



Brandon Elementary School Improvement Plan 2020-2021

**Brandon Elementary
School Improvement Plan
2020-2021**

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 12, 2020 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 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.

Brandon Elementary School Planning Team

Merle Horst	Principal
Sara Stone	Reading Specialist
Julie Forbes	Reading Title I
Kris Pappas	Special Education
Rachael Fode	Music Education
Jerrid VanSloten	Kindergarten
Jillian Grabinski	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 2020-2021 calendar for meetings that have and will be held in the process of developing the Brandon Elementary School Improvement Plan.

2020-2021 School Improvement Team Meetings

October 12, 2020

January 8, 2021

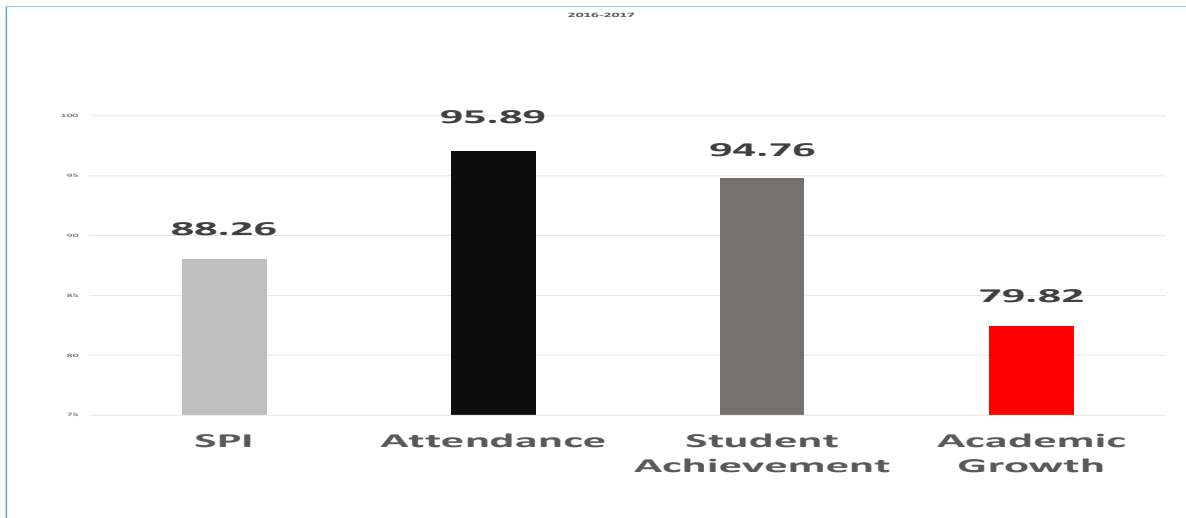
March 22, 2021

Brandon Elementary School Demographic Data

	2018-19	2019-20	2020-21	2021-22	2022-23
Total Enrollment	537	614			
Hispanic/Latino	1.3	3.09			
Amer. Indian/ Alaskan	0.9	2.28			
Asian	0.4	.16			
Black/African. American	1.9	1.95			
Hawaiian/ Pac.Islander	.44	.33			
White/Caucasian	91.6	87.85			
Non-White	0	0			
2 or More Races	3.5	5.86			
Students w/Disabilities	14.0	15.0			
English Learners - EL	0	0			
Economically Disadvantaged	25.3	26.3			
Female	241	238			
Male	283	293			
Migrant	0	0			

2018-2019 SPI Results:

Attendance, Student Achievement and Student Growth



Attendance: Points awarded based on percentage of students who reach at least 94% attendance rate. All students enrolled in school's grades are included in the attendance calculation.

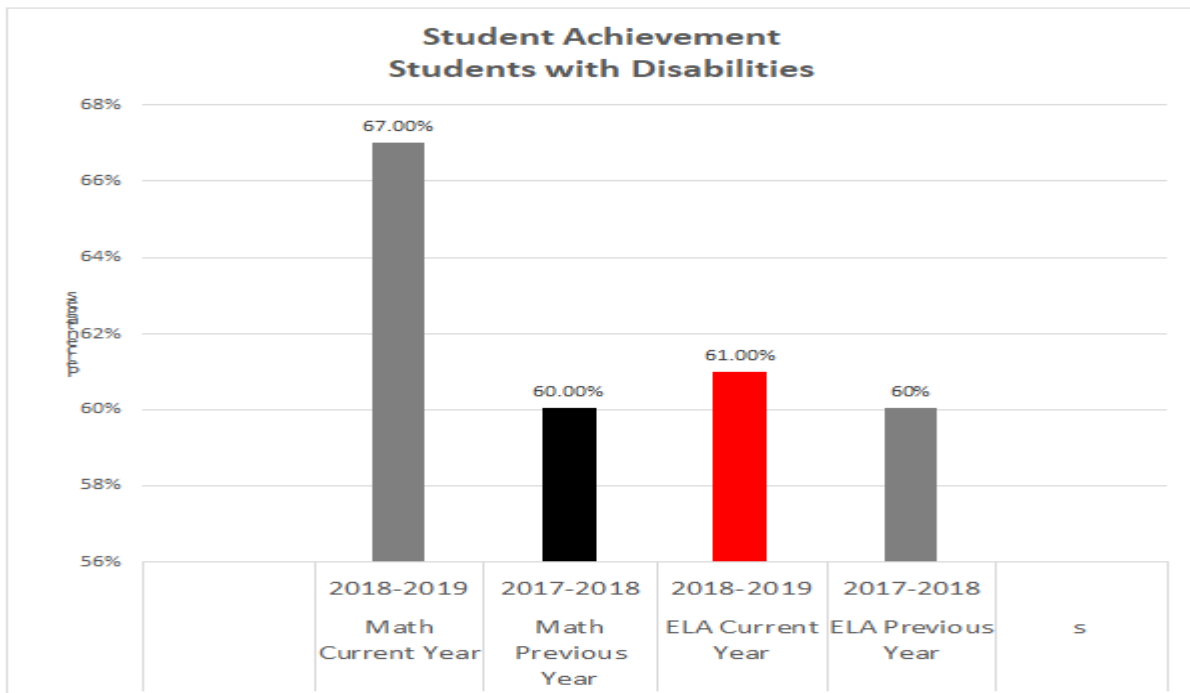
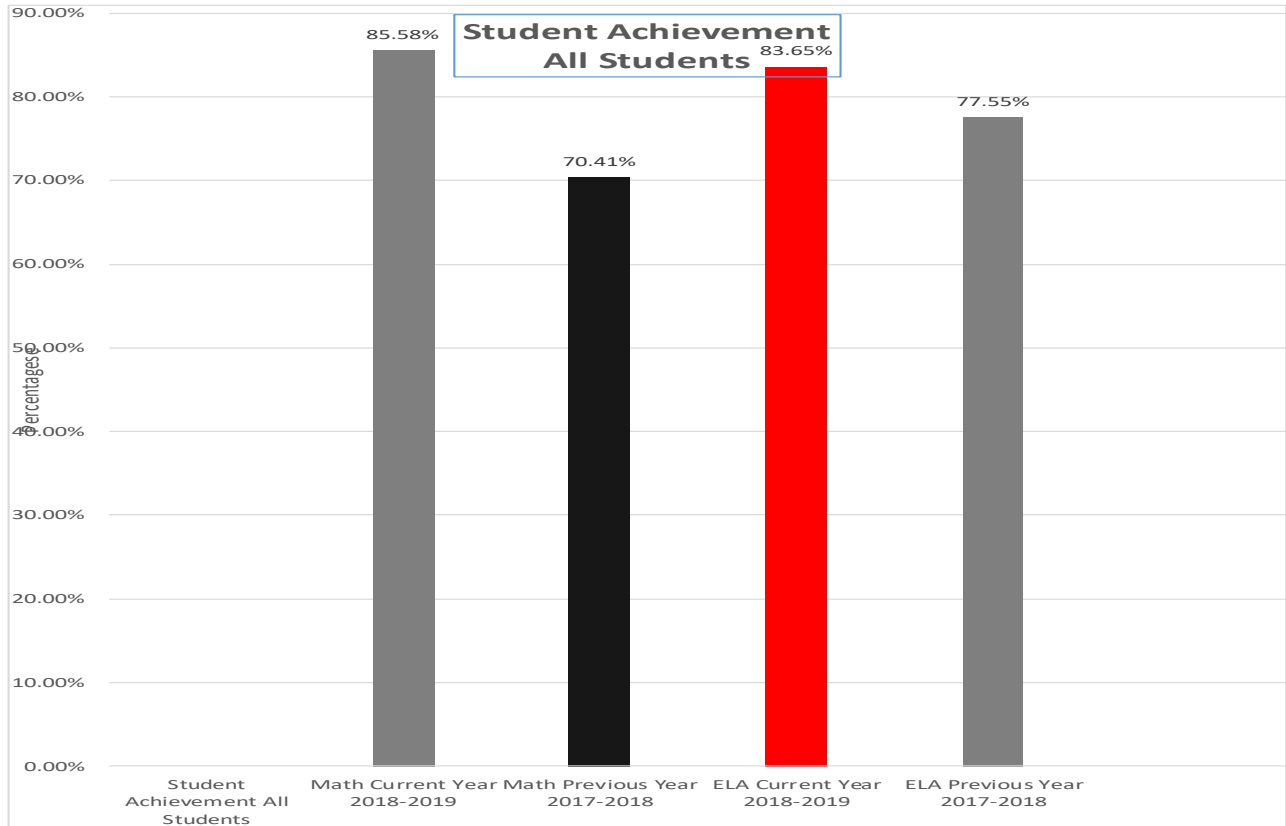
Student Performance: Student Performance is based on students' performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient. Levels 3 and 4 are considered proficient and above. 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 Progress 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).

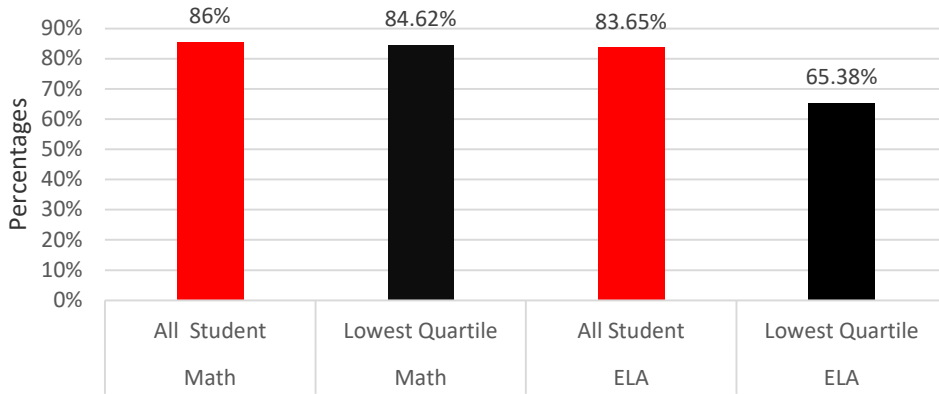
SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Achievement, Academic Growth, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These values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

Long Term Goals:

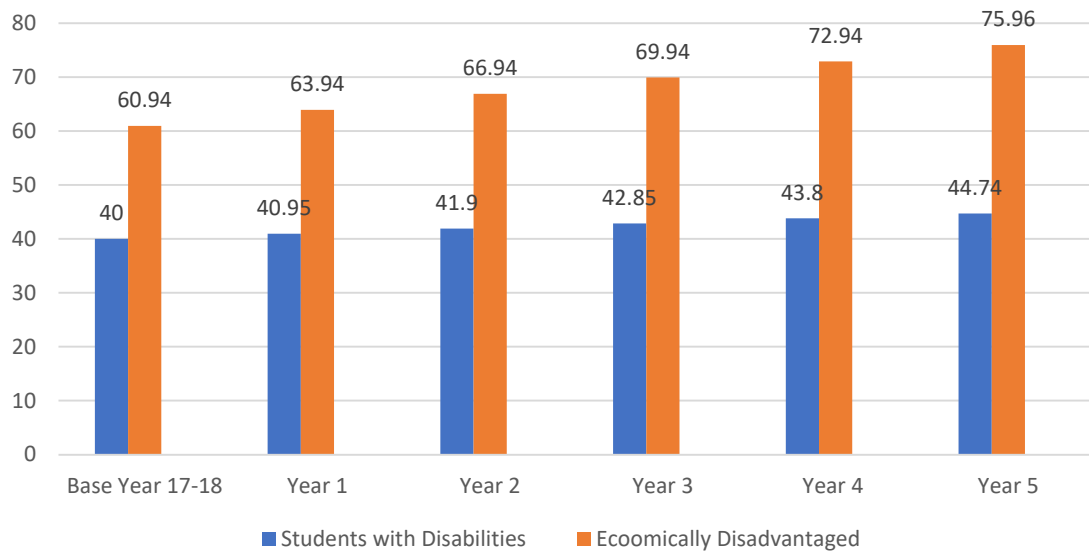
Long Term Goals are South Dakota's overarching goal for Student Achievement which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are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

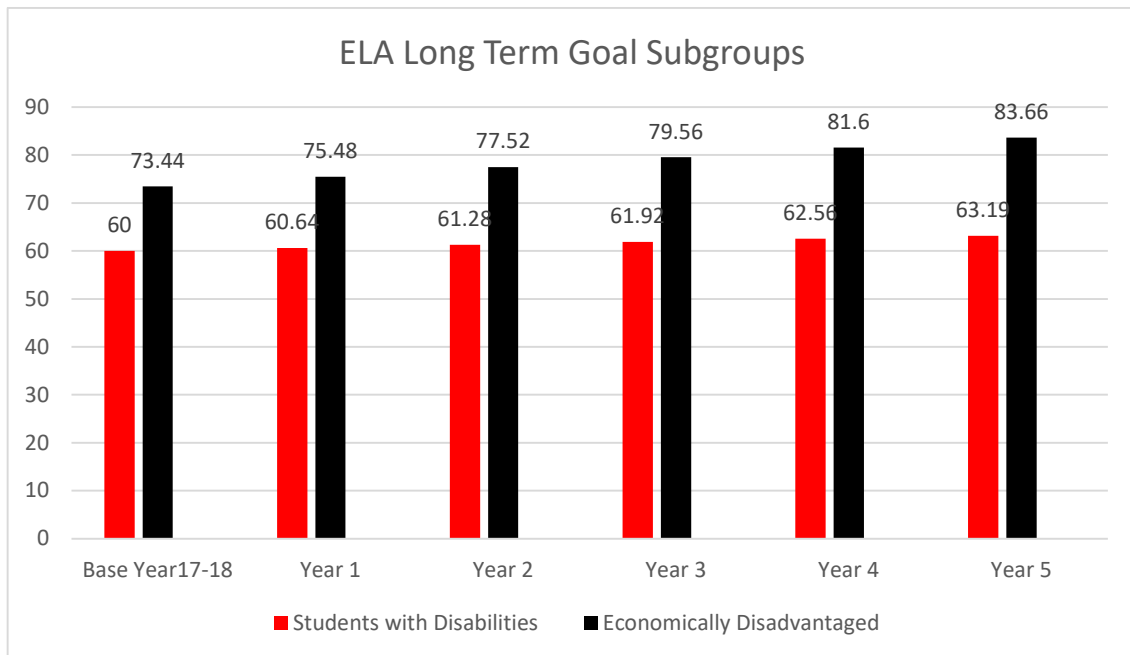
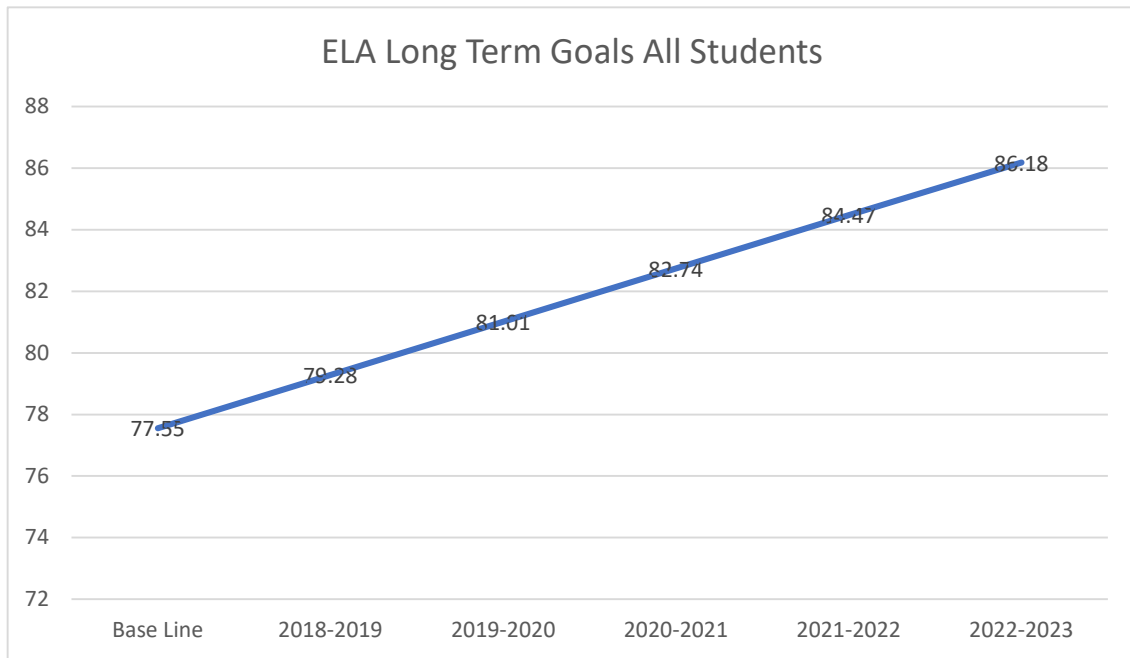


% Students Meeting Growth Standard Student Growth - 4th Grade Only



Math Long Term Goal Subgroups





2020-2021 Math Goal (Whole School): All staff at Brandon Elementary will improve math instruction so that all students show growth and meet our target of 74.9 for ALL students, 41.90 for students with disabilities, and 66.94 for our economically disadvantaged students as measured by the Smarter Balance Assessment in May 2021. 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 math as measured by the Smarter Balanced Assessment in May 2021.

Interventions/ Strategies to meet this goal	Grade Level Goals	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
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Kindergarten:

All Kindergarten students will show growth and reach 80% proficiency as measured by the Diagnostic and Placement test from My Math

1st Grade:

All 1st grade students will show growth and reach 80% proficiency as measured by the Diagnostic and Placement test from My Math

2nd Grade:

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 2018-19 school as measured by the student growth proficiency chart in STAR Math.

3rd Grade:

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 2018-19 school as measured by the student growth proficiency chart in STAR Math.

4th Grade:

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 2018-19 school as measured by the student growth proficiency chart in STAR Math.

-Math Vocabulary and strategies

-Scaffold instruction

-Math 2.0

-Visual Supports

-Think-Pair-Share

-IPADS

-CGI cognitive guided instruction

-Differentiated instruction

-Small Group Instruction

-Manipulatives

-Math Talks

- Connecting Math

-Math Facts Pro

-Seesaw

-Freckles

-STAR Math Assessment

-Standards Based Report Cards

-STAR Early Literacy

-Chapter Math tests

-Diagnostic Math Tests

-Seesaw

-Freckles

-Math Specialist

-Elementary Curriculum Director

-Assessment Coordinator

-Grade Level meetings

-Department meetings

-Math Interventions

-Coaching from Technology Integrationist to improve instruction and learning

-Renaissance Place Training

2020-2021 Reading Goal (Whole School): All staff at Brandon Elementary will improve reading instruction so that all students show growth and meet our target of 81.01 for ALL students, 61.28 for students with disabilities, and 77.52 for our economically disadvantaged student as measured by the Smarter Balance Assessment in May 2021. 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 reading as measured by the Smarter Balance Assessment in May 2021.

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 2018-19 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 2018-19 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 2018-19 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 2018-19 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 2018-19 school year as measured by the student growth proficiency chart in STAR reading</p>	<p>-Reading Protocol</p> <p>-Resource Room</p> <p>-Comprehension Strategies</p> <p>-Visualizing and Verbalizing</p> <p>-AR Accelerated Reader</p> <p>-Home packets for extra fluency practice</p> <p>-Leveled Readers</p> <p>-S.P.I.R.E.</p> <p>-Reading Specialist</p> <p>-Sonday</p> <p>-AR 360</p> <p>-Response to Intervention</p> <p>-VOWAC</p> <p>-Edmark</p> <p>-Reading Mastery</p> <p>-95% Group Multisyllable Routine Cards</p> <p>-Seesaw</p> <p>-Freckles</p>	<p>-DIBELS benchmarking and progress monitoring</p> <p>-DAZE passages - benchmarking and progress monitoring</p> <p>-AR Accelerated Reader</p> <p>-STAR Reading</p> <p>-STAR Early Literacy</p> <p>-Reading Street Assessments</p> <p>-SRA Reading Mastery</p> <p>-CORE Phonics Screene</p> <p>-S.P.I.R. E quick checks, skill checks</p> <p>-Sonday Program</p> <p>-Seesaw</p> <p>-Freckles</p>	<p>-Elementary Curriculum Director</p> <p>-Literacy Coach</p> <p>-Assessment Coordinator</p> <p>-Quarterly Problem-Solving Meetings</p> <p>-Coaching/Modeling from Reading Specialist</p> <p>-Grade Level Meetings</p> <p>-TAT Meetings</p> <p>-Coaching from Technology Integrationist</p> <p>-Extra support staff</p> <p>-Child Study Team</p> <p>-Socratic Seminar</p> <p>-95% Group Multisyllable Routine Cards training</p>

Brandon Elementary Strengths and Challenges

Strengths:

- Welcoming of all new staff and the willingness to go the extra mile for students.
 - Staff is flexible with changes.
 - Strong collaborate edification among all staff members.
 - Each grade level works well together. We have individual educators willing to share with colleagues.
 - 100% of elementary school teachers are highly qualified.
 - 100% of the staff participate in professional development opportunities.
 - Strong early intervention programs are in place at the elementary level such as Walk to Read, Sonday, S.P.I.R.E., VOWAC, 95% Group Multisyllable Routine Cards
 - Parents are active and involved in the education of their child. 97% 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.
 - First grade parents are involved through volunteering and open communication.
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Challenges:

- Time: Paperwork, implementation of new 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 students needs.
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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 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



School Improvement Plan 2020 - 2021

**Fred Assam Elementary School
School Improvement Plan
2020 – 2021**

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 17, 2020 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
Sarah Felder, Regular Education First Grade Teacher
Kayla Deitering, Regular Education Second Grade Teacher
Michelle Kieffer, Regular Education Third Grade Teacher
Noel Sunne, Regular Education Fourth Grade Teacher
Angie Nelson, School Counselor
Mandy Maynard, Special Education Teacher
April Verburg, Music Teacher
Jordan Heeren, Art 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.

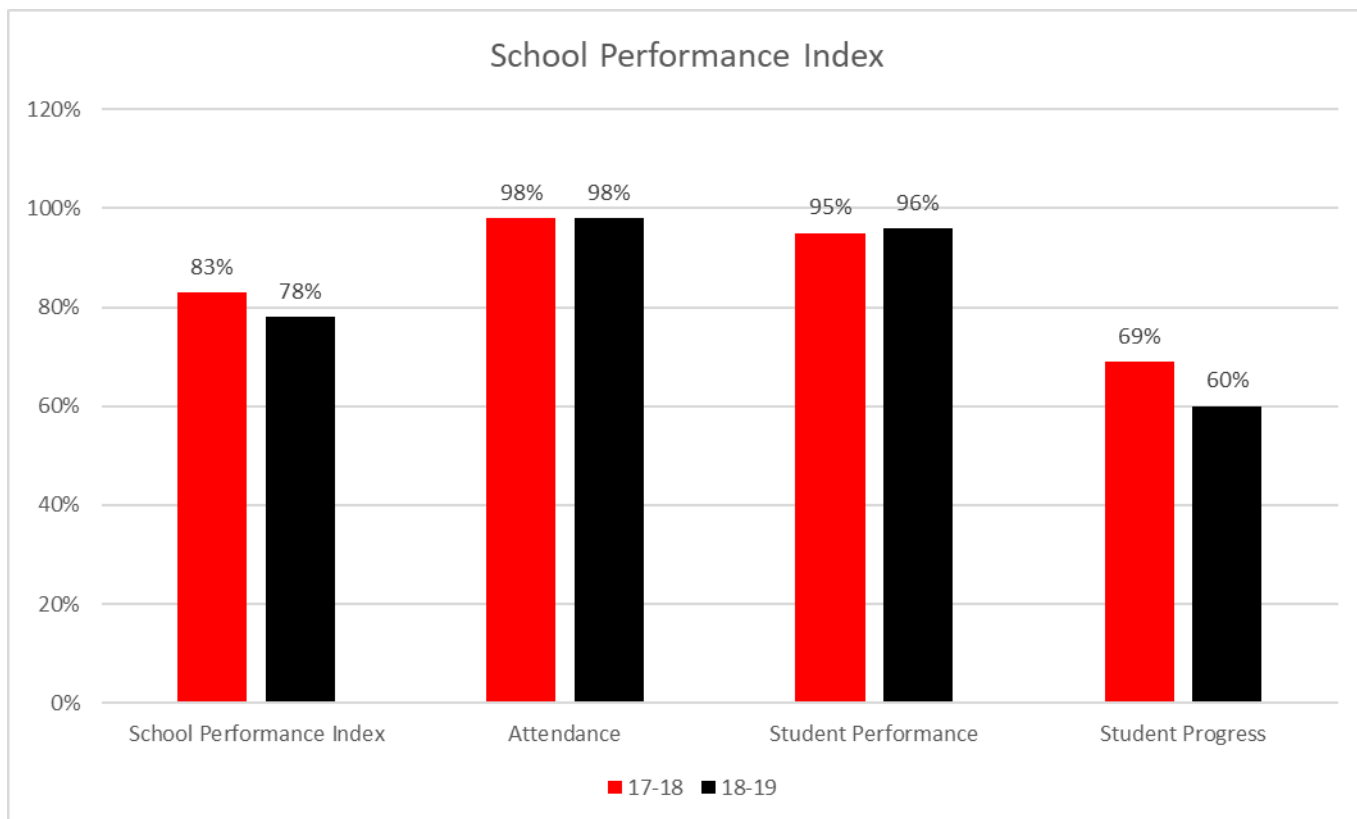
2020 – 2021 School Year

August 19, 2020	Fred Assam Elementary Staff – review data, work on SIP.
September 24, 2020	SIP team meeting to review goals
October 12, 2020	Fred Assam Elementary Staff - review goals and target specific skill areas
November 17, 2020	Data team meeting to monitor progress
January 8, 2021	SIP team meeting to monitor school year and goals
January 8, 2021	Data team meeting to monitor progress and finalize SLOs
February 23, 2021	Data team meeting
March 1, 2021	SIP team meeting to monitor progress
May 19, 2021	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			
Hispanic/Latino	19	23	20			
Amer. Indian/Alaskan	4	4	5			
Asian	21	26	21			
Black/Afric. American	53	35	31			
Hawaiian/Pac. Islander	3	3	3			
White/Caucasian	449 (80%)	446 (83%)	500 (85%)			
Non-White	100 (18%)	91 (17%)	60 (10%)			
2 or More Races	9 (2%)	0	27 (5%)			
Students w/Disabilities	61 (11%)	52 (10%)	60 (10%)			
English Learners - EL	39 (7%)	39 (7%)	45 (8%)			
Economically Disadvantaged	123 (22%)	80 (15%)				
Female	280	268	294			
Male	241	269	293			
Migrant	0	0	0			



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 94% attendance rate. All students enrolled in school's grades are included in the attendance calculation.

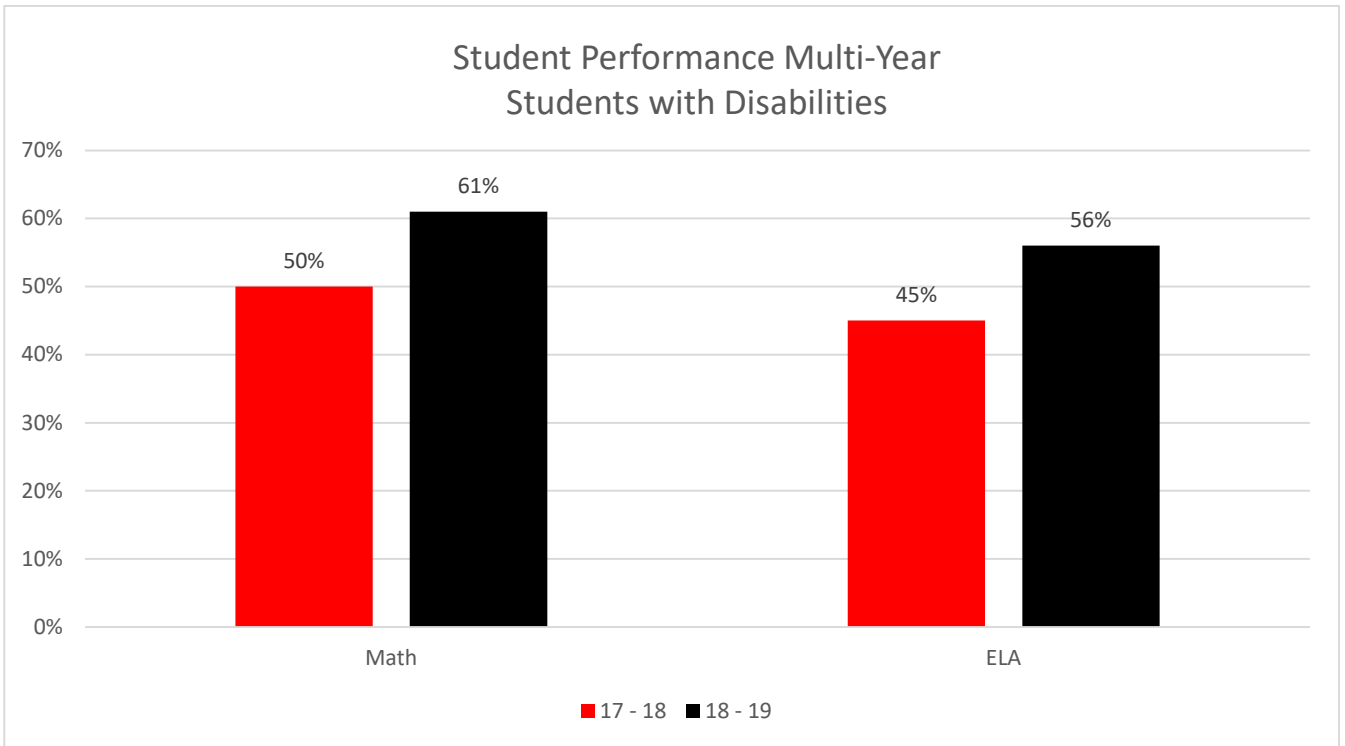
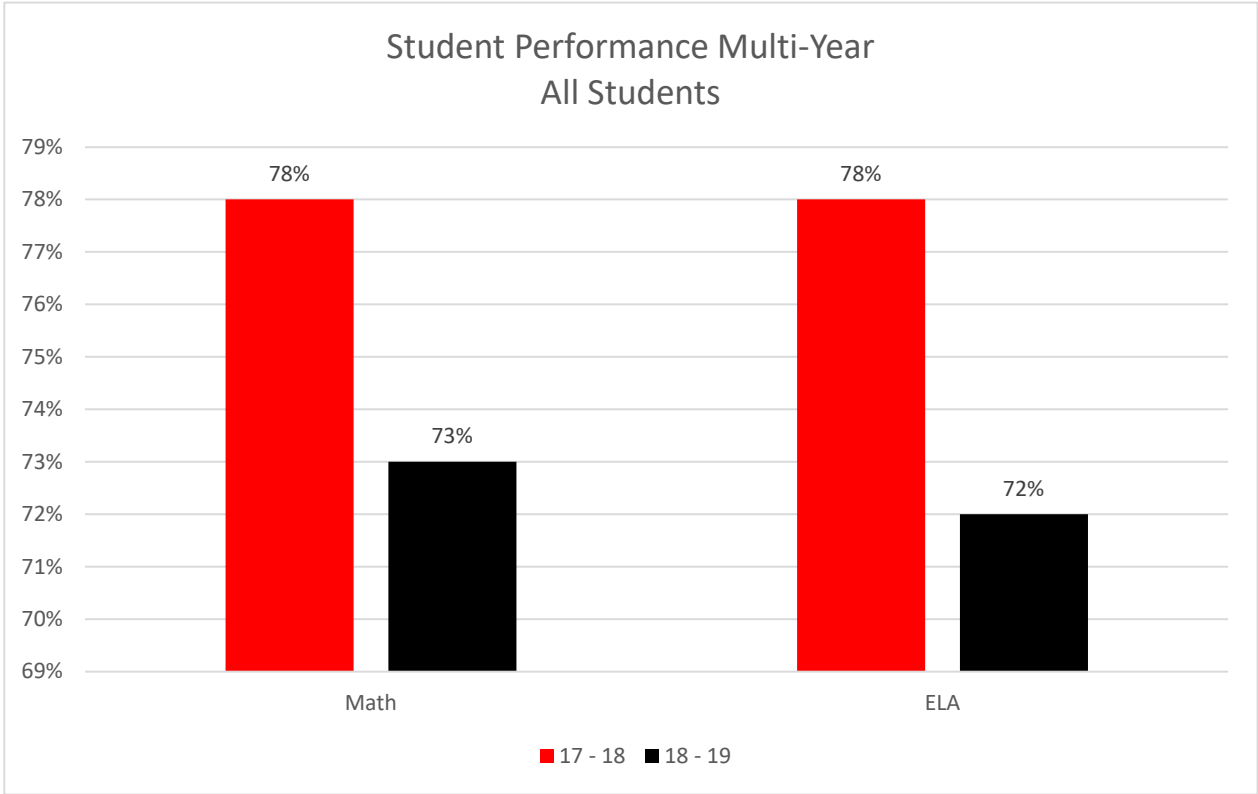
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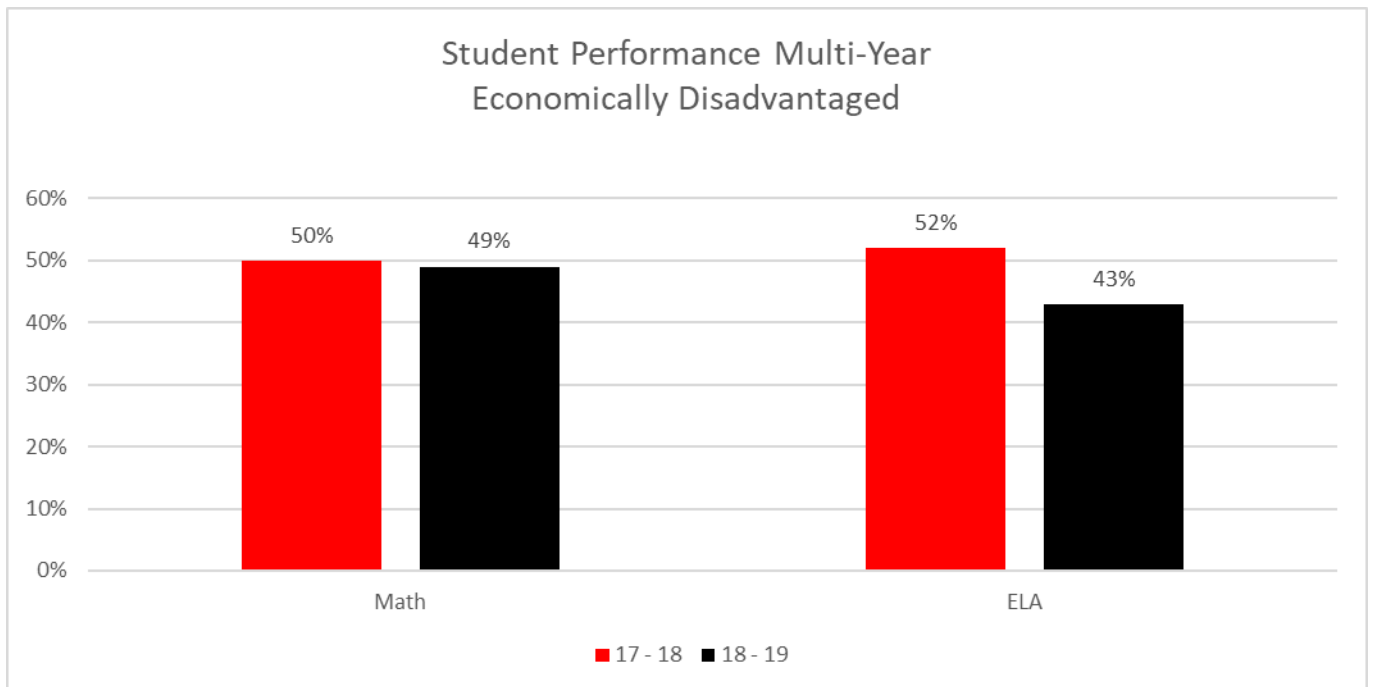
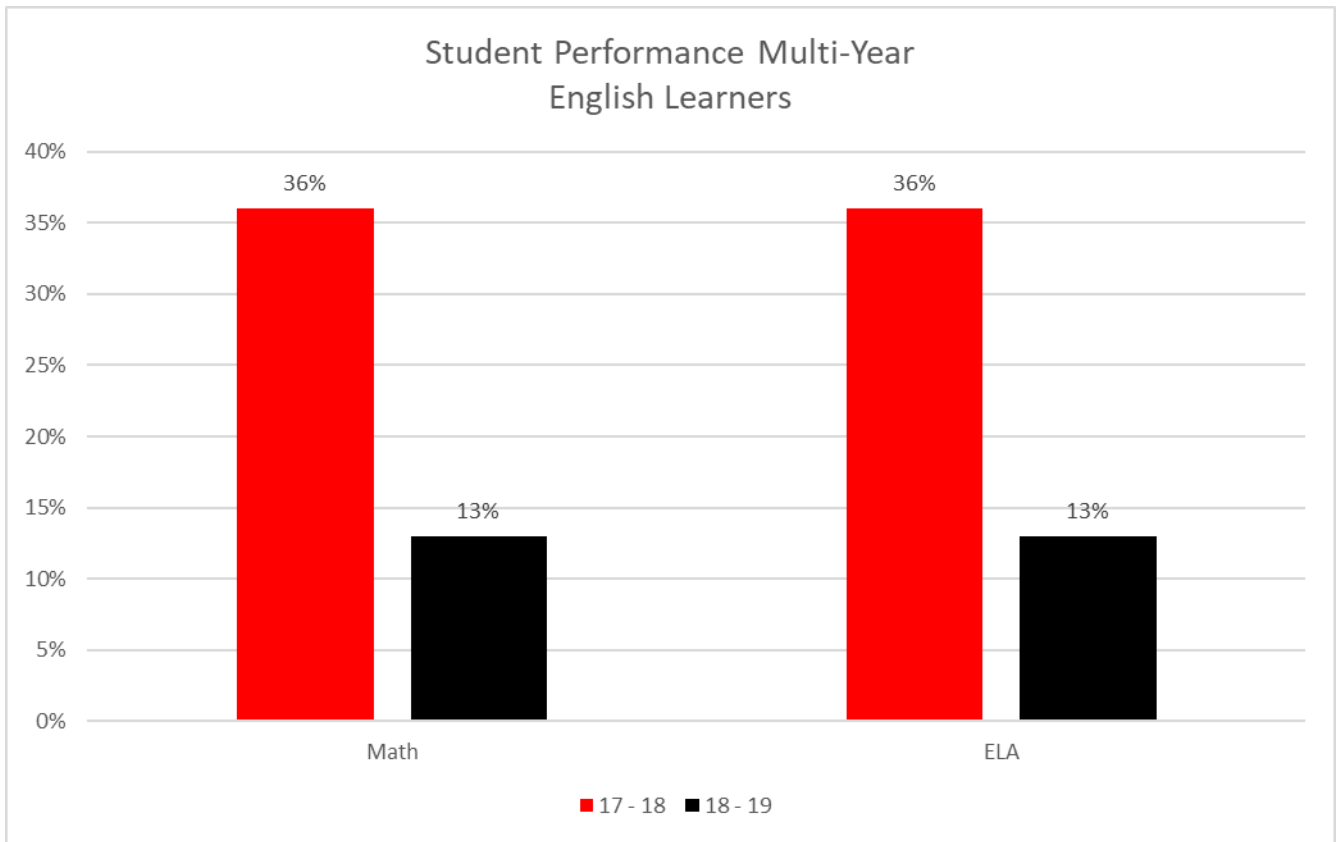
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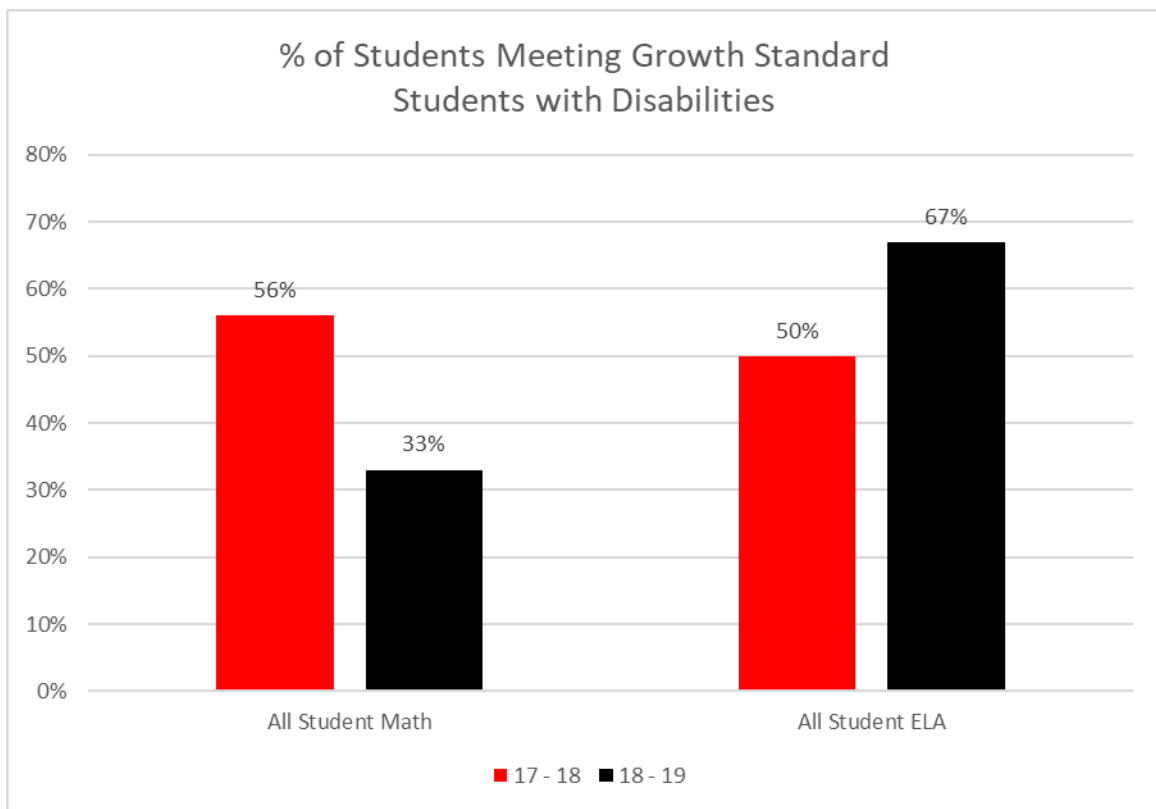
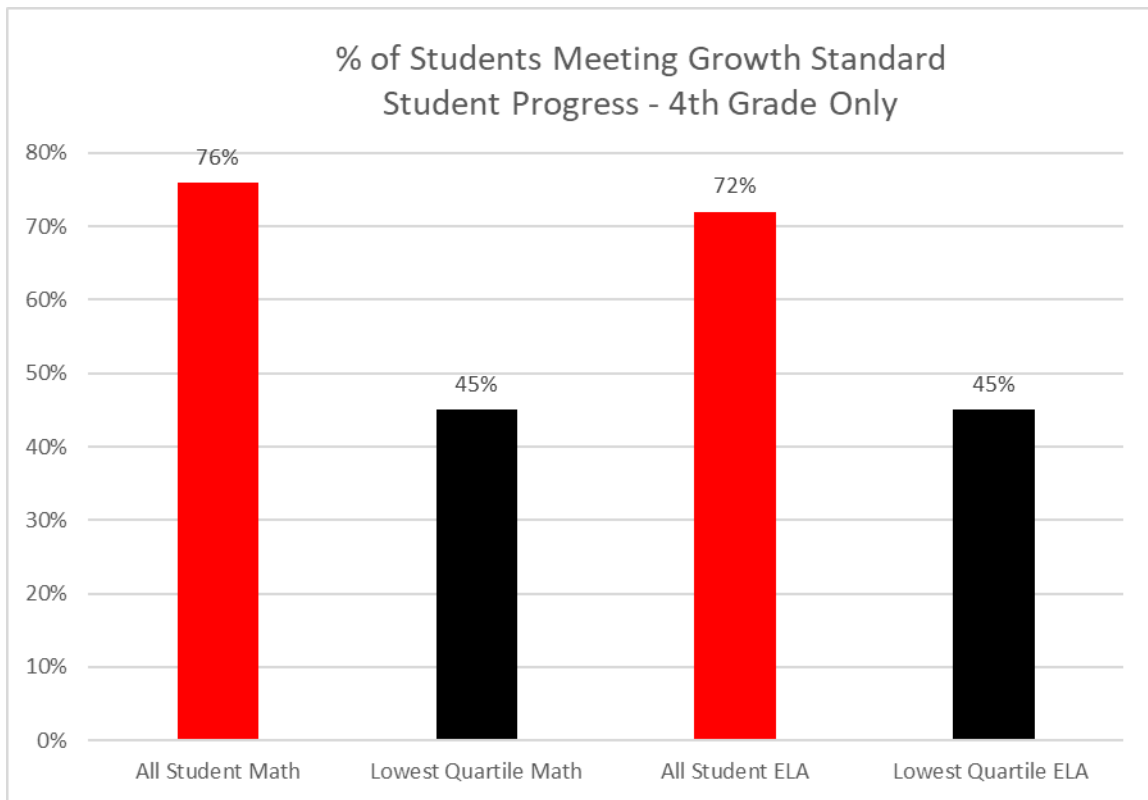
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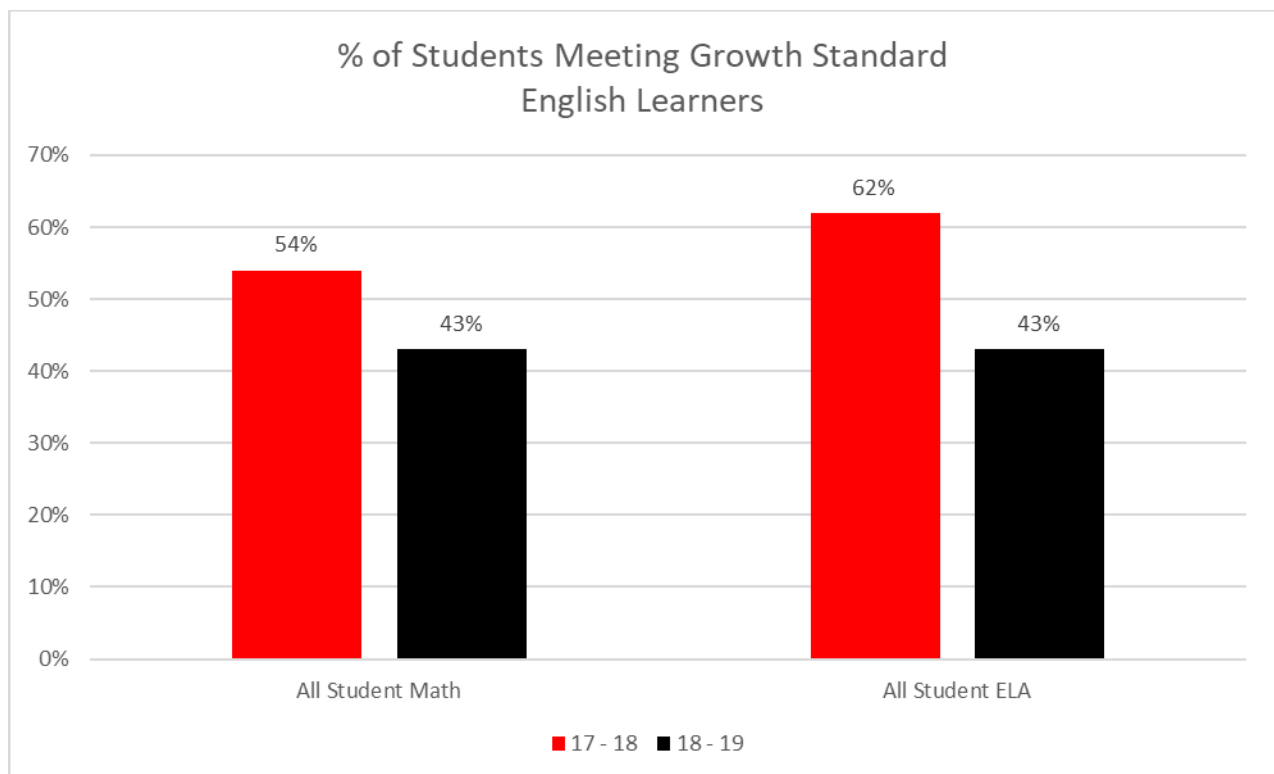
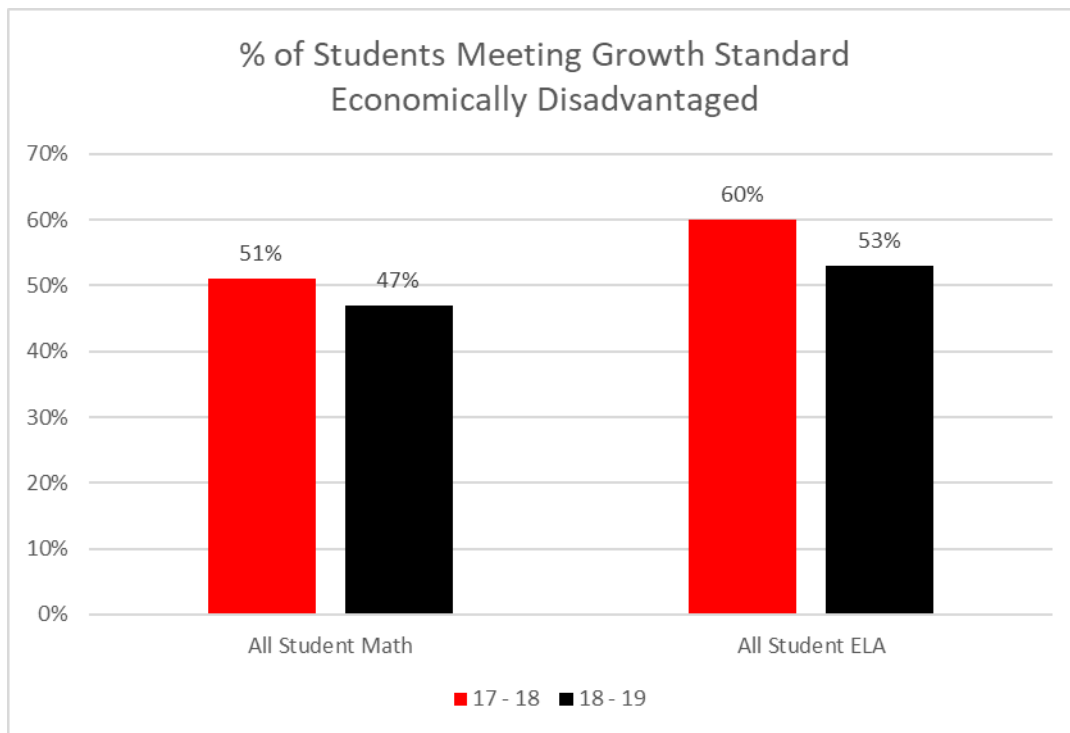
Long Term Goals:

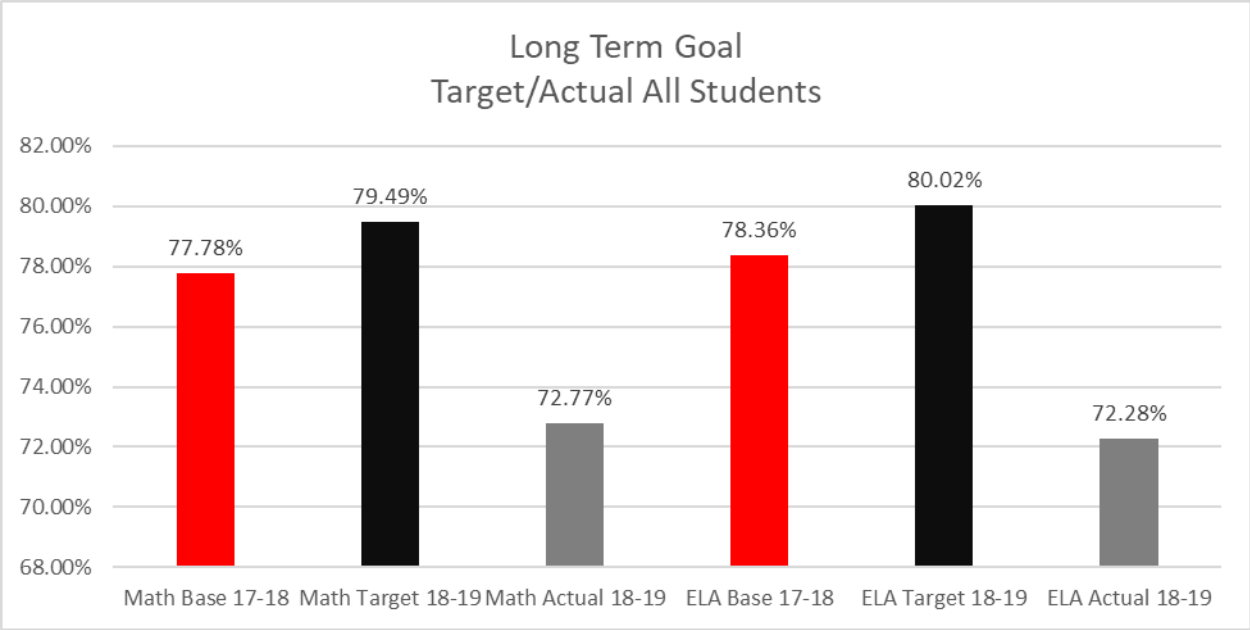
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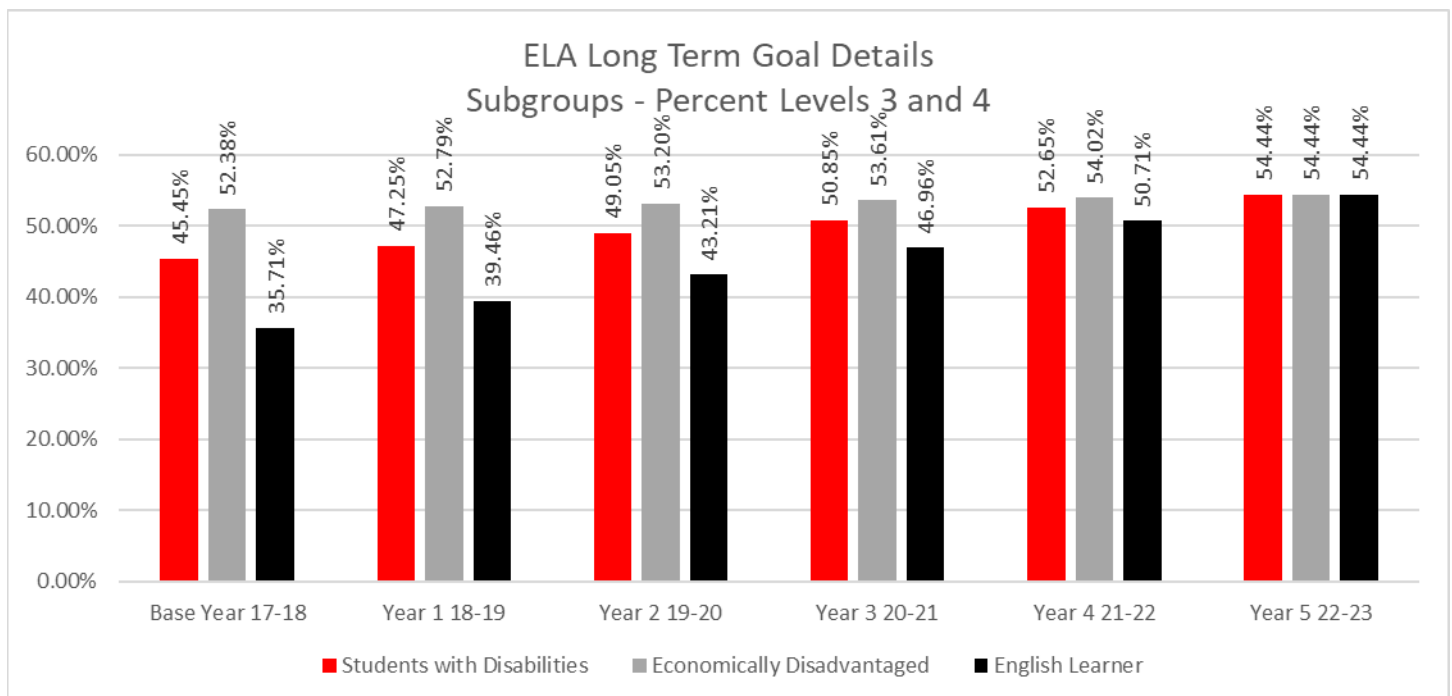
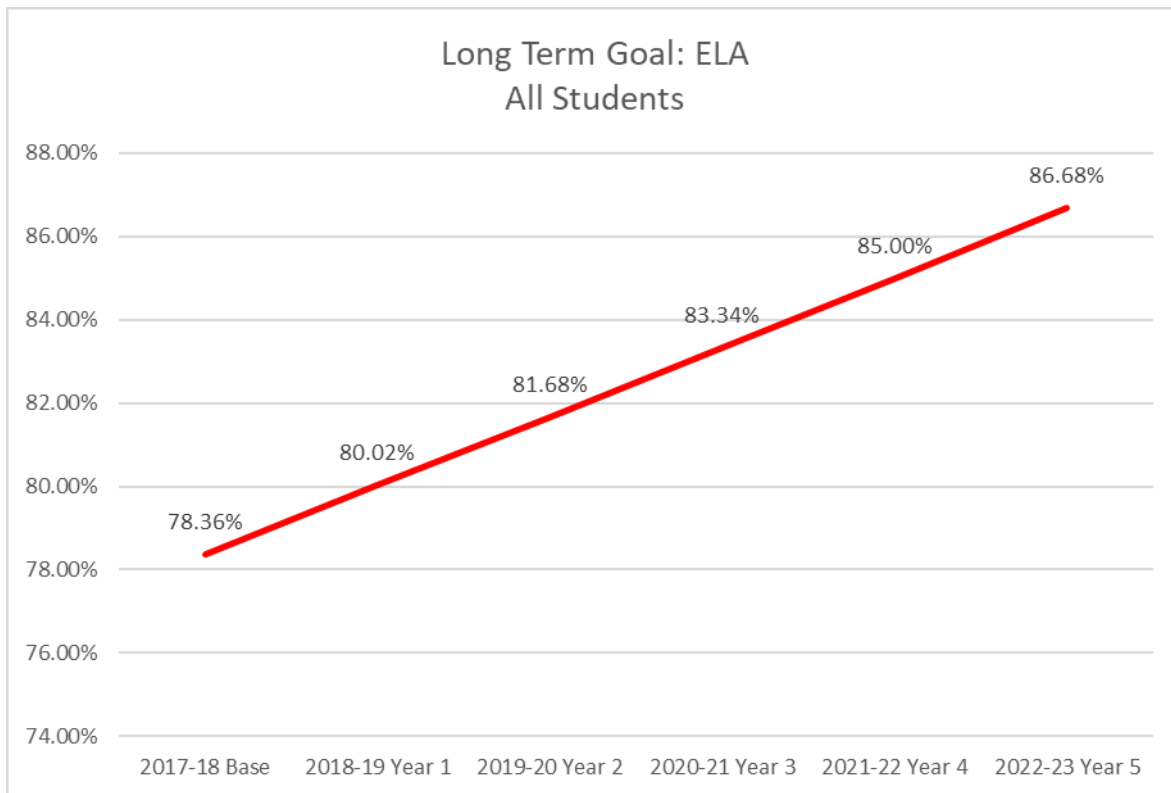


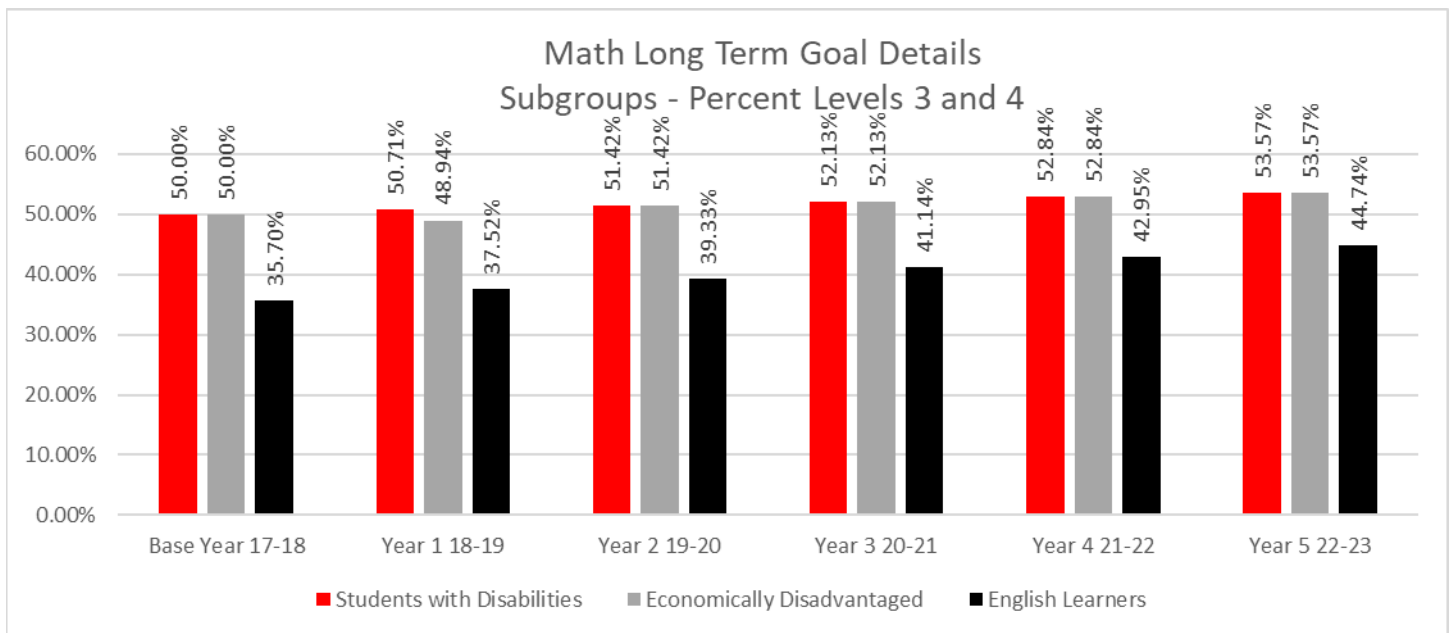
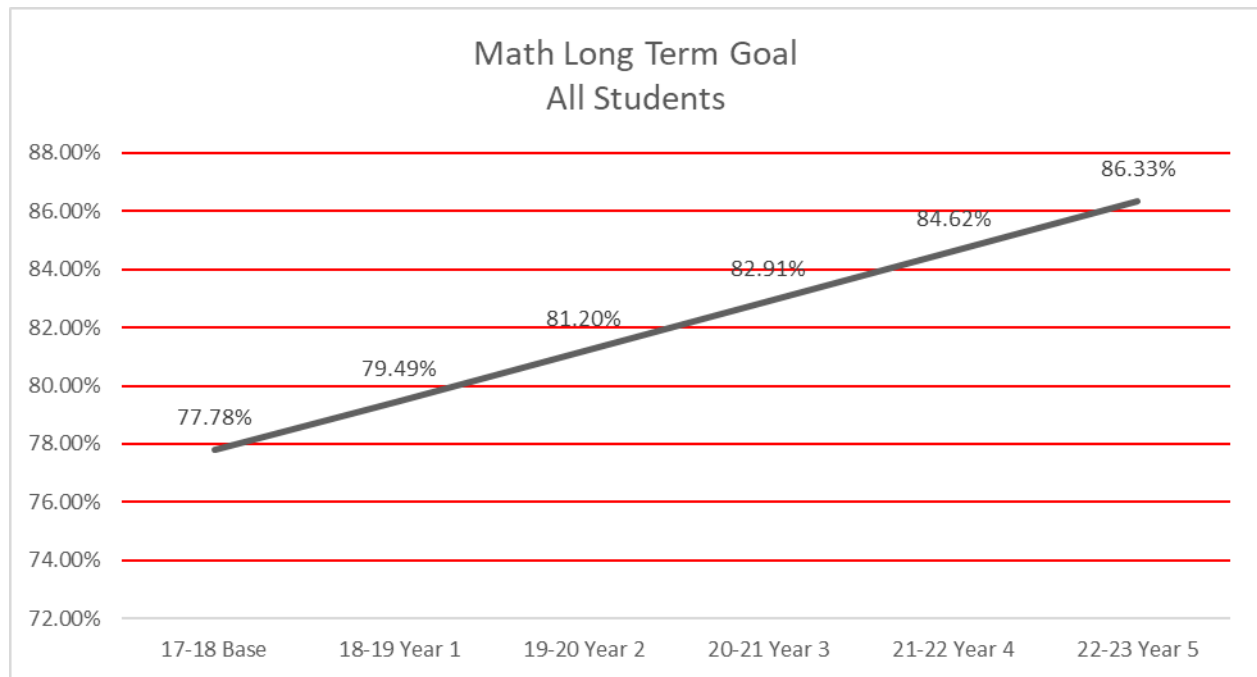












Performance Data Evaluation and Analysis

School: **Fred Assam Elementary**

Evaluation Team Members: **Staff**

<p>2020 – 21 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 83.34% for ALL students, 50.85% for students with disabilities, 53.61% for our economically disadvantaged students, and 46.96% for our English learners as measured by the SD ELA General Education Assessment in April 2021. (In addition, 45.00% of all 4th grade students who achieved in the lowest 25 percent of scores on the previous year's assessment will meet standards in reading as measured by the Smarter Balance Assessment in April 2021.) NO data last year to measure this.</p>			
<p>Sub goals:</p> <p>Subgoals correspond with our student learning objectives that finish in January 2021. However, all students will continue on their personal aim line to show growth and achievement toward our Student Performance Goal.</p>	<p>Interventions Strategies to meet this goal</p>	<p>Formative Assessment to monitor progress toward goal</p>	<p>Staff Development Needs to meet this goal</p>
<p>Kindergarten: All kindergarten students will show growth by January 2021 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.</p> <p>Subskills:</p> <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 <p>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 2021, all students will show growth in first grade core literacy skills as outlined below as measured by Renaissance Early Literacy assessment. Students growth will be measured by SGP and/or scaled score.</p> <ol style="list-style-type: none"> 1. Phonemic Awareness 2. Letter names and sounds 3. Decoding syllables 4. Reading for understanding <p>SGP Scores 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 * Resource Room support * Marzano's strategies and 21st Century skills * Effective communication * Visual strategies * EL support * Comprehension strategies * Read Live * 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 * Sight words * SPIRE curriculum * Reading Specialist * Graphic organizers * Daily 5 * Junior Kindergarten * Robust Vocabulary * Multisyllabic practice * Wordly Wise * 1st grade Walk to Read * 2nd grade Walk to Read * 3rd grade Walk to Read * 4th grade Walk to Read * Word Analysis 	<ul style="list-style-type: none"> * Acadience – benchmark and progress monitoring * Maze passages – benchmark and progress monitoring * ESGI - kindergarten * AR – Accelerated Reader * Star Reading * Star Early Literacy * Pearson Reading Street 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 	<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 2021, all students will show growth in second grade core reading skills as measured by Renaissance STAR Reading assessment. Students 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 2021, 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 2021, all students will show growth in the fourth grade reading domains listed below as measured by Renaissance STAR Reading assessment. Students 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"> * Professional Learning Communities * Constructive Response * Ultimate Phonics SPED * BOOST/BLAST Phonics * Rapid Reads – SRA * Audiation skills. * Sequence songs. * Nursery Rhymes * Cross Curr. Vocab. * 16 Habits of Mind * SEL opportunities * Multi-sensory activities * Really Great Reading * Book Clubs * Project Based Learning * Freckle * STEM projects * My Sidewalks On * 95% group multi-syllabic * Epic * Storyboard 	<ul style="list-style-type: none"> * SPIRE quick checks * Written reflections * Performance tasks * VOWAC * Sonday * Daily 5 Reading * Graded rubrics * Standards Based Report Cards * Miscue Analysis 	
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Performance Data Evaluation and Analysis

School: **Fred Assam Elementary**

Evaluation Team Members: **Staff**

<p>2020 – 21 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 82.91% for ALL students, 52.13% for students with disabilities, 52.13% for our economically disadvantaged students, and 41.14% for our English learners as measured by the SD Math General Education Assessment in April 2021. (In addition, 45.00% of all 4th grade students who achieved in the lowest 25 percent of scores on the previous year's assessment will meet standards in math as measured by the Smarter Balance Assessment in April 2021.) NO data last year to measure this.</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 teacher created number sense assessment on ESGI in May 2021.</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 2021.</p> <p>2nd Grade Math Goal All students in 2nd grade will show measurable growth as measured on STAR Math Test by May 2021.</p> <p>*Level 1 students will grow 20-30 points. *Level 2 students will grow 15-25 points. *Level 3 &4 students will grow 10 - 20 points or more.</p> <p>3rd Grade Math Goal All students in 3rd grade will make measurable growth as measured on the</p>	<ul style="list-style-type: none"> * Freckle Math * 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 * Daily 5 Math * Subitizing – Kindergarten * Professional Learning Communities * Math Centers/Clubs * Symbolic notation 	<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 	<ul style="list-style-type: none"> * staff share sessions for interventions, strategies * Grade level meetings * Department meetings * Math Standards * Math Specialist * Math Interventions needed * Technology resources and training for improving instruction and learning * Develop clear, concise, and rigor in lesson instruction – objectives and assessment * Quarterly problem solving meeting

<p>STAR Math (SD Math General Education Assessment.)</p> <p>*Level 1 students will grow 20-30 points. *Level 2 will grow 15-25 points. *Level 3 & 4 will grow 10-20 points or more.</p> <p>4th Grade Math Goal All students in 4th grade will make growth as measurable growth on the STAR Math (SD Math General Education Assessment.)</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"> * Counting songs * Cross curriculum patterning, measuring, analyzing * 16 Habits of Mind * SEL opportunities * Sensory activities * Kahoot * Rocket Math * SRA Connecting Math – direct instruction * Touch Dots * Math Binders * Math Zones – facts * Sum Dog * Prodigy 	<p>Curriculum Review</p> <ul style="list-style-type: none"> * ESGI kindergarten * Real word problem solving readers * Freckle Math 	
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2020 – 2021 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 2020-2021 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. 	<ul style="list-style-type: none"> * Classroom Rules developed by students * 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 	<ul style="list-style-type: none"> * Quarterly attendance * 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.
96% Student Performance during the 2018 – 2019 school year.
98% Student Attendance during the 2018 – 2019 school year.
72% students are proficient/advanced in reading.
73% students are proficient/advanced in math.
100% of elementary teachers are highly qualified.
100% of staff participates in professional development opportunities.
PBIS Tier II – progress monitor and interventions in place for all students.
PBIS Rewards for 3rd and 4th grade students.
Staff at FAE are participating in the Teacher Effectiveness process and writing Student Learning Objectives.
Strong early intervention is in place at the elementary level – Kindergarten - Response to Intervention, Reading Specialist, Daily 5, 1st – 4th grade Walk to Read,
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.
Professional Learning Communities (PLCs)

Challenges:

60% Student Progress (low) during the 2018 – 2019 school year.
Teachers will monitor and use data to promote student growth in order to increase Academic Progress for all students.
Need an assessment to monitor growth progress throughout the year.
The demographics are changing in a growing district.
Time: collaboration, team meetings, practice, professional development, curriculum meetings.

COVID:

Attendance, Individual rigor due to Distance Learning, Unable to move students from classroom to classroom, limited time with small groups.

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

Math Strategies to Improve Student Achievement:
Math Protocol – TBD

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 2020-2021

2020-2021

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.



Robert Bennis Elementary does not have data for the 2019-2020 school year. Due to COVID and the nationwide school building closures, the Smarter Balance Test for the spring of 2019 was canceled.

For the 2020-2021 School Year, we are implementing COVID recommendations and mitigation strategies that change how we serve students in our facility.



Program Development

The Robert Bennis Planning Team consists of representation from building administration, and teachers who met on October 12th, 2020 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
Mary Mudder	Special Ed Services teacher
Marcel Boscaljon	Kindergarten
Alyssa Lutz	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.

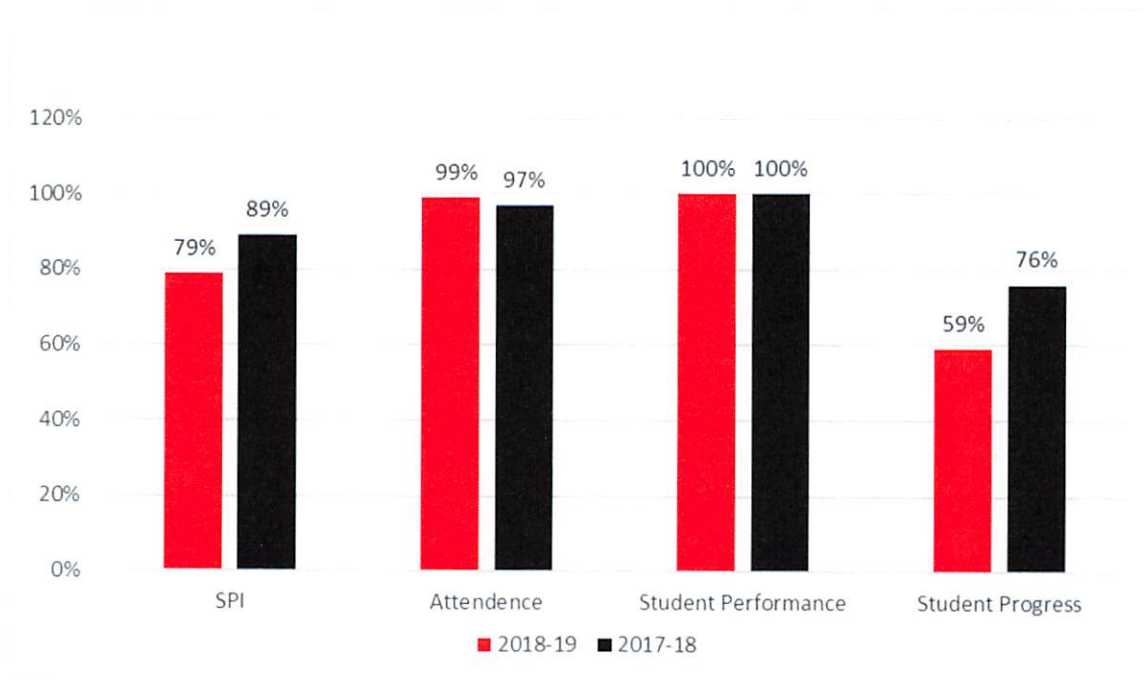
2020-2021 School Improvement Team Meetings

August 17th, 2020
October 12th, 2020
January 8th, 2021

2018-2019 School Demographics

Subgroup	2018-2019	2019-2020	2020-2021	2021-2022
All Students	534			
Hispanic/Latino	14			
American Indian/Alaskan Native	3			
Asian	3			
Black/African American	5			
Native Hawaiian/ Pacific Islander	1			
White/Caucasian	501			
Multi-Racial	11			
Students with Disabilities	76			
Economically Disadvantages	26			
English Language Learners	2			
Female	239			
Male	295			
Migrant	0			

2018-2019 SPI Results:
Attendance, Student Achievement and Student Growth



Explanation of Charts

Attendance: Points awarded based on percentage of students who reach at least 94% 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.

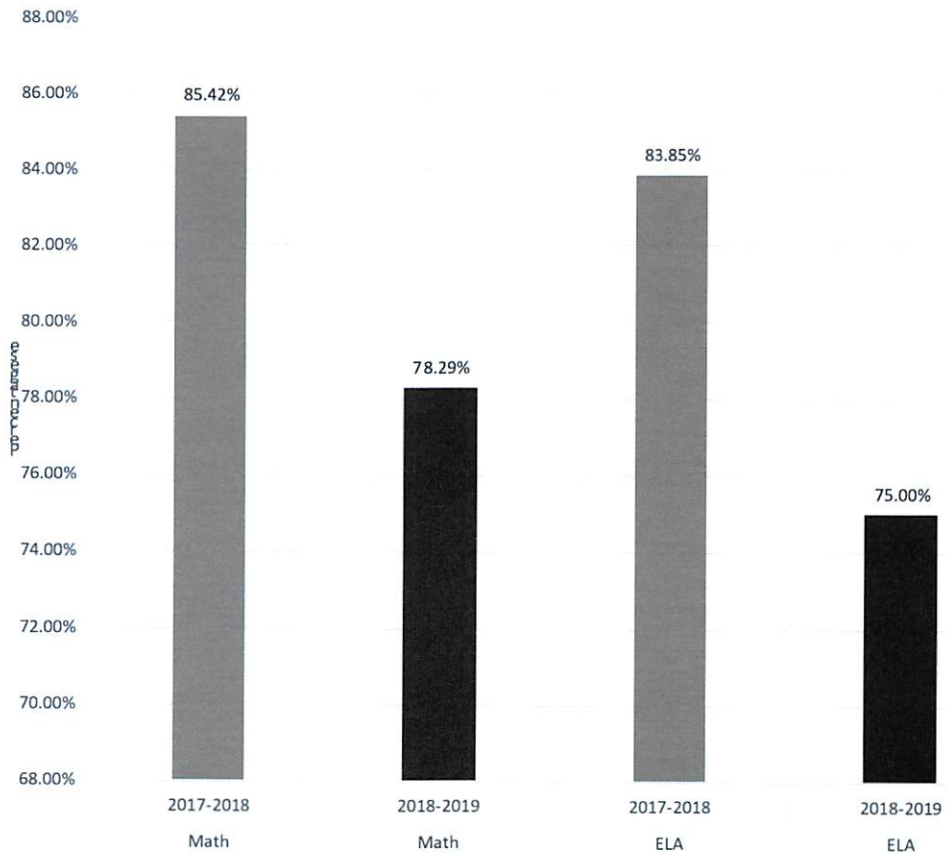
Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: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

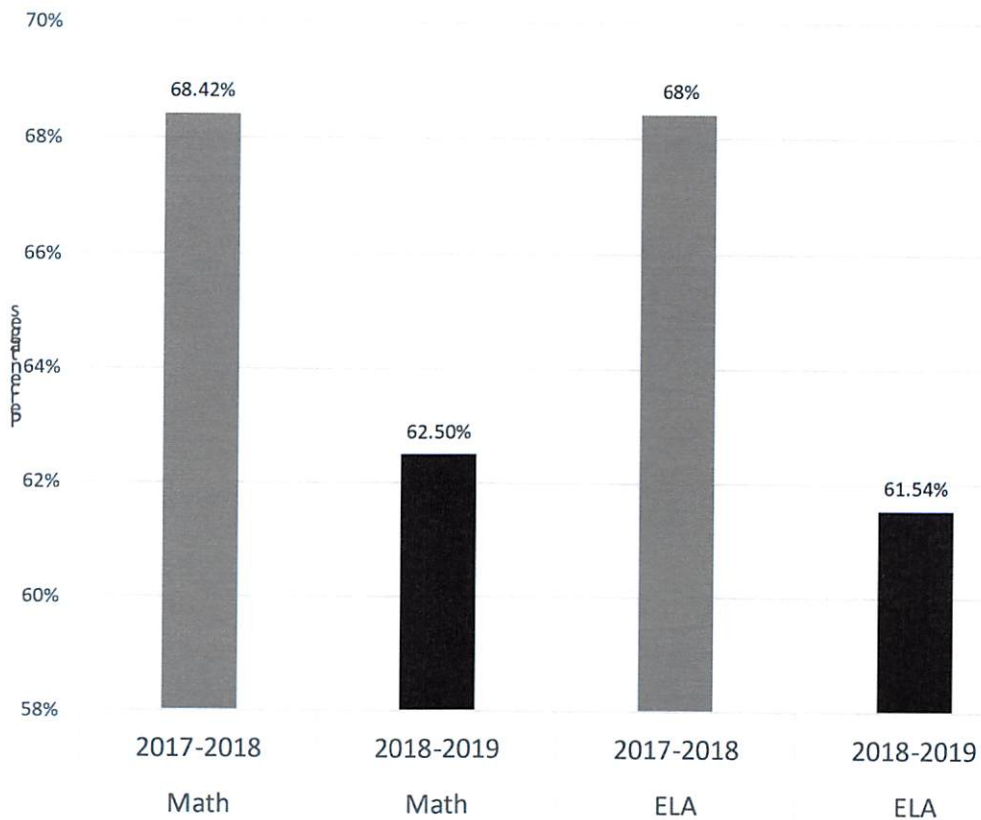
Long-Term Goals:

Long-Term Goals are South Dakota's overarching goal for Student Achievement 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 2017-2018 school year serves as the base year for setting the six-year goal and annual targets.

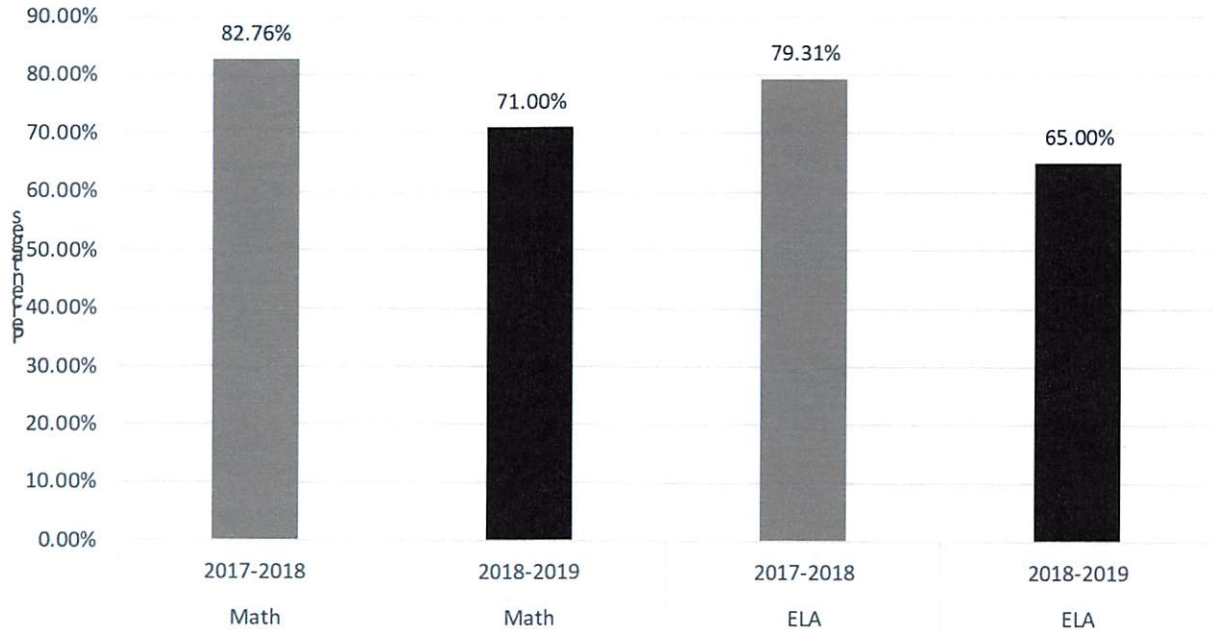
Student Achievement Multi-Year All Students



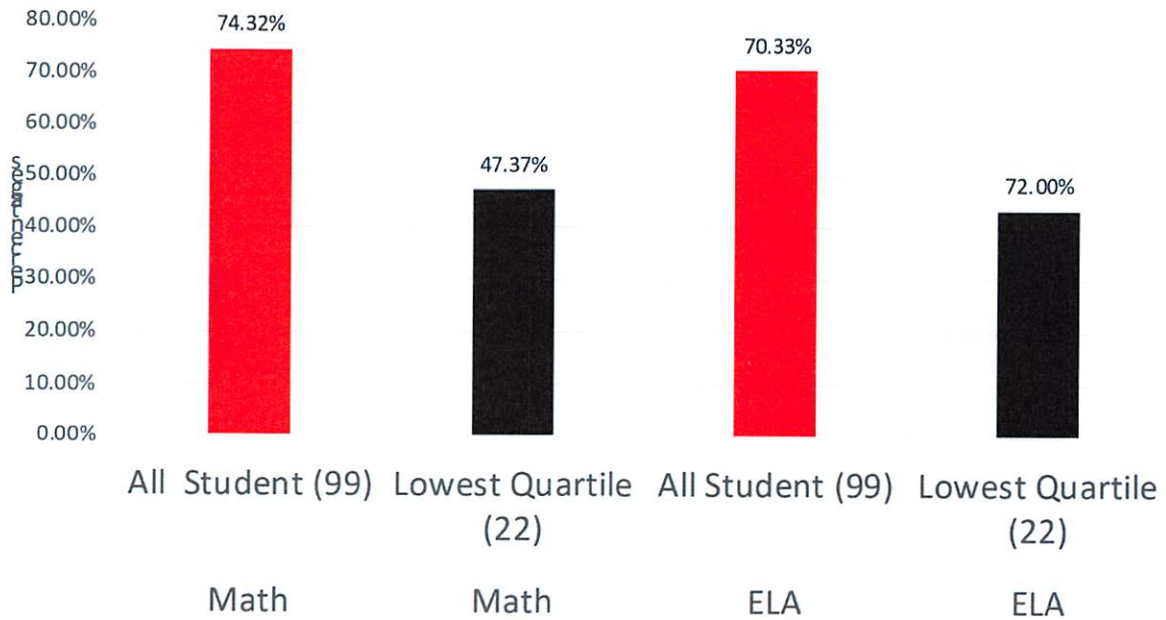
Student Achievement Multi-Year Students with Disabilities



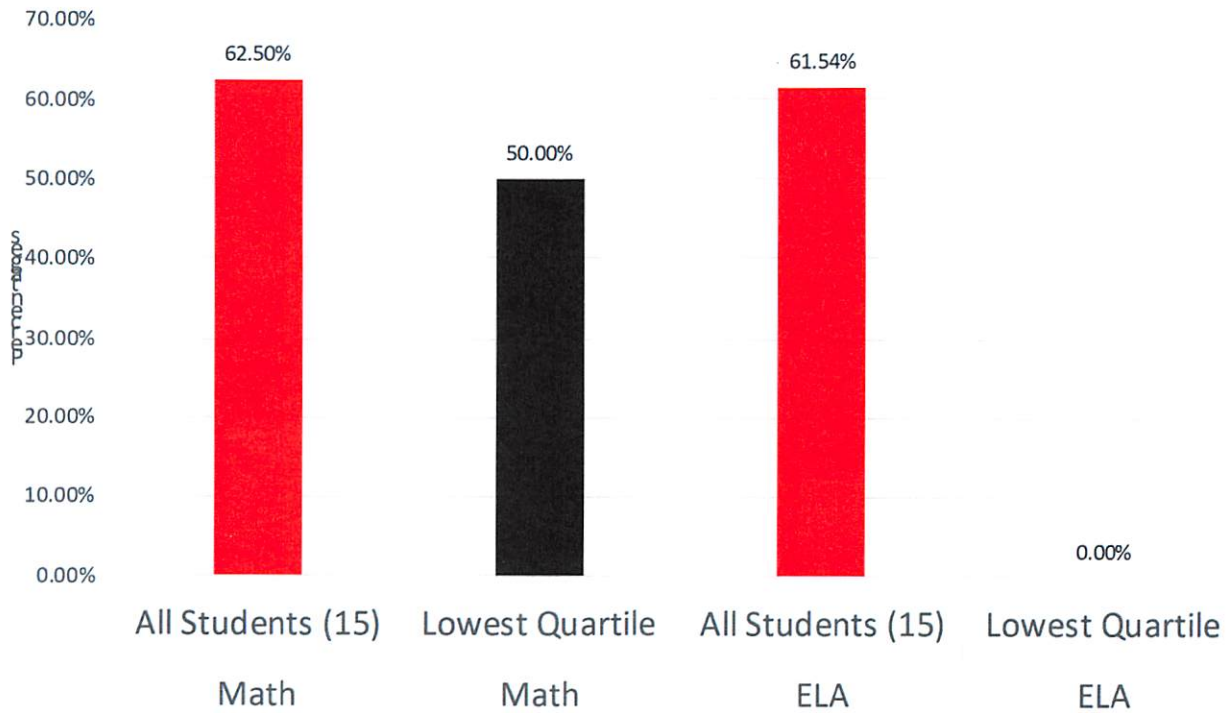
Student Achievement Multi-Year Economically Disadvantaged



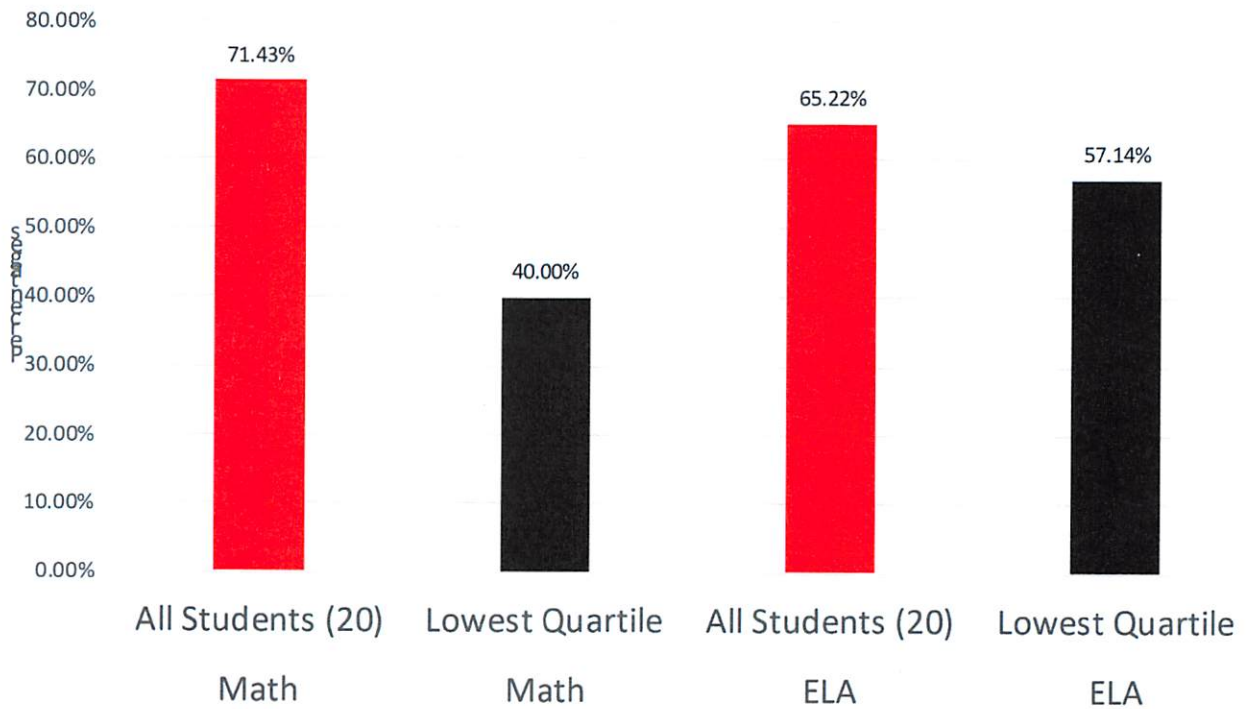
% Students Meeting Growth Standard Student Growth - 4th Grade Only / 2018-2019



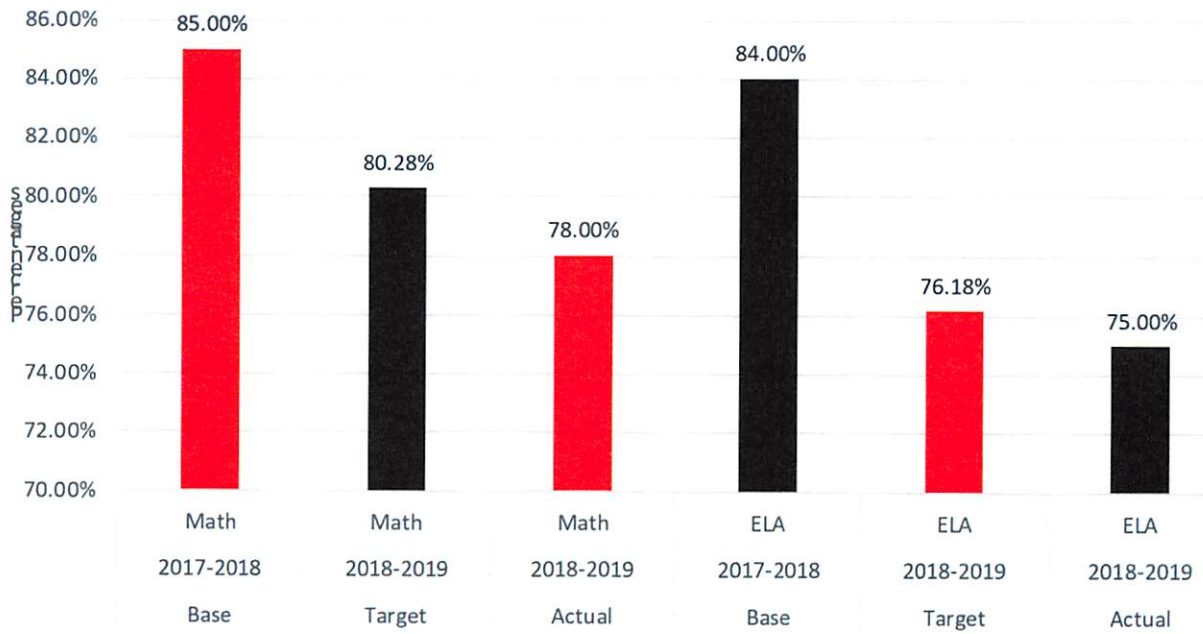
**% Students Meeting Growth Standard
Students with Disabilities / 2018-2019**



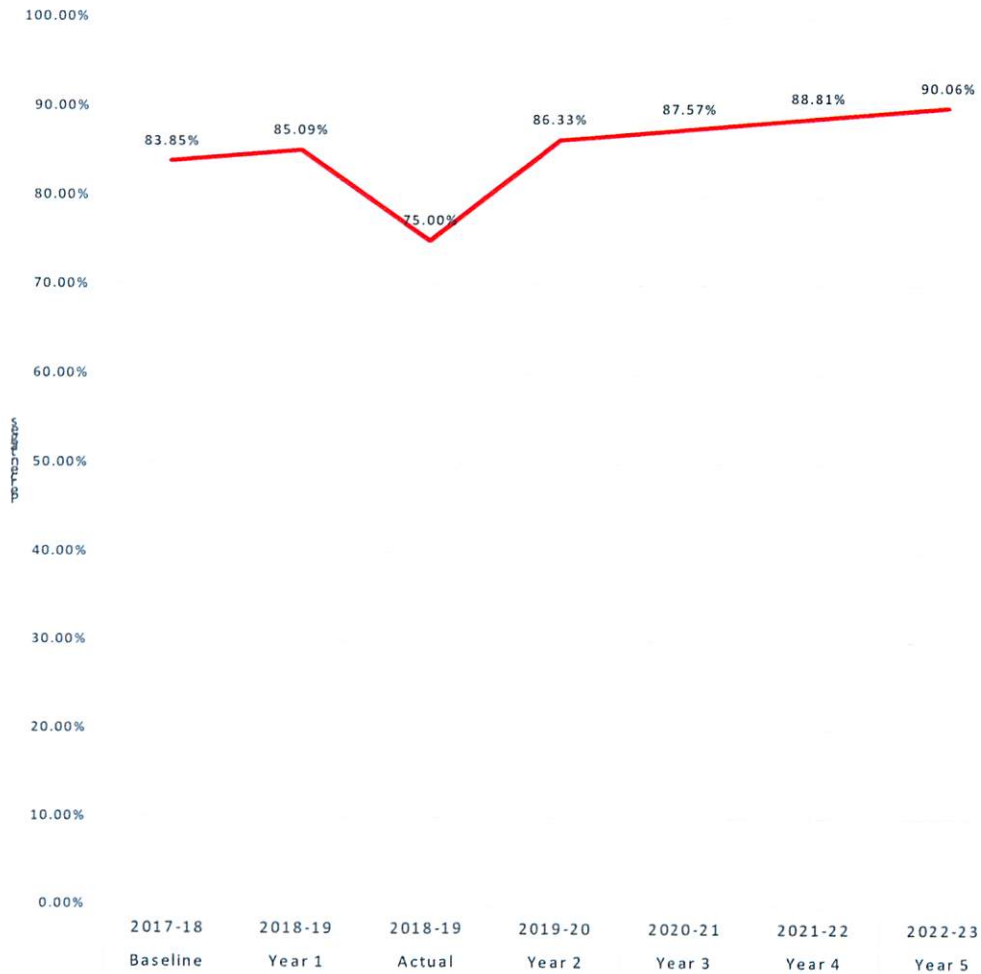
**% Students Meeting Growth Standard
Economically Disadvantaged / 2018-2019**



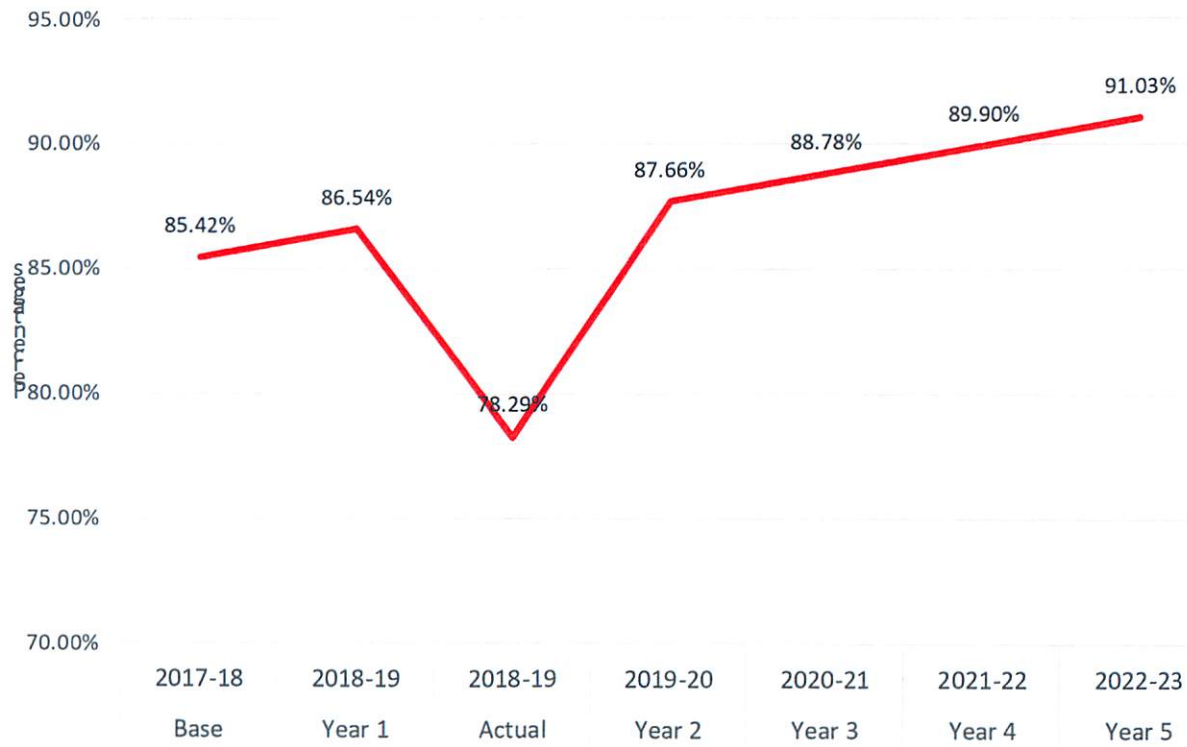
Long-Term Goals Target/Actual 2018-2019 All Students



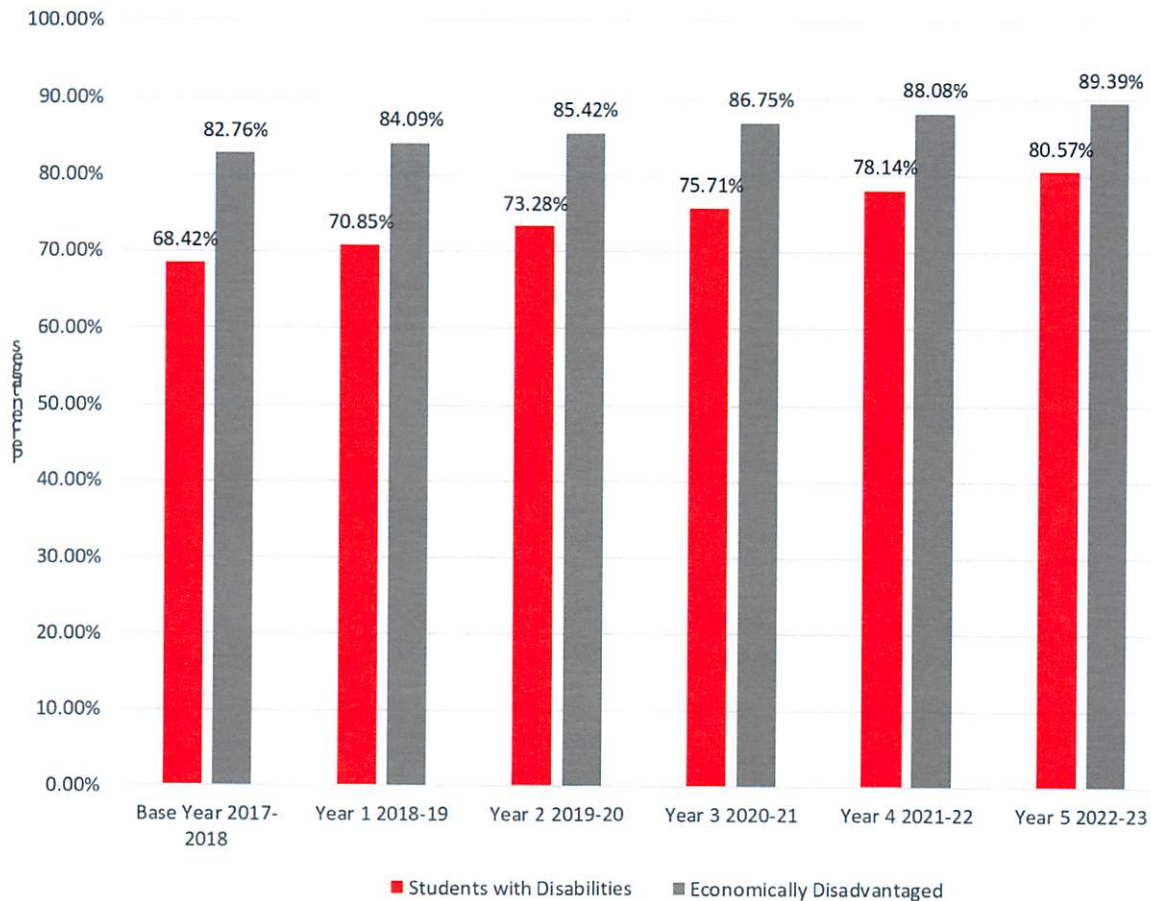
ELA Long-Term Goals All Students



MATH Long-Term Goals All Students

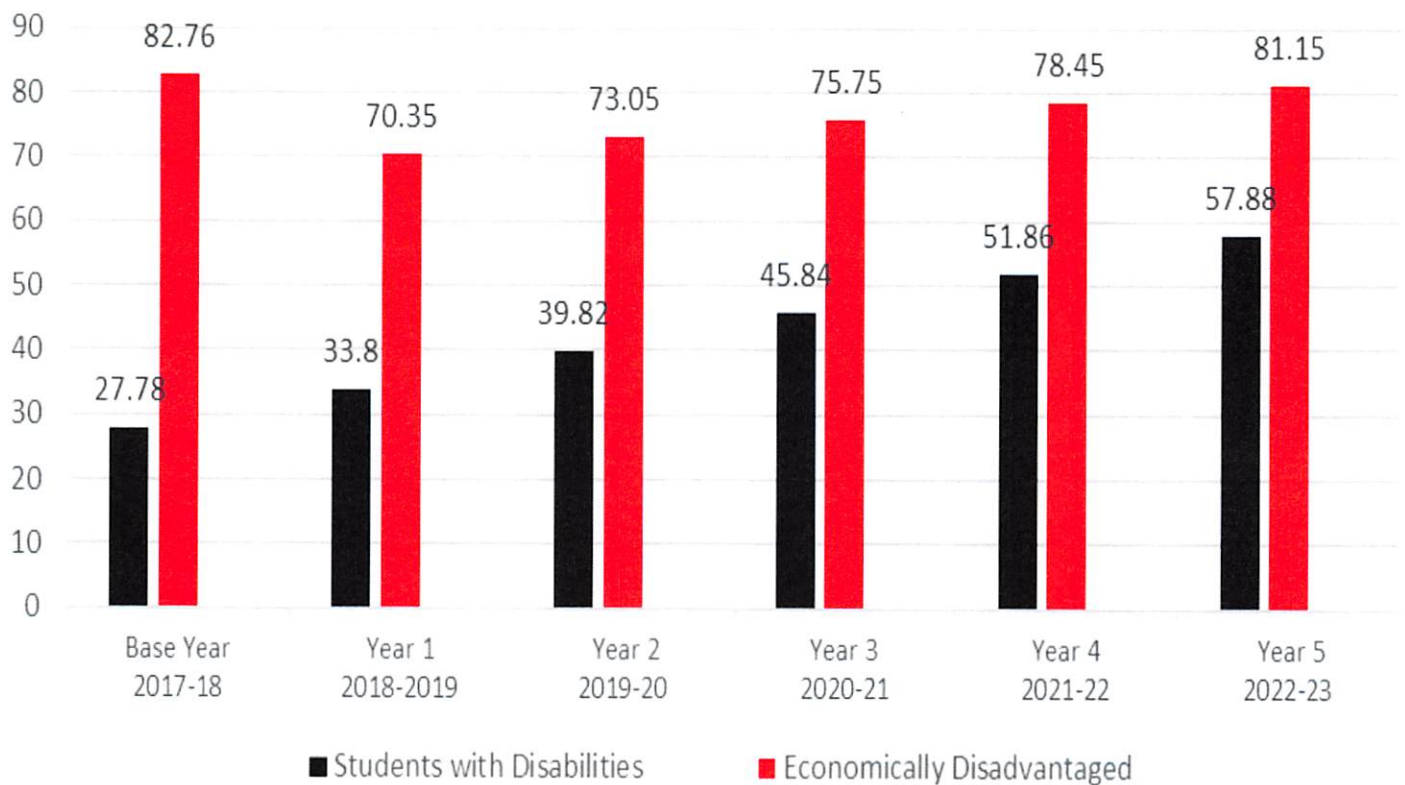


ELA Long-Term Goals Subgroups - Percent Levels 3 and 4



Math and LONG TERM GOALS

Subgroups - Percent Levels 3 and 4



Strengths:

- 75% of our students were advanced or proficient in reading this year.
- 78% of our students were advanced or proficient in math this year.
- 100% of the staff participate in professional development opportunities
- Strong early intervention programs are in place at the elementary level such as Sonday, Read Live.
- 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% 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:

- 62.5% of Students with disabilities are proficient or advanced in math
- 61.54% 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

RBE
2020-2021 Reading Goals

Evaluation Team Members: Kristin Hofkamp/Principal, Karen Kluin/Reading Specialist, Mary Mudder/
Special Education teacher, Andrea Hatlestad/Kdg teacher, Alyssa Lutz/1st grade Teacher, Laurie Adams/
2nd grade teacher, Jill Pederson/3rd grade teacher, Andrea Pudwill/4th grade teacher

2020-2021 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 87.57% for ALL students, 75.71% for students with disabilities, and 86.75% for our economically disadvantaged student as measured by the Smarter Balance Assessment in April 2021. In addition, 88% 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 Smarter Balance Assessment in April 2021.

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 2020-2021 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 benchmark students will have an SGP of 40 by the end of the 2020-2021 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 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 2020-2021 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 2020-2021 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 2020-2021 school year as measured by the student growth proficiency chart in STAR reading</p>	<p>-Reading Protocol</p> <p>-RtI</p> <p>-Resource Room</p> <p>-Comprehension Strategies</p> <p>-Visualizing and Verbalizing</p> <p>-Read Naturally</p> <p>-AR Accelerated Reader</p> <p>-BOOST Up</p> <p>-Home packets for extra fluency practice</p> <p>-Leveled Readers</p> <p>-SPIRES</p> <p>-Reading Specialist</p> <p>-Sonday</p> <p>-AR 360</p>	<p>-DIBELS benchmarking and progress monitoring</p> <p>-DAZE passages - benchmarking and progress monitoring</p> <p>-AR Accelerated Reader</p> <p>-Star Reading</p> <p>-Reading Street Assessments</p> <p>-Read Naturally</p> <p>-SRA Reading Mastery</p> <p>-CORE Phonics Screener</p> <p>-BOOST Up progress of fine/gross motor skills</p> <p>-SPIRE quick checks, skill checks</p> <p>-Sonday Program</p> <p>- IXL</p> <p>-STAR Early Literacy</p>	<p>-Elementary Curriculum Director</p> <p>-Literacy Coach</p> <p>-Assessment Coordinator</p> <p>-Quarterly Problem Solving Meetings</p> <p>-Coaching/Modeling from Reading Specialist</p> <p>-Grade Level Meetings</p> <p>-TAT Meetings</p> <p>-Coaching from Technology Integrationist</p> <p>-Extra support staff</p>

RBE
2020-2021 Math Goals

Evaluation Team Members: Kristin Hofkamp/Principal, Karen Kluin/Reading Specialist, Mary Mudder/
Special Education teacher, Andrea Hatlestad/Kdg teacher, Alyssa Lutz/1st grade Teacher, Laurie Adams/
2nd grade teacher, Jill Pederson/3rd grade teacher, Andrea Pudwill/4th grade teacher

2020-21 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 88.78% for ALL students, 45.84% for students with disabilities, and 75.75% for our economically disadvantaged students as measured by the Smarter Balance Assessment in April 2021. In addition, 80% of all 4th grade students who achieved the lowest 25 percent of scores on the 2019 assessment will meet standards in math as measured by the Smarter Balanced Assessment in April 2021.

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 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 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 2020-2021 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 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 2020-2021 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 2020-2021 school as measured by the student growth proficiency chart in STAR Math.</p>	<p>-IXL program</p> <p>-Math Vocabulary and strategies</p> <p>-Scaffold instruction</p> <p>-Accelerated Math</p> <p>-Math 2.0</p> <p>-Visual Supports</p> <p>-Think-Pair-Share</p> <p>-IPADS</p> <p>-Razz Kids</p> <p>-CGI cognitive guided instruction</p> <p>-Differentiated instruction</p> <p>-Small Group Instruction</p> <p>-Manipulatives</p>	<p>-Check IXL reports</p> <p>-Accelerated Math reports</p> <p>-STAR Math Assessment</p> <p>-Standards Based Report Cards</p> <p>-Star Early Literacy</p> <p>-Chapter Math tests</p> <p>-Diagnostic Math Tests</p>	<p>-Math Specialist</p> <p>-Elementary Curriculum Director</p> <p>-Assessment Coordinator</p> <p>-Grade Level meetings</p> <p>-Department meetings</p> <p>-Math Specialist</p> <p>-Math Interventions</p> <p>-Coaching from Technology Integrationist to improve instruction and learning</p> <p>-Renaissance Place Training</p>

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 2020-21

**Valley Springs Elementary School
School Improvement Plan
2020-21**

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 Valley Springs Planning Team consists of representation from building administration and teachers who met on August 13, October 12, and November 3, 2020 to discuss the prior year's testing, review data, the needs of the elementary school and develop a 2020-21 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

- Tanya Palmer, Valley Springs Elementary School Principal/Reading Specialist/Counselor
- Laura Lueders, Fourth Grade Teacher
- Jennifer Chicoine, Special Education Teacher
- Emily Rasmussen, Kindergarten Teacher
- Teri Huska, First Grade Teacher
- Megan Bertsch, Second Grade Teacher
- Lindsey Abens, Third Grade Teacher
- Bailey Fitzegerald, Reading/PE Teacher

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.

2020-21 School Year

August 13, 2020	Review 2018-19 Math and Reading Data
October 12, 2020	School Improvement Planning Session, Grades K-4, Valley Springs
November 3, 2020	School Improvement Planning Session, Grades K-4 Valley Springs
Quarterly	Data Problem Solving Meetings
Monthly	Staff meetings –implementation and review, VSE 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.

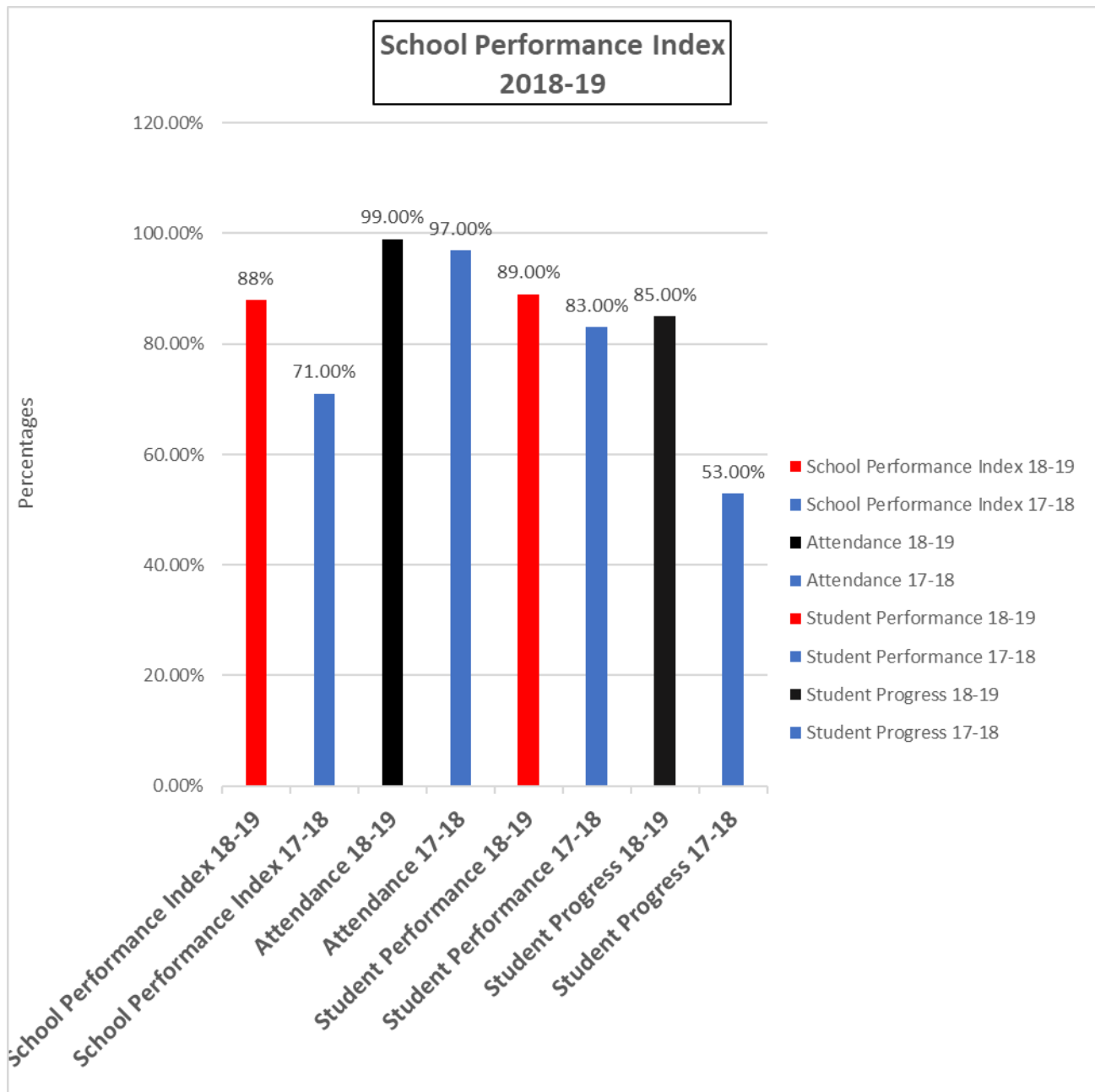
Valley Springs School Profile

Valley Springs Elementary School is made up of approximately 98 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.

*****We administered the field test for SBAC and no results were given for the 2013-2014 year. In the 2014-2015 school year we administered the SBAC for the first time.**
******Due to COVID no results were given for the 2019-20 year.**

Valley Springs School Demographic Data

	2018-19	2019-20	2020-21
Total VSE Enrollment	98	98	98
Hispanic/Latino	4	2	2
Amer. Indian/Alaskan	4	2	5
Asian	0	0	0
Black/African American	1	3	5
Hawaiian/Pac. Islander	0	0	0
White/Caucasian	98	98	98
Non-White	0	0	0
2 or More Races	9	5	5
Students with Disabilities	23	21	21
English Language Learners-ELL	0	0	0
Economically Disadvantaged	19		
Female	45	45	40
Male	53	53	58
Migrant	0	0	0



Explanation of Charts-

Attendance: Points awarded based on percentage of students who reach at least 94% attendance rate. All students enrolled in school's grades are included in the attendance calculation.

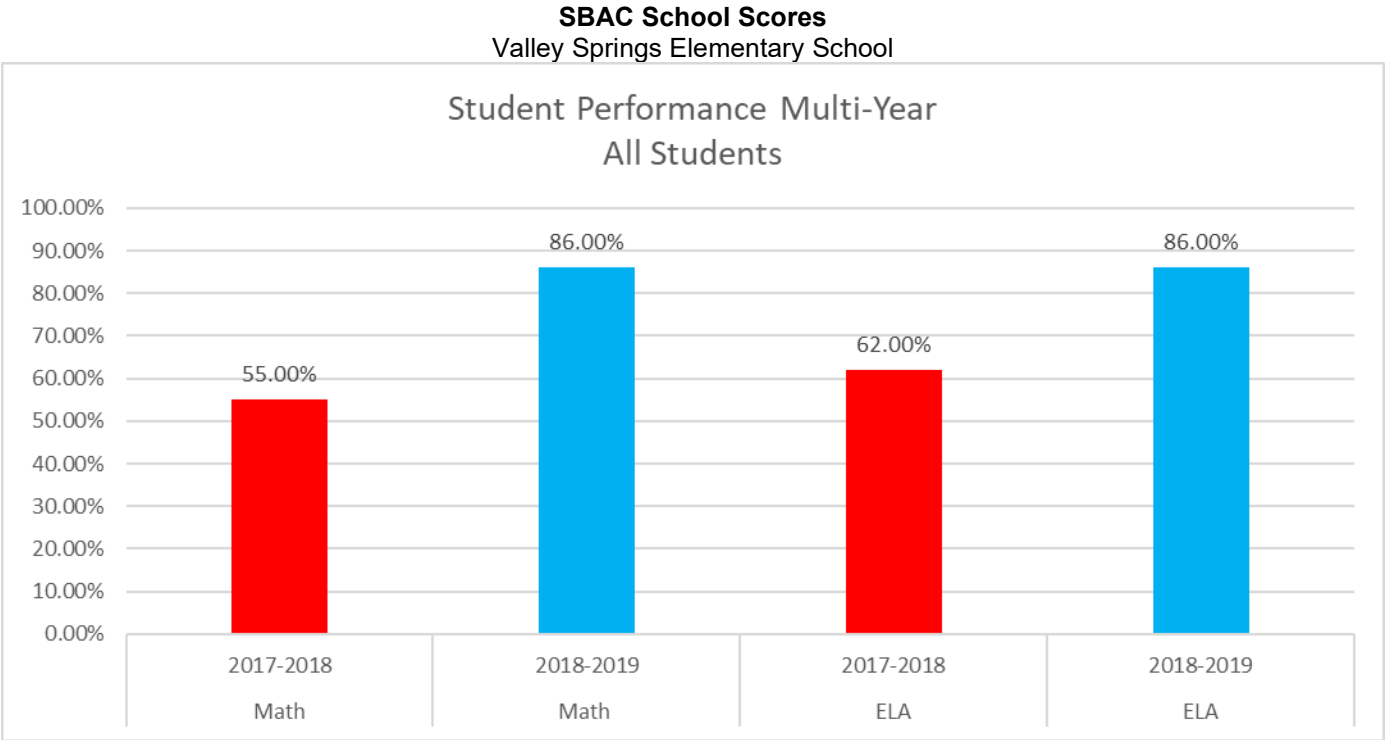
Student Performance: Student Performance is based on students' performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient. Levels 3 and 4 are considered proficient and above. 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).

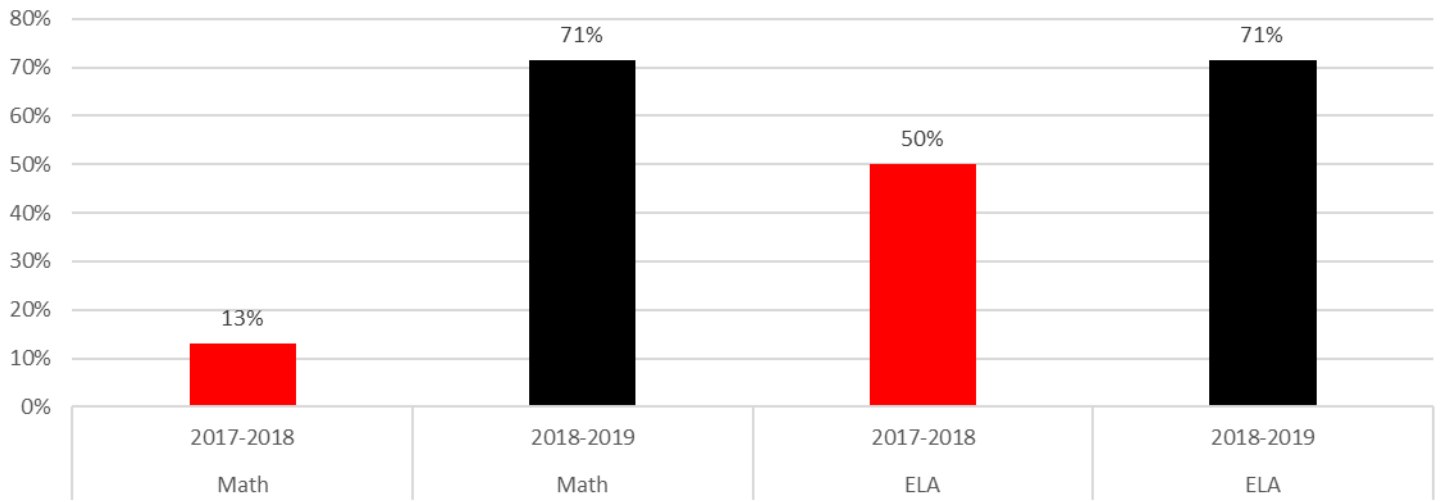
SPI Points: South Dakota’s accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school’s performance. These 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 five-year goal and annual targets.

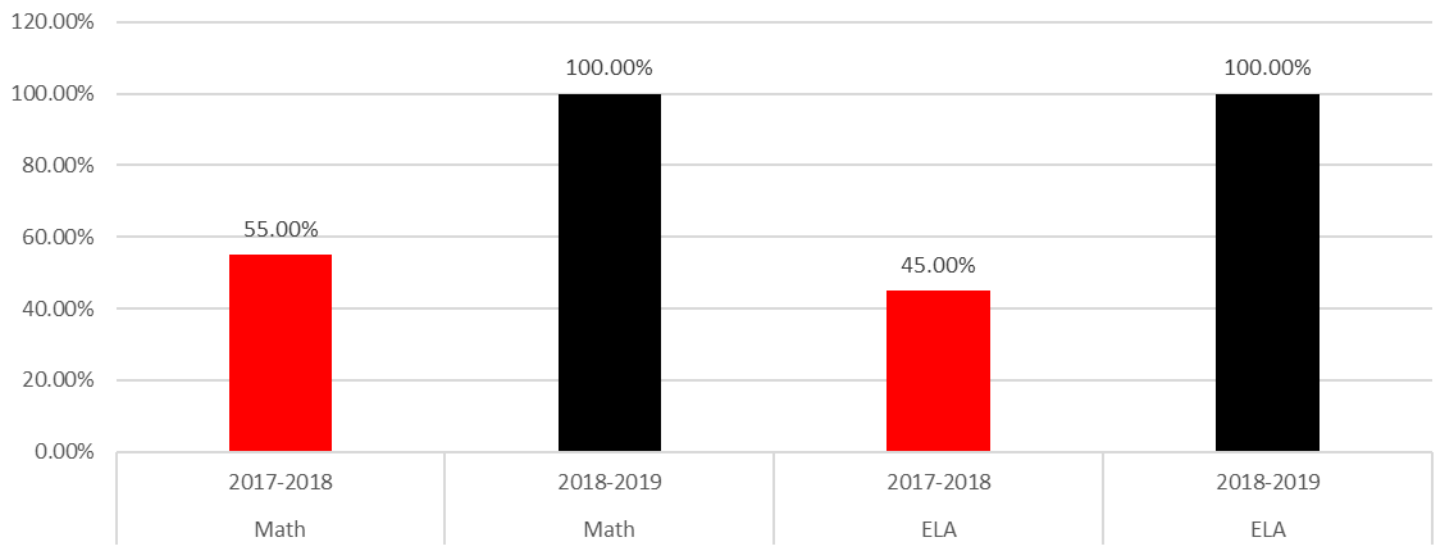
According to results from the Smarter Balanced Assessment (SBA), the proficiency scores for Valley Springs students are as follows:



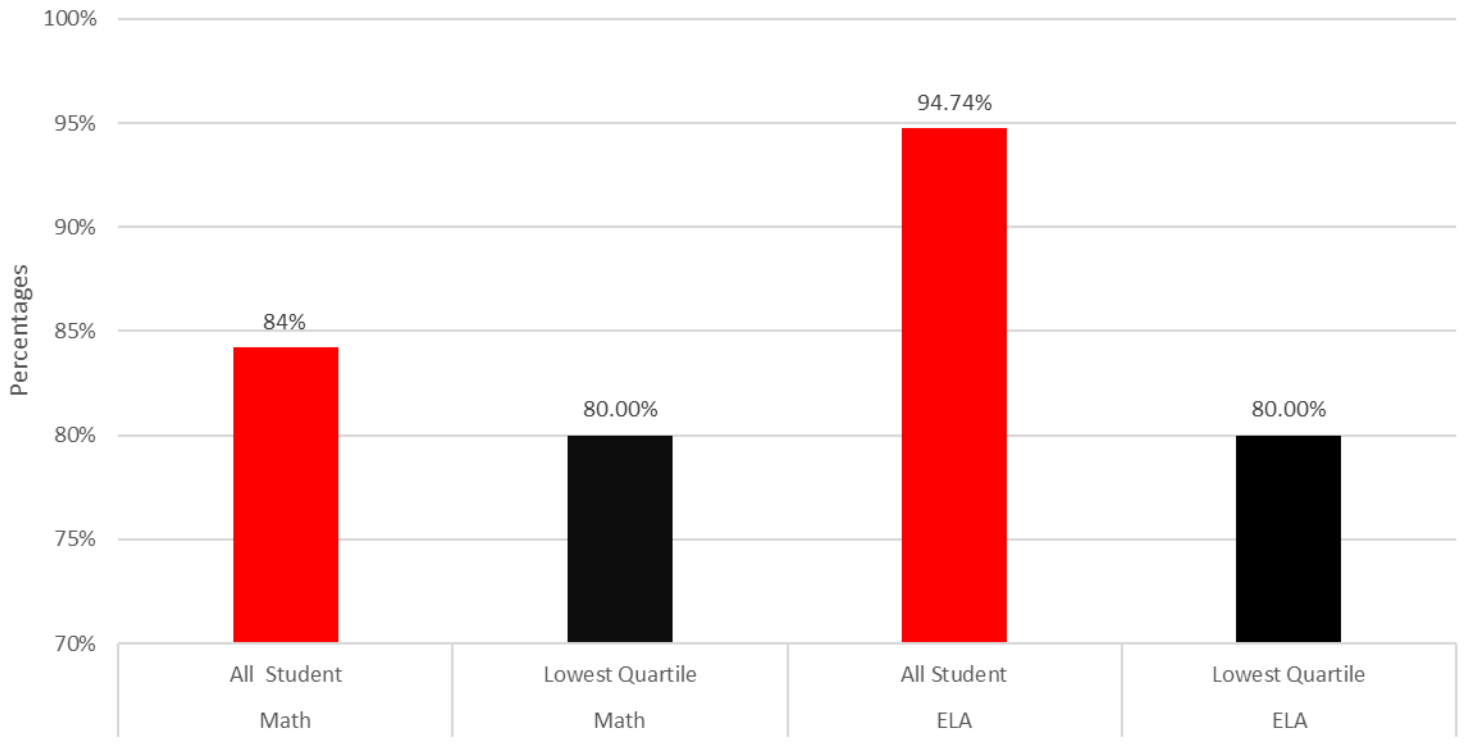
Student Performance Mult-Year Students with Disabilities



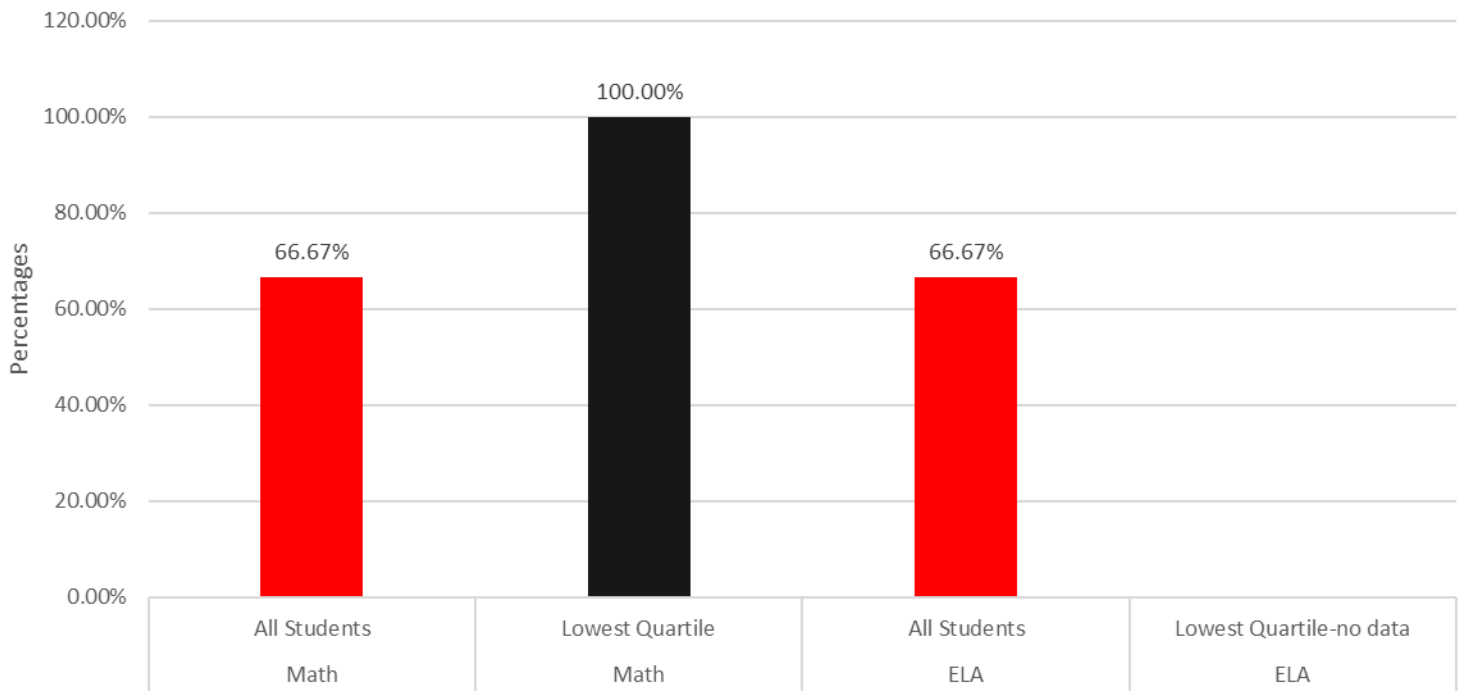
Student Performance Multi-Year Economically Disadvantaged



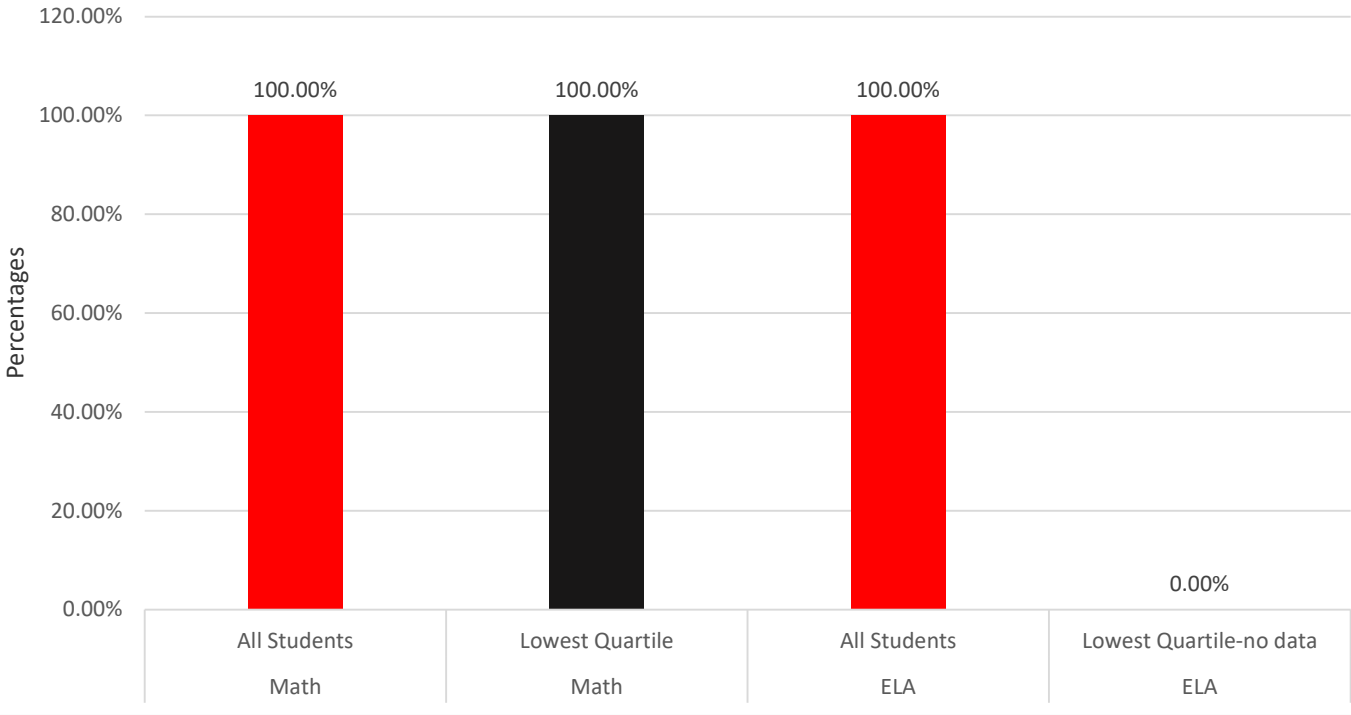
% Students Meeting Growth Standard Student Growth - 4th Grade Only



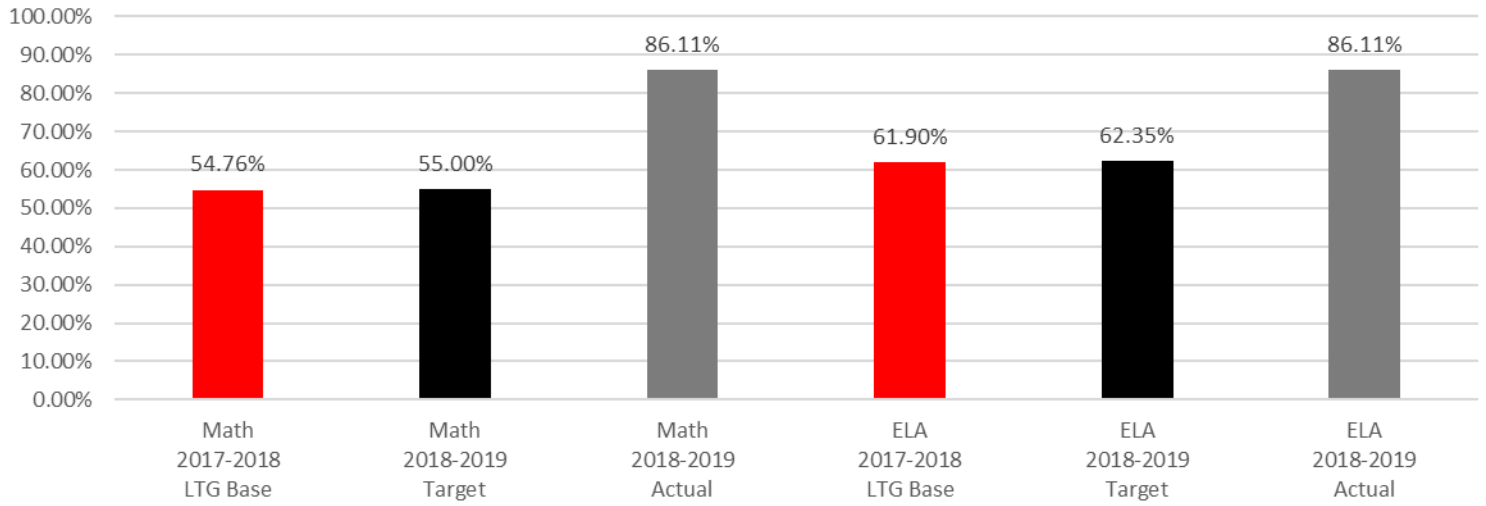
% Students Meeting Growth Standard Students with Disabilities



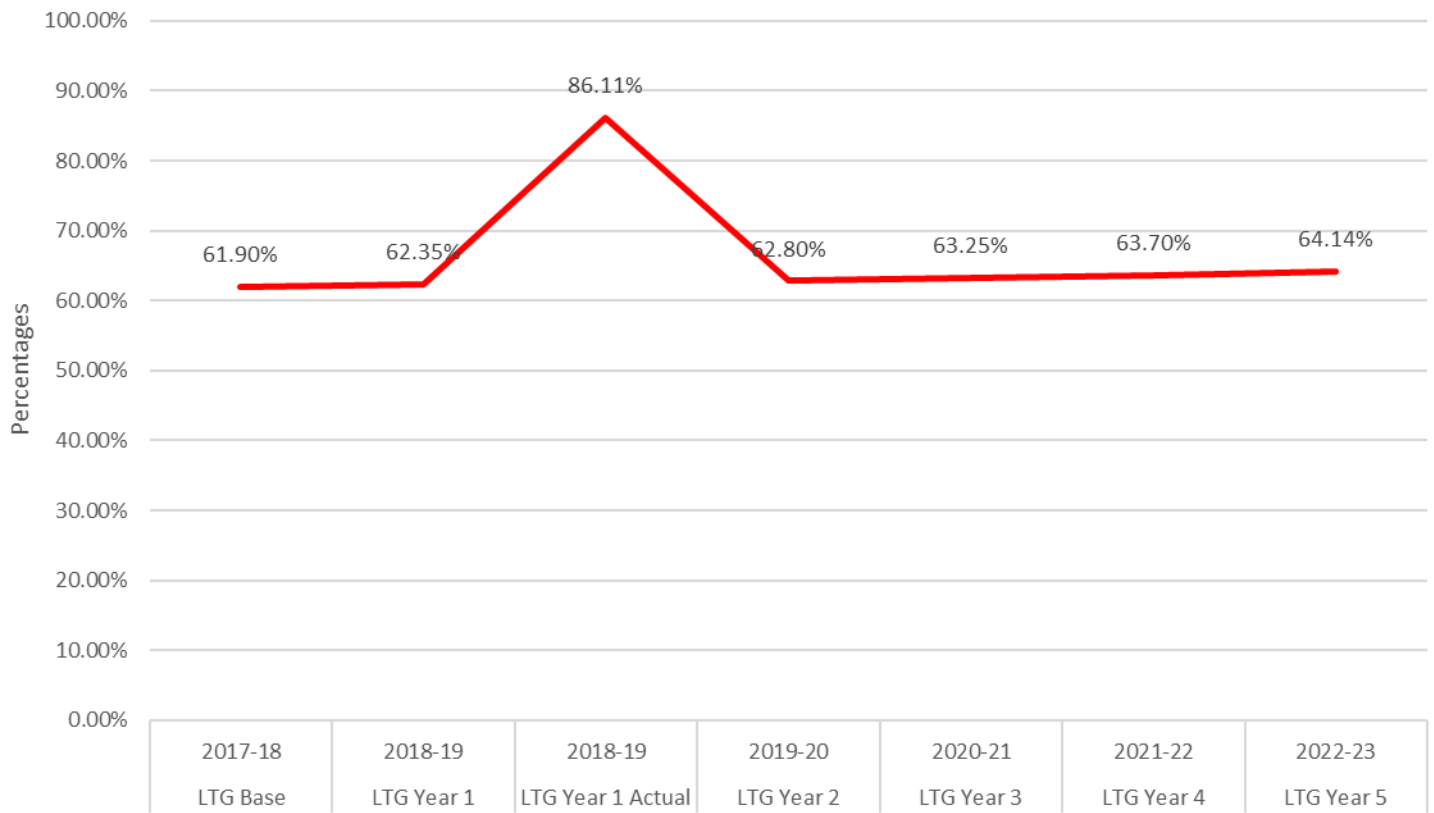
% Students Meeting Growth Standard
Economically Disadvantaged



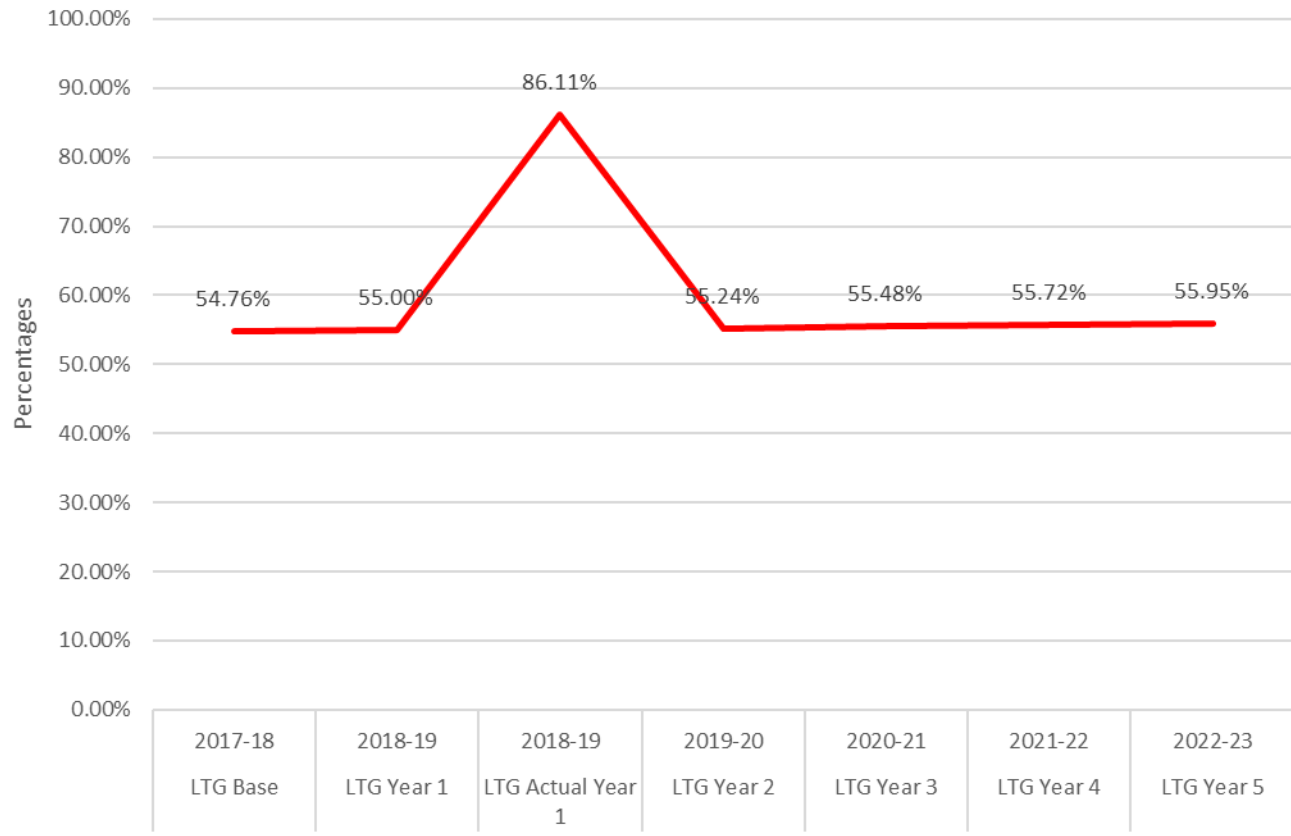
Long Term Goals Target/Actual All Students



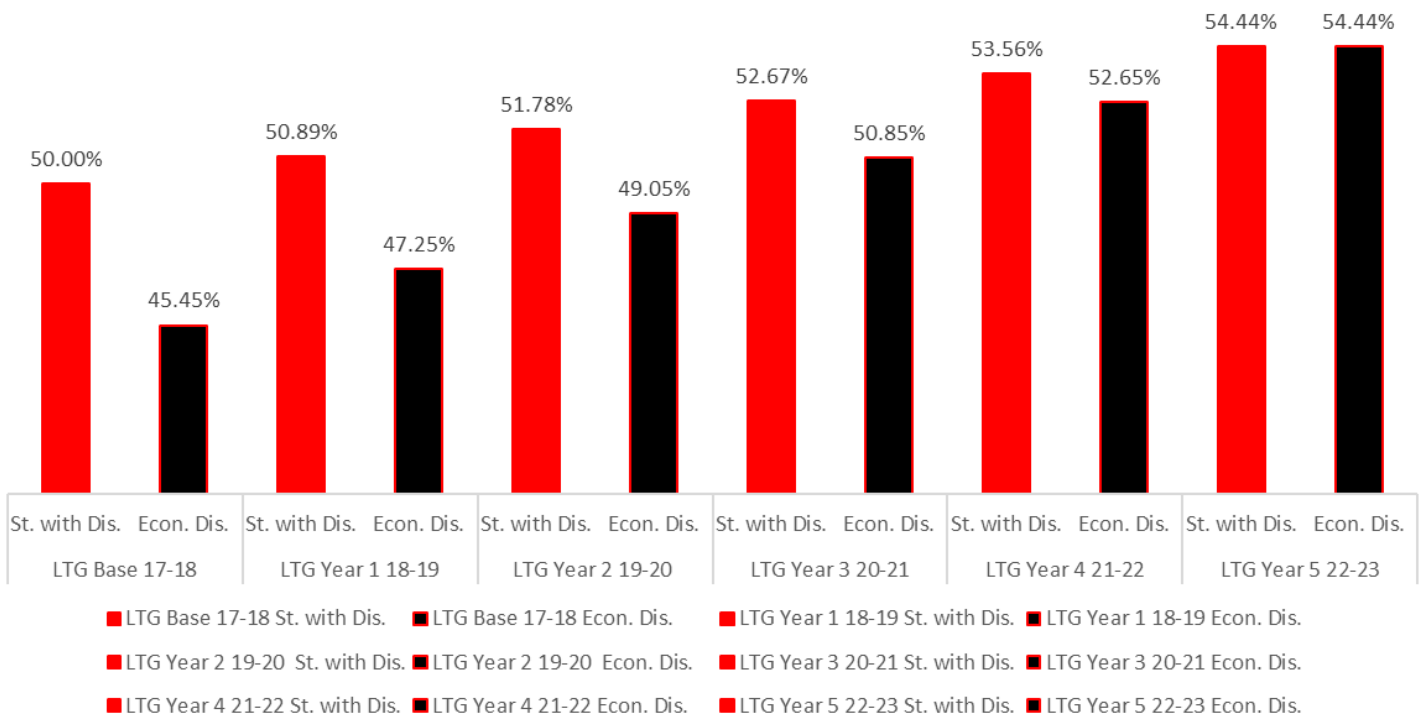
ELA LTG Details All Students



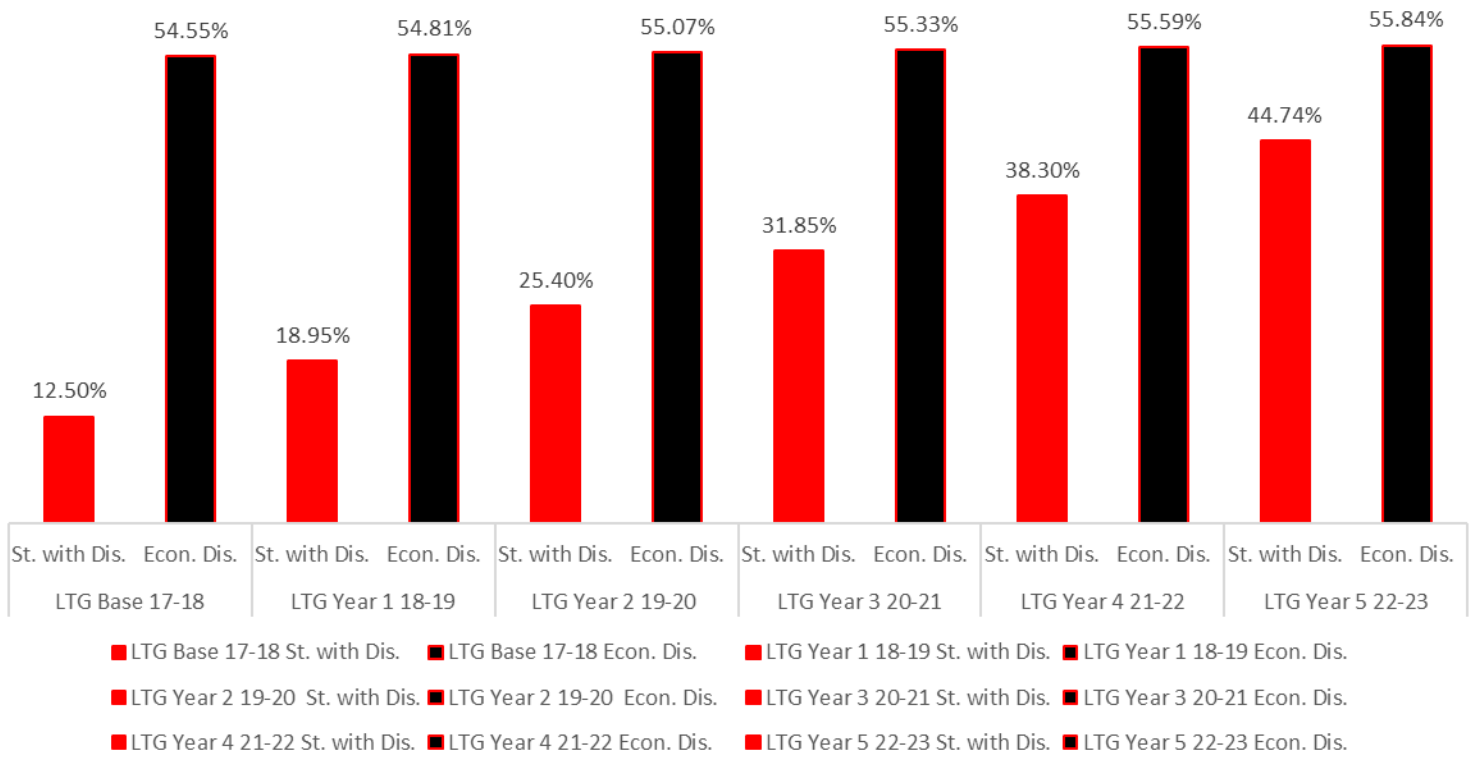
Math LTG Details All Students



ELA LTG Details Subgroups-Percent Levels 3 and 4



Math LTG Details Subgroups-Percent Levels 3 and 4



Strengths:

- 86% of our students are advanced or proficient in ELA
- 86% 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-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 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-make vertical

Math Worksheet

School: Valley Springs Elementary

Evaluation Team Members: Tanya Palmer-Principal/Reading Specialist/Counselor, Emily Rasmussen-Kindergarten, Teri Huska-First Grade, Megan Bertsch-Second Grade, Lindsey Abens-Third Grade, Laura Lueders-Fourth Grade, Jennifer Chicoine-Resource Room

2020-21 Math Goal (Whole School): All staff at Valley Springs Elementary will improve math instruction so that all students show growth and meet 87% for ALL students, 72% for students with disabilities, and 100% for our economically disadvantaged student as measured by the South Dakota State Assessment in May 2021. 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 2021. *No data for the 19-20 school year due to COVID.

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.</p> <p><u>2nd Grade:</u> 100% of students in my second grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2021. Sub Goals:</p>	<ul style="list-style-type: none"> ·Math Vocabulary and strategies ·Scaffold instruction ·Freckle Math ·Visual Supports ·Manipulatives ·Think-Pair-Share ·Connecting Math Concepts (SPED) ·BoostUp ·Math Facts Pro ·Prodigy ·Vizzle 	<ul style="list-style-type: none"> ·Freckle Math 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 RtI -Elementary Curriculum Director

<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>3rd Grade:</u> 100% of the students in my third grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2021. 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>4th Grade:</u> 100% of students in my fourth grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2021. 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 my third grade special education classroom will show measurable growth as measured by the STAR Math Assessment in May 2021. 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>			
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Performance Data Evaluation and Analysis

Reading Worksheet

School: Valley Springs Elementary

Evaluation Team Members: Tanya Palmer-Principal/Reading Specialist/Counselor, Emily Rasmussen-Kindergarten, Teri Huska-First Grade, Megan Bertsch-Second Grade, Lindsey Abens-Third Grade, Laura Lueders-Fourth Grade, Jennifer Chicoine-Resource Room

2020-21 ELA Goal (Whole School): All staff at Valley Springs Elementary will improve reading instruction so that all students show growth and meet 87% for ALL students, 72% for students with disabilities, and 100% for our economically disadvantaged student as measured by the South Dakota State Assessment in May 2021. 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 reading as measured by the South Dakota State Assessment in May 2021.*No data for the 19-20 school year due to COVID.

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 my kindergarten classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2021. 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 my first grade classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2021.</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 ·AR-Accelerated Reader ·Effective Communication Among Staff ·Effective Communication to Parents ·One Minute Fluency Reads and Retell ·BOOST Up ·Home packets for extra fluency 	<ul style="list-style-type: none"> ·DIBELS-benchmarking and progress monitoring ·DAZE passages-benchmarking and progress monitoring ·Accelerated Reader ·Star Reading ·Reading Street Assessments ·Read Naturally ·SRA Reading Mastery ·CORE Phonics Screener ·SPIRE quick checks, skill checks ·Performance Tasks ·Sonday Assessment ·Standards Based Report Cards 	<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

<p>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 my second grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2021. 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 my third grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2021. 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>practice</p> <ul style="list-style-type: none"> ·Leveled Readers ·Maze/DAZE Passages ·Sight Word Practice ·LIPS ·Seeing Stars ·SPIRE-Title program ·Reading Specialist ·Graphic Organizers ·Daily 5 ·Vocabulary ·Parent Volunteers ·Sonday -AR 360 -Reading Street -My Sidewalks On ·Raz Kids -Decodable Readers -Read Works -Reading Mastery -Reading Milestones -Renaissance Instructional Planning Tool -Epic -VoWac -ReadLive -Pebble Go -Really Great Reading Boost and Blast -Lalilo (online phonics/phonological awareness program at home) 	<p>-DRA Quarterly</p> <p>-SBAC Interim Assessments</p>	
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<p><u>4th Grade:</u> 100% of students in my fourth grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2021. 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 my third grade special education classroom will show measurable growth as measured by the STAR Reading Assessment in May 2021. 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>			
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2020-21 Behavior goal: Decrease office discipline referrals by 20% during 2020-21 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 	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: -clip charts -morning meetings Kelso's Pond of Choice and Choice Wheel Zones of Regulation Behavior Sticks My Classroom Economy Class Rewards Break Cards Class Dojo Superflex Curriculum	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	Increase outdoor signage PD on Trauma

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. 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 Valley Intermediate School



School Improvement Plan 2020-2021

**Brandon Valley Intermediate School
School Improvement Plan
2020-2021**

Core Operating Principle

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

Brandon Valley Mission Statement

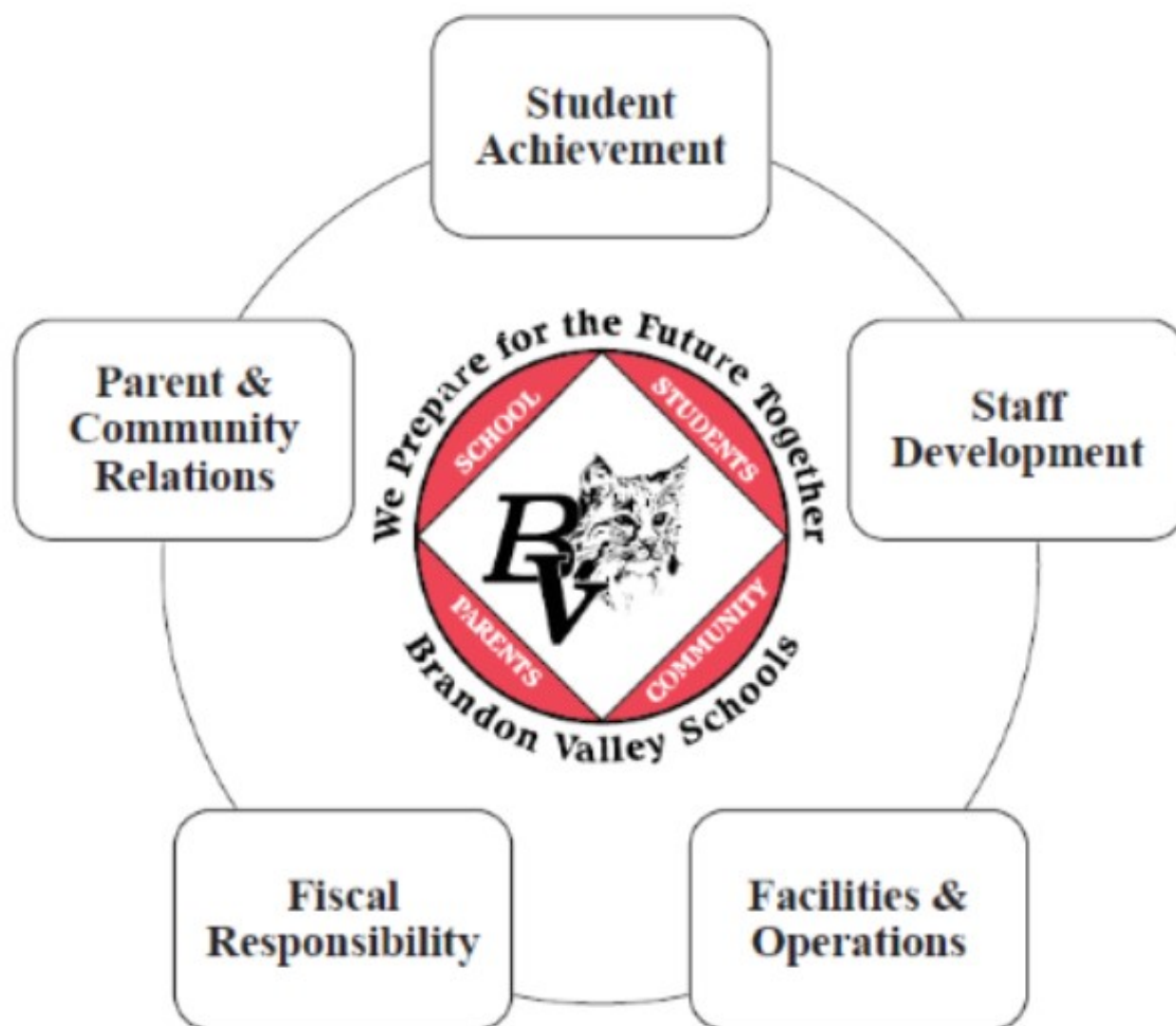
We will prepare our students to be lifelong learners and productive citizens in a global society through the creation of learning environments that result in success.

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. This year's discussion and review was abbreviated because of the COVID-19 pandemic. The District received very limited data from the state because of no state testing or attendance results. Many of the items within this plan were rolled up/continuing to be implemented in the 2020-21 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

Kathy Woodard – BVIS Special Education – input from Special Education department.

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

Justin Mashlan – 5th grade math – input from math team

Aaron Carroll – 5th grade ELA – input from ELA team

Lisa Reinschmidt – 6th grade ELA – input from ELA team

Jennifer Hart – BVIS Counselor – 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.

2020-2021 School Year

Annual review	8/10/2020	Intermediate School Administrator reviewed SIP
SD – Report Card Release	10/12/2020	Reviewed BVIS report card
Review/revision	10/12/2020	Intermediate School Administrator and BVIS SIP team met
Review revision	10/14/2020	Planning Team met with staff at data retreat
Approval BV BOE	11/9/2020	BV Board of Education
Implementation of plan	11/9/2020	BVIS school
Released to public	11/9/2020	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 over 2000 students bussed daily. Our staff consists of approximately 500 people, with 260 teaching staff, 220 classified staff and 15.5 administrators. 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 4,600 students. Historically, Brandon Valley students have excelled academically.

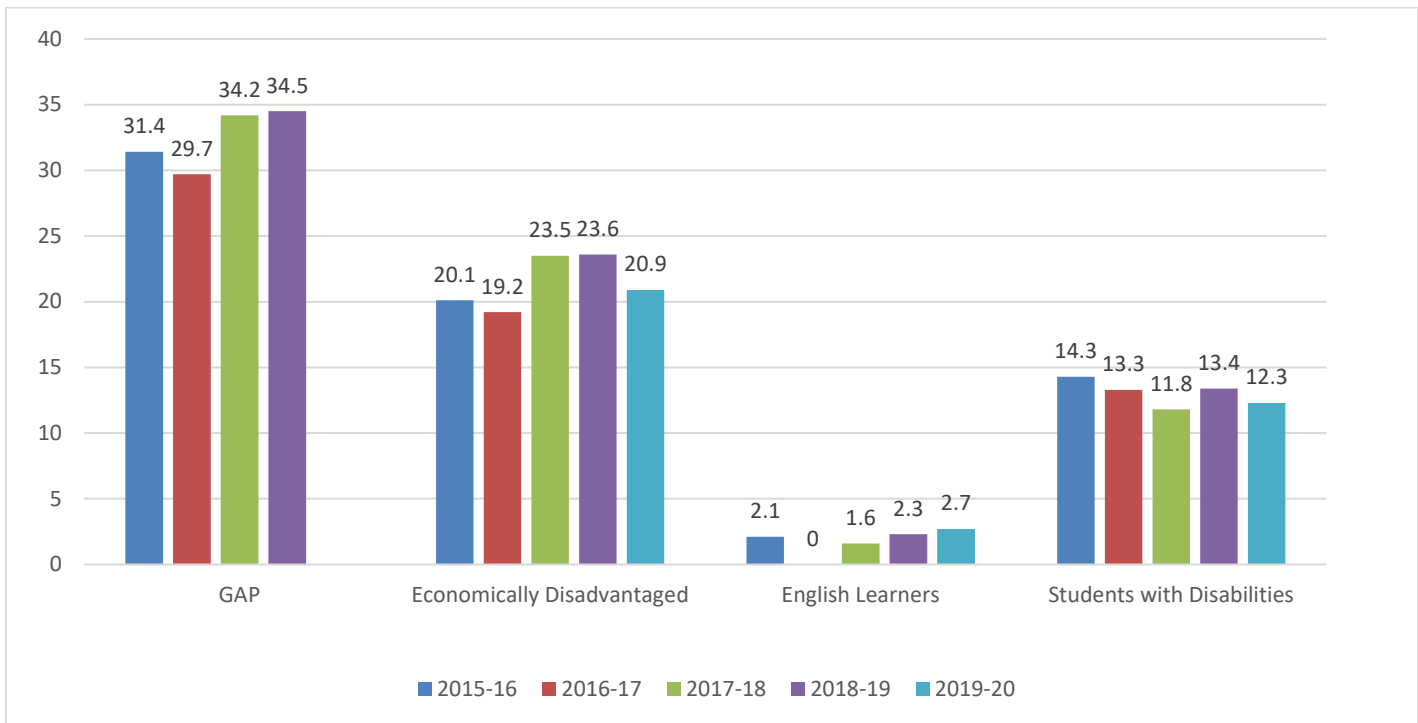
Brandon Valley Intermediate School is made up of approximately 706 students in grades five (348) and six (358). 5th grade consists of three teams of four teachers and one team of two teachers, which is departmentalized in all areas of the curriculum (math, science, ELA, social studies). 6th grade consists of three teams of four teachers and one team of two 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

Brandon Valley Intermediate School Demographic Data						
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total BVIS Enrollment	636	663	679	681	679	
Total SwD	91	88 (13.3%)	80 (11.79%)	91 (13.36%)	83 (12.3%)	
Econ Disadv.	128	127 (19.2%)	160 (23.5%)	161 (23.64%)	141(20.9%)	
EL			11 (1.6%)	16 (2.3%)	19 (2.7%)	
GAP	200	197 (29.7%)	232 (34.22%)	235 (34.51%)		
NON-GAP	436	466 (70.3%)	447 (65.92%)	446 (65.49%)		

BVIS Percentage of each Subgroup Population



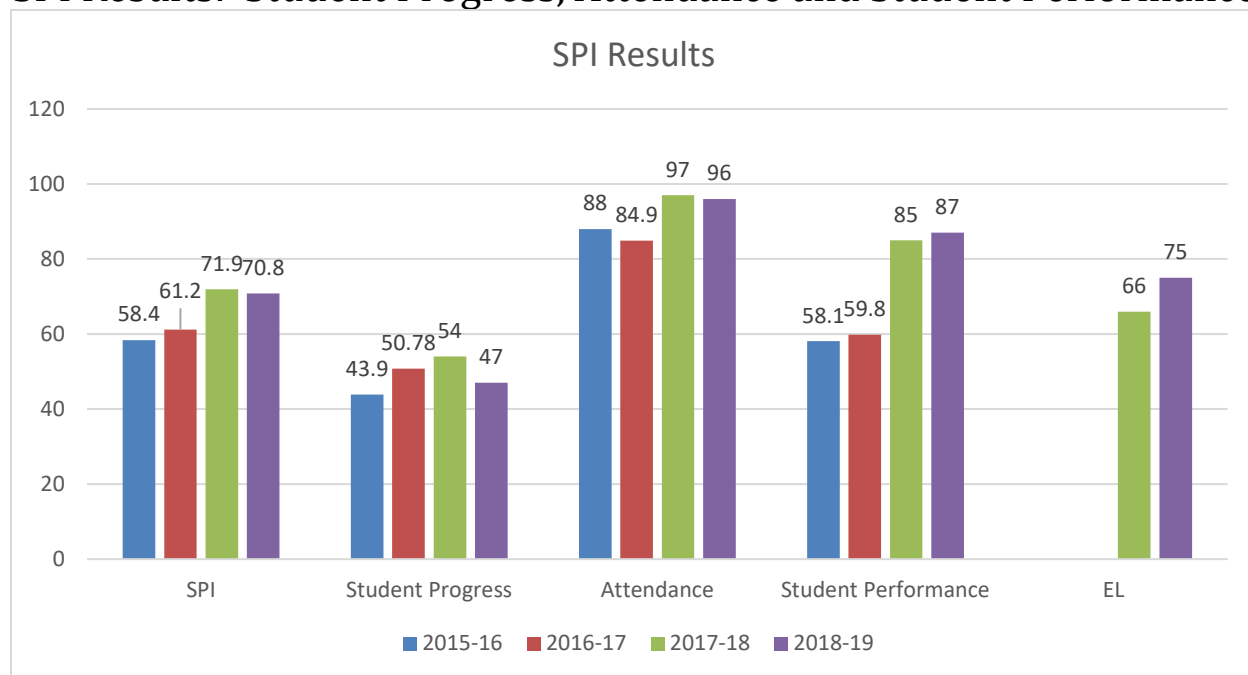
Our Gap group for 2018-19 was at 34.51% (which was up slightly from 2017-18). Economically Disadvantaged group is 20.9%. English Learners group is 2.7%. Students with Disabilities is 12.3% of the population for 2019-20.

Gap and Non-Gap students:

Brandon Valley Intermediate School has a small percentage of ethnic diversity. Statistics show we have an increasing percent of students that are economically disadvantaged. The mobility rate is based on students moving in and out of our district. Our special education population continues to hold at a steady rate and even show an increase. South Dakota's new accountability process is used for calculating the School Performance Index which identifies students into two groups as Gap and Non Gap students. Gap students include the following subgroups: Black or African American, American Indian or Alaska Native, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, Limited English Proficient.

Non-Gap students used for accountability purposes include the subgroups of: White/Caucasian, Asian, Native Hawaiian-Pacific Islander, 2 or More Races.

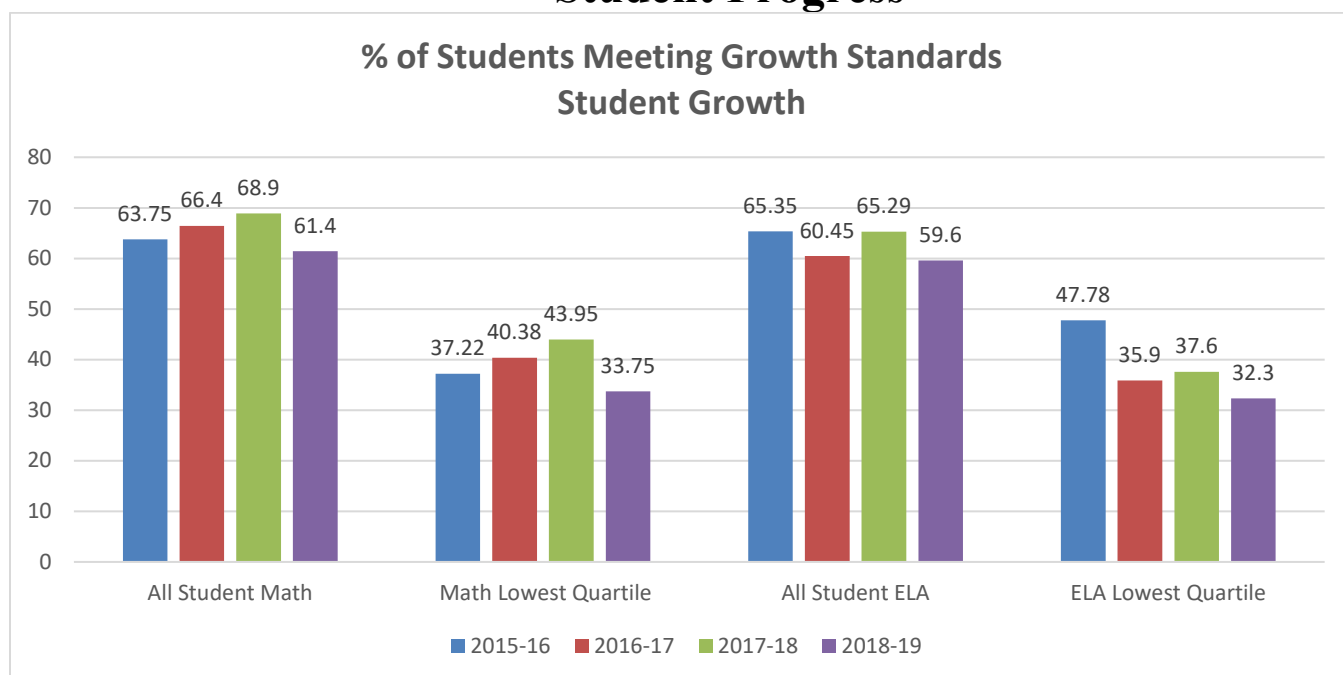
SPI Results: Student Progress, Attendance and Student Performance

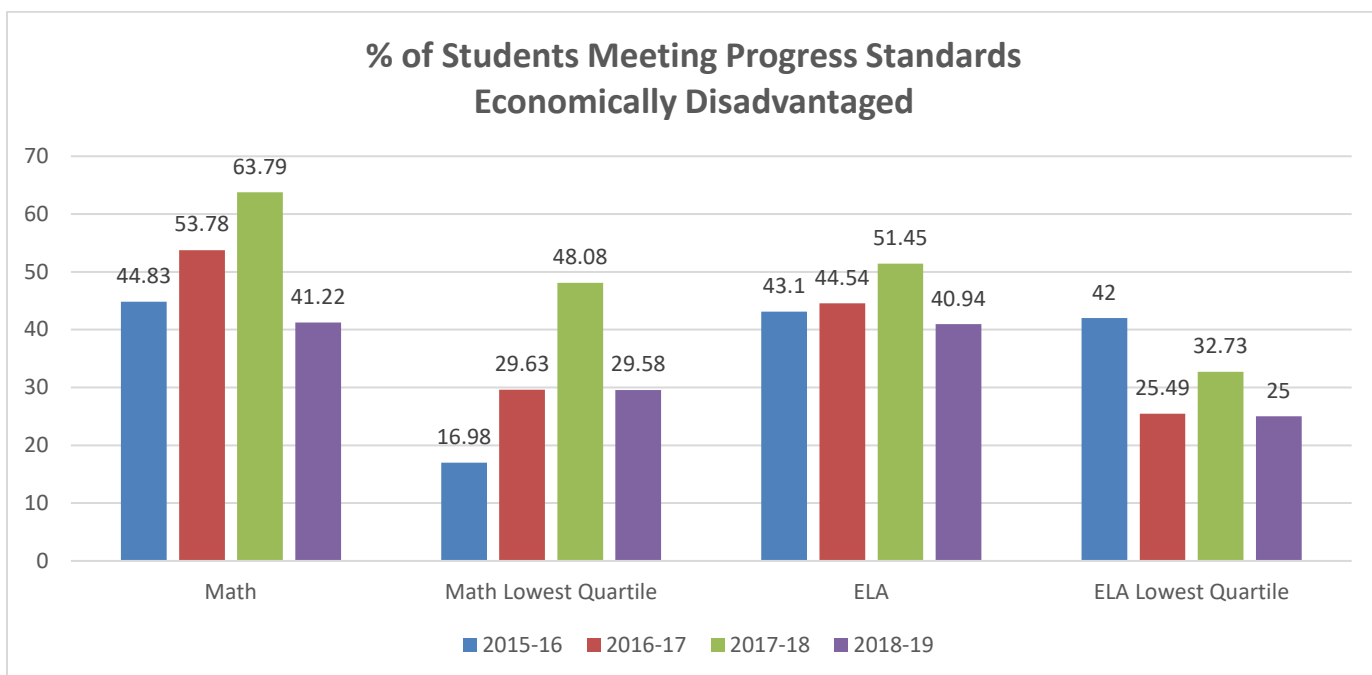
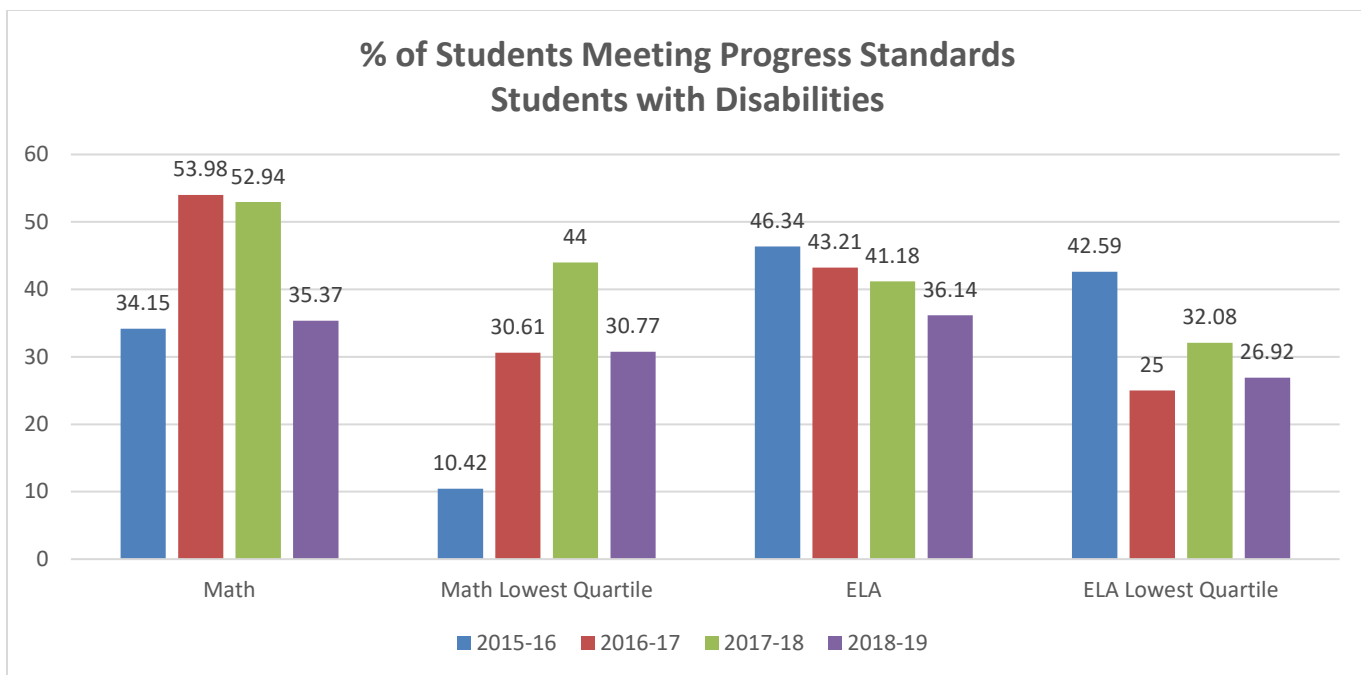


School Performance Index (SPI) is based on 10 points for attendance, 10 points for English Learners, 40 points for student progress, and 40 points for student performance. Brandon Valley Intermediate School's School Performance Index (SPI) for 2018-19 was 70.08 points. At BVIS, Student Progress was at 47%, EL was at 75% and attendance at 96%. Student Performance as based on the Smarter Balanced assessments was at 87%.

Percents are based off of percent of points earned

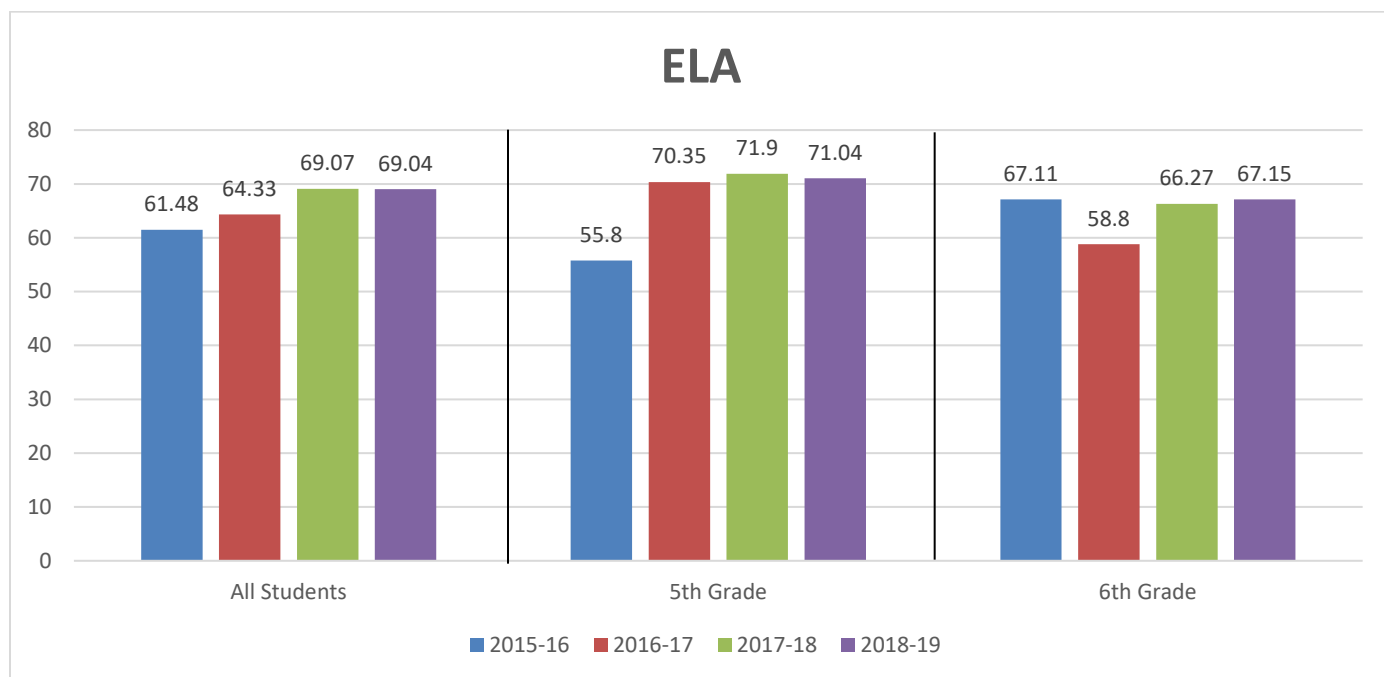
Student Progress



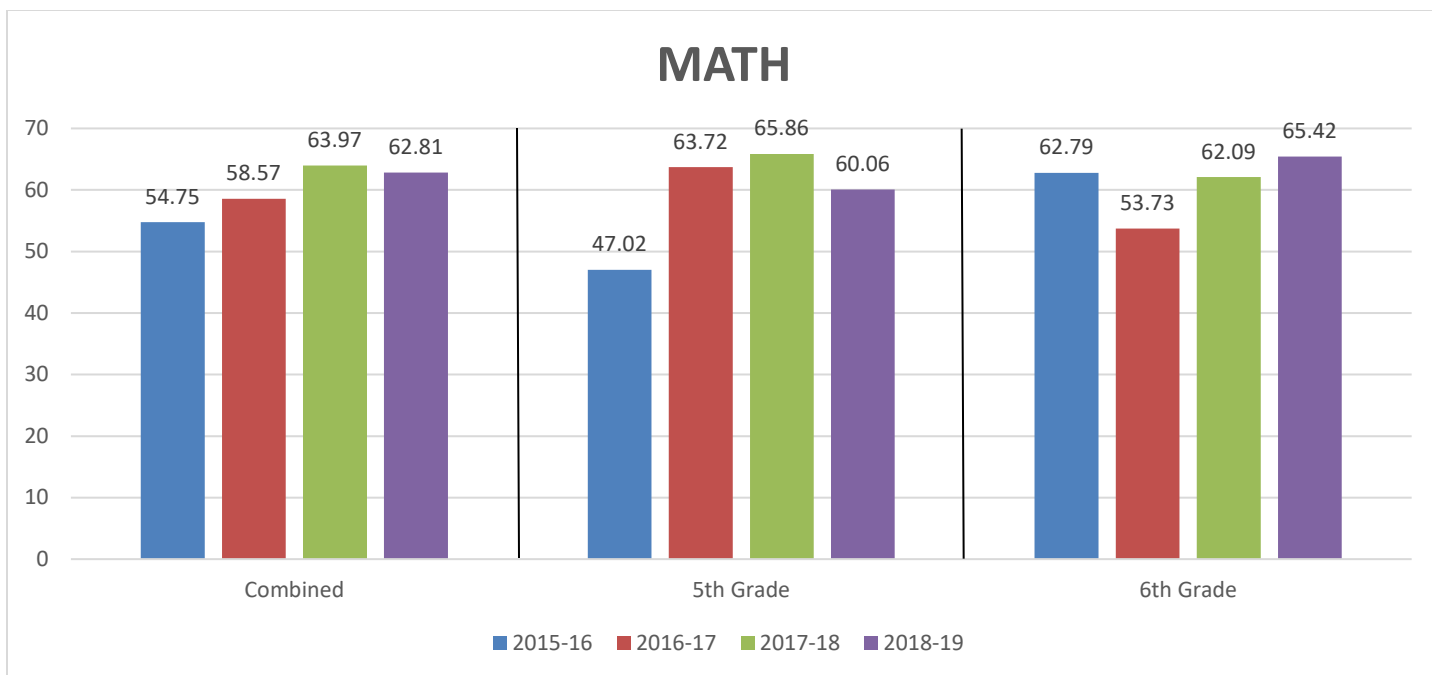


Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **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 they take the lowest quartile students from 2017-2018 assessment and calculate that into the formula of Student Progress.

Student Performance Level 3 and 4 2018-19 Results

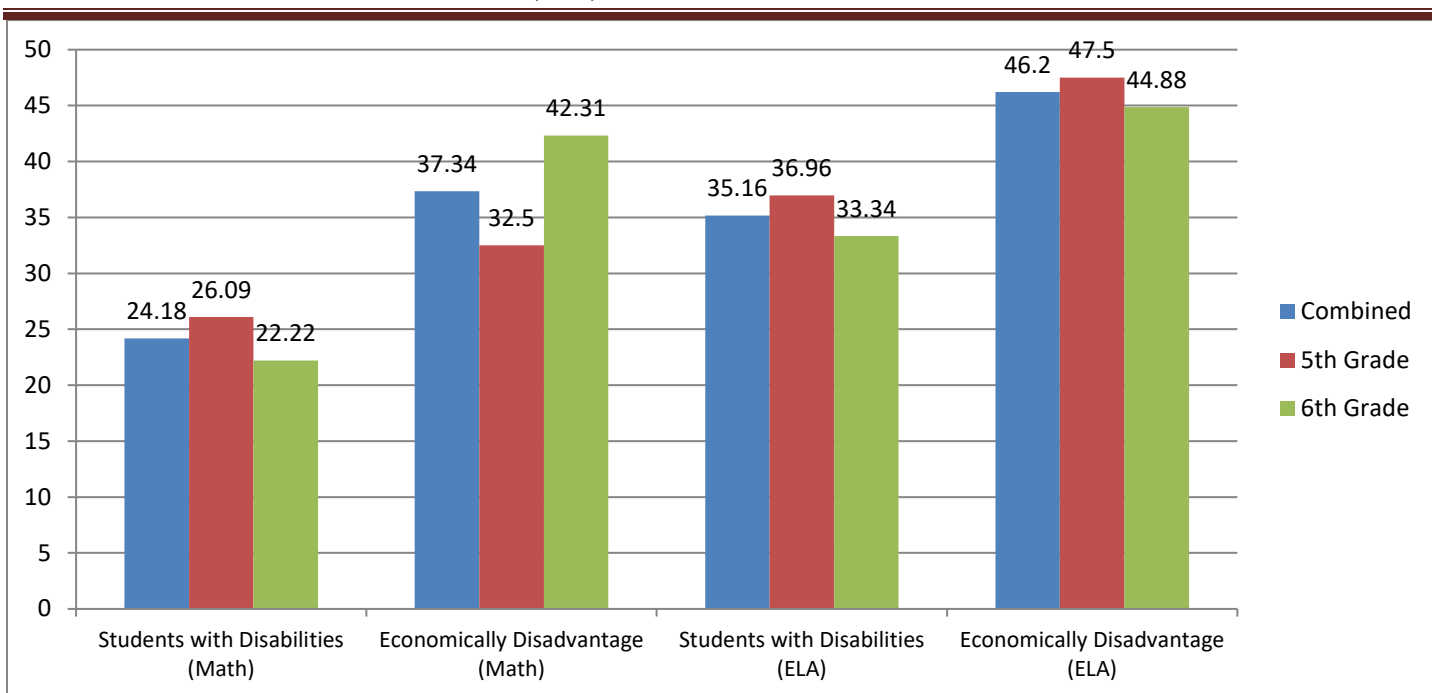


ELA in the Intermediate School resulted in 69.04% of the students performing at Level 3 or 4. 5th grade is at 71.04% performing at Level 3 or 4. 6th grade is at 67.15% performing at Level 3 or 4.



Math in the Intermediate School resulted in 62.81% of the students performing at Level 3 or 4. 5th grade is at 60.06% performing at Level 3 or 4. 6th grade is at 65.42% performing at Level 3 or 4.

BVIS SwD, EL, ED: Levels 3 and 4 2018-19 Results

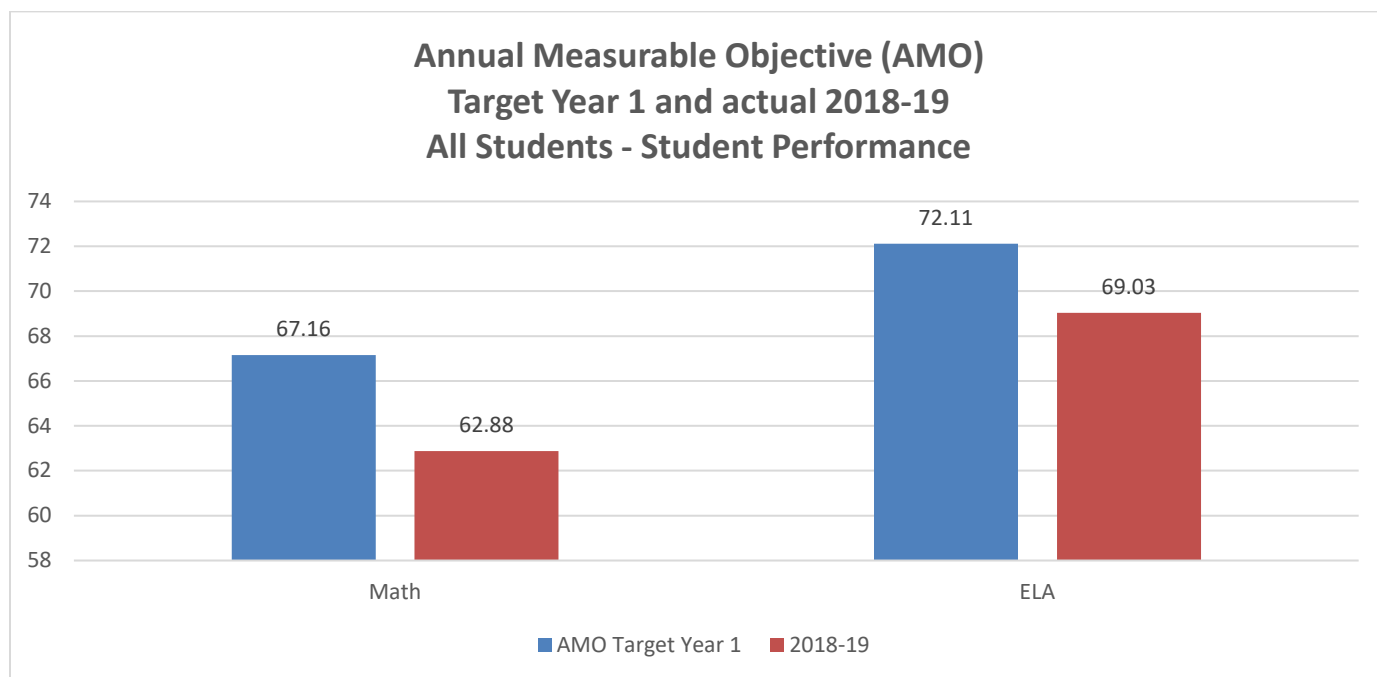


Level 3 and 4 - Students with Disabilities - Math combined student results is 24.18% performing at Level 3 or 4. 5th grade is at 26.09% performing at Level 3 or 4. 6th grade is at 22.02% performing at Level 3 or 4.

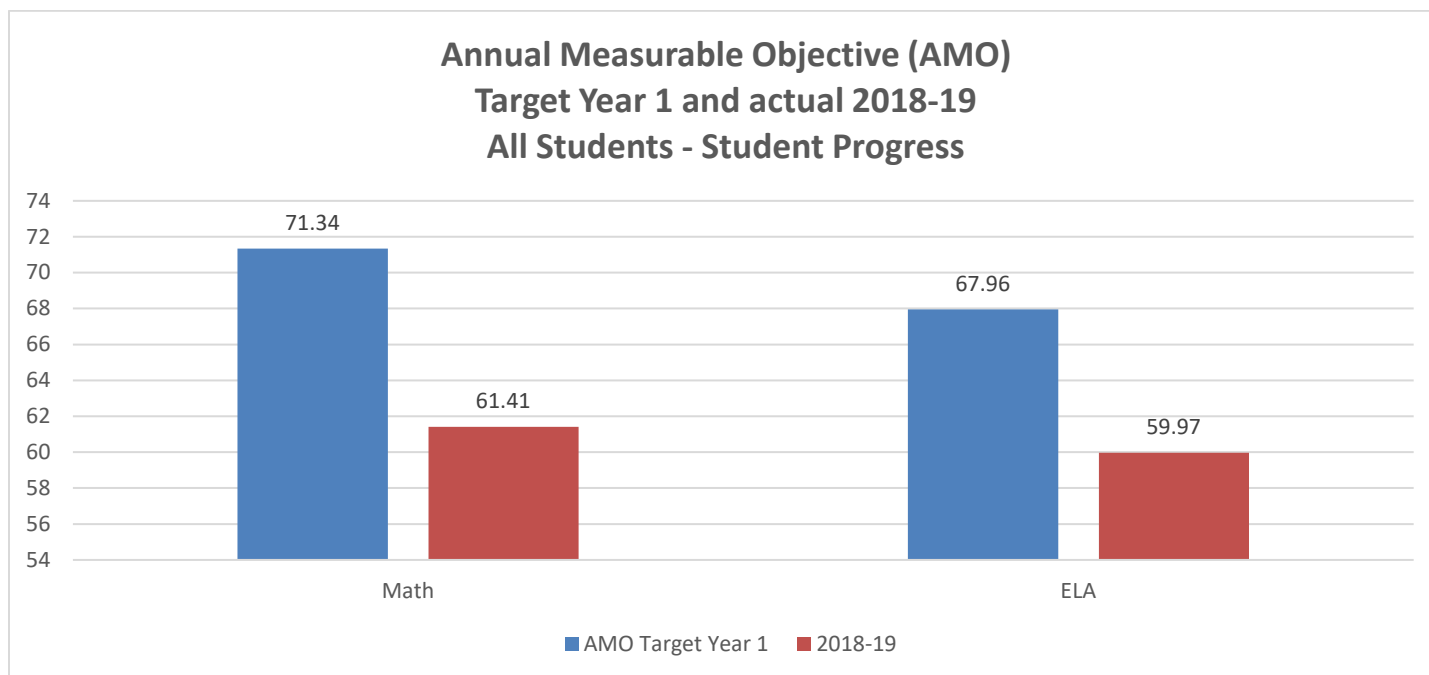
ELA combined student results 35.16% performing at Level 3 or 4. 5th grade is at 36.96% performing at Level 3 or 4. 6th grade is at 33.34% performing at Level 3 or 4.

Level 3 and 4 – Economically Disadvantaged - Math combined student results is 37.34% performing at Level 3 or 4. 5th grade is at 32.5% performing at Level 3 or 4. 6th grade is at 42.31% performing at Level 3 or 4.

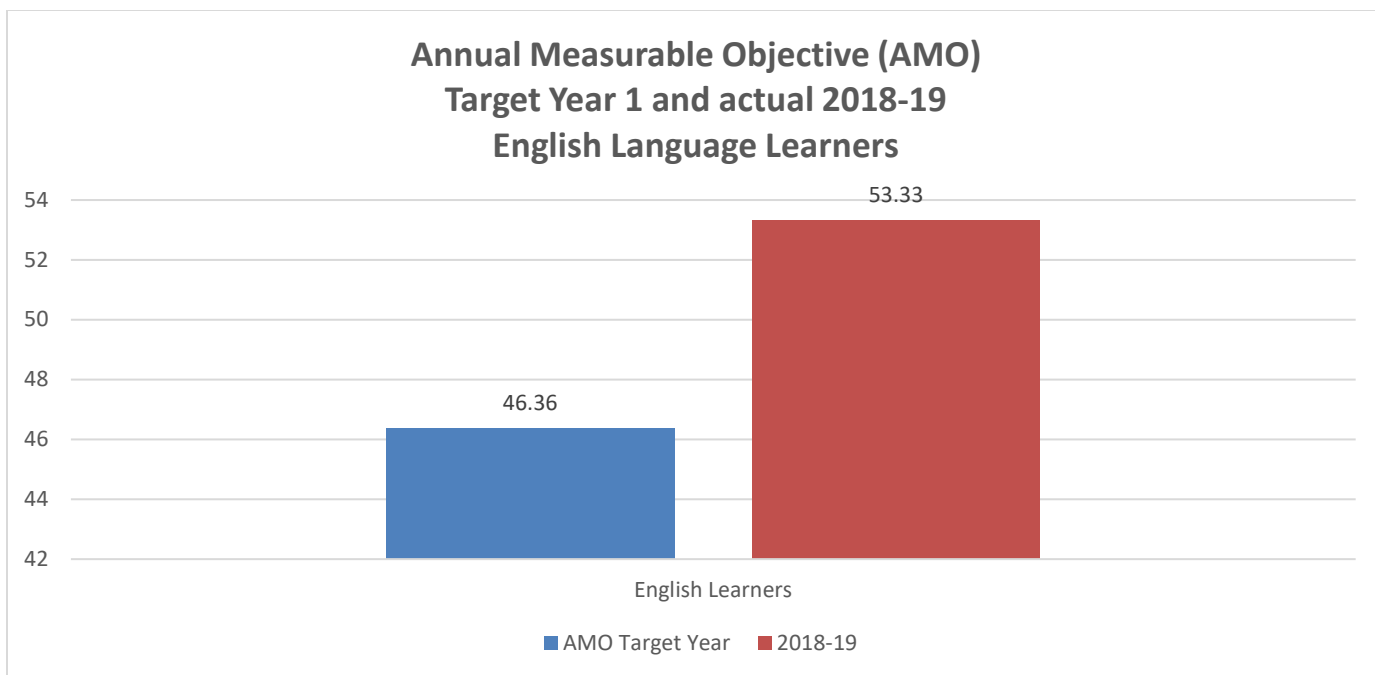
ELA combined student results 46.2% performing at Level 3 or 4. 5th grade is at 47.5% performing at Level 3 or 4. 6th grade is at 44.88% performing at Level 3 or 4.



Year 1 target for BVIS's AMO is 67.16% for all students in Math. Math for 2018-19 is at 62.88%. Year 1 target AMO is 72.11% for all students in ELA. ELA for 2016-17 is at 69.03%.



Year 1 target for BVIS's AMO is 71.34% for student progress in Math. Math for 2018-19 is at 61.41%. Year 1 target for BVIS's AMO is 67.96% for student progress in ELA. ELA for 2018-19 is at 59.97%.



Year 1 target for BVIS's AMO is 46.36% for EL students. EL students for 2018-19 is at 53.33%.

Annual Measurable Objectives or AMOs are South Dakota's overarching goal for Student Performance, Student Progress, and English Language Learners. This correlates with the annual School Performance Index score for BVIS. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this thirteen-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 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 on-line 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.
- Read Live and RtI utilized in 5th and 6th grade
- Continued implementation of state adopted New Generation Science standards
- Implementation of two targeted ELA sections/grade and utilize instruction support in both 5th and 6th grade
- Utilization of state adopted math and ELA standards
- 5th grade students are divided into three teams of four teachers and one team of two teachers and 6th grade students are divided into three teams of four teachers and one team of two teachers. This allows for a better relationship building opportunity for staff and students alike.
- Ability to collaborate with grade level teachers and job alike throughout the school (by subject).
- Continue PBIS Tier I Model and Tier II
- 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).
- Two laptop carts per team for staff and students to implement technology within the classroom.
- Student showcase for conferences in the spring.
- Piloting a ELA program in 5th grade for struggling readers - Lexia
- Each staff member is participating in a year-long PD course of their choice.

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
- Unexpected growth in Special Education numbers (new enrollments)
- Time: collaboration, team meetings, practice, professional development, curriculum meetings.
- Computer functionality
- 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.
- Maintain adequate progress with all students' academic growth.
- Maintain adequate class sizes to ensure high student growth and achievement.
- No Title I math or reading support

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

2020-2021 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 72.64% proficiency for all students.
- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Economically Disadvantaged goal of 51.18%.
- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Students with Disabilities goal of 36.47%.

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 76.12% .

Needs Assessment 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 2018- 19	AMO 2018- 19	BVIS 2017- 18	BVIS 2018- 19	+/-	*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 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 *Utilization of Interim SDA Assessments and tracking data. * McGraw-Hill benchmark assessments	*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 *In-service time to evaluate data collected from South Dakota Assessment (Academic Growth and Student Achievement) *SIP data retreat for a ½ day at the October in-service *Team time at teacher in-service days – provides an opportunity for teachers to collaborate and
All Student Results	44.85	67.16	64.42	62.88	-1.54			
White Results	52.55	69.28	66.72	67.2	+0.48			
Black/African American	21.6	31.17	27.78	35.48	+7.7			
Ec. Dis. Results	18.77	49.48	48.63	36.42	-12.21			
SwD Results	16.6	28.19	24.05	22.73	-1.32			
All Student-Progress	51.08	71.34	68.95	61.41	-7.54			

<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 SBA. All staff are involved with this focus group. *Focus on targeted students who showed little Academic Growth on the SBA. All staff are involved with this focus group. *Implementation of the ALEKS program. *Incorporate classroom assessment that mirror the SBAC. *30 minute math interventions 2x/week in DLE. *Cross-curricular units that reinforce standards taught within grade level. *Power Hour - used to provide additional support. *Countdown to Common Core 		<p>develop interrelated math concepts</p> <ul style="list-style-type: none"> *Monthly team meetings to discuss concepts/procedures and student supports to drive success.
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Performance Data Evaluation and Analysis
School: Brandon Valley Intermediate School
Evaluation Team Members: All BVIS staff

2020-21 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 76.75% proficiency for all students.
- We will improve ELA instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Economically Disadvantaged goal of 53.76%.
- We will improve ELA instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Students with Disabilities goal of 43.29%.

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 73.30% .

Needs Assessment 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 2018-19	AMO 2018-19	BVIS 2017-18	BVIS 2018-19	+/-	Reading Protocol: **Targeted students receive intensive and specialized reading and vocabulary instruction. **I-Lit for class within a class **Educational assistants will provide progress monitoring and benchmark testing. Class within a class for small group instruction. Title 1 Teachers: **provide direct instruction for additional support in 5 th and 6 th grade reading strategies	**DLI and Greek and Latin root word assessments **Rtl Progress Monitoring for targeted students for 5 th and 6 th grade **Rtl Universal Screening for all 5 th & 6 th grade students three times a year using STAR reading. **Individual teachers analyze assessments from classroom curriculum. **Expriement with DOK common benchmark assessments across grade	**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 **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. **Team time at teacher in-service days – provides an
All Student Results	53.04	72.11	69.79	69.03	-0.76			
White Results	60.59	73.56	71.36	72.84	+1.48			
Black/African American	30.39	42.00	38.89	41.94	+3.05			
Ec. Dis. Results	35.4	53.08	52.75	45.39	-7.36			
SwD Results	18.31	32.15	26.58	33.71	+7.13			
All Student Progress	58.07	67.96	65.29	59.97	-5.32			

<p>**a variety of resources are used (Action Magazine, Read Live, etc.)</p> <p>Direct Instruction through DLI instruction time:</p> <p>**word structure (affixes and Greek and Latin roots)</p> <p>**grammar with Daily Language Instruction</p> <p>**No Red Ink</p> <p>Independent Reading:</p> <p>** Provide audio books on media players to targeted students</p> <p>**Presents students with book choice, time to read, and support needed to apply the concepts learned in class</p> <p>Recovery (ICU) interventions for late work & struggling students</p> <p>Implementation of Close reading strategies like</p> <p>**UNRAAVEL</p> <p>**NewsELA</p> <p>**Freedom Flix</p> <p>**LearnSmart -SST/SCI</p> <p>**Storyboard That</p> <p>Writing across curriculum in all grades</p> <p>**Proper writing techniques and mechanics in core subject areas to show academic growth</p> <p>**Write About</p> <p>**Google Classroom</p> <p>30 minute ELA interventions</p> <p>**2x/week in DLE</p>	<p>levels through SDA Interim Assessments.</p> <p>**Textbook created assessments aligned with SDA.</p> <p>**Individual conferencing with students</p> <p>**Writing Benchmark – common rubric across grade levels.</p>	<p>opportunity for teachers to collaborate and develop interrelated ELA concepts.</p> <p>**Monthly team meetings to discuss strategies/concepts and student supports to drive success.</p>
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2020-21 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
<p>PBIS Tier I and Tier II Tier II</p> <ul style="list-style-type: none">- Check-in Check-out- Academic Seminar- Small group conferencing	<p>SWIS data -Minor Offense forms -ODRs</p> <p>PBIS Rewards Ticket distribution for reinformment of positive behaviors</p> <p>Encore SLO focused on student behavior through our PBIS program</p>	<p>On going meetings with PBIS team</p> <p>Staff meetings and data discussions</p>

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 new South Dakota State Standards. This improves instruction and student comprehension as they transition from grade to grade. All grade-levels are implementing the newly adoptive 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. These practices will help improve the students' understanding of the math curriculum and concepts being taught. 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 new South Dakota State Standards. 5th grade teachers will use the Pearson Reading Street curriculum and novels and 6th grade teachers will use the Houghton Mifflin Harcourt Collections curriculum and novels 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 Lexile score. 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, modeled and guided reading, as well as small group intensive instruction. DIBELS Next assessment is administered after STAR low Lexile is identified. We have developed collaboration across core subject areas to reinforce ELA standards.

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 2020-2021 Brandon Valley School District's professional development focuses on response to COVID created by Brandon Valley administration, specific to each building. Teachers are provided an opportunity to become more proficient utilization of technology, implementing digital instruction (Google Classroom), platforms to provide effective instruction, planning time with content area to maintain focus and consistent in the scope and sequence of the subject area. Staff worked to create a skeleton lesson plan for each week to help drive instruction, yet allow for individual classroom design specific to each teacher's strengths. A workshop entitled Embedding Formative Assessment was offered to staff if they wished to participate. The workshop is a year-long commitment with the focus on: sharing learning intentions, questioning, feedback, self-assessment, and peer-assessment.

Teachers may also participate in several professional development opportunities throughout the year including book studies and workshops on technology, differentiation, content, and assessment.

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 most recent data received from parents indicates about 22% of them completed and returned it. 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%. The state target for this goal is about 88%. Parents are invited to partake in the writing of the School Improvement Plan process and data retreats. Parents are also invited to participate in the curriculum revision process.

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 orientation 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 the spring to tour and discuss course offerings.
- Middle School special education teachers attend 6th grade IEP meetings.
- Parents that have a sixth grader coming to the middle school for the first time are invited to an orientation and discussion night in the spring.
- 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.
- All new middle school students are invited to an orientation assisted by the peer helpers.

- 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, Smarter Balanced Assessment, 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 Valley Middle School



School Improvement Plan 2020-2021








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.

Program Development

The Brandon Valley Middle School Evaluation Team consists of representation from building administration and teachers who met on October 27th, 2020 to discuss the prior year's testing, review data, and develop a school improvement plan.

BVMS Evaluation Team members will continue to explore academic strategies and interventions for possible implementation to improve school achievement this year and beyond.

Evaluation Team Members:

Brad Thorson, Middle School
Principal

Amanda Nelson, Middle School
Assistant Principal

Kelsey Hoff, 8th grade Math
Teacher

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 Planning Calendar

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

2020-2021 School Year

Annual Review	10/27/2020	Middle School Planning Team met to review SIP
Approval BV BOE		BV Board of Education
Implementation of Plan		BVMS School
Released to Public		Dr. Jarod Larson, BV Superintendent

This plan is designed to be ongoing 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 Middle School Profile

The Brandon Valley School District is located eight miles east of Sioux Falls, South Dakota. Making up the Brandon Valley School District are the communities of Brandon, Valley Springs, Corson, Rowena, and Sioux Falls. Our district covers 126 square miles of Minnehaha County with over 2,300 students bused daily. Our district staff consists of approximately 510 people, with 272 teaching staff, 220 classified staff, and 16.5 administrators. 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 district with the number of students this year increasing by 185. Current district enrollment is at 4,435 students. Historically, Brandon Valley students have excelled academically.

Brandon Valley Middle School is made up of approximately 700 students in grades seven and eight. Students at Brandon Valley Middle 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/Student Organization (PTSO), which provides many services that make middle school a positive education experience. The current middle school facility was opened in the fall of 1994 and was designed with the “middle school learner” and their needs as the focal point. An addition of six classrooms, a second gymnasium, wrestling room, and expansion of the kitchen was completed in December 2006. A band room, chorus room, front office, Smart Lab, a set of bathrooms, and a lunchroom addition were completed in August of 2017.

Brandon Valley Middle School Demographic Data				
	2015-2016	2016-2017	2017-2018	2018-2019
Total MS Enrollment	585	610	633	668
White	523 (89.4%)	552 (90.7%)	568 (89.7%)	599 (89.7%)
Total SwD	56 (9.6%)	63 (10.3%)	68 (10.7%)	75 (10.6%)
Econ Disadv.	98 (16.8%)	116 (19.0%)	120 (19.0%)	124 (18.6%)
GAP	156 (26.7%)	175 (28.7%)	178 (28.1%)	190 (28.4%)
NON-GAP	429 (73.3%)	435 (71.3%)	455 (71.9%)	478 (71.6%)

Pandemic and Distance Learning

In response to the COVID pandemic, the Governor of South Dakota, Kristi Noem, required all public schools to transition 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; therefore, this school improvement plan references the latest test results from school year 2018-2019.

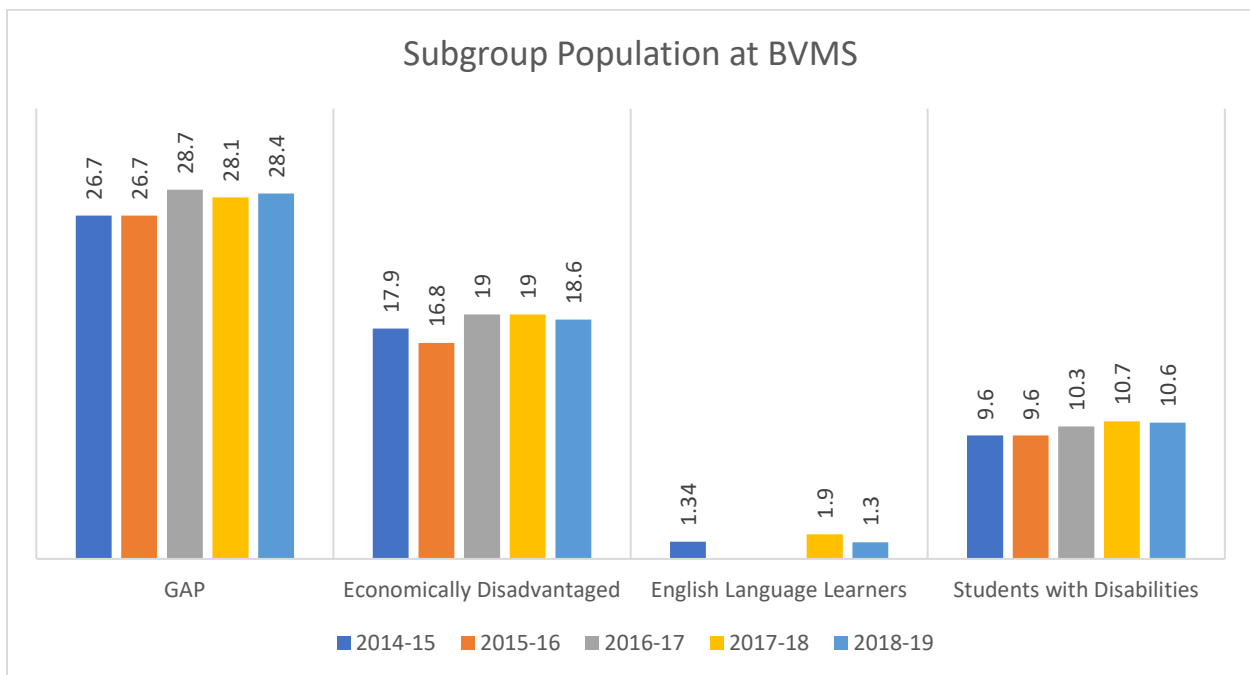
The Brandon Valley School District had an elaborate Return to Learn Plan. The BVSD started the school year in a traditional in-person school routine. As of October 27, 2020, 64 students at Brandon Valley Middle School have chosen to distance learn for the first semester. These students are completing classes on Edgenuity which is an online curriculum that is based on South Dakota State Standards. The district continues to monitor the number of individuals affected by COVID-19 and will use these when making future decisions. The district has prepared alternative learning plans in case of a spike in COVID-19 cases.

BVMS Percentage of Each Subgroup Population

Gap and Non-Gap students:

In 2012-2013 South Dakota developed an accountability process used for calculating the School Performance Index which identifies students in two groups as Gap and Non-Gap students. Gap students include the following subgroups: Black or African American, American Indian or Alaska Native, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient.

Non-Gap students used for accountability purposes included the subgroups of: White/Caucasian, Asian, Native Hawaiian-Pacific Islander, 2 or More Races.

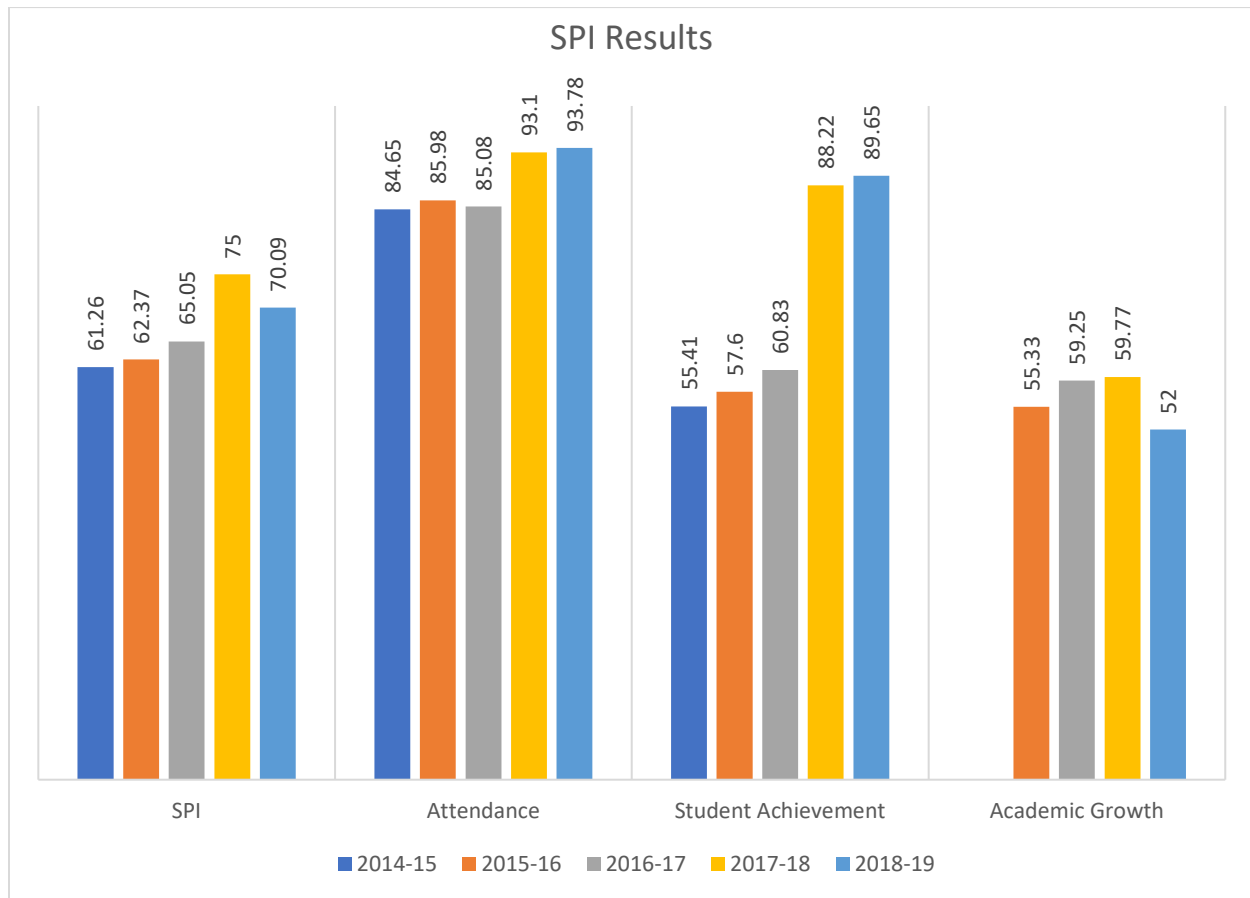


Brandon Valley Middle School Gap Students were 28.4% of our student population. Economically Disadvantaged were 18.6% of the population. English Language Learners represent 1.3% of BVMS population. Students with Disabilities make up 10.6% of our student population.

SPI Results: Attendance, Student Achievement, and Academic Growth

School Performance Index

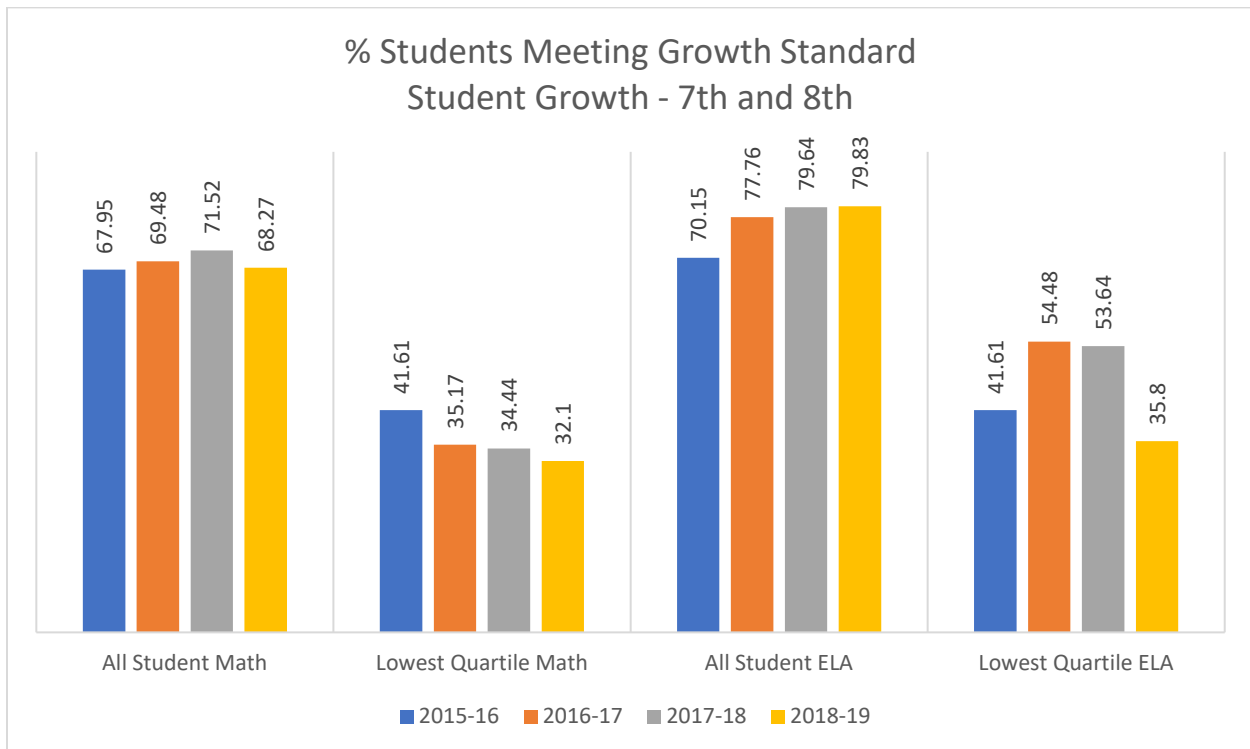
Starting with the 2018-2019 report card, School Performance Index (SPI) is based on 10% School Quality, 10% English Language Proficiency, 40% Student Achievement, and 40% Academic Growth. Academic Growth needs to have at least two years' worth of scores and is split between academic growth of the lowest quartile of students based on 2014-15 assessment and the whole student population for academic growth. Prior to the 2018-2019 report card, SPI was calculated 20% Attendance, 40% Student Achievement, and 40% Student Growth. This change in calculation contributes to the decrease in SPI from 75 in 2017-2018 to 70 in 2018-2019.



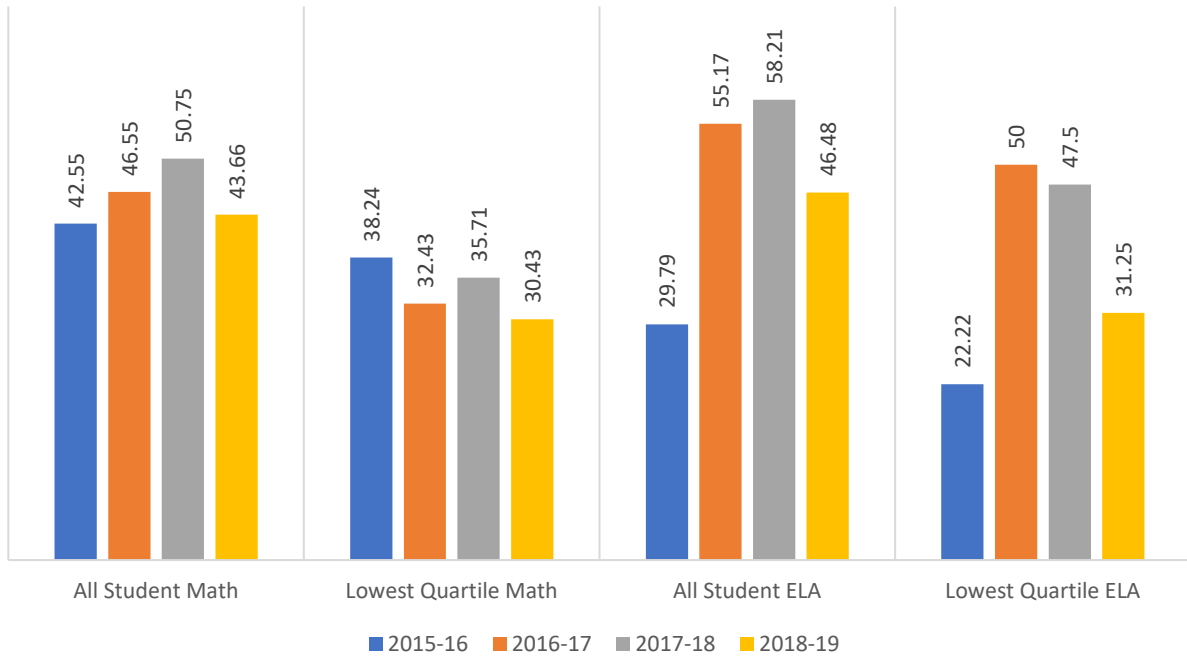
Academic Growth

Academic Growth:

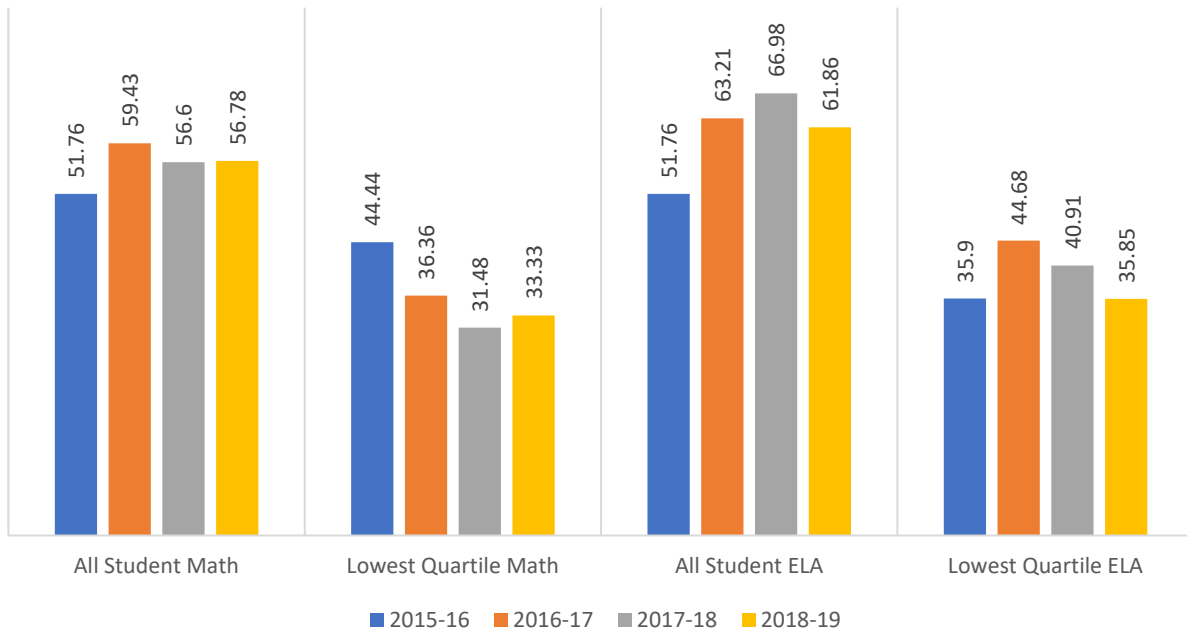
Academic Growth points are based on the Student Growth Percentiles (SGP) model. Due to students needing two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through: **Keeping Up** (students who are proficient and projected to maintain that proficiency), **Catching Up** (students who 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 who are not proficient and are far enough behind that even tremendous growth will not get them to proficient within three years but earns a SGP of 70 or above). Also, scores from the students scoring in the lowest quartile on the 2014-2015 assessment are calculated into the formula of Academic Growth.

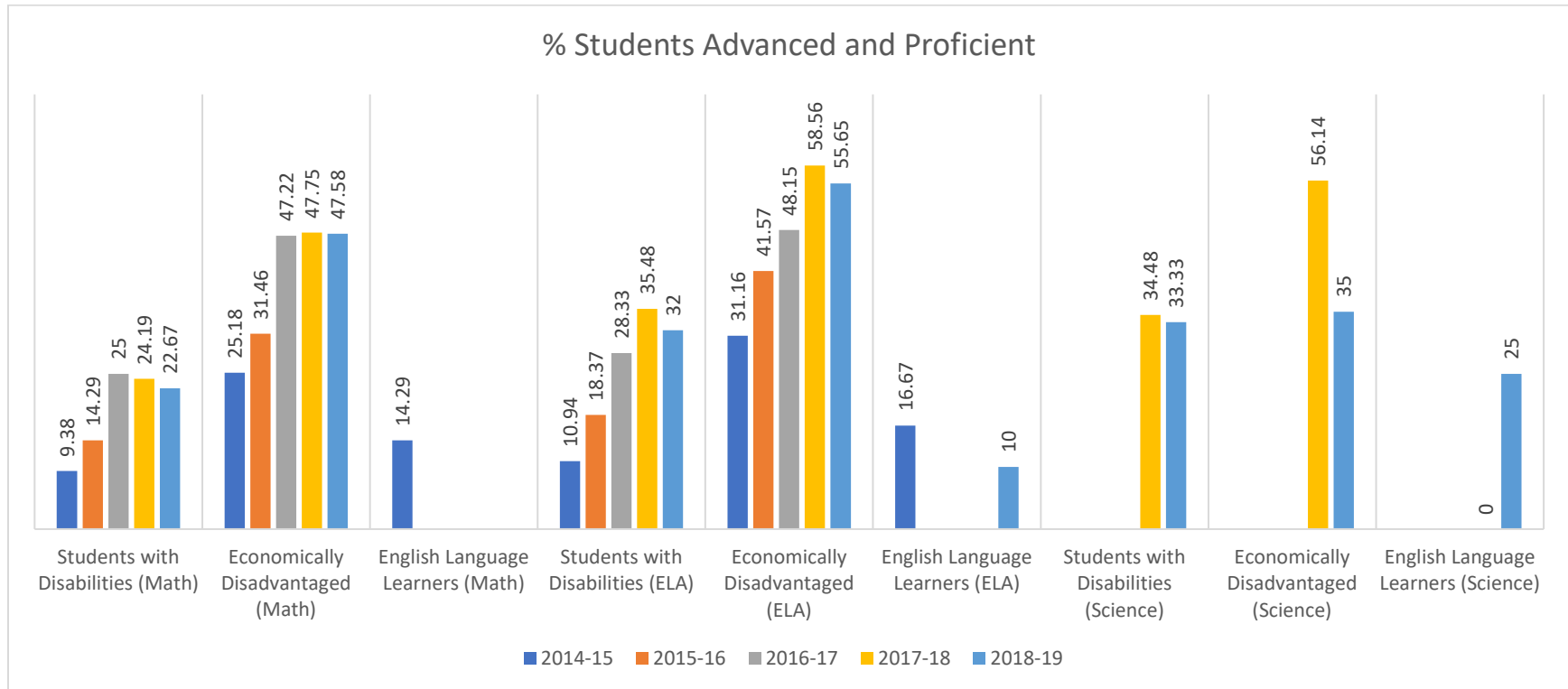


% Students Meeting Growth Standard
Students with Disabilities - 7th and 8th



% Students Meeting Growth Standard
Economically Disadvantaged - 7th and 8th



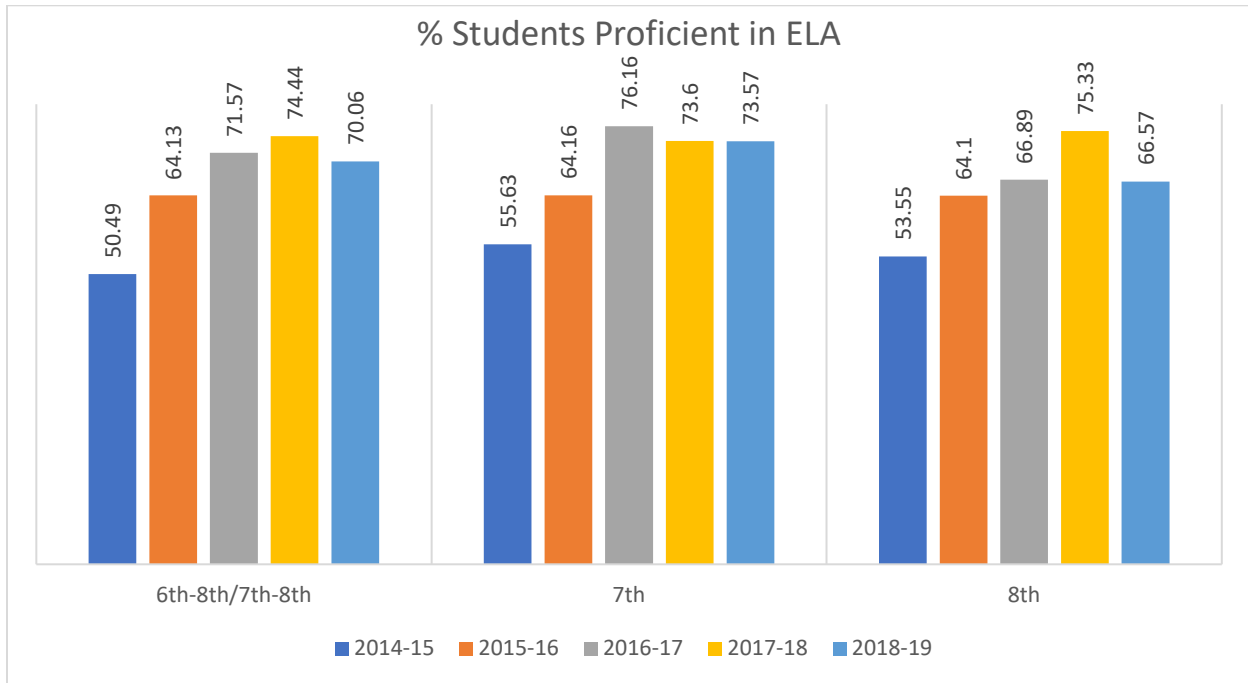


Advanced and Proficient Students with Disabilities (SwD): 22.67% were proficient in Math, 33.33% were proficient in Science, and 32% were proficient in ELA.

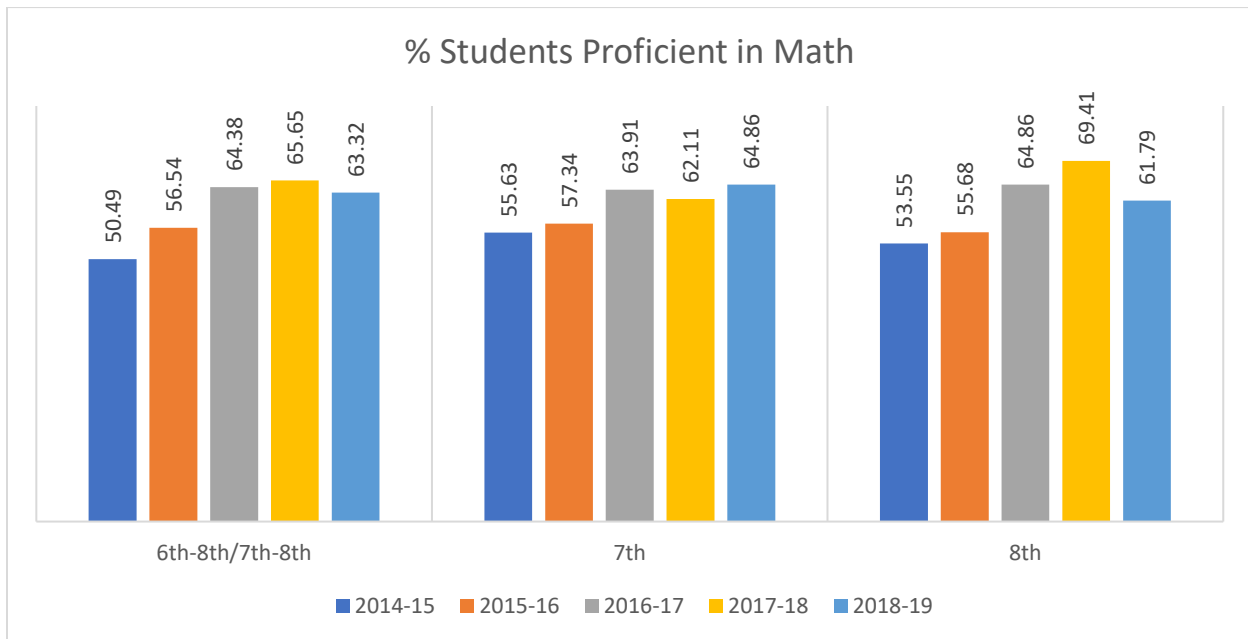
Advanced and Proficient Students who are Economically Disadvantaged: 47.58% were proficient in Math, 35% were proficient in Science, and 55.65% were proficient in ELA.

English Language Learners (EL): 10% were proficient in ELA and 25% were proficient in Science.

Brandon Valley Middle School ELA and Math Proficiency Data



ELA in the Middle School for 2018-19 resulted in 70.06% of 7th and 8th graders qualifying Proficient or Advanced.



Math in the Middle School for 2018-19 resulted in 63.32% of 7th and 8th graders qualifying as Proficient or Advanced.

Annual Measurable Objective

Annual Measurable Objectives:

Annual Measurable Objectives, or AMOs, are South Dakota's overarching goal for Student Achievement 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 2014-15 school year serves as the base year for setting the six-year goal and annual targets.

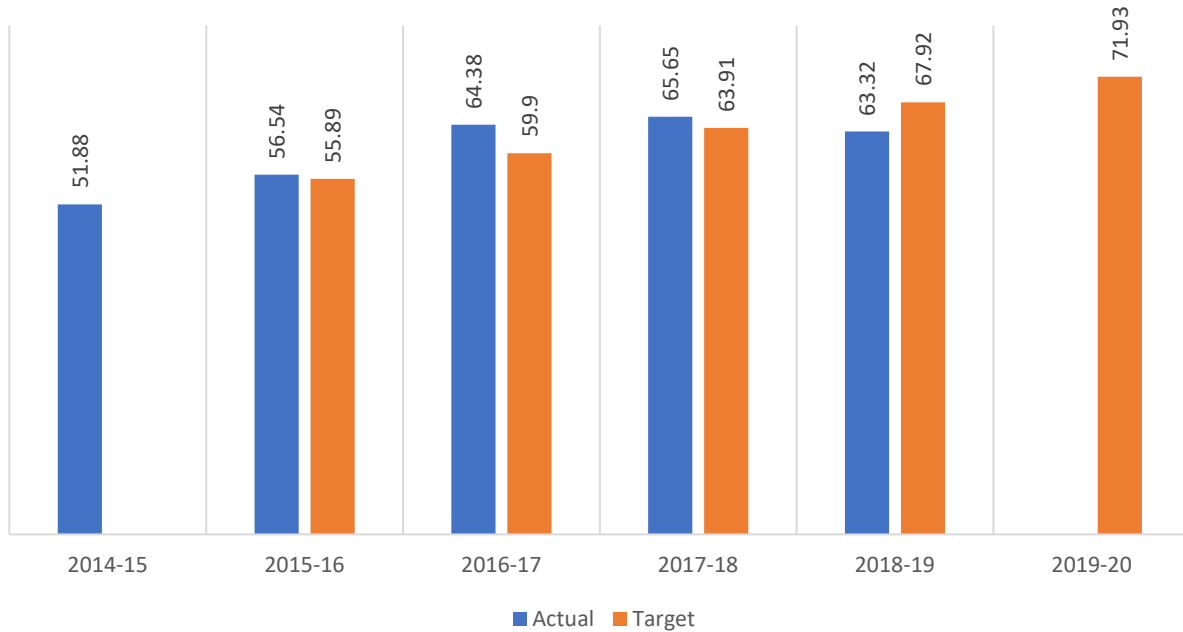
Strengths:

- In 2018-19, 46.2% of Brandon Valley Middle School Staff has earned their Master's Degree.
- Strong intervention programs continued throughout the middle school.
- Teachers use differentiated instructional strategies for students who may be struggling.
- In 2018-2019, the school has a 95.94% attendance rate.
- 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).
- 1-to-1 Technology Initiative provides a device to all 7th and 8th grade students that they are able to take home and complete assignments.
- 100% of BVMS students have online Student Access accounts for checking student grades, assignments, and attendance.
- All teachers post online weekly lesson plans.
- Before and after school help is available with individual instructors in all subject areas.
- Recovery program (ICU) and Power Hour after school provides time for students who have missing work or inadequate assignments to receive help from staff.

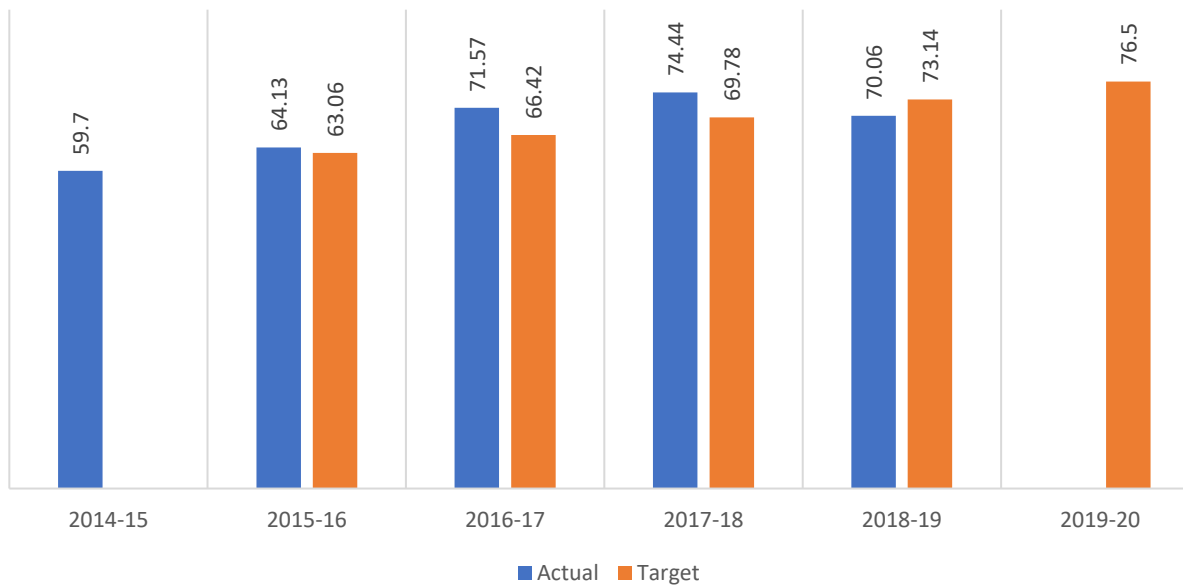
Challenges:

- Providing opportunities for parents to be more involved in their child's education.
- Maintain adequate progress in academic performance of students who are in the GAP category.
- Continue to effectively implement differentiated instructional strategies based on individual student needs.
- Continue to provide professional development in writing and close reading strategies.
- Changing demographics in a growing district.
- Time: collaboration, team meetings, practice, professional development, curriculum meetings.
- Correct placement of students in intervention and accelerated programs.

Math Annual Measurable Objective Target vs Actual



ELA Annual Measurable Objective Target vs Actual



Performance Data Evaluation and Analysis

School: Brandon Valley Middle School

Evaluation Team Members:

Brad Thorson, Middle School
Principal

Amanda Nelson, Middle School
Assistant Principal

Kelsey Hoff, 8th grade Math
Teacher

2020-21 ELA Goal:

We will improve ELA instruction at Brandon Valley Middle School by working to strengthen vocabulary, reading fluency, and comprehension through close reading strategies to reach 76.50% AMO in 2020-2021.

Needs Assessment Performance, Perceptions, Demographic					
ELA	STATE 2018-19	AMO 2018-19	BVMS 2017-18	BVMS 2018-19	+ / -
All Student Results	58.07%	73.14%	79.64%	71.83%	-7.81%
White	62.7%	74.75%	80.83%	73.97%	-6.86%
Black/African American	43.96%	56.85%	52.94%	45%	-7.94%
Economically Disadvantaged	45.77%	54.78%	66.98%	61.86%	-5.12%
Students with Disabilities	32.78%	47.57%	58.21%	46.48%	-11.73%

Interventions/Strategies to Meet Goal:

- Deliberately instruct students with word structure.
- Provide access to audio books on media players.
- Independent reading will allow students with book choice, time to read, and the support needed to apply the concepts learned in class.
- ICU will be used for recovery interventions for late work and struggling students.
- Close reading strategies will be implemented in all ELA classes to strengthen vocabulary, build fluency, and improve comprehension.
- Students will be expected to use RACER (Restate-Answer-Cite-Explain-Rephrase) for constructed response questions.
- Continued use of READ 180 and System 44 to strengthen the comprehension, vocabulary, and fluency needs of struggling readers.

Formative Assessment to Monitor Progress:

- STAR Reading Assessment will be used as a universal screening to monitor the progress of 7th and 8th grade students' Lexile scores.

Staff Development Needs to Meet Goal:

- Improve availability of audio books.
- Continued support of READ 180 and System 44 programs to include more students that need interventions.
- Provide coaching/training for all teachers assigned READ 180 and System 44.
- Student Learning Objectives (SLOs).
- Supplemental materials and training to keep students engaged at appropriate Lexile levels.
- Development of assessment to effectively identify and place students in intervention programs.
- Review and analyze breakdown of Smarter Balanced scores for each standard to improve our instruction for the following year.

Performance Data Evaluation and Analysis

School: Brandon Valley Middle School

Evaluation Team Members:

Brad Thorson, Middle School
Principal

Amanda Nelson, Middle School
Assistant Principal

Kelsey Hoff, 8th grade Math
Teacher

2020-21 Math Goal:

We will improve our differentiation of instruction to challenge students at all levels at Brandon Valley Middle School so that we reach 71.93% AMO for 2020-21.

Needs Assessment Performance, Perceptions, Demographic					
Math	STATE 2018-19	AMO 2018-19	BVMS 2017-18	BVMS 2018-19	+ / -
All Student Results	51.08%	67.92%	71.52%	68.27%	-3.25%
White	55.56%	69.80%	73.06%	69.83%	-3.23%
Black/African American	38.18%	45.09%	35.29%	45%	+9.71%
Economically Disadvantaged	39.43%	50.84%	56.6%	56.78%	+0.18%
Students with Disabilities	31.74%	46.685	50.75%	43.66%	-7.09%

Interventions/Strategies to Meet Goal:

- Continue to implement common math vocabulary across grades.
- Math teachers will continue to provide individualized instruction to students in need.
- ICU will be used for recovery interventions for late work and struggling students.
- Continued math classes that are leveled to better fit the needs of students.
- Online textbook and ALEKS access with tutorial videos and self-check quizzes.
- Using ALEKS to differentiate daily assignments to keep students interested and challenged in each concept.

Formative Assessment to Monitor Progress:

- Classroom formative and summative assessments will be discussed by grade level.
- Smarter Balanced formatted assessments for each chapter/unit.

Staff Development Needs to Meet Goal:

- In-Service time to evaluate and analyze data collected from Smarter Balanced Assessment.
- Continued use of online textbook and ALEKS program.
- Continued meetings for math department.
- Creation of Student Learning Objectives (SLOs)

Performance Data Evaluation and Analysis

School: Brandon Valley Middle School

Evaluation Team Members:

Brad Thorson, Middle School Principal

Amanda Nelson, Middle School Assistant Principal

Kelsey Hoff, 8th grade Math Teacher

2020-21 Building Goal:

To meet the needs of all students, Brandon Valley Middle School will utilize the structure of the Brandon Valley School District's Strategic Plan. There is an urgent need to better serve our lowest quartile. By improving instruction for these students, best practices will be made available for all students.

Goal 1: 36.5% of our lowest quartile students will meet the Growth Standard (18-19 Math: 32.1%, ELA: 35.8%).				
Strategy/Action	Person(s) Responsible	Measurement	Resources Needed	Due Date
1. Focus on Teacher Culture	1. Certified Staff	1. Consistent team meetings and collaboration with departments. 1a. Engagement in activities, clubs, and meetings.	1. Improve interactions among staff outside of required meetings 1a. Funding for activities	Evaluate quarterly. Adjust as needed.
2. Pacing Guides	2. Department Heads	2. Continuous evaluation. To include: Units, Lesson Plans, Timelines, Standards	2. Collaboration Time	May 2021
3. Common Formative Assessments (CFA)	3. Each Department	3. 1 CFA per semester. 3a. Data review after each.	3. Collaboration Time 3a. 1 hour per semester	May 2021

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.”

Math Strategies to Improve Student Achievement:

A math philosophy has been developed by stakeholders to help focus instruction and increase student achievement. This is still a work in progress and continues to be looked at. Below you will see the developed philosophy.

Brandon Valley Math Philosophy

Mathematics develops computational, critical thinking, and problem-solving skills. The theory, discipline, and techniques taught in our math classrooms are especially important to be productive in today’s society. The faculty of Brandon Valley School District recognizes this and strives to ensure that the student learner is prepared and successful in these areas:

- We believe in differentiating our instruction to fit all of our math learners.
- We believe in a coherent math curriculum that is well articulated across all grade levels.
- We believe in teaching our students to persevere in solving rigorous problems.
- We believe in developing the skills necessary for students to be able to justify, explain, and defend their mathematical reasoning and thinking.

We will contribute to the development of students as mathematical thinkers and reasoners, developing them to become lifelong learners. We constantly seek ways to improve our teaching methods thereby deepening student understanding, including the use of technology as a tool.

Reading Strategies to Improve Student Achievement:

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. Students will be taught in a block schedule setting. Teachers will use the Houghton Mifflin Harcourt Collections curriculum and novels to meet these standards and improve student achievement. A variety of fiction and nonfiction selections will be used, with an emphasis on close reading strategies. The STAR test and Scholastic Reading Inventory (SRI) test will be used to identify students with a low reading level as well as those who reading above grade level measured by a Lexile score. Intervention instruction for low-level or struggling reading students will include Houghton Mifflin Harcourt’s READ 180 and System 44 reading programs. These programs include the use of software, modeled and guided reading, as well as small group intensive instruction. In 2018-19, a second section of READ 180 was added to accommodate struggling readers in 7th grade.

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 South Dakota Associated School Board website, as well as contacting higher education institutions. If necessary, we will attend the South Dakota 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.

Professional Development

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 were given the opportunity to choose a Professional Development course that they were most interested in pursuing for the year. Options included courses facilitated by district principals: Data Driven Decisions, Continual Pursuit of Personal & Professional Growth, SPED Accountability, Learning and Leading with Habits of Mind, Explicit Instruction, What We Say and How We Say It Matter, Teach Like a Champion 2.0, There's Got To Be a Better Way - Discipline That Works, Energy Bus, and BVSD Passion Projects.

A focus within our in-service days this year will also be to meet as a grade level and/or content area, which will give teachers longer and more intentional time to collaborate and discuss data/professional development ideas. Teachers may also participate in several professional development opportunities throughout the year including book studies.

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 Communication

The parent involvement policy is included in the student handbook and in Appendix B. The district posts the Supe's On, a quarterly district newsletter, the annual school calendar, and electronic monthly school newsletters on the district website. Parent-teacher conferences are held in the fall and spring. The Parent/Teacher/Student Organization (PTSO) is very active in the middle school. Family Access, the school's grading program, is available online for parent use. The middle school has teacher lesson plans posted on the school's website. All staff email addresses are published on the school's webpage and in the monthly newsletters. The South Dakota Parents Involvement Survey is sent out annually to parents of special needs students. The most recent data received from parents indicates 14.6% completed it and returned it. 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 88.9%. The state target for this goal is 64.2%.

Transition

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

Transition to Middle School:

- Sixth grade students are invited to the middle school in the spring to tour and discuss course offerings.
- Middle school special education teachers attend 6th grade IEP meetings.
- Parents that have a student coming to the middle school for the first time are invited to an orientation and discussion night in the spring.
- 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.
- All middle school students new to the district are invited to an orientation assisted by the Peer Helpers.

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 freshman are invited to attend “Unity Day”, which is directed by the high school administration and senior class.
- 8th graders meet with high school counselors to schedule classes in the spring of each year.
- 9th grade special education teachers meet with 8th grades students who have IEPs.
- 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)

All teachers (when referring to teachers in this document, Special Education Teachers are included) have been trained to use the SDAP site to evaluate student achievement. Assessment results from the Smarter Balanced Assessments, Dakota STEP-A, and ACCESS are evaluated prior to school starting in the fall, if finalized and released by the South Dakota Department of Education. Proficiency reports for various groups of students, BVMS School and BV District reports are provided to create a focus for the new school year. 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.

Appendix A

Brandon Valley Middle School Curriculum

Grade 7

Math:

- 7A Math
- 7 Math
- Introduction to Algebra 7

Life Science

Geography

English Language Arts

- 7 English Language Arts
- 7 English Language Arts 180

Semester: Physical Education
7 Computer

Quarter: Smart Lab
Art
Family and Consumer Science
Lynx Learning

Electives: Chorus
Band
Orchestra

Grade 8

Math:

- 8A Math
- 8 Math
- 8 Algebra I

Physical Science

U.S. History

English Language Arts

- 8 English Language Arts
- 8 English Language Arts 180

Semester: Physical Education
8 Computer

Quarter: Smart Lab
Art
Health
CTE Career Readiness

Electives: Chorus
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.

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Brandon Valley High School



School Improvement Plan 2020-2021

Brandon Valley High School
School Improvement Plan

Core Operating Principle

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Belief Statements

- We believe in the cooperative efforts of the students, educational staff, parents, guardians, and community for successful education.
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- 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.
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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. Information with respect to the newly released data was used to facilitate a data dig with the entire staff on October 12, 2020.

Brandon Valley High School Planning Team

Mark Schlekeway, Principal

Bill Freking, Associate Principal

Katie Murdy Counselor

Al Hogie, Math Department

Stacy Kolbeck, English Department

Maggie Bryant, English Department

Justin Lovrien, Science Department

Adam Rothenberger, CTE 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.

2020-2021 School Year

Annual Review	10/01/2020	High School Administration/Councilors met to review previous SIP.
Review/Revision	10/08/2020	The High School Planning Team met to review corrections and further discuss improvements needed for SIP based on the limited data results.
Review/Revision	10/12/2020	High School staff in-service data dig discovery. This was led by the school improvement planning team to help facilitate discussions on opportunities for improvement with respect to student achievement.
Approval BV BOE	11/09/2020	BV Board of Education
Implementation of Plan		BVHS School
Released to Public		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

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 with the district covering 128 square miles of Minnehaha County. Brandon Valley High School is made up of approximately 1326 students in grades nine through twelve. Over 98% of students attend classes on campus and/or virtually with approximately 2% of

the students attending class at alternative sites. Due to COVID-19, approximately 125 students are completing coursework through distance learning this semester. 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, Be The Change Team, Serve and Learn Student Association, Students Against Destructive Decision-making, Peer Helpers, Best Buddies, National Honor Society, National Math Honor Society, Student Council, 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. Over the next two year, we will begin the process of planning for our next building expansion project at Brandon Valley High School.

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.

	2016-17	2017-18	2018-19	2019-20	2020-21
HS Enroll	1071*	1085*	1129*	1221*	1327*
HS SpEd	79 (7.4%)	84 (7.7%)	110 (9.7%)	116 (9.5%)	126 (9.5%)

*On-campus

	2016-17	2017-18	2018-19	2019-20	2020-21
White	92.4% (990)	91.2% (990)	89.4% (1009)	89.1% (1088)	88.1% (1169)
Non-white	0.002% Native Am. (2) 1.87% Hispanic (20) 1.31% Asian (14) 2.33% Afr. Am (25) 1.77% 2/More (19) 0.002% Haw/Pac (2)	0.003% Native Am. (3) 2.30% Hispanic (25) 1.11% Asian (12) 2.67% Afr. Am (29) 2.21% 2/More (24) 0.002% Haw/Pac (2)	0.003% Native Am. (4) 3.01% Hispanic (34) 1.68% Asian (19) 2.57% Afr. Am (29) 2.83% 2/More (32) 0.002% 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)	0.004% 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)
Econ. Disadv.	16.32%	16.15%	13.78%	14.00%	11.47%
Migrant	0 (0)	0 (0)	0 (0)	0(0)	0(0)

	2016-17	2017-18	2018-19	2019-20
In School Suspension	20	21	16	23
Out School Suspension	22	36	36	32
Expulsions	0 (0.0%)	2(0.02%)	0 (0.0%)	0 (0.0%)
Graduation	94.85%	96.86%	96.44%	98.03%

Brandon Valley High School Performance Index (SPI)

Due to COVID-19 schools did not test during the 2019-20 school year. Thus, there are no results to report at this time. We will utilize the limited data from the 2019-20 school year along with previously reported data from the 2018-19 school year to recognize opportunities to increase overall student achievement.

Category	2020 Points Earned	2019 Points Earned	2018 Points Earned	2017 Points Earned	2016 Points Earned	2015 Points Earned
Student Achievement						
SPI Math Total	N/A	17.08	16.88	12.15	11.98	15.12
SPI ELA Total	N/A	20.00	20.00	15.93	15.23	18.93
Student Achievement Total	N/A	37.08	36.88	28.08	27.21	34.05
HS Completion Rate	N/A	12.45	12.10	14.88	14.81	12.44
Four-Year Core Grad Rate	N/A	12.09	12.10	14.23	14.12	12.00
Completion Indicator Total	N/A	24.54	24.20	29.11	28.93	24.44
College & Career Readiness	N/A	21.41	19.95	24.11	25.81	20.92
English Language Proficiency	N/A	5.17	4.82	n/a	n/a	n/a
BVHS TOTAL	N/A	88.18	85.85	81.30	81.95	79.41
'AA' Average SPI	N/A	76.90	74.85	69.97	68.79	67.53
State SPI	N/A	79.70	78.54	64.15	66.57	64.95

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 	<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

A review of the previous year's data from the State of South Dakota Report Card and the College Board was presented by the school improvement team to the entire BVHS staff on October 12, 2020. The high school examined the results in every portion of the School Performance Index. The staff compared our data to the scores of other districts, specifically looking at other 'AA' schools. Further data review will include a comparison of Gap and Non-Gap student results for last year, compared to previous years, the large schools and the entire state.

The entire staff was provided with an overview of both ACT and Smarter Balanced results for BVHS. In addition, the staff was provided with additional data with respect to student GPA, course sequences, and subject specific ACT information. Our staff believes that ACT data provides a greater in-depth understanding of student performance on various components and will continue to be evaluated at future in-service opportunities.

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 Smarter Balanced assessment and the ACT and preparing the seniors for the ACT and NCRC exams. 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 98%.
- The high school completion rate is 98%.
- We have a large percentage of students taking the ACT exam and continue to achieve ACT results that exceed state and national averages.
- We continue to achieve well above the state average with respect to state assessments.
- Currently, 98% 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 a credit recovery class 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. Due to COVID-19, we are looking at expanding this summer program to include students negatively impacted by distance learning who may need additional on-site support.

Challenges

- Students continue to transition to a new state science assessment.
- Lack of direct correlation between data in reading and math from the state assessment and specific course standards.
- 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.
- The gap in teacher to student ratios continues to increase as enrollment increases.
- Lack of time for collaboration, team meetings, practice, professional development, curriculum meetings.
- 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.
- Potential hardships faced by both on-site and distance learning students due to COVID-19.

Smarter Balanced ELA Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Bill Freking, Stacy Kolbeck, Maggie Bryant, Justin Lovrien, Allen Hogie, and English Department

2020-2021 ELA Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 85% of all juniors taking the Smarter Balanced ELA exam in April 2021 will demonstrate proficiency by scoring a 3 or 4. The percentage of gap students getting a 3 or 4 will increase to 65%. The percentage of non-gap students getting a 3 or 4 will increase to 90% (2019 results found in Appendix C).

Needs Assessment 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 2018-19	BVHS 2017-18	BVHS 2018-19	BVHS 2019-20	+/-	<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. ★ SRP Time to allow students to seek teacher assistance. ★ 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.
All Stud Results:	53.98	83.00	82.47	COVID No Data	-0.53			
Gap Students	35.48	50.00	60.00	COVID No Data	+10			
Non-Gap Students	70.80	91.00	88.60	COVID No Data	-2.4			

Smarter Balanced Math Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Bill Freking, Stacy Kolbeck, Maggie Bryant, Justin Lovrien, Allen Hogie, and Mathematics Department

2020-2021 Math Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 65% of all juniors taking the Smarter Balanced Math exam in April 2021 will demonstrate proficiency by scoring a 3 or 4. The percentage of gap students getting a 3 or 4 will increase to 40%. The percentage of non-gap students getting a 3 or 4 will increase to 73% (2019 results found in Appendix C).

Needs Assessment Performance, Perceptions, Demographic						Interventions/St rategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
Math	STATE 2018-19	BVHS 2017-18	BVHS 2018-19	BVHS 2019-20	+/-	<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. ★ SRP Time to allow students to seek teacher assistance. ★ 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
All Stud Results:	45.70	64.00	62.55	COVID No Data	-1.45			
Gap Students	28.12	35.00	34.00	COVID No Data	-1			
Non-Gap Students	61.99	71.00	69.65	COVID No Data	-1.35			

Science Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Bill Freking, Stacy Kolbeck, Maggie Bryant, Justin Lovrien, Allen Hogie, and Science Department

2020-2021 Science Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 55% of all juniors taking the Smarter Balanced Science exam in April 2021 will demonstrate proficiency by scoring a 3 or 4. The percentage of gap students getting a 3 or 4 will increase to 40%. The percentage of non-gap students getting a 3 or 4 will increase to 58% (2019 results found in Appendix C).

Needs Assessment Performance, Perceptions, Demographic							Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
SCIENCE	STATE 2018-19	BVHS 2016-17	BVHS 2017-18	BVHS 2018-19	BVHS 2019-20	+/-	<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. ★ SRP Time to allow students to seek teacher assistance. ★ 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.
All Stud Results:	40.46	N/A	50.00	49.00	COVID No Data	-1			
Gap Students	24.42	N/A	20.00	32.00	COVID No Data	+12			
Non-Gap Students	53.46	N/A	57.00	53.23	COVID No Data	-3.77			

College Readiness Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Bill Freking, Stacy Kolbeck, Maggie Bryant, Justin Lovrien, and Allen Hogie

2020-2021 College & Career Readiness Goals:

A significant percentage of the BVHS students take the ACT prior to graduation. Also, the State now uses Accuplacer and Smarter Balance scores to determine college readiness for students that did not take the ACT. Brandon Valley High School Staff will improve instruction and test taking skills so that 80% of the students will be considered College & Career Ready.

Needs Assessment Performance, Perceptions, Demographic					Interventions/St rategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
Coursework Ready	2018	2019	2020	+/-	<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. 	<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.
	77	85	81	-4			
Assessment Ready	2018	2019	2020	+/-			
	83	86	83	-3			
College & Career Ready	2018	2019	2020	+/-			
	66	75	70	-5			
ACT Ave. Comp	2018	2019	2020	+/-			
Seniors	23.4	23.3	23.1	-0.2			
ACT Ave. English	2018	2019	2020	+/-			
Seniors	23.1	22.3	23.2	+0.9			
ACT Ave. Reading	2018	2019	2020	+/-			
Seniors	23.7	24.1	23.6	-0.5			
ACT Ave. Math	2018	2019	2020	+/-			
Seniors	23.2	23.4	23.2	-0.2			
ACT Ave. Science	2018	2019	2020	+/-			
Seniors	23.4	22.9	23	+0.1			

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

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Bill Freking, Stacy Kolbeck, Maggie Bryant, Justin Lovrien, and Allen Hogie

2020 Four-year Graduation Cohort and High School Completion Goals:

Brandon Valley High School Staff has a goal that 99% of all students will graduate in a four-year time frame and 100% of all students will become a completer.

Needs Assessment Performance, Perceptions, Demographic						
	2016	2017	2018	2019	2020	+/-
Grad Rate:	94.12	94.85	97.00	97.00	98.03	+1.03
Comp Rate:	98.71	99.23	97.00	100	98.00	-2

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.

Smarter Balanced Strategies

Teachers have received training on Smarter Balanced Assessments, and throughout the year will implement Smarter Balanced types of questions into assessments. 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 two years, these course offerings have encompassed students from freshmen to senior year. Additional time in the form of a Student Responsibility Period has been created for all students to allow them greater access to teachers for additional assistance.

Science Strategies:

Even though science assessment results are not a part of the School Performance Index, for the first time the DOE is sharing the science data at the building and district level. Science staff members will use the results to guide instruction to increase student achievement. The expansion of science electives in the area of Project Lead The Way and our new partnership with STI, will raise student achievement by actively engaging students in hands-on learning experiences. In our second year of Project Lead the Way, we have over 90 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?</p> <p>Example students claim: <u>Covalent bonds form</u> when two nonmetal elements from the periodic table share electrons.</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> TYPES OF EVIDENCE: 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 across 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 (provide 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 like?

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. An ACT prep course is offered at student expense through District Community Education. Students taking the ACT will have opportunities for review during their TEAM and SRP times 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 will implement more readings (primary or secondary) with discussion questions to aid in 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. The department will also utilize CommonLit, timing the readings to mirror the ACT and combining individual questioning with group discussion.

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 due to COVID-19, staff will closely monitor students not engaged academically and intervene if 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 2020-2021 Brandon Valley School District's professional development focus is on teacher response to COVID-19. Professional development this year has and will continue to focus on the needs of our teaching staff. 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 have been the driving force on what Professional Development Opportunities have been needed during this challenging time. The BVSD Passion Project was a pilot program in the 2019-2020 school year where staff have created a personalized professional development plan. It is our hope that all certified staff will have the opportunity of completing a Passion Project during the 2021-2022 school year.

Another focus within our in-service days this year will also be to meet as a grade level and/or content area, which will give teachers longer and more intentional time to collaborate and discuss data/professional development ideas. Teachers may also participate in several professional development opportunities throughout the year including book studies.

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. A weekly message and a monthly newsletter 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 webpage and in the newsletters. 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 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)

All teachers (when referring to teachers in this document, Special education teachers are included) have been trained to use the SDAP site to evaluate student achievement. Assessment results from the Smarter Balanced 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 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 2021 - 2022

<u>Item Description</u>	<u>Cost</u>
1.0 FTE Additional Social Science/Business/Computer	\$ 65,000.00
1.0 FTE Career Counselor	\$ 65,000.00
1.0 FTE TBD based on enrollment growth	\$ 65,000.00

These positions would maintain class sizes in many areas as the 2021-2022 enrollment is expected to exceed the 2020-2021 enrollment by over 70 students. The additional staff would be a benefit by providing student to teacher ratios that would allow for more staff time for differentiated instruction. If students are allowed to continue with a distance learning option during the 2021-2022 school year, additional staffing requests may be needed to facilitate distance learning students.

Ongoing Program Development

This school improvement plan is being developed and written within the time frame for 2020-2021. It is written for utilization during the 2020-2021 school year and will be reviewed throughout the school year. It will be submitted to the school board for approval on November 9, 2020. This plan was developed and discussed with the high school personnel October 12, 2020 with implementation to begin after school board approval.

Timeframe

August 12, 2020	New Staff District Orientation
August 13, 2020	Lynx PD – Personalized professional development that is responsive to teacher choice and need.
August 17, 2020	Building Level In-Service – Initial data overview from previous school year.
August 18, 2020	Grade Level/Content Area Meetings – Welcome Back (Dr. Larson)
October 12, 2020	BVHS Staff Data Retreat & Content Area Meetings – Personalized professional development that is in response to COVID-19 staffing needs.
January 8, 2021	Personalized professional development that is in response to COVID-19 staffing needs.
January 18, 2021	Personalized professional development that is in response to COVID-19 staffing needs.
May 20, 2021	Teacher Workday

APPENDIX A

BRANDON VALLEY HIGH SCHOOL CURRICULUM for 2020 - 2021

- 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 will be fully implemented in the 2020-2021 school-year.

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 students' 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.

APPENDIX C

*Data in this chart is from 2019 due to COVID-19

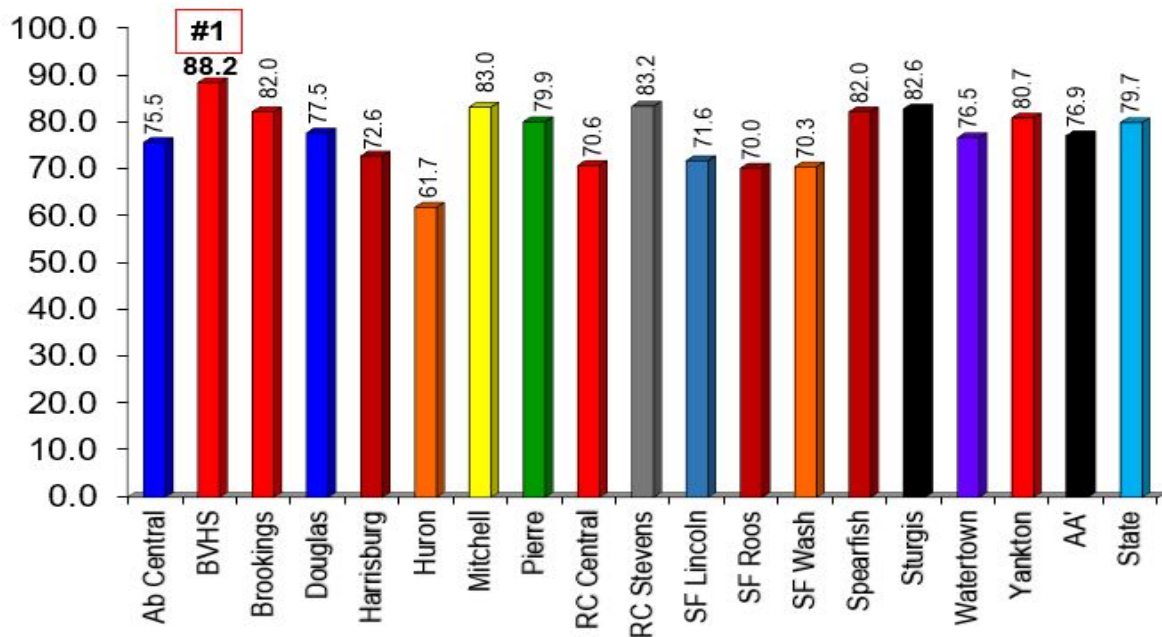
2019 SCHOOL
PERFORMANCE
INDEX 'AA' HIGH
SCHOOLS

#1 Brandon Valley Lynx	88.2
#2 Rapid City Stevens	83.2
#3 Mitchell Kernels	83.0
#4 Brookings Bobcats	82.6
#5 Spearfish Spartans	82.0

- Based on Smarter Balanced Math and English Language Arts Scores; Graduation and Completion Rates; ACT Math and English, NCRC, Accuplacer; English Learner Proficiency

*Data in this chart is from 2019 due to COVID-19

2019 SCHOOL PERFORMANCE INDEX 'AA' HIGH SCHOOLS



*Data in this chart is from 2019 due to COVID-19

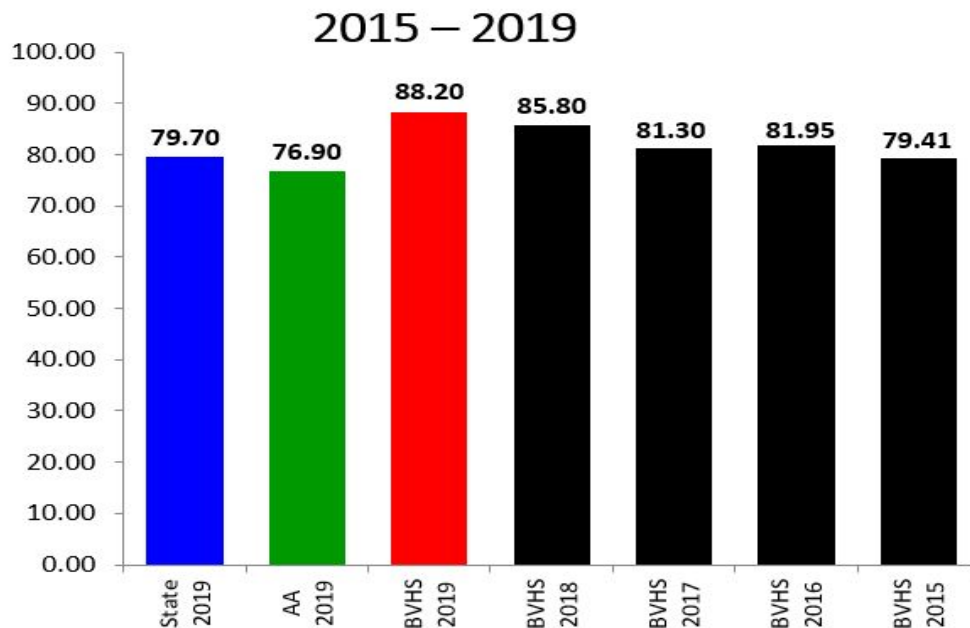
**2019 BVHS
SCHOOL
PERFORMANCE
INDEX**

Student Achievement – ELA/Math	37.1/40
High School Graduation & Completion	24.5/25
College/Career Readiness – ACT/NCRC	21.4/25
English Language Learners	5.2/10
School Performance Index	88.2/100

- Based on Smarter Balanced Math English Language Arts and Math Scores; Graduation and Completion Rates; ACT Math and English, NCRC, Accuplacer; English Learner Proficiency

*Data in this chart is from 2019 due to COVID-19

2019 SCHOOL PERFORMANCE INDEX BVHS



Indicator #1 Student Performance

Student performance at the high school level is based on the Grade 11 students' performance on the Smarter Balanced Assessment or the Alternative Assessment (MSAA) in both English Language Arts (ELA) and Math for most students. Those few students with the most severe cognitive disabilities take an alternative assessment.

South Dakota Assessments are single snapshot, summative assessments designed to measure each student's mastery of South Dakota's content standards in ELA and math. A student receives a scale score which falls into one of four achievement levels. Levels 1 and 2 are considered not proficient, levels 3 and 4 are proficient and above. Proficiency means a student is on track for meeting college and career readiness standards upon graduation from high school.

Indicator #1 Student Performance Earning SPI Points

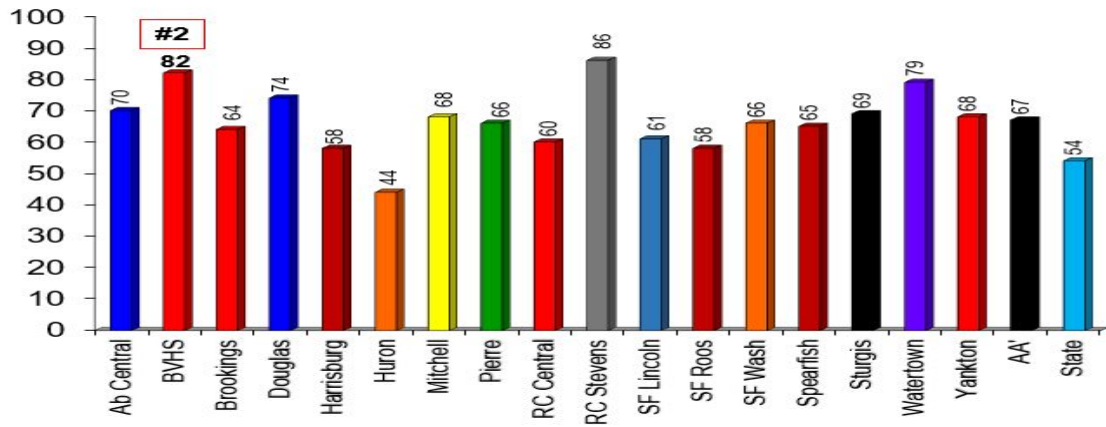
Performance Level	Points Category
Level 1	0.25
Level 2	0.50
Level 3	1.00
Level 4	1.25

Example of above steps calculation results:

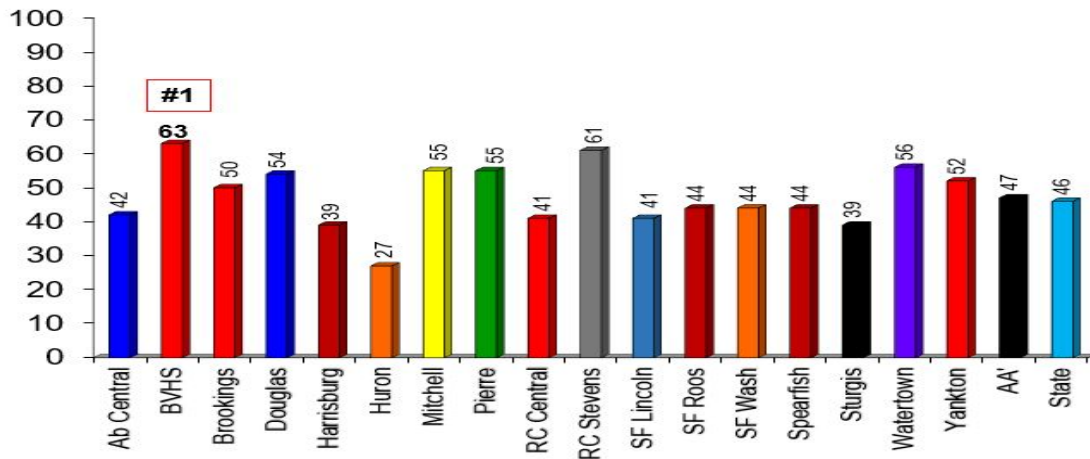
	Nonparticipants to get up to 95%	Level 1	Level 2	Level 3	Level 4	Total	Total Points Earned (% x 20 points possible by subject area)
N-size	2	27	50	100	21	200	
Percent of total	1.00%	13.50%	25.00%	50.00%	10.50%	100%	
Point value	0.00	0.25	0.50	1.00	1.25		
% of points earned	0.00%	3.38%	12.50%	50.00%	13.13%	79.01%	15.80

*Data in the three charts below are from 2019 due to COVID-19

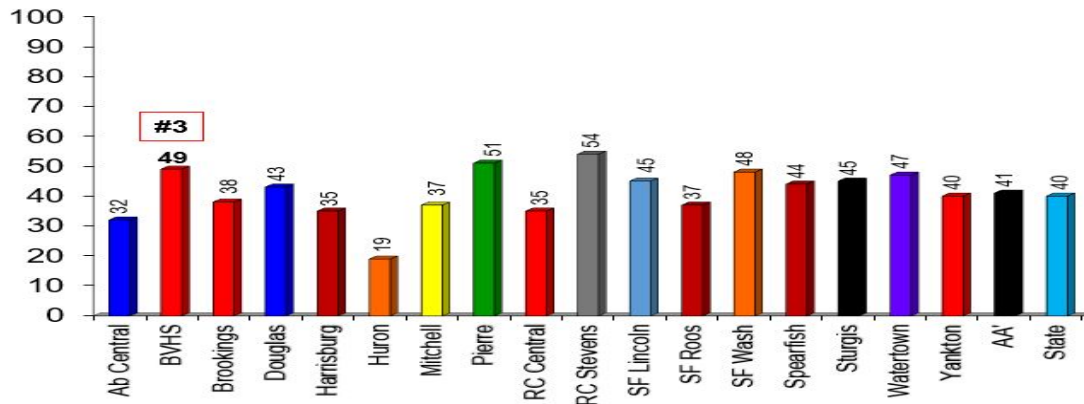
CLASS 2019 'AA' GR 11 ELA % LEVELS 3 & 4



CLASS 2019 'AA' GR 11 MATH % LEVELS 3 & 4



CLASS 2019 'AA' GR 11 SCIENCE % LEVELS 3 & 4



Indicator #2 High School Completion

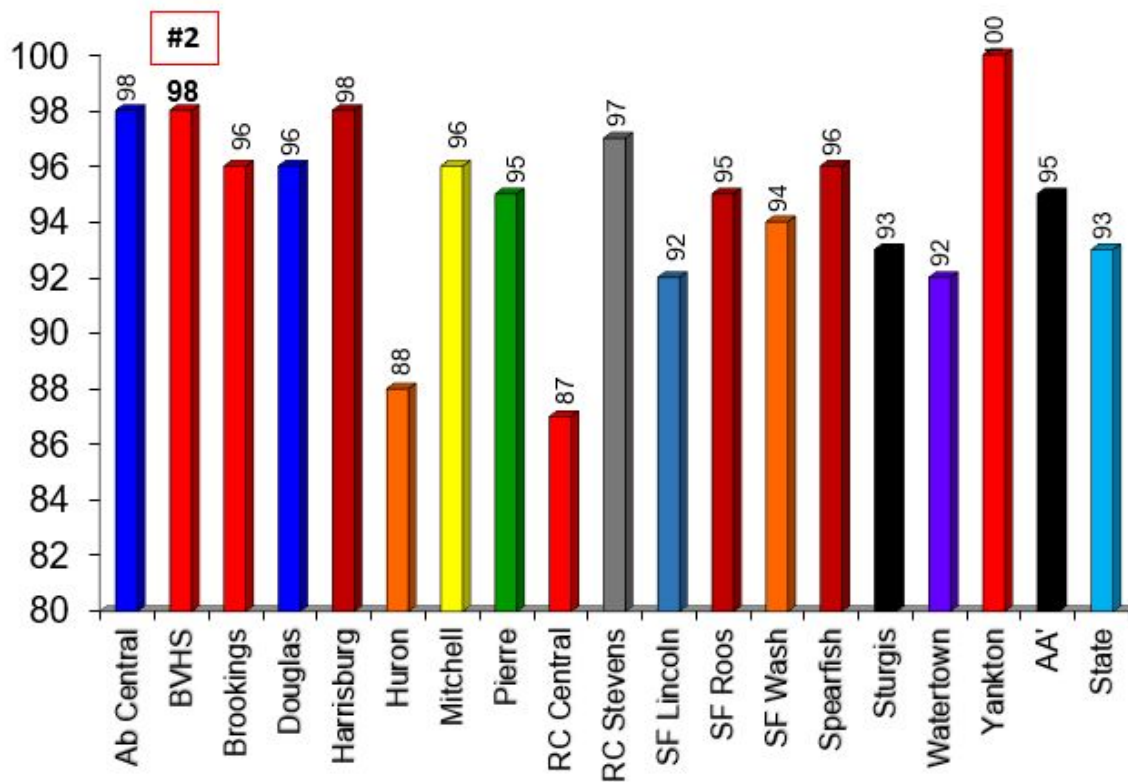
This is the percent of students in the most recently completed school year who have attained a diploma or GED. This includes students who graduated outside of the traditional four-year timeframe (both early and late graduates). This also includes students who obtained an alternate credential before age 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 2015-16 + Grade 10 dropouts in 2016-17 + Grade 11 dropouts in 2017-18 + Grade 12 dropouts in 2018-19) + the number of students who obtained a high school diploma or GED in the most recently completed school year

2020 HIGH SCHOOL COMPLETION 'AA' PUBLIC HS



Indicator #3 On-Time Graduation Rate

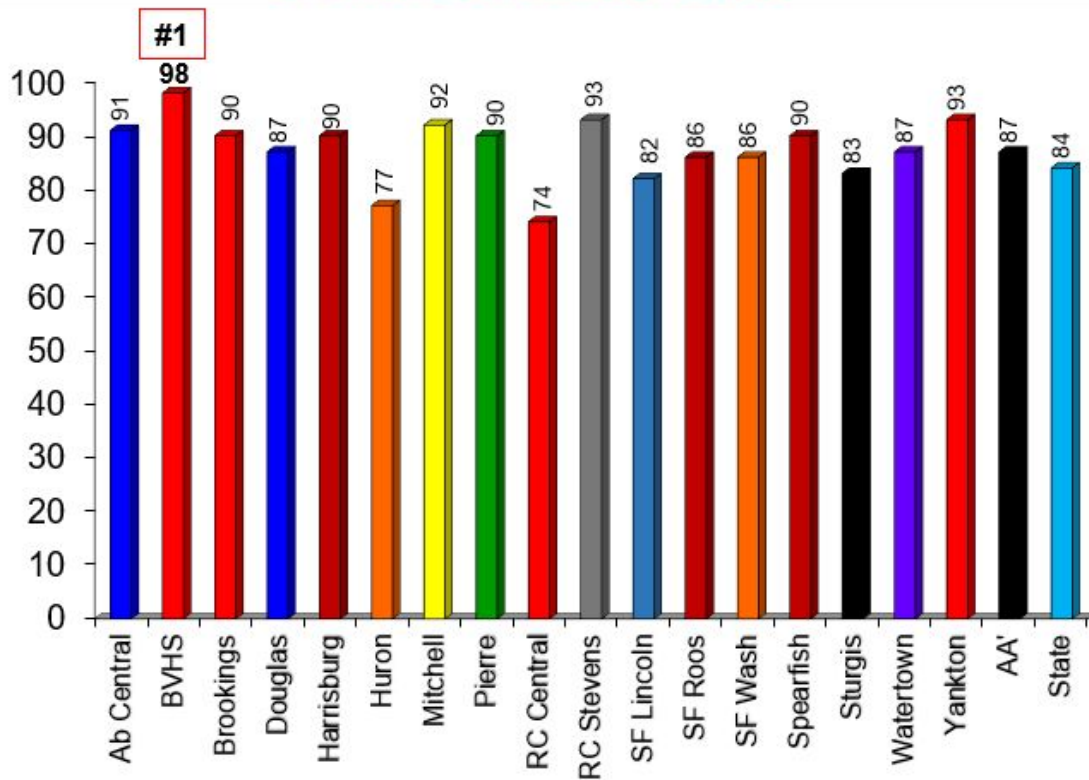
Students that continue their high school education beyond four years, those that finish with a GED, and those that dropout are all counted against the Four-Year Graduation Rate.

Calculation

Numerator = Number of cohort members who graduate in 2018-19 within four years from their first point of entry into 9th grade (fall 2015) with a regular high school diploma

Denominator = Number of first-time ninth graders (starting cohort year-fall 2015), plus students who transfer in, minus students who are removed from the cohort during the school years 2015-16, 2016-17, 2017-18, and 2018-19

2020 On-Time Graduation Rate 'AA' HS

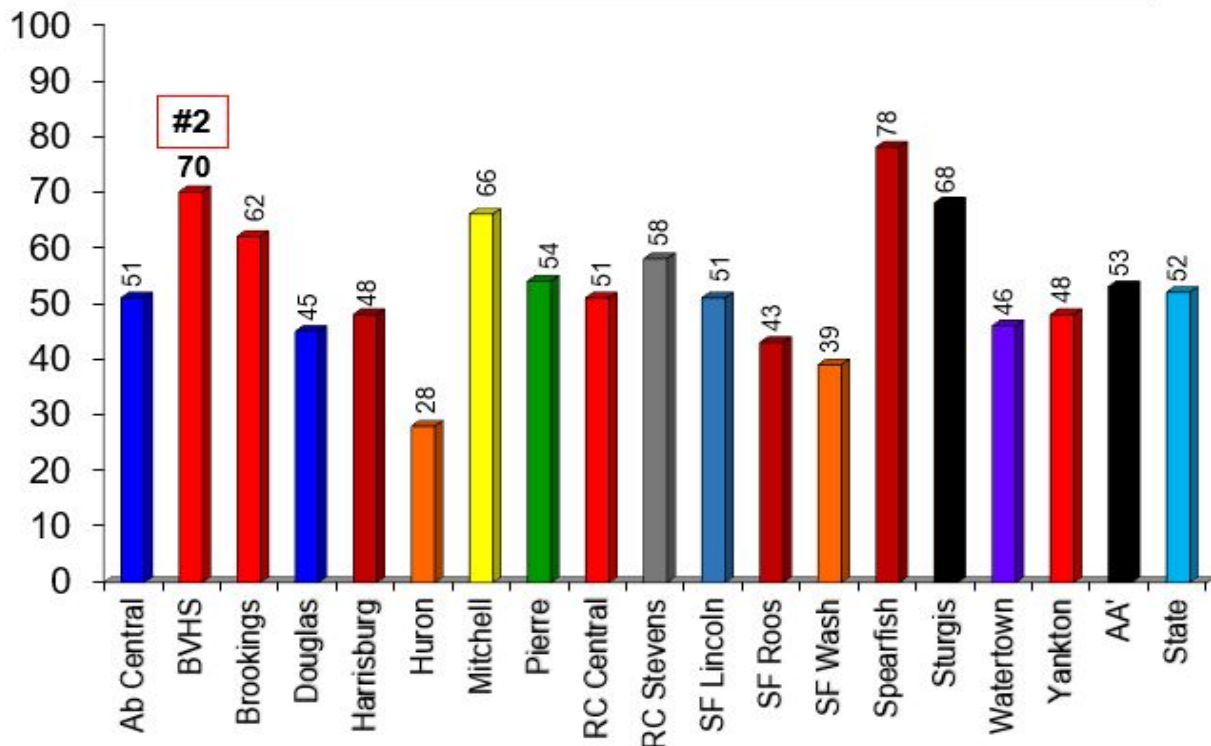


Indicator #4 College and Career Readiness

Assessment Readiness for College or Career	Coursework Readiness for College or Career*
<i>Student must meet 1 readiness indicator</i>	<i>Student must meet 1 readiness indicator</i>
<ul style="list-style-type: none"> College English Readiness- meet 1 of 3 options: <ol style="list-style-type: none"> SBAC Level 3 or 4 in ELA ACT English sub-score of 18 Accuplacer score on Sentence Skills of 86 or higher College Math Readiness- meet 1 of 3 options: <ol style="list-style-type: none"> SBAC Level 3 or 4 in math ACT math sub-score of 20 Accuplacer score on Algebra of 76 or higher Career English and Math Readiness- earn silver or higher <ul style="list-style-type: none"> National Career Readiness Certificate 	<ul style="list-style-type: none"> CTE Concentrator- career course readiness <ul style="list-style-type: none"> ✓ 2 credits within 1 career cluster Dual credit- college course readiness <ul style="list-style-type: none"> ✓ 1 course completed with a C or higher Advanced Placement exam- college course readiness <ul style="list-style-type: none"> ✓ 1 course completed with an exam score of 3 or higher

* Progress towards post-high school credentials is labeled as "Coursework Readiness for College or Career" in this table.

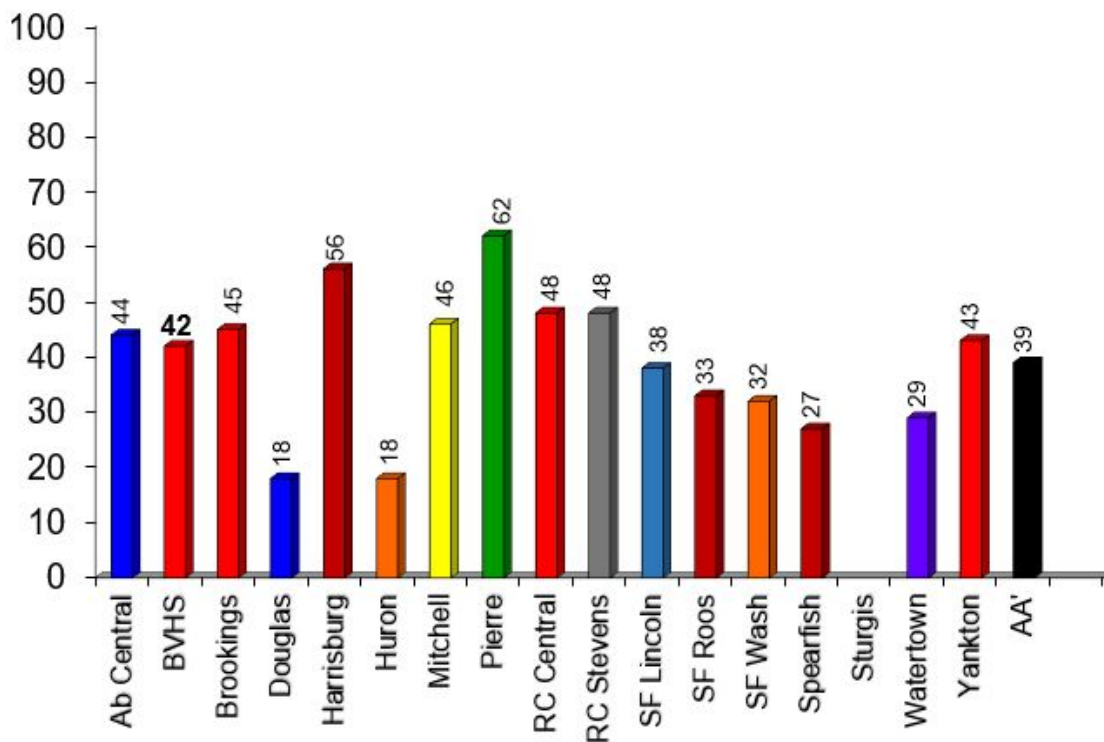
2020 % COLLEGE AND CAREER READY 'AA' HS



Indicator #5: English Language Learners Progress

English Language Learners Progress (ELP) is designed to focus on the progress of English Language Learner students assessed by state English language assessment, specifically the ACCESS 2.0. Schools earn a percentage of points based on how their English Learners are performing towards the state's goals for reaching language proficiency, which is a composite score of 5.0 or more on the ACCESS 2.0 assessment.

2020 **ENGLISH LANGUAGE PROFICIENCY 'AA'** HIGH HS



APPENDIX D

2019-2020 DATA

	College Course Ready		Assessment Ready		College Career Ready
Spearfish	93	BVHS	83	Spearfish	78
Mitchell	91	Spearfish	83	BVHS	70
Sturgis	89	RC Stevens	76	Sturgis	68
Brookings	88	Yankton	73	Mitchell	66
Harrisburg	82	Sturgis	73	Brookings	62
BVHS	81	Pierre	71	RC Stevens	58
Yankton	70	Mitchell	69	Pierre	54
Watertown	69	SF Lincoln	65	RC Central	51
Aberdeen	68	RC Douglas	64	Aberdeen	51
RC Central	68	Brookings	63	SF Lincoln	51
RC Stevens	65	RC Central	61	Harrisburg	48
SF Lincoln	65	Aberdeen	61	Yankton	48
SF Roosevelt	64	Watertown	56	Watertown	46
Pierre	61	SF Washington	56	RC Douglas	45
Huron	61	SF Roosevelt	55	SF Roosevelt	43
RC Douglas	59	Harrisburg	51	SF Washington	39
SF Washington	52	Huron	38	Huron	28
AA Average	72	AA Average	65	AA Average	53
State Ave	73	State Ave	61	State Ave	52

	4-Yr Graduation Cohort		Completion Rate		English Learner Proficiency
BVHS	98	Yankton	100	Pierre	62
RC Stevens	93	BVHS	98	Harrisburg	56
Yankton	93	Aberdeen	98	RC Central	48
Mitchell	92	RC Stevens	97	RC Stevens	48
Aberdeen	91	Brookings	96	Mitchell	46
Brookings	90	Harrisburg	96	Brookings	45
Pierre	90	Mitchell	96	Aberdeen	44
Spearfish	90	RC Douglas	96	Yankton	43
Harrisburg	87	Spearfish	96	BVHS	42
RC Douglas	87	Pierre	95	SF Lincoln	38
Watertown	87	SF Roosevelt	95	SF Roosevelt	33
SF Roosevelt	86	SF Washington	94	SF Washington	32
SF Washington	86	Sturgis	93	Watertown	29
Sturgis	83	SF Lincoln	92	Spearfish	27
SF Lincoln	82	Watertown	92	Huron	18
Huron	77	Huron	88	RC Douglas	18
RC Central	74	RC Central	87	Sturgis	n/a
AA Average	87	AA Average	95	AA Average	39
State Ave	84	State Ave	93	State Ave	n/a