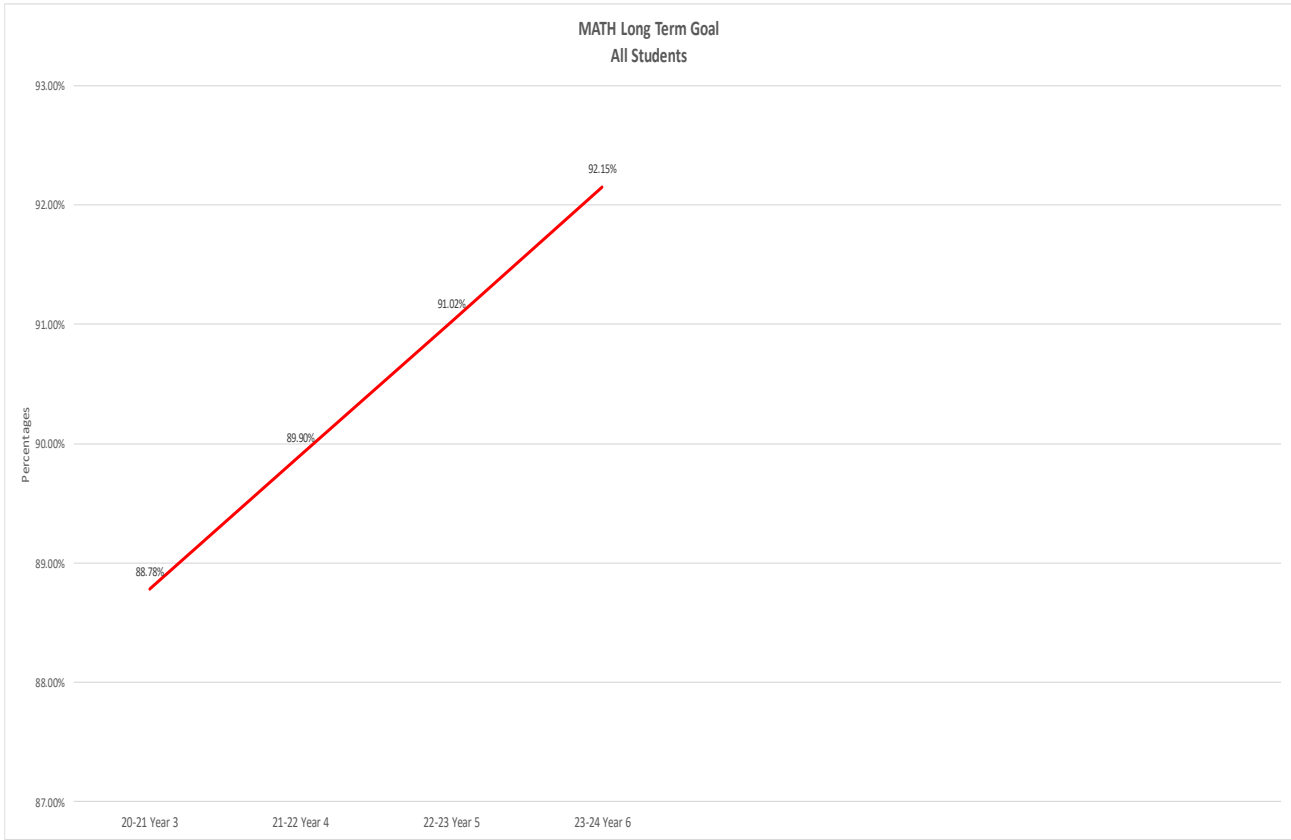
Long Term Math Goal Target/Actual All Students





ELA AMO Details Subgroups - Percent Levels 3 and 4





RBE
2023-2024 Math Goals

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

2023-2024 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, 85.43% for students with disabilities, and 92.05% for our economically disadvantaged students as measured by the Smarter Balance Assessment in April 2024. In addition, 57% of all 4th grade students who achieved the lowest quartile percentage of scores on the 2023 assessment will meet standards in math as measured by the Smarter Balanced Assessment in April 2024.

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 by 80 points as measured by the IXL test assessment test.</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 Math.</p> <p><u>3rd Grade:</u> All 3rd grade students will show growth in the area of math. 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 a growth of 5-10 by the end of the 2022-23 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 2022-23 school as measured by the student growth proficiency chart in STAR Math.</p>	<ul style="list-style-type: none"> -Math Vocabulary and strategies -Scaffold instruction -Visual Supports -Think-Pair-Share -IPADS -Razz Kids -CGI cognitive guided instruction -Differentiated instruction -Small Group Instruction -Manipulatives -IXL - SeeSaw 	<ul style="list-style-type: none"> -IXL reports -Standards Based Report Cards -Star Early Literacy -Chapter Math tests -Diagnostic Math Tests -STAR Math (2-4) 	<ul style="list-style-type: none"> -Math Specialist -Elementary Curriculum Director -Assessment Coordinator -Grade Level meetings -Department meetings -Math Specialist -Math Interventions -Coaching from Technology Integrationist to improve instruction and learning -Renaissance Place Training

RBE
2023-2024 Reading Goals

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

2023-2024 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, 85.43% for students with disabilities, and 84.08% for our economically disadvantaged student as measured by the Smarter Balance Assessment in April 2024. In addition, 43% 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 2024.

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 2022-23 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 2022-23 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, 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 2022-23 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 2022-23 school year as measured by the student growth proficiency chart in STAR reading</p>	<ul style="list-style-type: none"> -Reading Protocol -RtI -Resource Room -Comprehension Strategies -Visualizing and Verbalizing -Read Naturally Live -AR Accelerated Reader -BOOST Up -Home packets for extra fluency practice -Leveled Readers -SPIRES -Reading Specialist -Sunday (whole and small groups) -AR 360 - Scholastic News - IXL - WonderWorks 	<ul style="list-style-type: none"> -Acadience benchmarking and progress monitoring -DAZE passages - benchmarking and progress monitoring -AR Accelerated Reader -STAR Reading -Wonders Assessments -Read Naturally Live -SRA Reading Mastery -CORE Phonics Screener -BOOST Up progress of fine/gross motor skills -SPIRE quick checks, skill checks -Sunday Program -STAR Early Literacy 	<ul style="list-style-type: none"> -Elementary Curriculum Director -Literacy Coach -Assessment Coordinator -Quarterly Problem Solving Meetings -Coaching/Modeling from Reading Specialist -Grade Level Meetings -TAT Meetings -Coaching from Technology Integrationist -Extra support staff

Strengths:

- 70.39% of our students were advanced or proficient in reading this year.
- 72.10% 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 Sunday, 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:

- 45.24% of Students with disabilities are proficient or advanced in math
- 35.71% 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.



Valley Springs Elementary School



School Improvement Plan

2023-2024

Valley Springs Elementary School School Improvement Plan 2023-24

Core Operating Principle

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

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 Valley Springs Planning Team consists of representation from building administration and teachers who met on August 17, September 7, September 19, and October 9, 2023, to discuss the prior year's testing, review data, discuss the needs of the elementary school and develop a 2023-24 school improvement plan. This school planning team was formed to analyze data and review the needs of Valley Springs 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.

Valley Springs Elementary Planning Team

Mary Mudder, Valley Springs Elementary School Principal
Kennedy Boever/Jana Koch, Fourth Grade Teacher
Jana Koch, Third Grade Teacher
Megan Bertsch, Second Grade Teacher
Alyssa Lutz, First Grade Teacher
Gracie Lode, Kindergarten Teacher
Lila VanHorn, Special Education Teacher
Pam Klenner, Reading Specialist
Whitney Robinson, Counselor

Valley Springs School Planning Calendar

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

2023-24 School Year

August 17, 2023	School Improvement Planning Session, Grades K-4, Valley Springs
September 7, 2023	Review 2023-24 Math and Reading Data
September 19, 2023	Review 2023-24 Math and Reading Data
October 9, 2023	School Improvement Planning Session, Grades K-4 Valley Springs
January 18, 2024	School Improvement Planning Session, Grades K-4 Valley Springs
March 21, 2024	School Improvement Planning Session, Grades K-4 Valley Springs
Quarterly	Data Problem Solving Meetings
Monthly	Staff meetings–Implementation and review, VSE 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

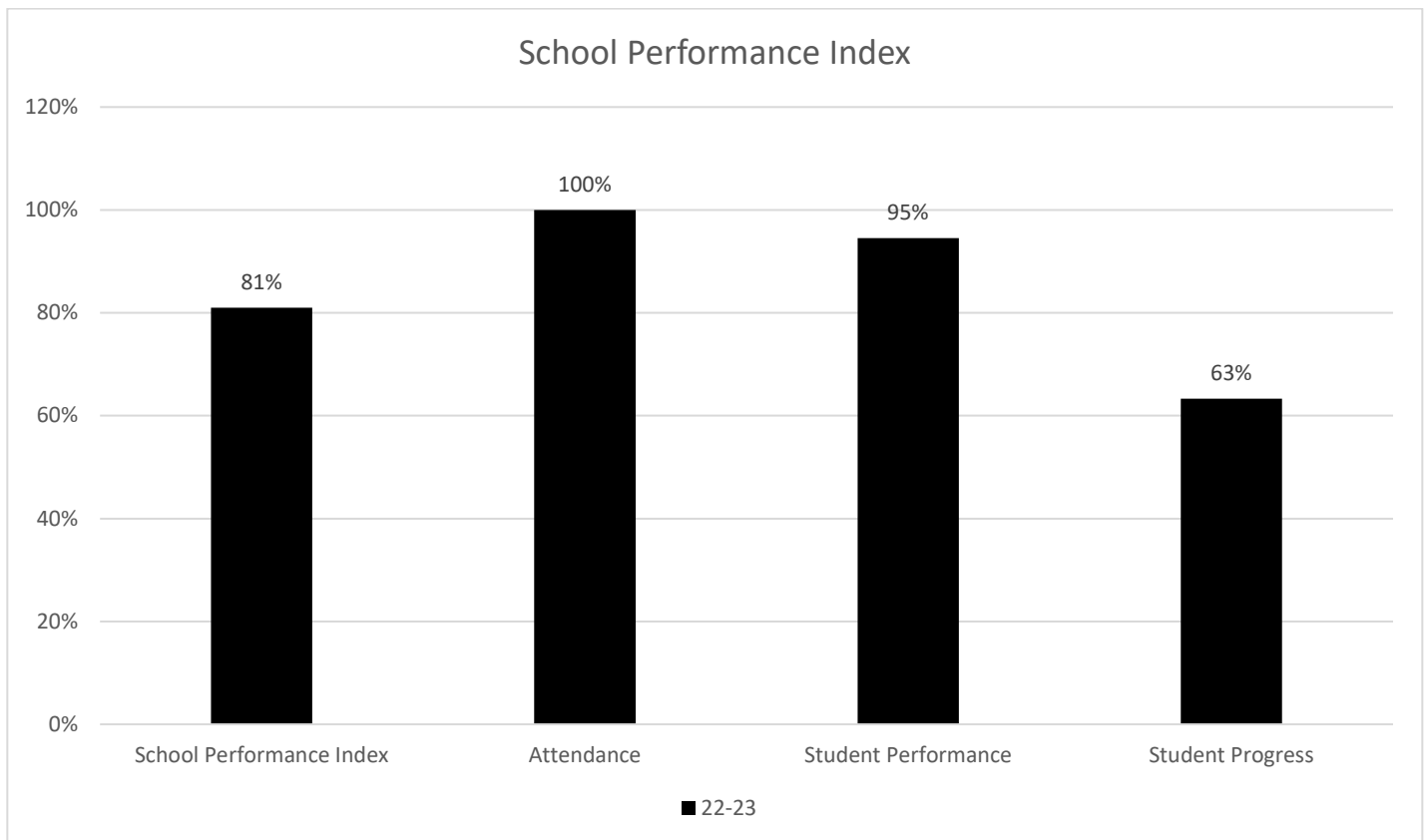
conducted, and revisions will be based upon this data. This data may lead to revisions more often than annually.

Valley Springs School Profile

Valley Springs Elementary School is made up of approximately 67 students in grades kindergarten through fourth.

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

	2020-21	2021-22	2022-2023	2023-24
Total VSE Enrollment	98	86	73	67
Hispanic/Latino	2	3	1	1
Amer. Indian/Alaskan	5	4	6	6
Asian	0	0	0	0
Black/African American	5	3	0	3
Hawaiian/Pac. Islander	0	0	0	1
White/Caucasian	98	84	61	66
2 or More Races	5	7	6	11
Students with Disabilities	21	14	15	17
English Language Learners-ELL	0	0	0	0
Economically Disadvantaged	26	15	23	21
Female	40	34	36	34
Male	58	52	37	33
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).

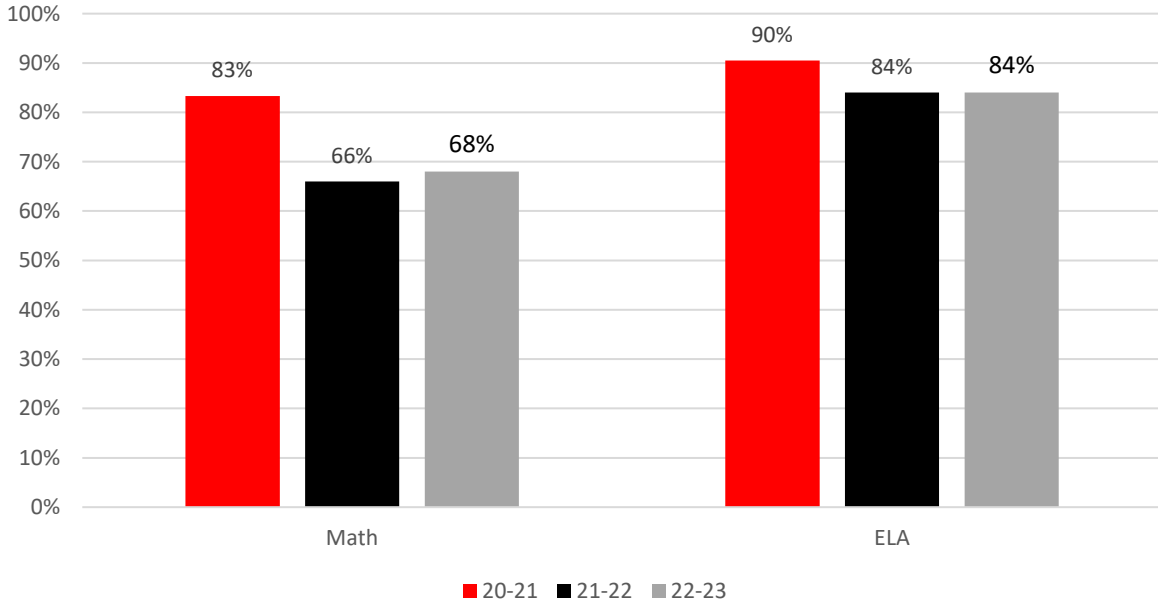
SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These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

Long Term Goals:

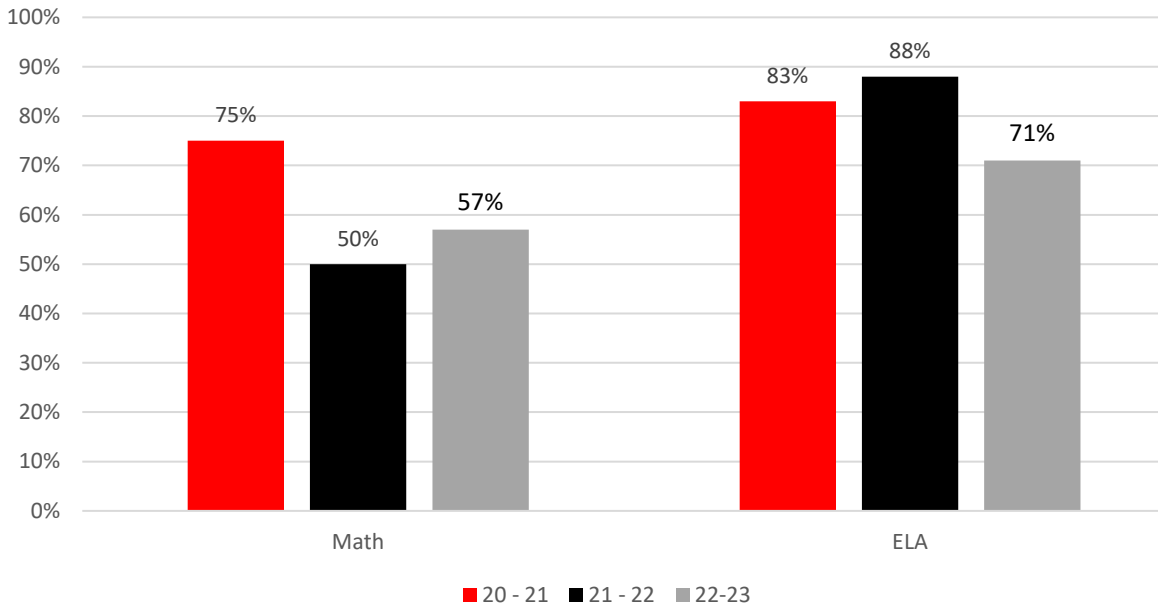
Long Term Goals are South Dakota's overarching goal for Student Performance which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by

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 2018-19 school year serves as the base year for setting the six-year goal and annual targets.

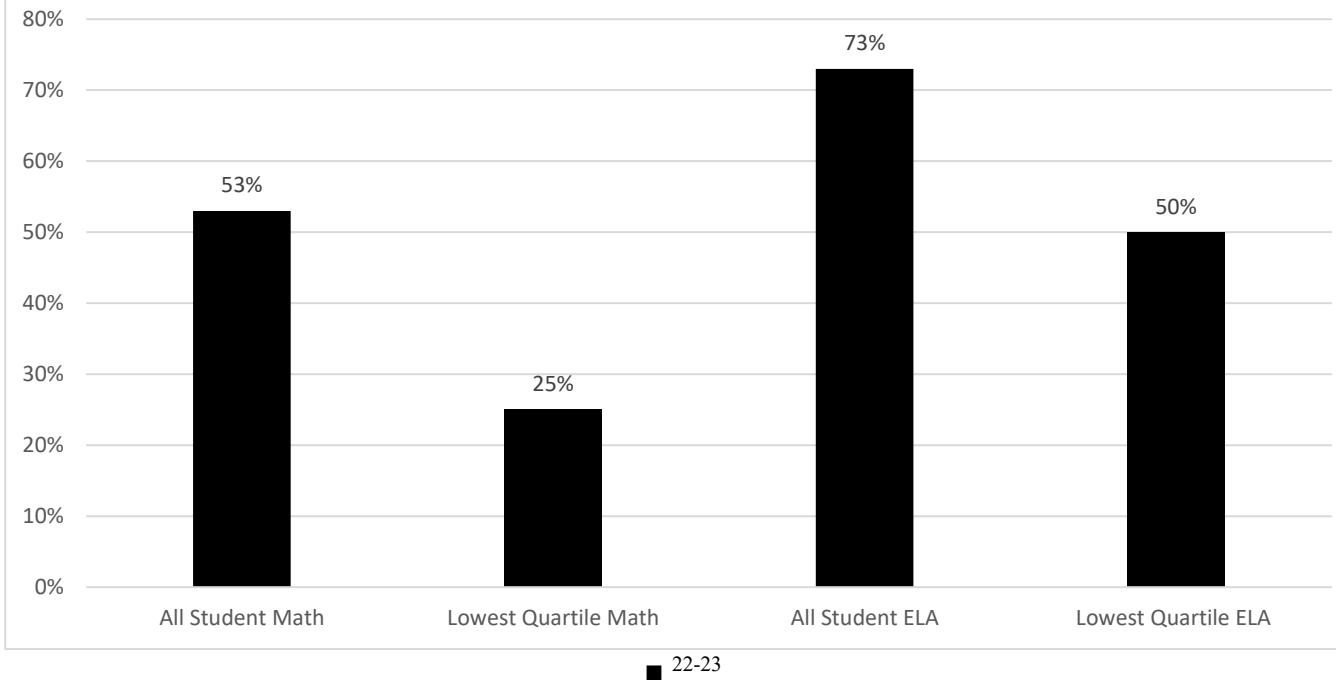
Student Performance Multi-Year All Students



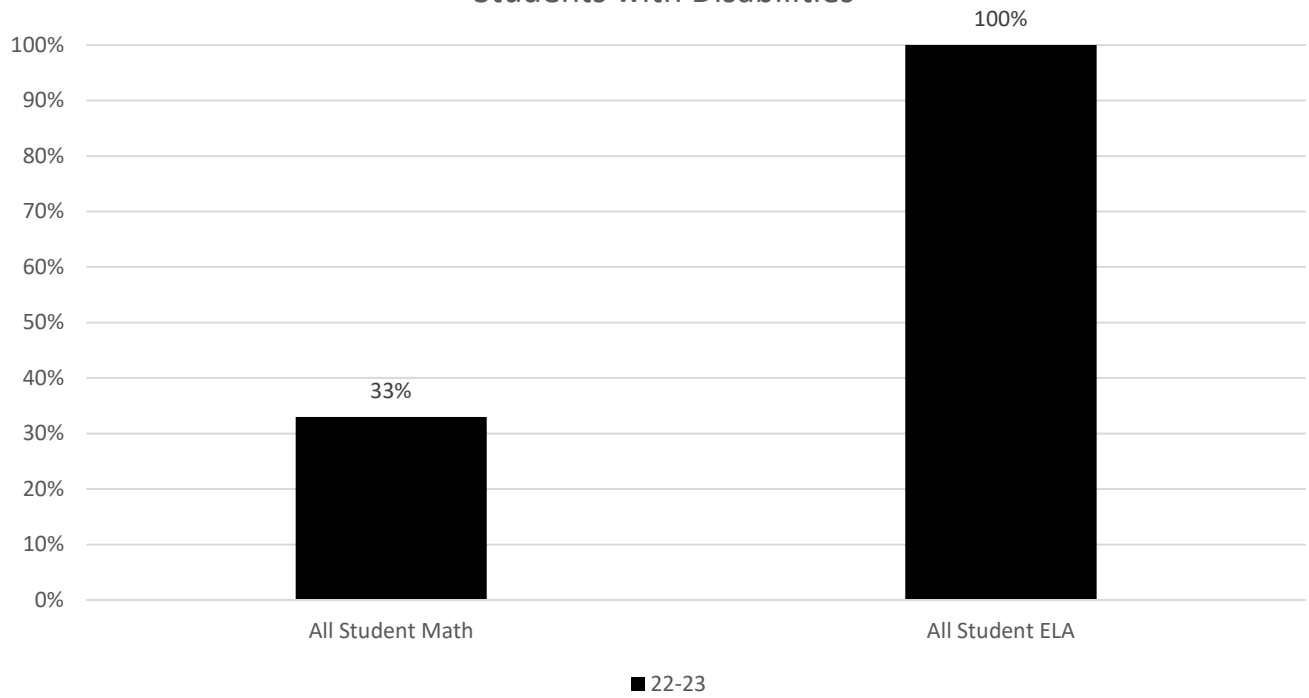
Student Performance Multi-Year Students with Disabilities



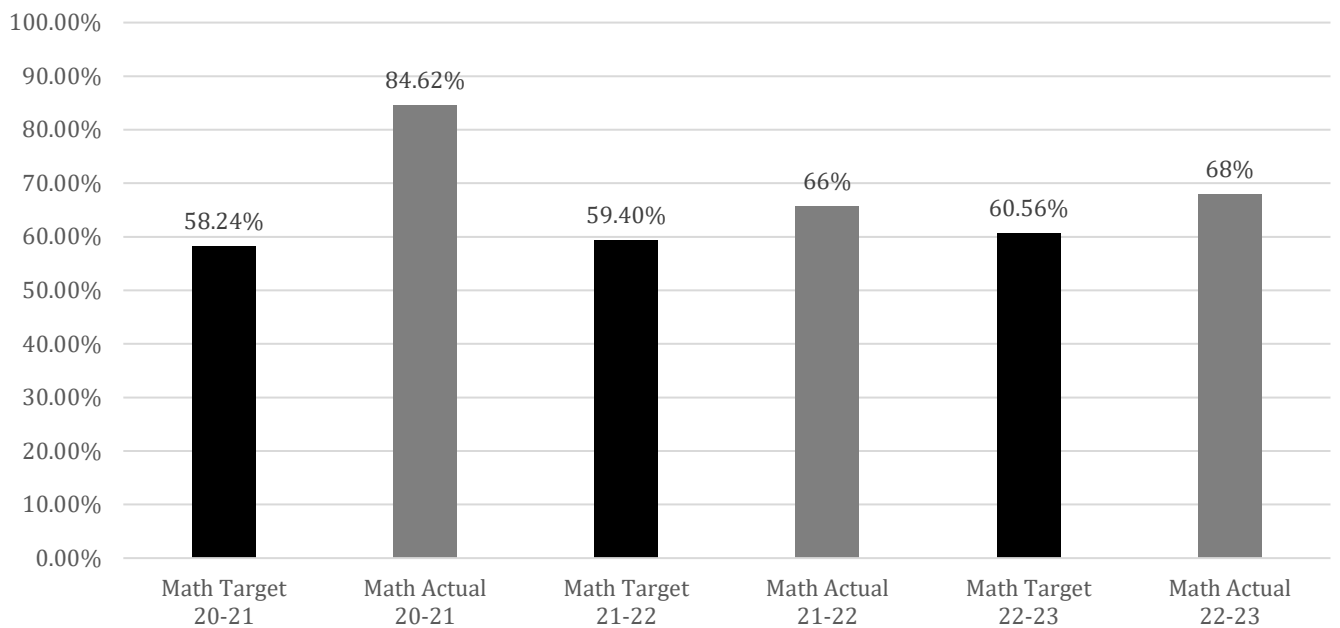
% of Students Meeting Growth Standard Student Progress - 4th Grade Only



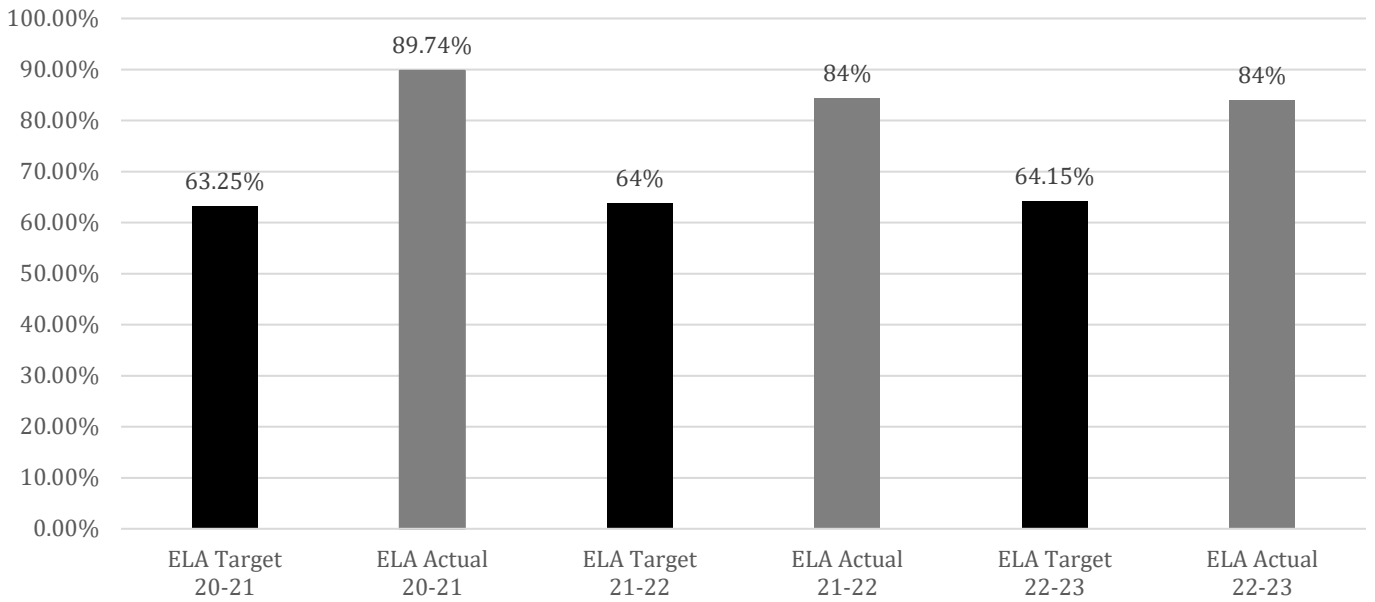
% of Students Meeting Growth Standard Students with Disabilities



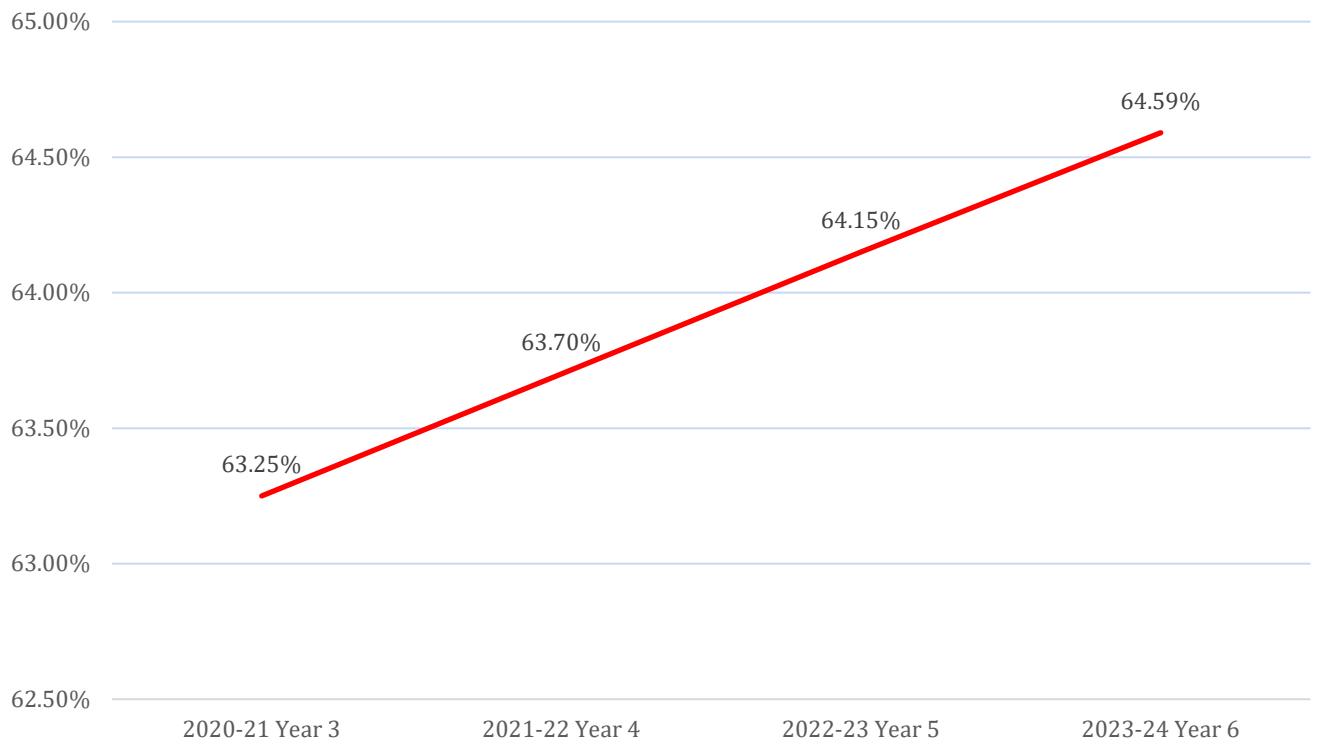
Long Term Goal Target/Actual All Students



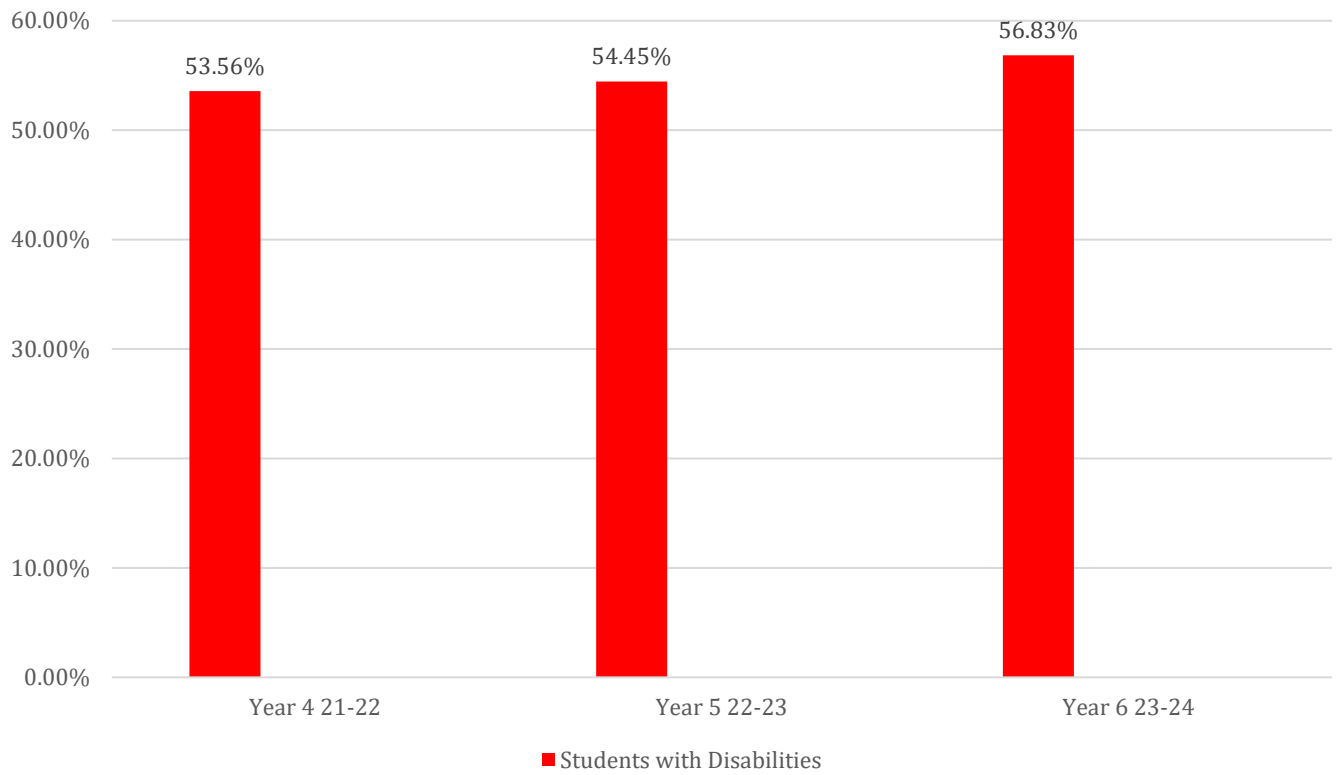
Long Term Goal Target/Actual All Students



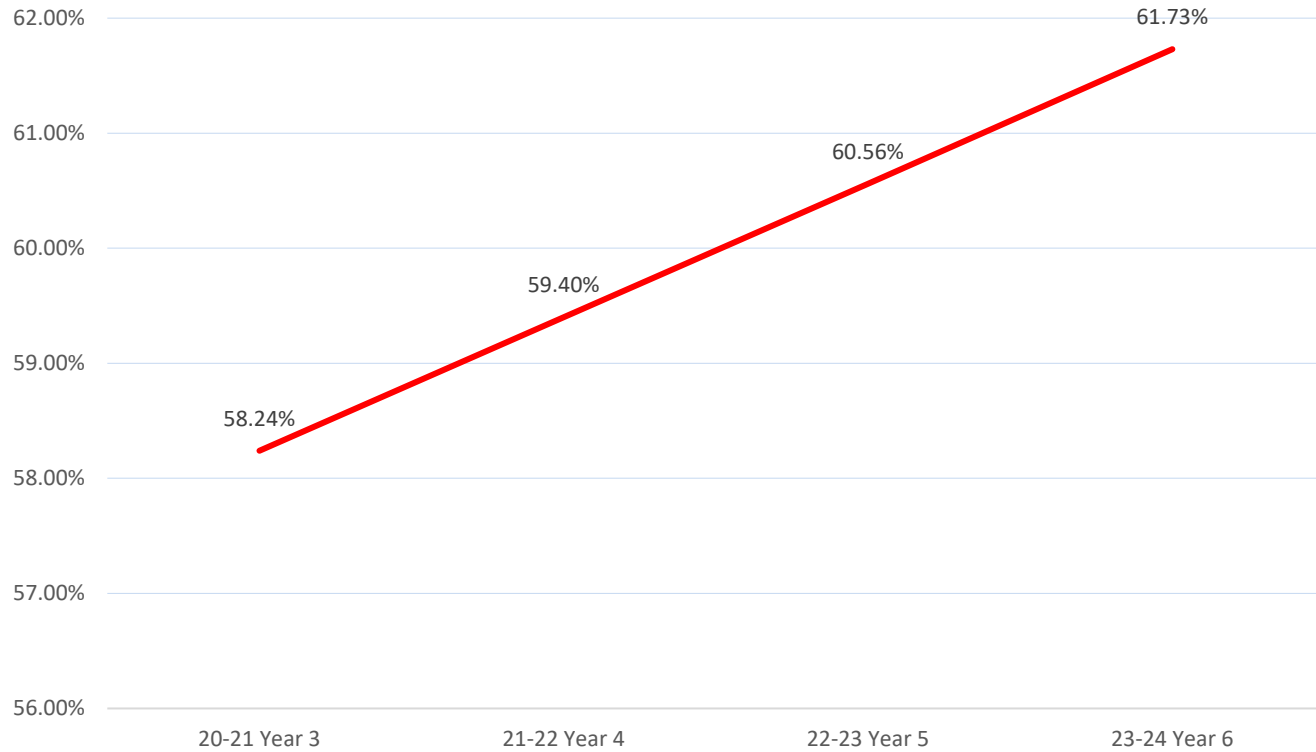
Long Term Goal: ELA All Students



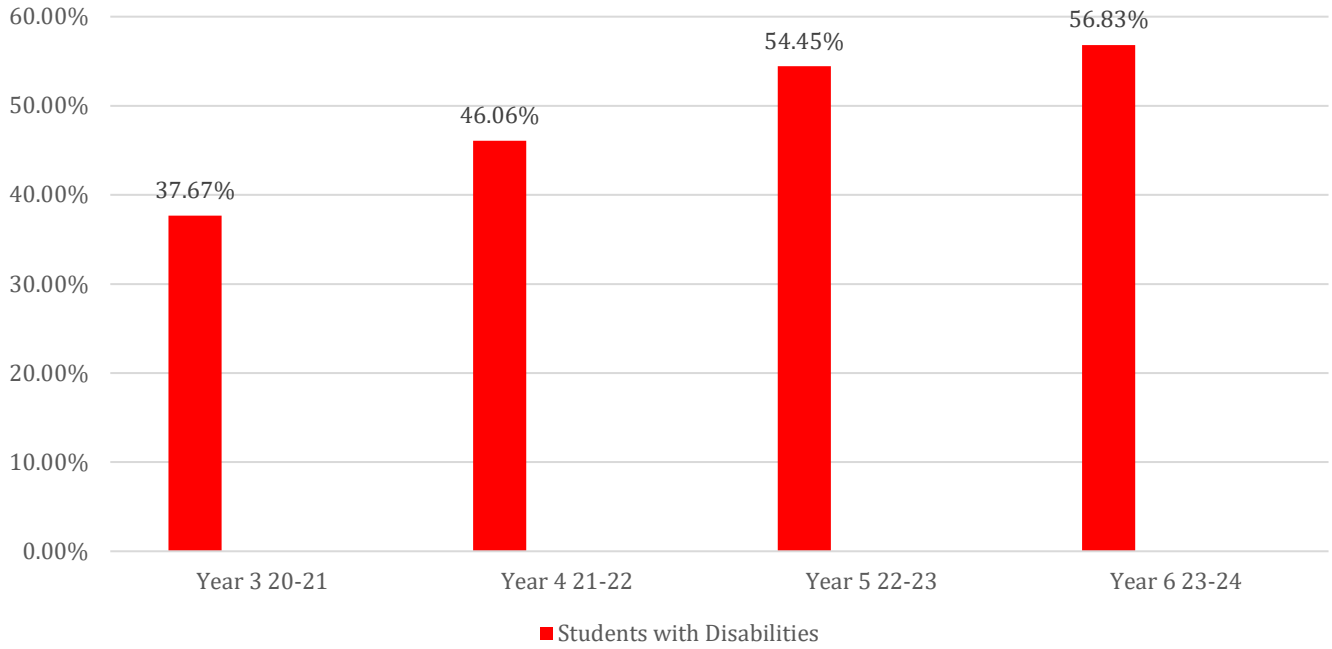
ELA Long Term Goal Details Subgroups - Percent Levels 3 and 4



Math Long Term Goal All Students



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



Strengths:

- 84% of our students are advanced or proficient in ELA.
- 68% of our students are advanced or proficient in Math.
- 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 with our Walk to Read program.
- 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, and 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.
- Continue to implement differentiated instructional strategies based on individual student needs.
- Implementing math interventions/small groups and the support staff to make that successful.
- Summer regression.
- Changing demographics in a growing district.
- Time: collaboration, team meetings, professional development, curriculum meetings.
- Continue with professional development and implementation of SDSS.

Performance Data Evaluation and Analysis

Math Worksheet

School: Valley Springs Elementary

Evaluation Team Members: Mary Mudder-Principal, Gracie Lode-Kindergarten, Alyssa Lutz-First Grade, Megan Bertsch-Second Grade, Jana Koch-Third Grade, Kennedy Boever/Jana Koch-Fourth Grade, Lila VanHorn-Special Education, Pam Klenner-Reading Specialist, Whitney Robinson-Counselor

2023-24 Math Goal (Whole School): All staff at Valley Springs Elementary will improve math instruction so that all students show growth and meet 72% for ALL students, 65% for students with disabilities, and 75% for our economically disadvantaged students as measured by the South Dakota State Assessment in April 2024. (In addition, 70% of all 4th grade students who achieved the lowest quartile percentage of scores on the previous year’s assessment will meet standards in math as measured by the South Dakota State Assessment in April 2024.)

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> All students will show growth and reach 85% proficiency as measured by the assessment from MyMath on math chapter tests and will reteach if necessary.</p> <p><u>1st Grade:</u> 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.</p> <p><u>2nd Grade:</u></p>	<ul style="list-style-type: none"> *Math Vocabulary and strategies *Scaffold instruction *iXL *Visual Supports *Manipulatives *Think-Pair-Share *Connecting Math Concepts (SPED) *Prodigy *Vizzle *Seesaw 	<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 	<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 *TAT Meetings *Elementary Curriculum Director

100% of students in the second-grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2024.

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.

3rd Grade:

100% of the students in the third-grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2024.

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.

4th Grade:

100% of students in the fourth-grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2024.

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.

Special Education:

100% of students in the third and fourth grade special education classroom will show measurable growth as measured by the STAR Math Assessment in May 2024.

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.			
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Performance Data Evaluation and Analysis

Reading Worksheet

School: Valley Springs Elementary

Evaluation Team Members: Mary Mudder-Principal, Gracie Lode-Kindergarten, Alyssa Lutz-First Grade, Megan Bertsch-Second Grade, Jana Koch-Third Grade, Kennedy Boever/Jana Koch-Fourth Grade, Lila VanHorn-Special Education, Pam Klenner-Reading Specialist, Whitney Robinson-Counselor

<p>2023-24 ELA Goal (Whole School): All staff at Valley Springs Elementary will improve reading instruction so that all students show growth and meet 86% for ALL students, 75% for students with disabilities, and 75% for our economically disadvantaged students as measured by the South Dakota State Assessment in April 2024 (In addition, 75% 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 April 2024.)</p>			
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> 100% of students in the kindergarten classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2024. 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.</p> <p><u>1st Grade:</u> 100% of students in the first-grade classroom will show measurable</p>	<ul style="list-style-type: none"> *Reading Protocol *RtI/Walk to Read *Resource Room *Marzano’s strategies and 21st Century Skills *Comprehension Strategies *Multisyllable Routines *Visualizing and Verbalizing *Read Naturally/Read Live *iXL *AR-Accelerated Reader *Effective Communication Among Staff *Effective Communication to Parents 	<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/Read Live *SRA Reading Mastery *CORE Phonics Screener *SPIRE quick checks, skill checks *Performance Tasks *Sonday Assessment 	<ul style="list-style-type: none"> *Quarterly Problem-Solving Meetings *Data Meetings 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

<p>growth as measured by the STAR Early Literacy Assessment in May 2024. 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> <p><u>2nd Grade:</u> 100% of students in the second-grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2024. 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> <p><u>3rd Grade:</u> 100% of the students in the third-grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2024. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP.</p>	<ul style="list-style-type: none"> *One Minute Fluency Reads and Retell *Home packets for extra fluency practice *Leveled Readers *Maze/DAZE Passages *Sight Word Practice *Seeing Stars *SPIRE-Title program *Reading Specialist *Graphic Organizers *Daily 5 *Vocabulary *Parent Volunteers *Sonday *AR 360 *Wonders *WonderWorks *Raz Kids *Decodable Readers *Read Works *Reading Mastery *Reading Milestones *Renaissance Instructional Planning Tool *Epic *VoWac *Pebble Go *Really Great Reading Boost and Blast 	<ul style="list-style-type: none"> *Standards Based Report Cards *DRA Quarterly *SBAC Interim Assessments 	<ul style="list-style-type: none"> *Dyslexia Training
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<p>Students in the highest quartile will grow 50 SGP.</p> <p><u>4th Grade:</u> 100% of students in the fourth-grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2024. 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> <p><u>Special Education:</u> 100% of students in the First-Grade special education classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2024. 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>	<ul style="list-style-type: none">*Lalilo (online phonics/phonological awareness program at home)*Book Studies*Interim Assessments*Edmark		
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2023-24 Behavior goal: Decrease office discipline referrals by 20% during 2023-24 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
<ul style="list-style-type: none"> ○ Increase positive behavioral interventions. ○ 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 	<ul style="list-style-type: none"> ○ PBIS Assemblies ○ Individual PBIS Awards ○ Classroom PBIS Awards ○ Classroom Counseling ○ Small Group Counseling ○ Individual Counseling ○ 504 Plans ○ TAT Meetings/Plans ○ School-Wide Conflict Resolution Curriculum ○ Classroom Interventions: <ul style="list-style-type: none"> ▪ Clip Charts ▪ Morning Meetings ▪ Kelso's Pond of Choice and Choice Wheel ▪ Zones of Regulation ▪ My Classroom Economy ▪ Class Rewards ▪ Break Cards ▪ Class Dojo ▪ Superflex Curriculum 	<ul style="list-style-type: none"> ○ Office discipline referrals in Skyward ○ Counselor Needs Assessment ○ Teacher's Survey of Classroom Skills ○ Student's Survey of Classroom Skills ○ Counselor Minute Meetings ○ Check in/Check out 	<ul style="list-style-type: none"> ○ Review Common Area expectations. ○ PBIS Professional Development Training

Reading Strategies to Improve Student Achievement:
Reading Protocol – on file

Math Strategies to Improve Student Achievement:
Math 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.