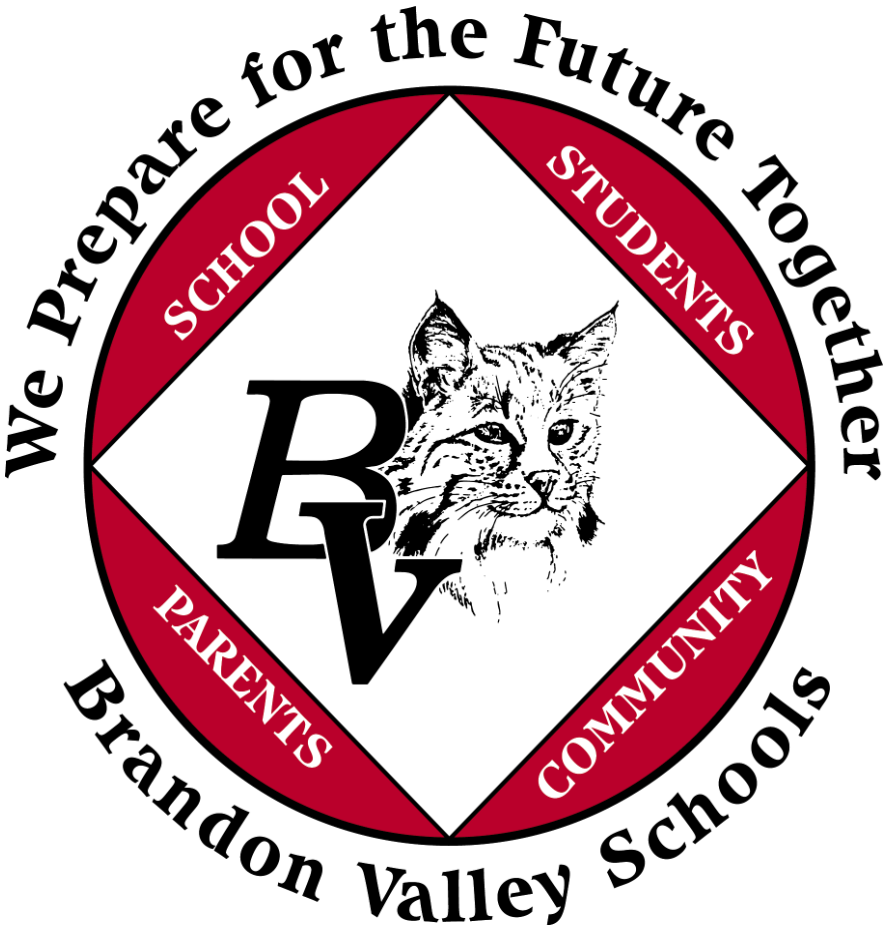
Brandon Valley School District #49-2



School Improvement Plans

Brandon Valley High School
Brandon Valley Middle School
Brandon Valley Intermediate School
Brandon Elementary School
Fred Assam Elementary School
Inspiration Elementary School
Robert Bennis Elementary School
Valley Springs Elementary School
Brandon Valley Distance Learning Academy

Brandon Valley High School

School Improvement Plan 2021-2022

Core Operating Principle

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

Brandon Valley Mission Statement

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

Belief Statements

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

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Program Development

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

Brandon Valley High School Planning Team
Mark Schlekeway, Principal
Jordan Paula, Associate Principal
Mitzi Moore, Associate Principal
Katie Murdy, Counselor
Maggie Bryant, English Department
Melanie Sittig, English Department
Emily Carroll, Math Department
Lisa Fuccello, Science Department
Nick Massmann, Social Studies Department
Adam Rothenberger, CTE Department
Maggie Youngberg, Special Education Department

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

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

2020-2021 School Year

Annual Review	10/01/2021	High School Administration/Councilors met to review previous SIP and began discussion of a new SIP Plan for BVHS.
Review/Revision	10/08/2021	The High School Planning Team met to review corrections and further discuss improvements needed for SIP based on the limited data results.
Review/Revision	10/11/2021	High School staff in-service data dig summary.
Review/Revision	10/25-11/02, 2021	Individual department review of final plan for specific feedback (subject specific).
Approval BV BOE	11/08/2021	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

Brandon Valley High School is located eight miles east of Sioux Falls. Making up the Brandon Valley District are the communities of Brandon, Valley Springs, Corson, and Rowena with the district covering 128 square miles of Minnehaha County. Brandon Valley High School is made up of approximately 1334 students in grades nine through twelve. Over 97% of students attend classes on-site with approximately 2.5% of the students attending classes at alternative sites. Due to COVID-19 and/or other health related reasons, approximately 37 students are completing coursework through the newly created Brandon Valley Distance Learning Academy during the 2021-22 school year. The 36 students enrolled in this academy are not included in the Brandon Valley High School enrollment numbers. The students at Brandon Valley High School are offered a balanced curriculum and extra-curricular activities that meet the needs of the young adolescent (See Appendix A).

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

The current high school facility was opened in the fall of 1968. Additions of a performing arts center, commons, library, thirteen classrooms, gymnasium, locker rooms, weight room, and expansion of the kitchen and various remodels have been done over the past forty years. The newest completed projects include a new high school office with secure entrance, a chorus room, scene shop, and the remodeling of a half dozen rooms. Brandon Valley High School will break ground in June of 2022 on a new addition that will include 21 classrooms.

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	2021-22
HS Enroll	1071*	1085*	1129*	1221*	1327	1299*
HS SpEd	79 (7.4%)	84 (7.7%)	110 (9.7%)	116 (9.5%)	126 (9.5%)	132 (10.2%)

*On-campus

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
White	92.4% (990)	91.2% (990)	89.4% (1009)	89.1% (1088)	88.1% (1169)	89.4% (1162)
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)	0.005% Native Am. (6) 2.6% Hispanic (34) 1.62% Asian (21) 2.39% Afr. Am (31) 3.39% 2/More (44) 0.001% Haw/Pac (1)
Econ. Disadv.	16.32%	16.15%	13.78%	14.00%	11.47%	6.00%
Migrant	0 (0)	0 (0)	0 (0)	0(0)	0(0)	0(0)

	2016-17	2017-18	2018-19	2019-20	2020-21
In School Suspension	20	21	16	23	16
Out School Suspension	22	36	36	32	48
Expulsions	0 (0.0%)	2(0.02%)	0 (0.0%)	0 (0.0%)	0(0.0%)
Graduation	94.85%	96.86%	96.44%	98.03%	96.01%

Brandon Valley High School Performance Index (SPI)

Due to COVID-19 schools did not receive an SPI score for the 2020-21 school year. Thus, there are no results to report at this time. We will utilize the limited data from the 2020-21 school year along with previously reported data from the 2018-19 school year to recognize opportunities to increase overall student achievement.

Category	2021 Points Earned	2020 Points Earned	2019 Points Earned	2018 Points Earned	2017 Points Earned	2016 Points Earned
Student Achievement						
SPI Math Total	N/A	N/A	17.08	16.88	12.15	11.98
SPI ELA Total	N/A	N/A	20.00	20.00	15.93	15.23
Student Achievement Total	N/A	N/A	**37.08**	**36.88**	**28.08**	**27.21**
HS Completion Rate	N/A	N/A	12.45	12.10	14.88	14.81
Four-Year Core Grad Rate	N/A	N/A	12.09	12.10	14.23	14.12
Completion Indicator Total	N/A	N/A	**24.54**	**24.20**	**29.11**	**28.93**
College & Career Readiness	N/A	N/A	**21.41**	**19.95**	**24.11**	**25.81**
English Language Proficiency	N/A	N/A	**5.17**	**4.82**	n/a	n/a
BVHS TOTAL	N/A	N/A	**88.18**	**85.85**	**81.30**	**81.95**
'AA' Average SPI	N/A	N/A	**76.90**	**74.85**	**69.97**	**68.79**
State SPI	N/A	N/A	**79.70**	**78.54**	**64.15**	**66.57**

Responsibilities for Increased Student Achievement

Brandon Valley High School	Brandon Valley School District	South Dakota Department of Education
• Provide instruction on state content standards • Monitor student achievement progress • Involve parents/guardians in their child's education • Provide supports for student success • Supporting staff instructional strategies through observations and feedback.	• Provide in-service time, released time and training for professional development • Provide quality curricular resources • Write policies to ensure a quality education	• 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 to the entire BVHS staff. The high school administration and counselors examined the results in every portion of the School Performance Index that was reported on this year.

The entire staff was provided with an overview of both ACT and Smarter Balanced results for BVHS. In addition, the staff will be provided with additional data with respect to student GPA, course sequences, and subject specific ACT information in the coming weeks. 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. All Brandon Valley High School sophomores will all be taking the Pre-ACT for the first and this data will provide additional information for future opportunities for growth. As in the past, instruction to match the state standards will continue to be implemented by teachers across the curriculum.

Strengths and Weaknesses

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

Strengths*:*

- The four-year cohort graduation rate is 96%.
- The high school completion rate is 99%.
- 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, 98.2% of high school teachers are highly qualified.
- Professional development opportunities are available to all of our staff throughout the school year.
- Teachers implement a variety of instructional strategies to help all learners succeed in an ever changing world.
- Parents/Guardians are involved in the education of their child as evidenced by their use of Family Access to view the on-line student information system and their attendance at parent teacher conferences.
- Teachers have utilized the SLO process to measure growth and adjust instructional strategies as needed.
- We provide opportunities for students to help students through the implementation of a tutor assistance program spearheaded by Mu Alpha Theta.
- Each student is provided with a computer and on-site internet access.
- The high school provides a range of courses including on-site dual enrollment, traditional, and remedial courses.

- Students may also take courses at a local career technical institute due to a partnership with a neighboring district.
- The high school offers credit recovery classes taught and facilitated by content specific teachers for students that have fallen behind.
- We offer an on-site summer school program that allows many students to recover credit and remain members of their graduating class. 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.
- Finding enough professional development time to continue to train teachers to use instructional techniques to motivate students to achieve their potential in an ever-changing society.
- Lack of time for collaboration, team meetings, practice, professional development, curriculum meetings.
- We 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.
- Keeping distance learning students engaged and on track for on-time graduation. This is a major area of concern with our current sophomore and junior distance learners. We will monitor this closely during the 2021-22 school year.
- Diversity of the student population is changing faster than diversity of the staff population.

Smarter Balanced ELA Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Maggie Bryant, Melanie Sittig, and English Department

2021-2022 ELA Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 86% of all juniors taking the Smarter Balanced ELA exam in April 2022, will demonstrate proficiency by scoring a 3 or 4. In addition, staff will discuss additional intervention strategies to help close the achievement gap between male and female students.

Needs Assessment
Performance, Perceptions, Demographic

ELA	STATE 2020-21	BVHS 2018-19	BVHS 2019-20	BVHS 2020-21	+/-
All Stud Results:	52.59	82.47	COVID No Data	84.27	+1.8
Female Students	57.42	86.07	COVID No Data	87.79	+1.72
Male Students	48.03	79.07	COVID No Data	81.29	+2.22

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
★ 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.	★ 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.	★ 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.

Smarter Balanced Math Performance Data Evaluation and Analysis

School: Brandon Valley High School

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

2021-2022 Math Goals:

Brandon Valley High School Staff will improve instruction and test taking skills so that 68% of all juniors taking the Smarter Balanced Math exam in April 2022, will demonstrate proficiency by scoring a 3 or 4. In addition, staff will discuss additional intervention strategies to help close the achievement gap between male and female students.

Needs Assessment
Performance, Perceptions, Demographic

Math	STATE 2020-21	BVHS 2018-19	BVHS 2019-20	BVHS 2020-21	+/-
All Stud Results:	42.55	62.55	COVID No Data	67.13	+4.58
Female Students	41.08	63.11	COVID No Data	62.60	-0.51
Male Students	43.93	62.02	COVID No Data	70.97	+8.95

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
★ 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.	★ 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.	★ 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

Science Data Evaluation and Analysis

School: Brandon Valley High School
Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Lisa Fuccello, and Science Department

2020-2021 Science Goals:
Brandon Valley High School students did take the Smarter Balanced Science assessment in the Spring of 2021. Results were not yet available at the time this plan was created. The SIP Team Members will adjust the goal listed once all data is received and reviewed. 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 2022 will demonstrate proficiency by scoring a 3 or 4.

Needs Assessment
Performance, Perceptions, Demographic

SCIENCE	BVHS 2017-18	STATE 2018-19	BVHS 2018-19	BVHS 2019-20	BVHS 2020-21	+/-
All Stud Results:	50	40.46	49.00	COVID No Data	NA	NA
Female Students	41	38.59	41.80	COVID No Data	NA	NA
Male Students	57	42.26	55.81	COVID No Data	NA	NA

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
★ 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.	★ 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.	★ Teachers will be provided professional development opportunities to create a clear understanding of state standards ★ Teachers will be provided professional development on the ACT and NCRC assessments.

College Readiness Performance Data Evaluation and Analysis

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Katie Murdy, Maggie Bryant, Emily Carroll, Lisa Fuccello, Nick Massmann, Adam Rothenberger, Maggie Youngberg.

2021-2022 College & Career Readiness Goals:

A significant percentage of the BVHS students take the ACT prior to graduation. Also, the State now uses Accuplacer, NCRC, 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 75% of the students will be considered College & Career Ready. It is worth noting that the Coursework Readiness formula is changing for the 2021-22 school year.

Needs Assessment Performance, Perceptions, Demographic				
Coursework Ready	**2019**	**2020**	**2021**	**+/-**
	85	81	89	+8
Assessment Ready	**2019**	**2020**	**2021**	**+/-**
	86	83	70*	-13
College & Career Ready	**2019**	**2020**	**2021**	**+/-**
	75	70	65	-5
ACT Ave. Comp	**2019**	**2020**	**2021**	**+/-**
Seniors	23.3	23.2	23.4	+0.3
ACT Ave. English	**2019**	**2020**	**2021**	**+/-**
Seniors	22.3	22.5	22.3	-0.2
ACT Ave. Reading	**2019**	**2020**	**2021**	**+/-**
Seniors	24.1	23.4	24	+0.6
ACT Ave. Math	**2019**	**2020**	**2021**	**+/-**
Seniors	23.4	23.5	23.2	-0.3
ACT Ave. Science	**2019**	**2020**	**2021**	**+/-**
Seniors	22.9	23.0	23.4	+0.4

Interventions/Strategies to meet this goal	**Formative Assessment to monitor progress toward goal**	**Staff Development Needs to meet this goal**
★ 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.	★ Counselors will monitor the progress of students' ACT results. ★ Junior teachers will utilize retired ACT test questions to guide and inform students of discovered gaps. ★ The National Career Readiness Certificate Assessment will be given to all senior students. ★ All sophomore students will take the Pre-ACT in the Spring of 2022. This will be the first time BVHS has done this.	★ Teachers will be provided professional development on the ACT and NCRC assessments. This professional development will be on-going. ★ Researching and considering a partnership with Career Launch.

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

School: Brandon Valley High School

Evaluation Team Members: Mark Schlekeway, Mitzi Moore, Jordan Paula, Katie Murdy, Maggie Bryant, Emily Carroll, Lisa Fuccello, Nick Massmann, Adam Rothenberger, Maggie Youngberg.

2021 Four-year Graduation Cohort and High School Completion Goals:

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

Needs Assessment
Performance, Perceptions, Demographic

	2017	2018	2019	2020	2021	+/-
Grad Rate:	94.85	97	97.00	98.03	96.01	-2.02
Comp Rate:	99.23	97	100	98	99	+1

Interventions/Strategies to meet this goal

- ★ 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.

Staff Development Needs to meet this goal

- ★ 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. New staff will work with their teacher mentor making sure they fully understand expectations for questioning and discussion topics. Specialized courses have been created to meet the needs of students who need additional assistance and guidance in particular subject matters. We continue to offer classes and instructional tools to our students in English and math that we believe will result in positive educational outcomes. Over the past two years, these course offerings have encompassed students from freshman 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 were not a part of the data released in October, we will continue to look for ways to improve student achievement. Science staff members will use ACT results to guide instruction to increase student achievement. The expansion of science electives in the area of Project Lead The Way and our partnership with STI, will raise student achievement by actively engaging students in hands-on learning experiences. In our third year of Project Lead the Way, we have a record number of students taking two science courses. We will continue to look at future opportunities for expansion with respect to course offerings in coming years. It is our goal to allow more students to earn two CTE credits in the life science cluster (a Career Readiness standard), introducing students to science careers and expanding science education.

ELL Strategies:

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

1. Annually at the beginning of the year BVHS staff will review students' CAN DO levels and annual growth goals.
2. BVHS staff will provide comprehensible and critical thinking instruction, along with interaction opportunities within the students' CAN DO levels +1.0 to continue working on growth goals. (see 3 differentiation principles)
3. Post daily Learning Objectives: Language Objectives and Content Objectives. Posting language goals supplies students' direction in what their language structures should

look/sound like along with which key content vocabulary should be used in responses (written/verbal). Content objectives supply students with purposeful focus on their instructional path and significance of content/curriculum.

a. Resource: achieve the core

2. Encourage the use of C-E-R. Students learn to RESTATE questions and write/speak their CLAIM in a complete sentence. Students will explain their source of EVIDENCE and finally apply their REASONING/JUSTIFICATION as to how their evidence connects/supports their claim.

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

Claim/Answer: (always use words from the QUESTION in your claim.) (Restate the question into a sentence/statement). A statement/sentence that gives your opinion/thoughts/answer. USE CONTENT VOCABULARY	**Example question:** How do covalent bonds form? **Example students claim:** Covalent bonds form *when two nonmetal elements from the periodic table share electrons.* Step 1: Eliminate the question words and question mark Step 2: Rewrite your claim/answer using the words from the question. Step 3: *Provide your claim/answer.*
Evidence: TYPES OF EVIDENCE: Pictures-visuals, images, illustrations Lecture-teacher talk Data-numbers, graphs Notes Citations page #s-text evidence-quotes Videos Articles Anything to help support your claim/answer. SPECIFICS	• The text states... • The illustration shows... • According to the _(Type of Evidence)____ • 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..
Reasoning/Justify Explain in YOUR OWN WORDS how the evidence PROVES your CLAIM to be correct. Paraphrase! Use CONTENT vocabulary	• Based on this evidence, I can conclude _(your claim)_ because __(my analysis)__ • This is significant because __(how it connects to your claim)__ • For this reason, I can explain __(how it connects to your claim)__ • This is why _(how it connects to your claim)__

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

Comprehensibility: How do we get a message and content beyond just listening?
Teachers can provide visuals, manipulatives, gestures, organizers, multimedia/videos with captions, interactive word walls, project based learning opportunities, and writing/displaying key points, anchor charts, etc.

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

Resources:
GO-TO-STRATEGIES

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

Resources:
Visible Thinking in action
GO-TO-STRATEGIES
Classroom Conversation tools

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

Resources:
Using Visible Thinking: Project Zero Harvard
Visible Thinking in action
ACCESS 2.0 Practice Test: https://wbte.drcedirect.com/WIDA/portals/wida

ACT Strategies:

A variety of strategies are implemented at BVHS to assist our students in achieving the highest results on this important assessment. All BVHS sophomore students will take the Pre-ACT for the first time this April. Data received from the Pre-ACT test will allow our staff to utilize additional data to help drive instruction decisions. Additionally, an ACT prep course is offered at student expense through 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 rigorous reading passages (primary or secondary) with discussion questions that will provide students with opportunities to develop a better understanding of critical reading skills necessary for the reading portion of the ACT test. Teachers will be required to do this once per unit, but more readings can be utilized at teacher discretion.

Graduation and Completion Strategies:

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

Instruction by Highly Qualified Staff

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

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

Professional Development

The 2021-2022 Brandon Valley School District's professional development focus is on a guaranteed and viable curriculum. 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. Additionally, our in-service days this year will provide time for our staff 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 new to the district will be assigned a mentor. First and second year teachers will take part in the mentor program put on by the South Dakota Department of Education. All veteran teachers new to the district, will take part in a district-run mentoring program. The purpose of the mentor is to help new teachers in the district become competent and confident in professional practices in the classroom and help them be successful within each school. The benefits of the program for new teachers includes feedback about components of effective teaching and instructional strategies; positive attention, support, and encouragement; reassurance that he/she is developing professionally; and coaching from administrators.

Parent Involvement and Education

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

Transition

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

Transition to High School

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

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

Monitoring/Evaluation (Additional Support)

Assessment results from the 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
2022 - 2023

Item Description	**Cost**
2.16 FTE Additional Teaching Staff TBD	$ 130,000.00
1.0 FTE Counselor (Esser Funds)	$ 65,000.00

These positions would maintain class sizes in many areas as the 2022-2023 enrollment is expected to exceed the 2021-2022 enrollment by over 50 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 2022-2023 school year, additional staffing requests may need to be adjusted.

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 2021-2022 school year and will be reviewed throughout the school year. It will be submitted to the school board for approval on November 8, 2021.

Timeframe

August 18, 2021	New Staff District Orientation
August 19, 2021	Building Level Meeting – Initial data overview from previous school year.
August 23, 2021	Grade Level/ELA Training/Content Area Meetings – A Guaranteed & Viable Curriculum.
August 24, 2021	BVHS Staff Retreat/Challenging Behaviors/Bias – Welcome Back (Dr. Larson)
October 11, 2021	BVHS Staff Data Retreat/Challenging Behaviors/Content Area Meetings – A Guaranteed & Viable Curriculum.
January 17, 2021	Grade Level/ELA Training/Content Area Meetings – A Guaranteed & Viable Curriculum.
April 1, 2021	Grade Level/ELA Training/Content Area Meetings – A Guaranteed & Viable Curriculum.
May 26, 2021	Teacher Workday

APPENDIX A

BRANDON VALLEY HIGH SCHOOL
CURRICULUM for 2021 - 2022

GRADE 9 Math 1.0, Science 1.0, English 1.0, Speech .5, Physical Education .5. Geography .5, Electives/other course needs 1.5, Health

GRADE 10 Math 1.0, Science 1.0, English 1.0, World History .5 Electives/other course needs 2.5

GRADE 11 Math 1.0, Science 1.0, English 1.0, Electives/other course needs 3.0

GRADE 12 English 1.0, Electives/other course needs 4.0

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

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

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

APPENDIX B

PARENT INVOLVEMENT POLICY

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

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

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

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

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

APPENDIX C

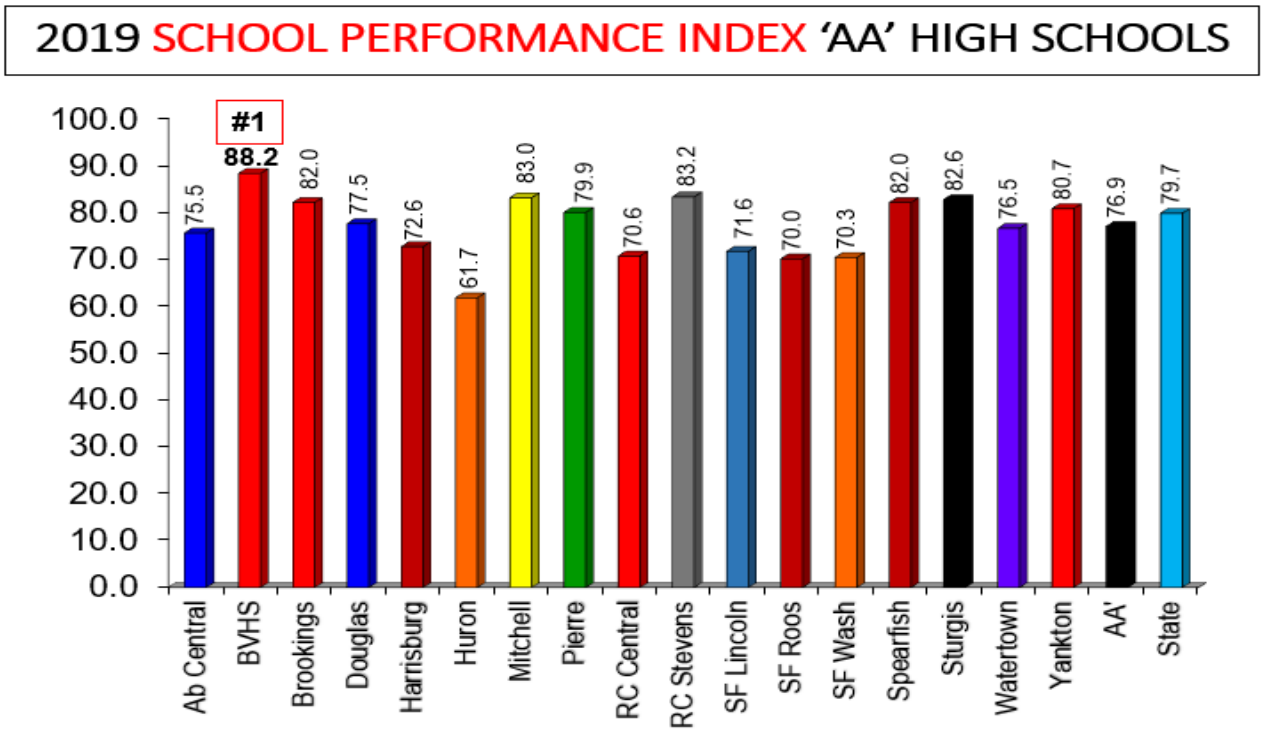
*Data in this chart is from 2019 - SPI not reported in 2019-20 and 2020-21 due to Covid-19.

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 - SPI not reported in 2019-20 and 2021-22 due to Covid-19.

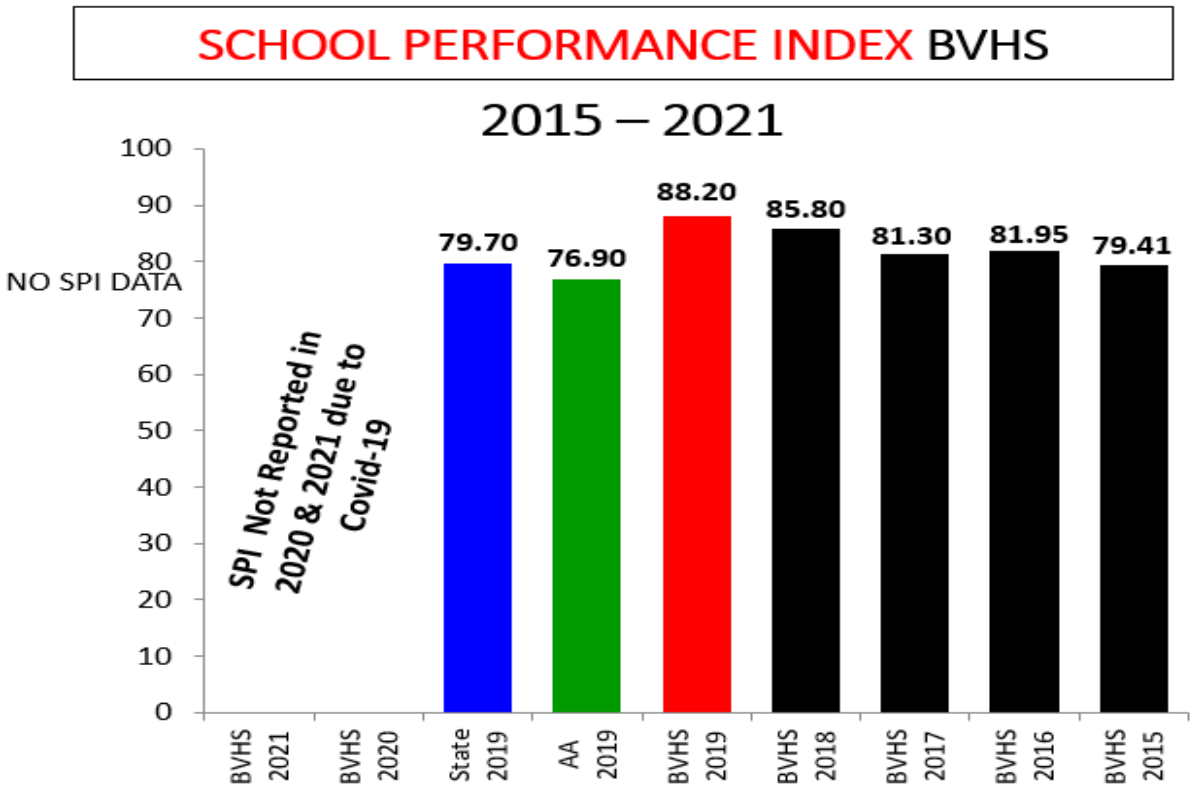


*Data in the information below is from 2019 - SPI not reported in 2019-20 and 2021-22 due to Covid-19.

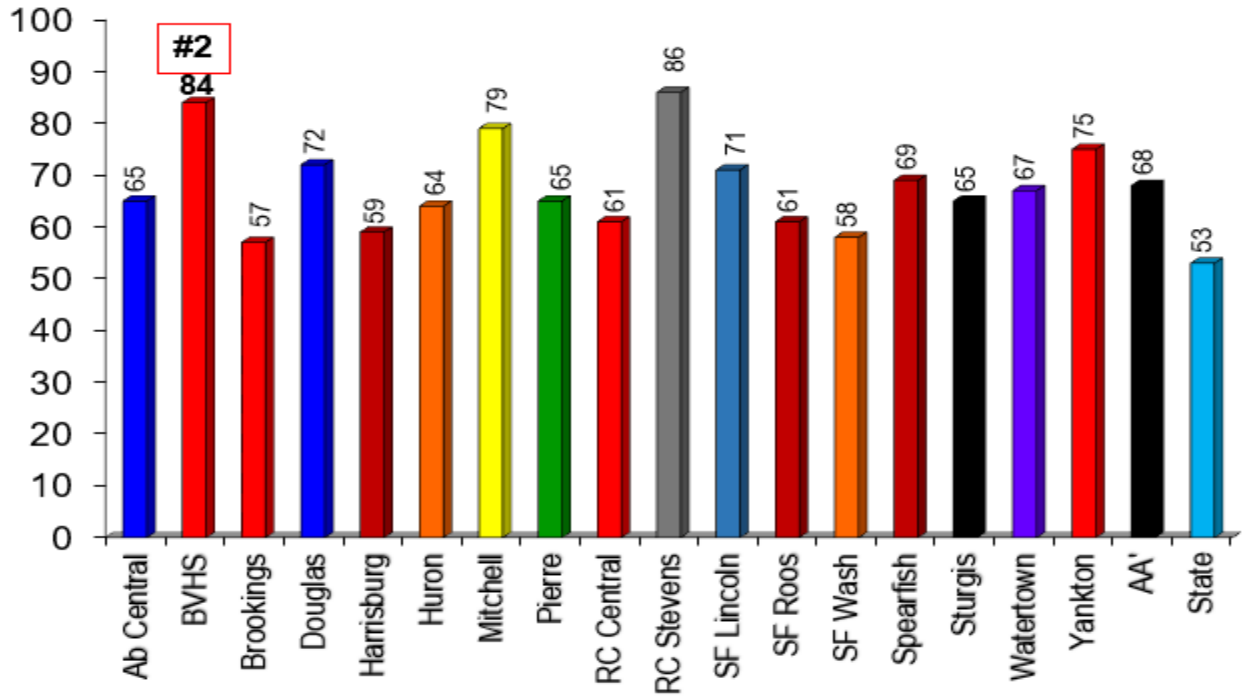
2019 BVHS SCHOOL PERFORMANCE INDEX

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**

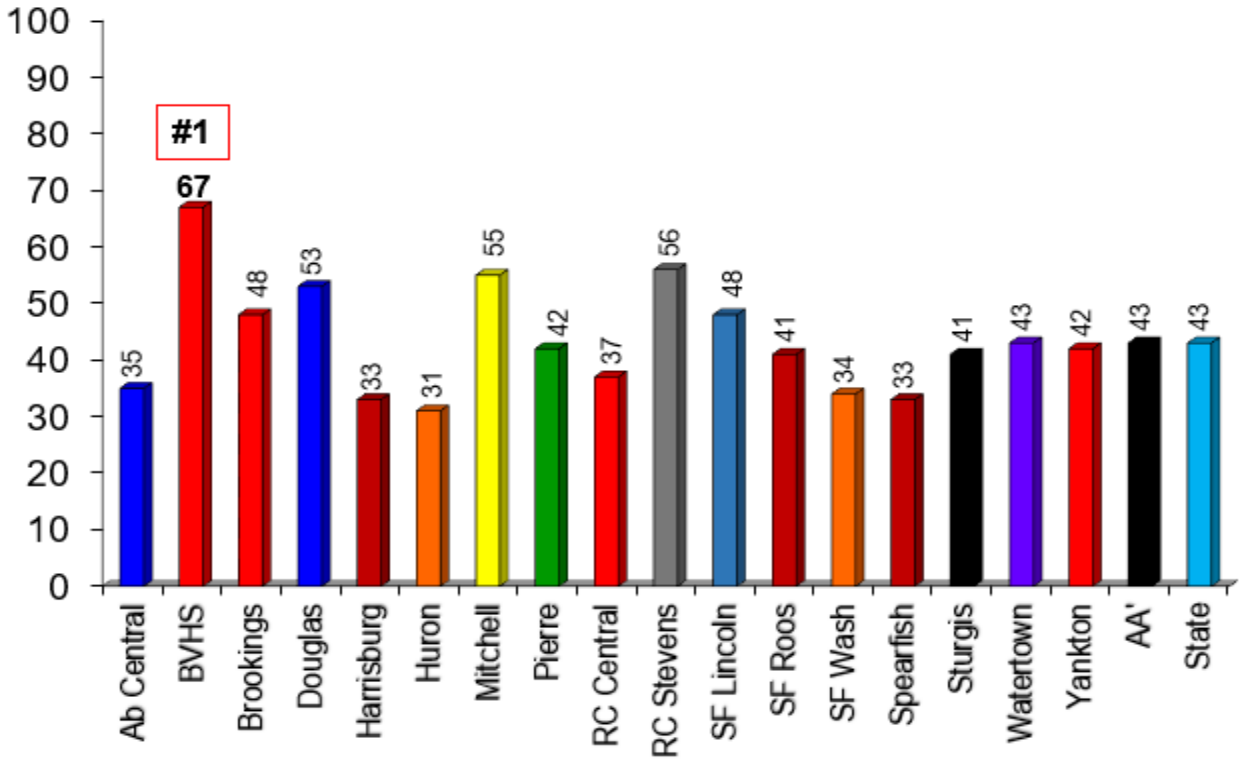
- Based on Smarter Balanced Math English Language Arts and Math Scores; Graduation and Completion Rates; ACT Math and English, NCRC, Accuplacer; English Learner Proficiency



CLASS 2021 'AA' GR 11 ELA % LEVELS 3 & 4

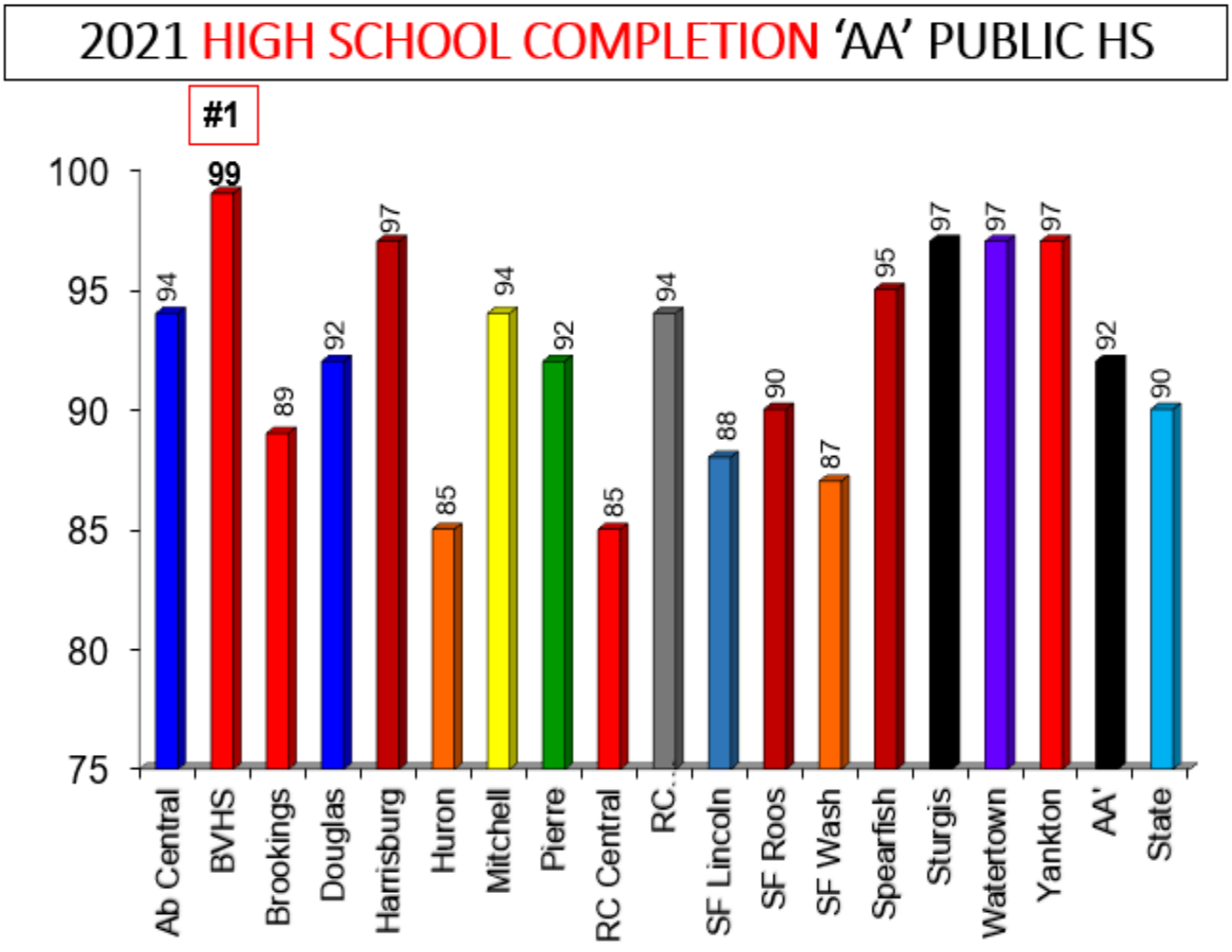


CLASS 2021 'AA' GR 11 MATH % LEVELS 3 & 4



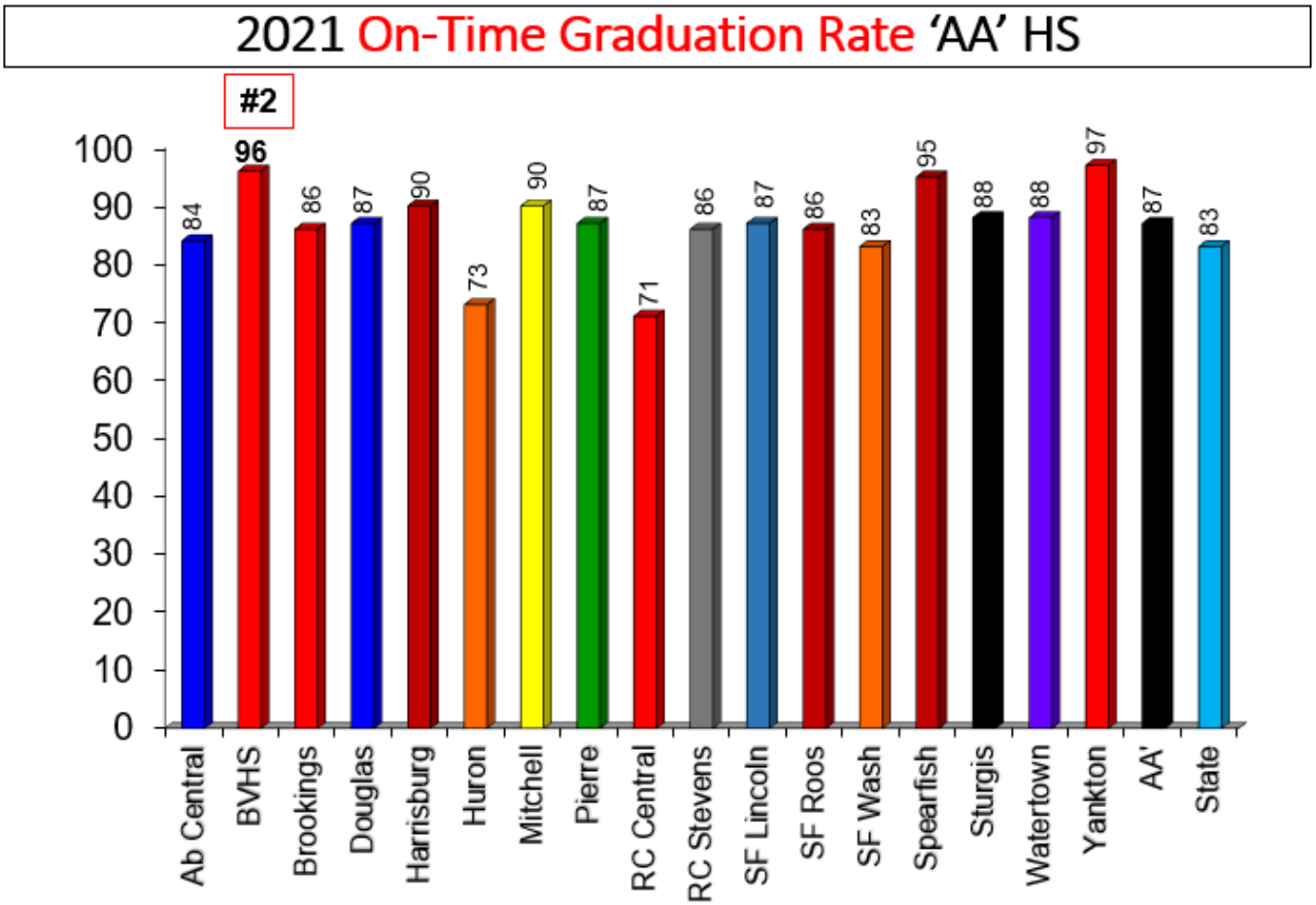
Indicator #2 High School Completion

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



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.



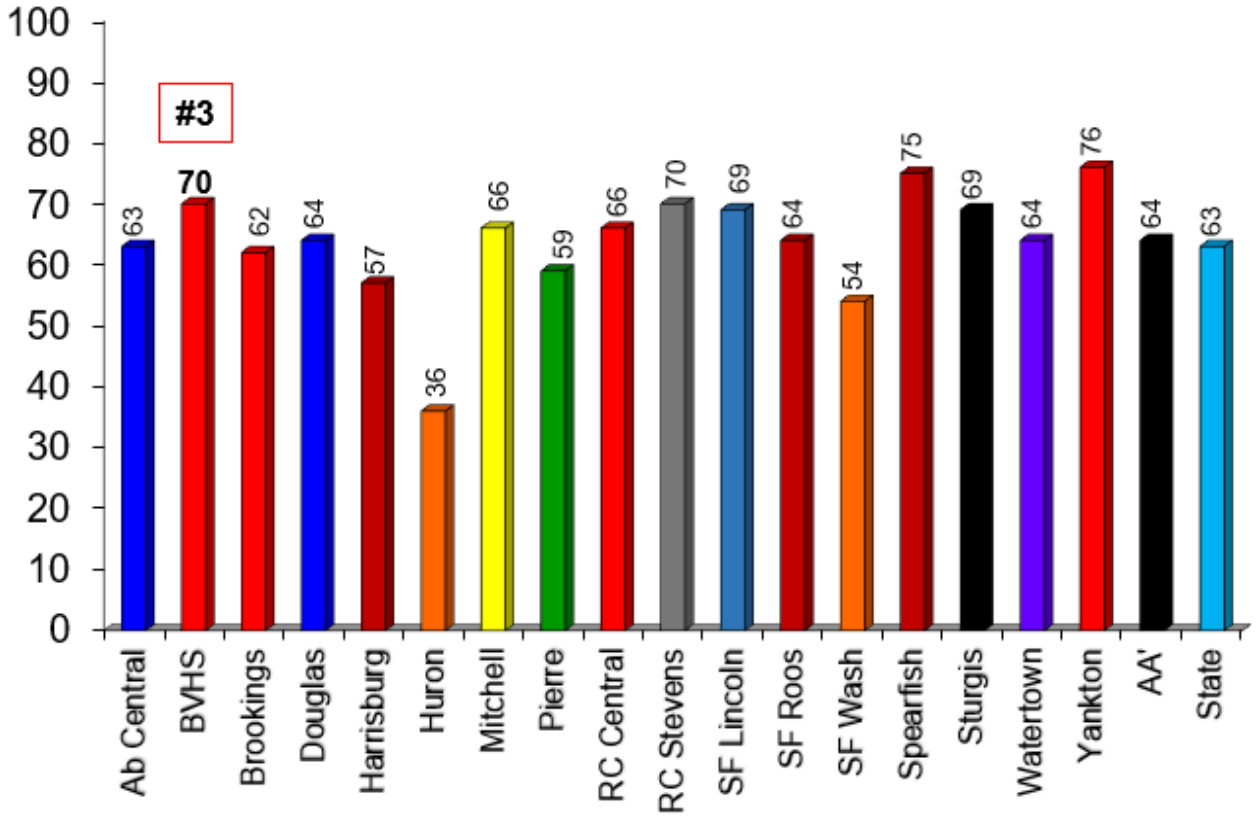
Indicator #4 College and Career Readiness

Assessment Readiness for College or Career	Coursework Readiness for College or Career*
Student must meet 1 readiness indicator	*Student must meet 1 readiness indicator*
• **College English Readiness- meet 1 of 3 options:** 1. SBAC Level 3 or 4 in ELA 2. ACT English sub-score of 18 3. Accuplacer score on Sentence Skills of 86 or higher • **College Math Readiness- meet 1 of 3 options:** 1. SBAC Level 3 or 4 in math 2. ACT math sub-score of 20 3. Accuplacer score on Algebra of 76 or higher	• **CTE Concentrator- career course readiness** ✓ 2 credits within 1 career cluster • **Dual credit- college course readiness** ✓ 1 course completed with a C or higher • **Advanced Placement exam- college course readiness** ✓ 1 course completed with an exam score of 3 or higher
• **Career English and Math Readiness- earn silver or higher** ✓ National Career Readiness Certificate	

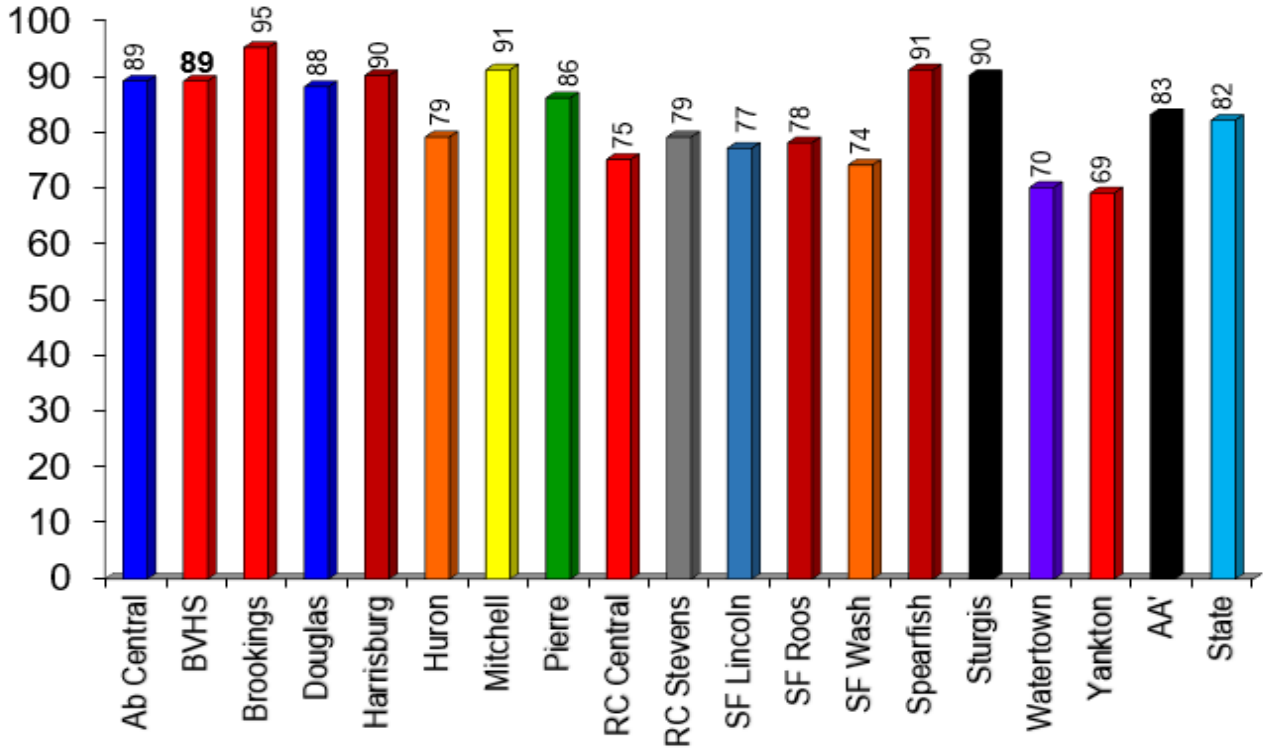
** Progress towards post-high school credentials is labeled as "Coursework Readiness for College or Career" in this table.*

2021 % ASSESSMENT READY 'AA' HS

*Class of 2020 was not able to take NCRC, which negatively impacted the assessment ready score for BVHS.

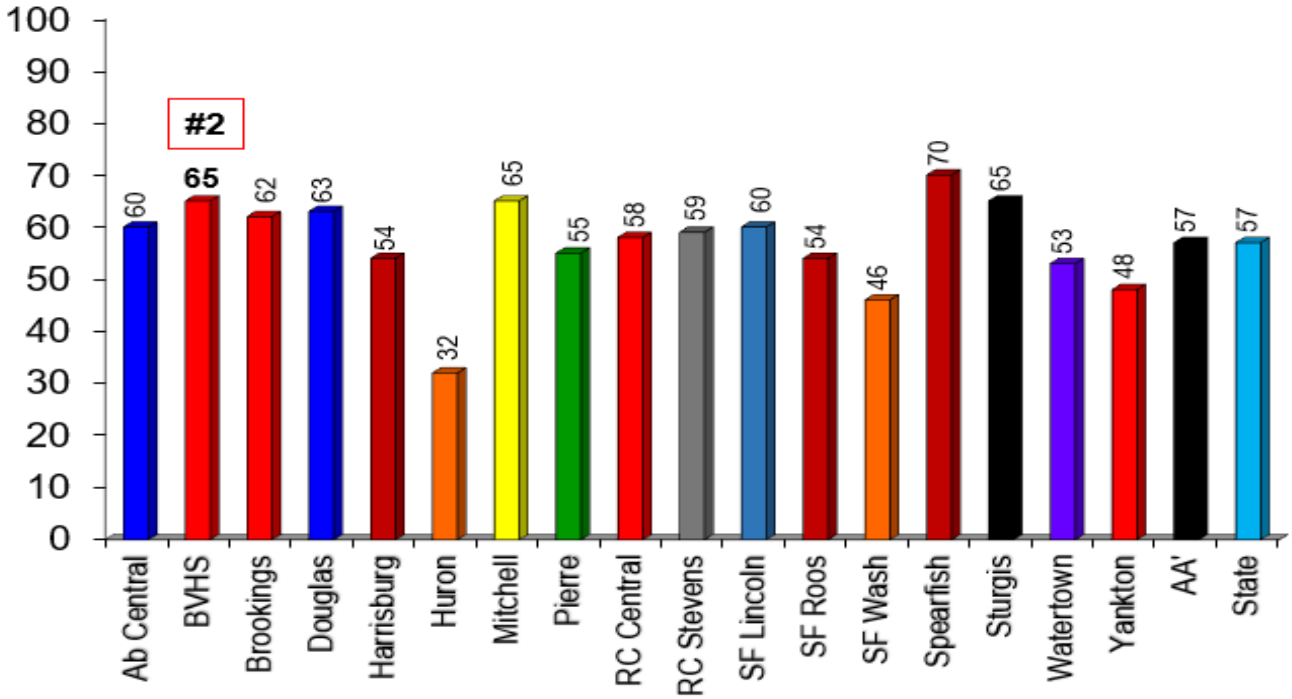


2021 % COLLEGE COURSE READY 'AA' HS



2021 % COLLEGE AND CAREER READY 'AA' HS

*Class of 2020 was not able to take NCRC, which negatively impacted the College and Career Ready score for BVHS.

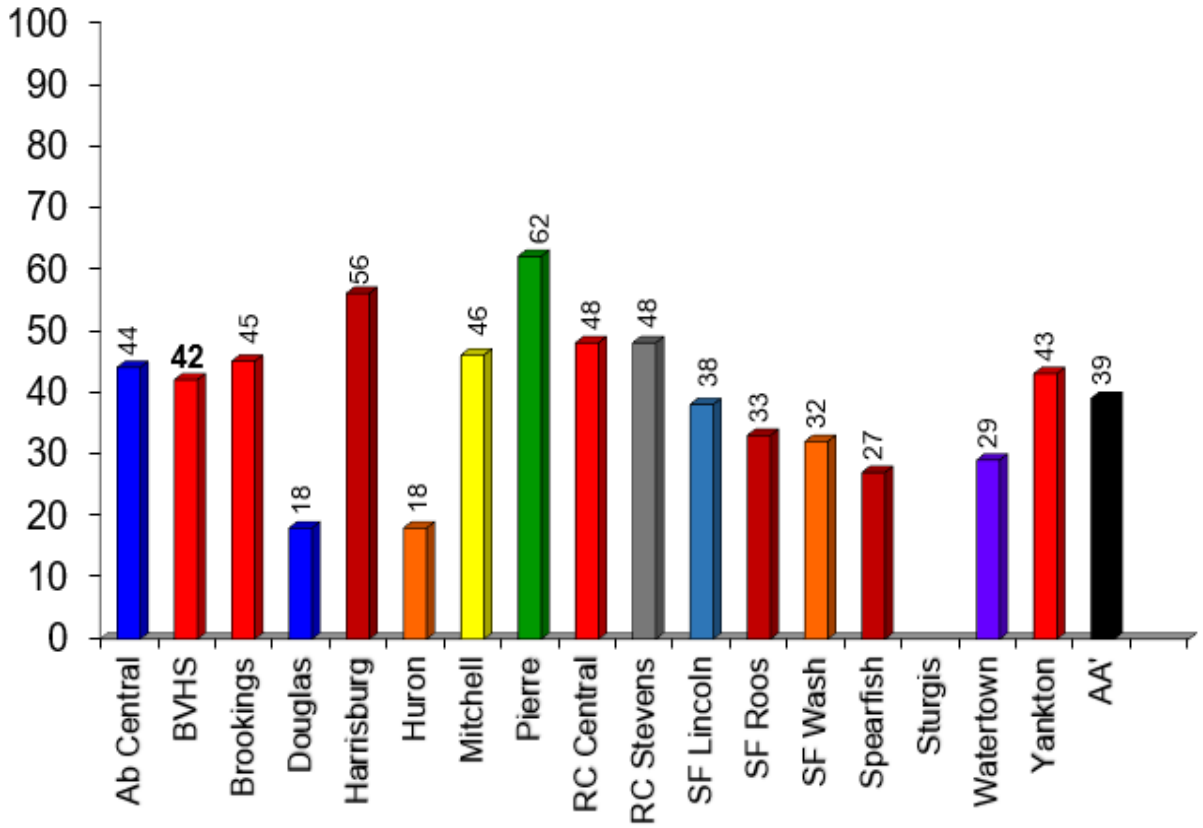


Indicator #5: English Language Learners Progress

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

*The 2021 data for English Language Proficiency has not been releases as of 10/27/2021.



APPENDIX D
2020-2021 Data Comparison for 'AA' Public Schools

	Performance Index
Aberdeen	n/a
Brookings	n/a
BVHS	**n/a**
Harrisburg	n/a
Huron	n/a
Mitchell	n/a
Pierre	n/a
RC Central	n/a
RC Douglas	n/a
RC Stevens	n/a
SF Lincoln	n/a
SF Roosevelt	n/a
SF Washington	n/a
Spearfish	n/a
Sturgis	n/a
Watertown	n/a
Yankton	n/a
AA Average	**n/a**
State Ave	**n/a**

	Smarter Balanced ELA 3 & 4 %
RC Stevens	86
BVHS	**84**
Mitchell	79
Yankton	75
RC Douglas	72
SF Lincoln	71
Spearfish	69
Watertown	67
Aberdeen	65
Sturgis	65
Pierre	65
Huron	64
RC Central	61
SF Roosevelt	61
Harrisburg	59
SF Washington	58
Brookings	57
AA Average	**68**
State Ave	**53**

	Smarter Balanced Math 3 & 4
BVHS	**67**
RC Stevens	56
Watertown	43
Mitchell	55
Pierre	42
RC Douglas	53
Yankton	42
Brookings	48
SF Roosevelt	41
SF Washington	34
Spearfish	33
Aberdeen	35
RC Central	37
SF Lincoln	48
Harrisburg	33
Sturgis	41
Huron	31
AA Average	**43**
State Ave	**43**

	State Science Test 3 & 4
Aberdeen	n/a
Brookings	n/a
BVHS	**n/a**
Harrisburg	n/a
Huron	n/a
Mitchell	n/a
Pierre	n/a
RC Central	n/a
RC Douglas	n/a
RC Stevens	n/a
SF Lincoln	n/a
SF Roosevelt	n/a
SF Washington	n/a
Spearfish	n/a
Sturgis	n/a
Watertown	n/a
Yankton	n/a
AA Average	**n/a**
State Ave	**n/a**

	4-Yr Graduation Cohort
Yankton	97
BVHS	**96**
Spearfish	95
Mitchell	90
Harrisburg	90
Watertown	88
Sturgis	88
Pierre	87
RC Douglas	87
SF Lincoln	87
RC Stevens	86
Brookings	86
SF Roosevelt	86
Aberdeen	84
SF Washington	83
Huron	73
RC Central	71
AA Average	**87**
State Ave	**83**

	Completion Rate
BVHS	**99**
Yankton	97
Harrisburg	97
Sturgis	97
Watertown	97
Spearfish	95
Aberdeen	94
RC Stevens	94
Mitchell	94
RC Douglas	92
Pierre	92
SF Roosevelt	90
Brookings	89
SF Lincoln	88
SF Washington	87
Huron	85
RC Central	85
AA Average	**92**
State Ave	**90**

	English Learner Proficiency
Aberdeen	n/a
Brookings	n/a
BVHS	**n/a**
Harrisburg	n/a
Huron	n/a
Mitchell	n/a
Pierre	n/a
RC Central	n/a
RC Douglas	n/a
RC Stevens	n/a
SF Lincoln	n/a
SF Roosevelt	n/a
SF Washington	n/a
Spearfish	n/a
Sturgis	n/a
Watertown	n/a
Yankton	n/a
AA Average	**n/a**
State Ave	**n/a**

2020-2021 Data Comparison for 'AA' Public Schools

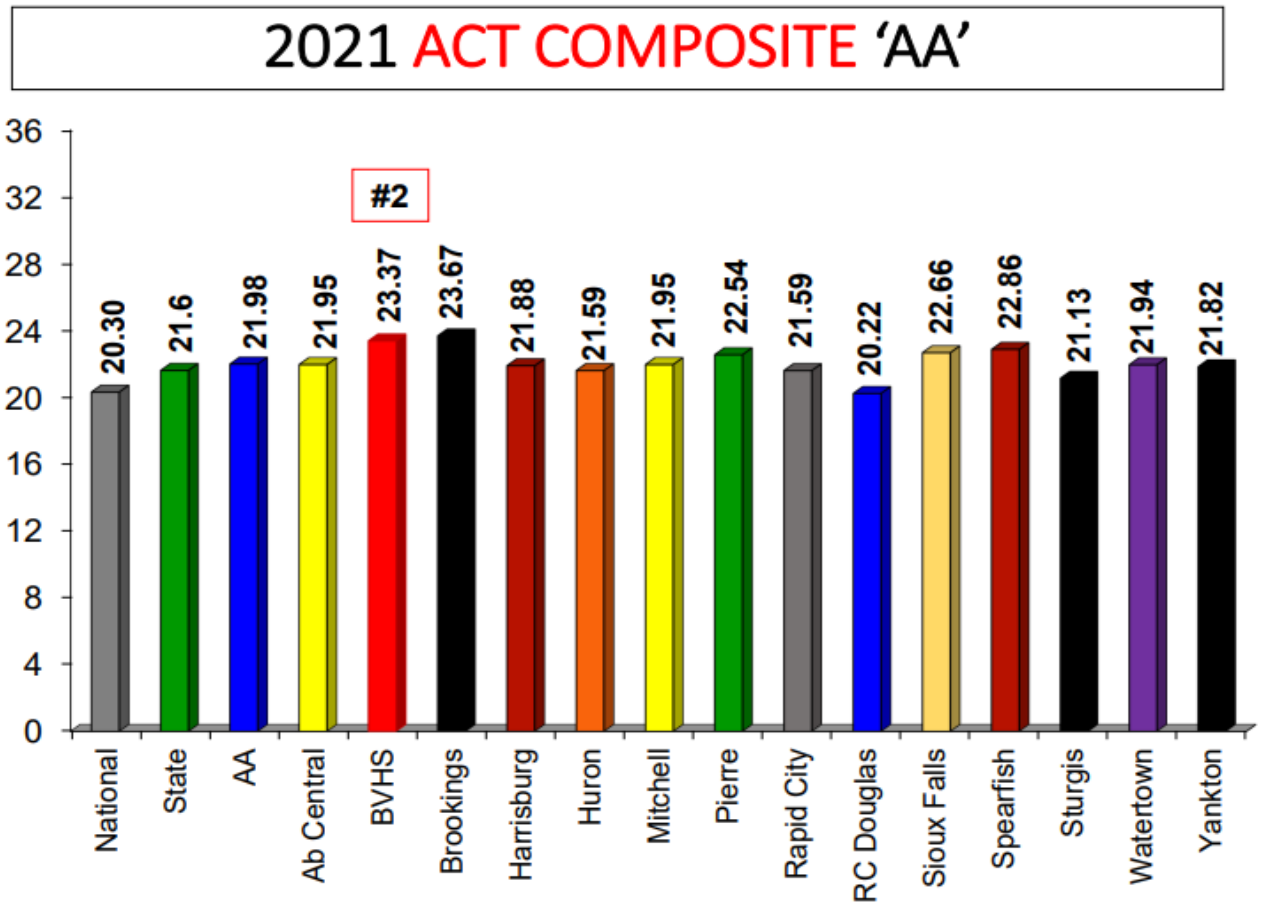
***Class of 2020 was not able to take NCRC due to Covid-19, which negatively impacted the Assessment and College & Career Readiness scores for BVHS.**

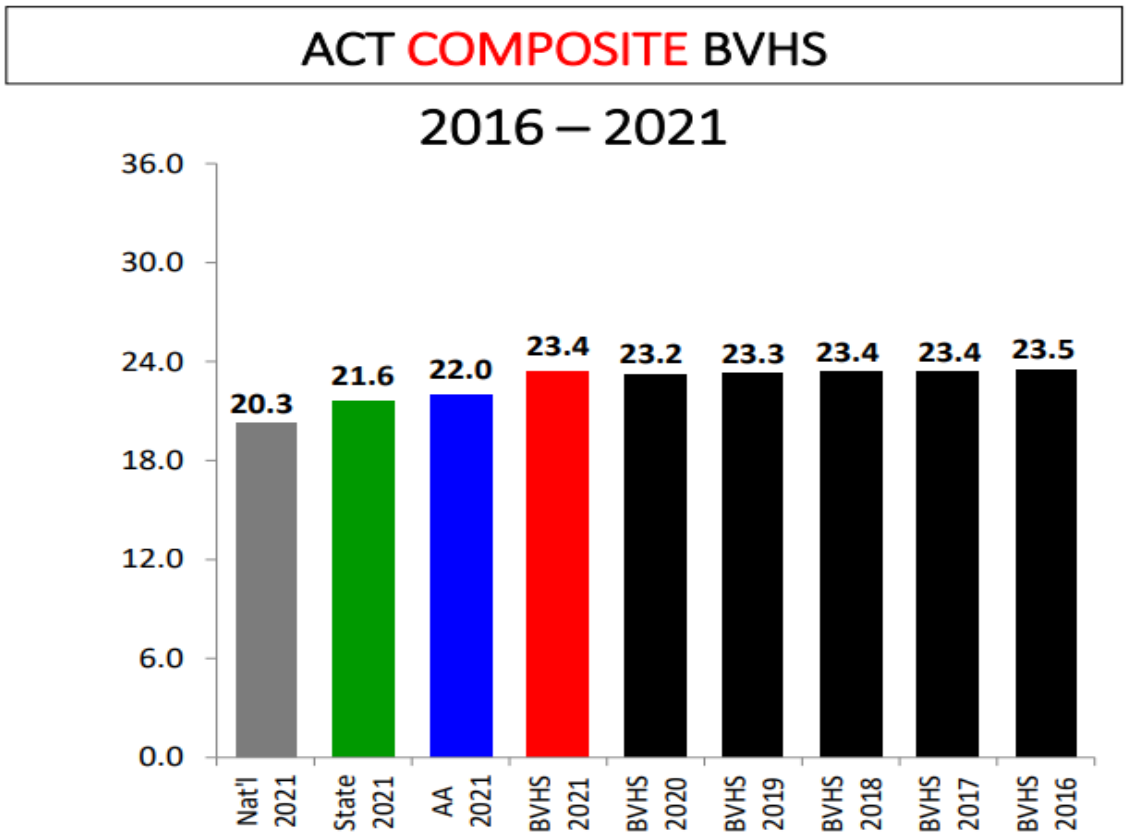
	College Course Readiness
Brookings	95
Spearfish	91
Mitchell	91
Sturgis	90
Harrisburg	90
BVHS	**89**
Aberdeen	89
RC Douglas	88
Pierre	86
RC Stevens	79
Huron	79
SF Roosevelt	78
SF Lincoln	77
RC Central	75
SF Washington	74
Watertown	70
Yankton	69
AA Average	**83**
State Ave	**82**

	Assessment Readiness
Yankton	76
Spearfish	75
BVHS	**70**
RC Stevens	70
Sturgis	69
SF Lincoln	69
Mitchell	66
RC Central	66
RC Douglas	64
Watertown	64
SF Roosevelt	64
Aberdeen	63
Brookings	62
Pierre	59
Harrisburg	57
SF Washington	54
Huron	36
AA Average	**64**
State Ave	**63**

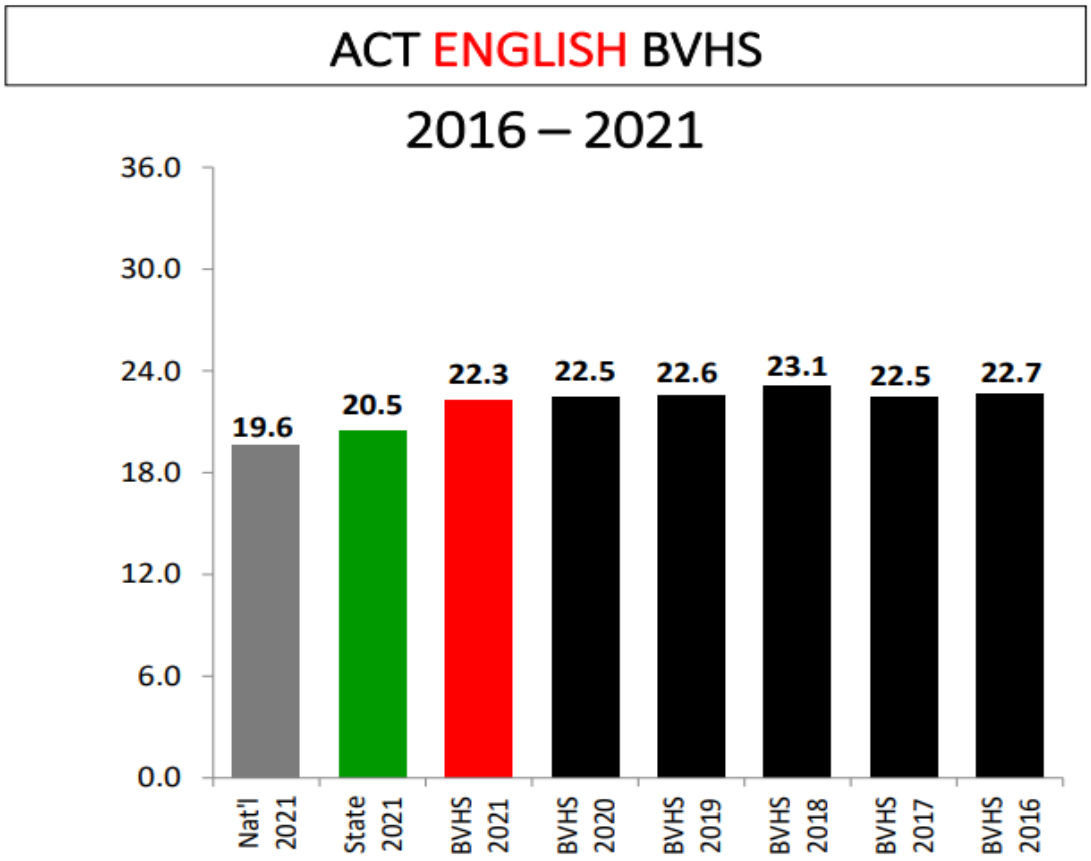
	College & Career Readiness
Spearfish	70
BVHS	**65**
Sturgis	65
Mitchell	65
RC Douglas	63
Brookings	62
Aberdeen	60
SF Lincoln	60
RC Stevens	59
RC Central	58
Pierre	55
Harrisburg	54
SF Roosevelt	54
Watertown	53
Yankton	48
SF Washington	46
Huron	32
AA Average	**57**
State Ave	**57**

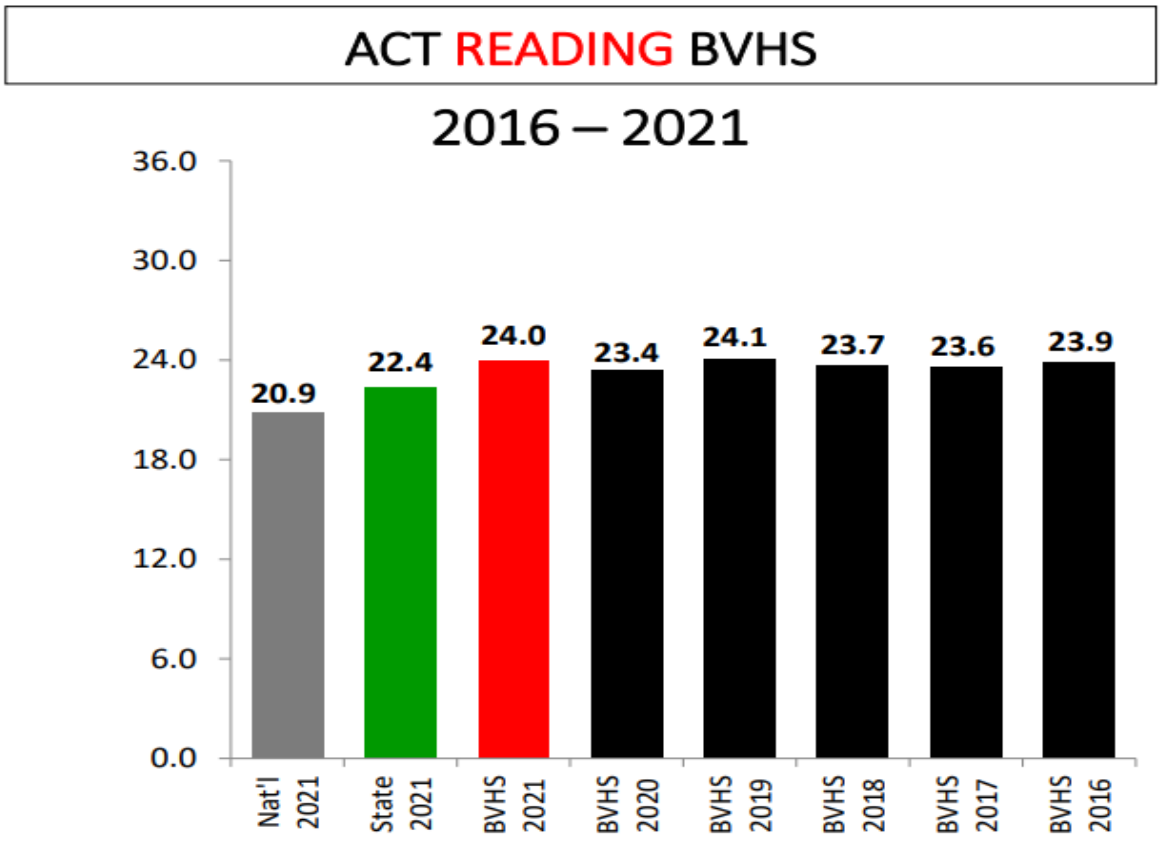
2021 Data Comparison for 'AA' Public Schools



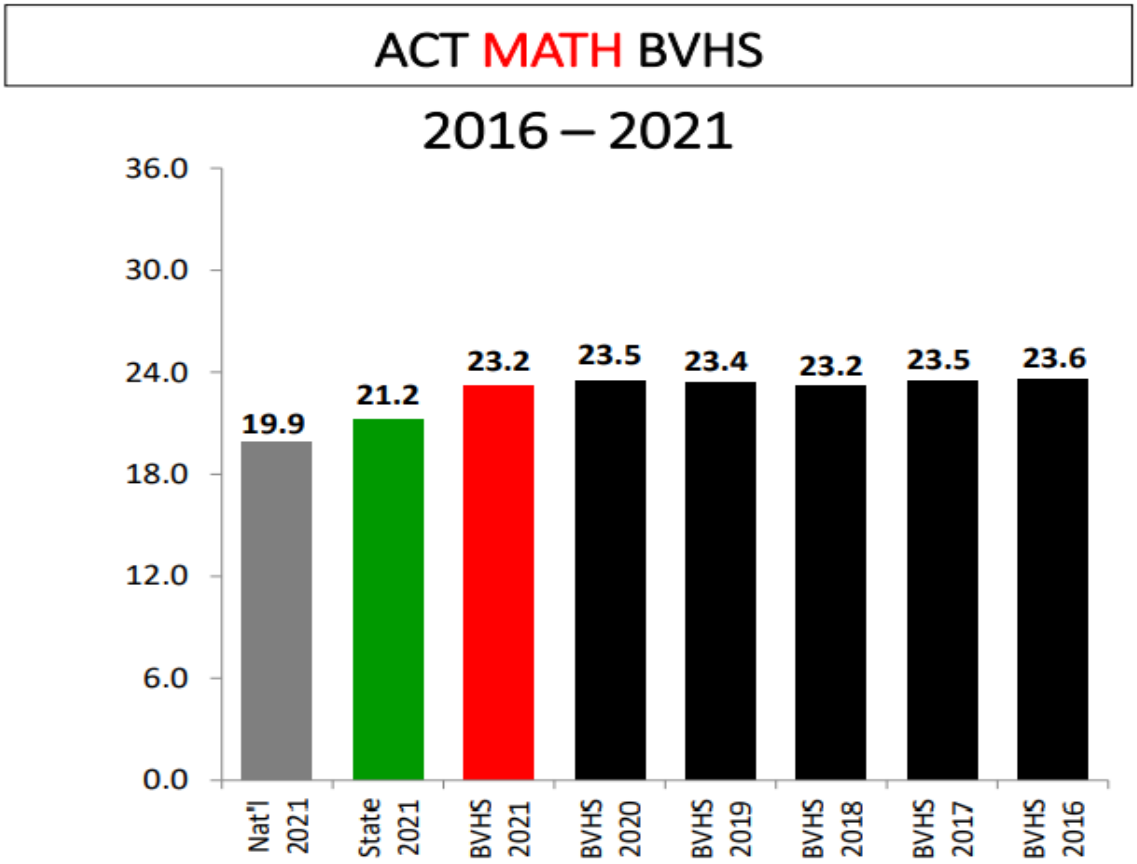


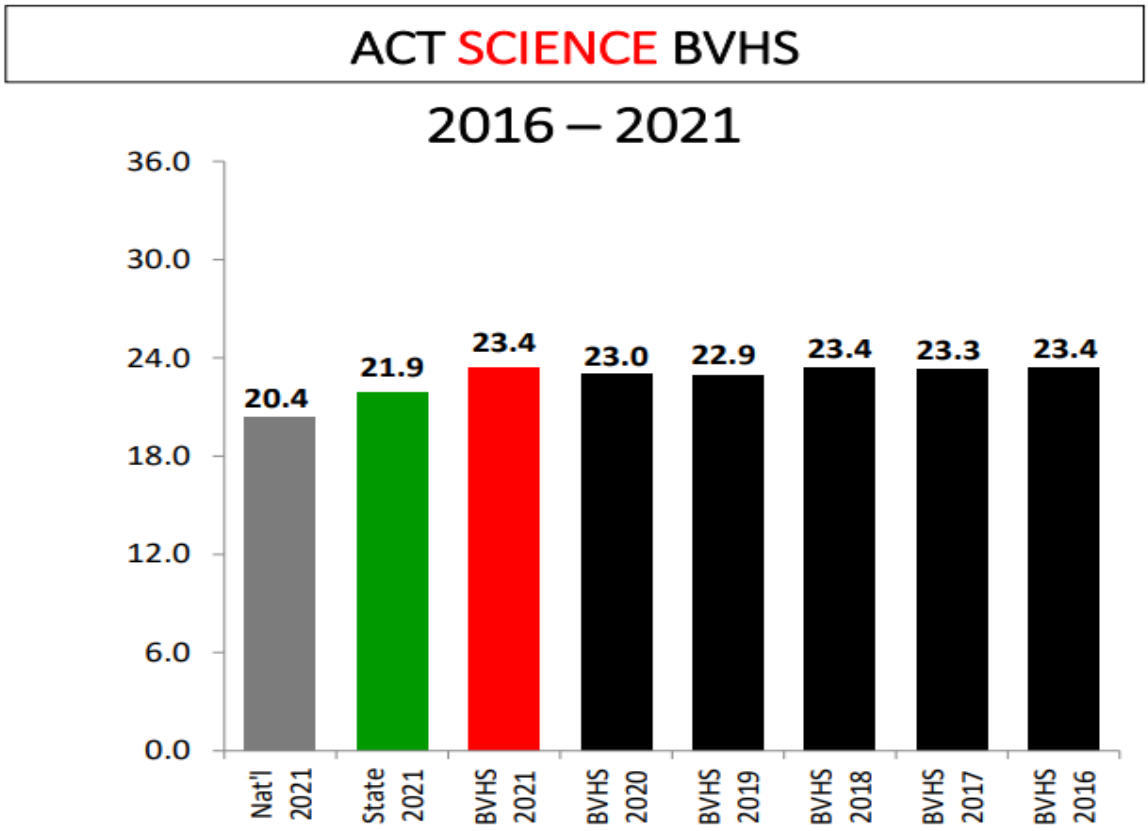
2021 Historical Data Comparison for BVHS





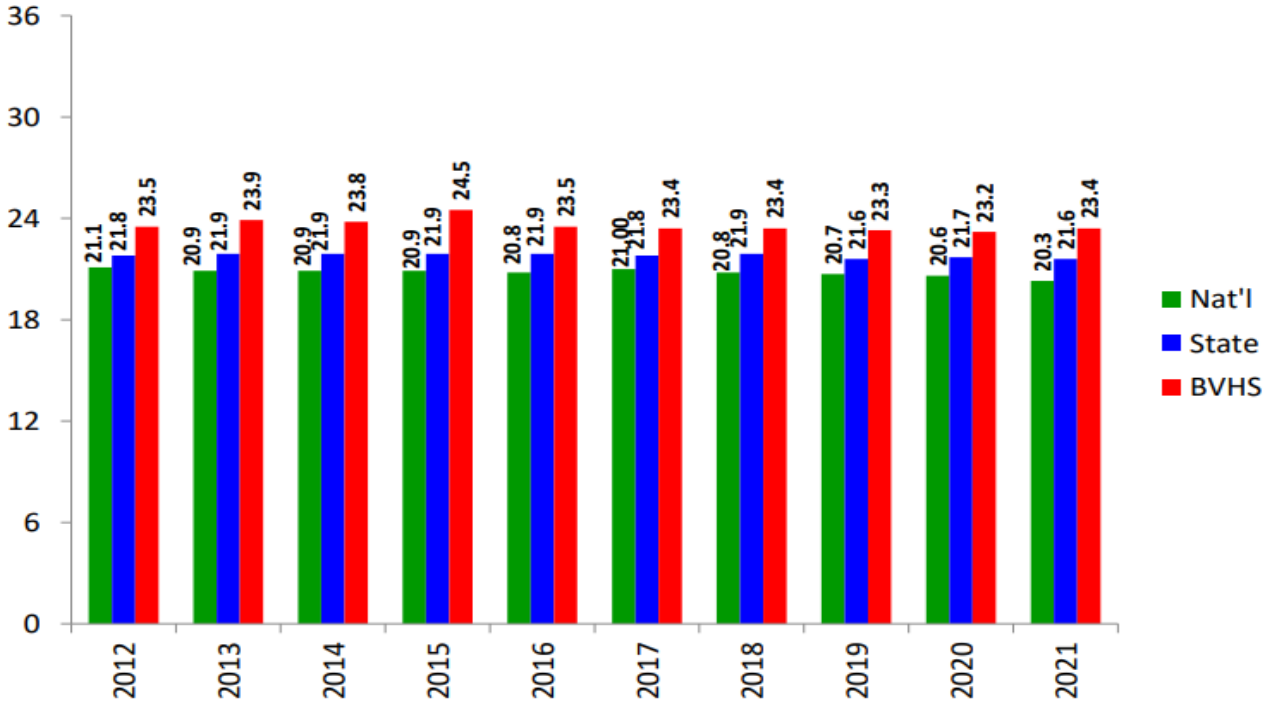
2021 Historical Data Comparison for BVHS



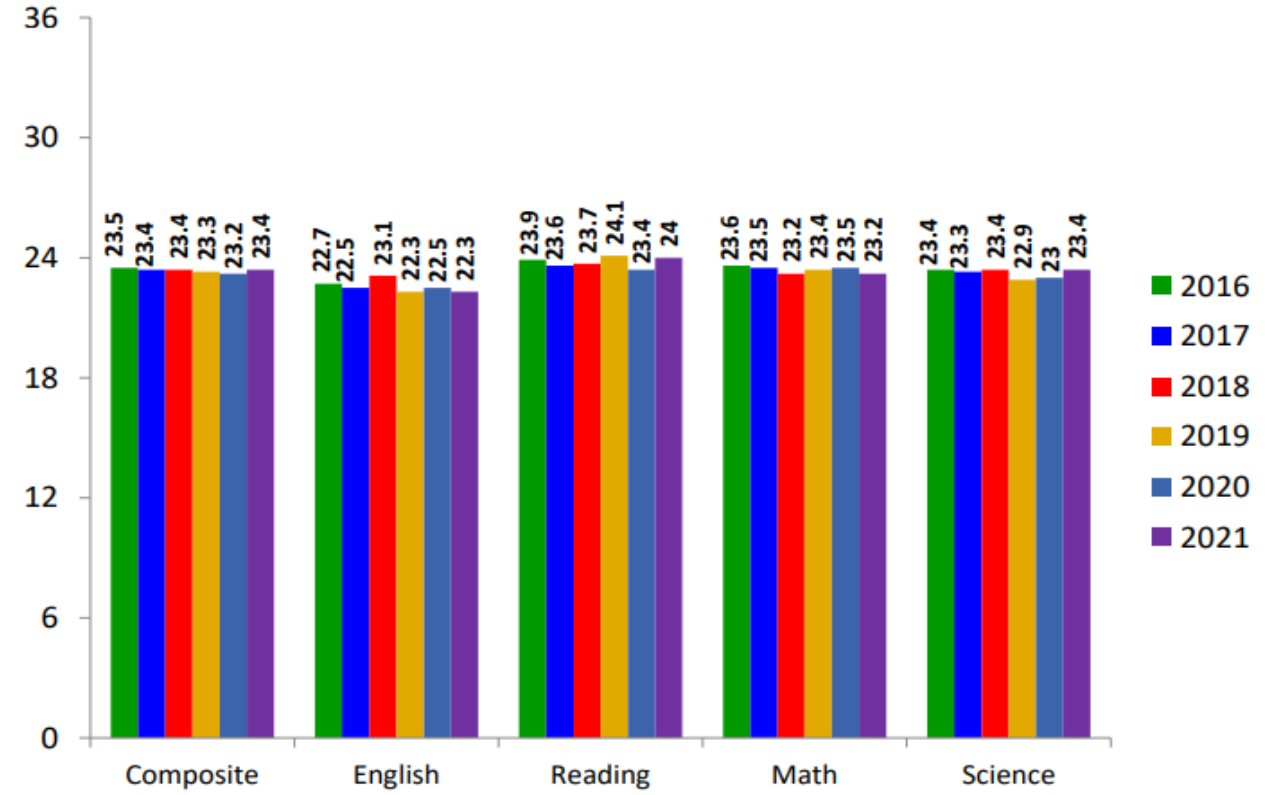


2021 Historical Data Comparison for BVHS

BVHS ACT COMPOSITE RESULTS 2012 – 2021



BVHS ACT RESULTS 2016 – 2021



Brandon Valley Middle School

School Improvement Plan

2021-22

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.

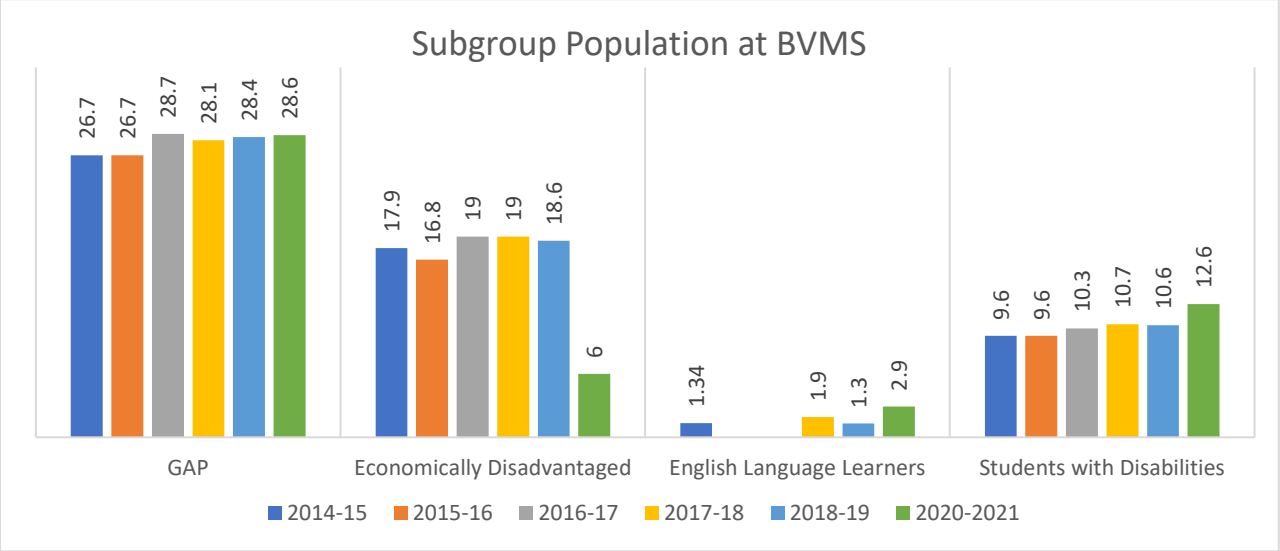
Program Development

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

BVMS Percentage of Each Subgroup Population

Brandon Valley Middle School Demographic Data						
	2015-2016	**2016-2017**	**2017-2018**	**2018-2019**	**2019-20**	**2020-21**
Total MS Enrollment	585	610	633	668	--	699
White	523 (89.4%)	552 (90.7%)	568 (89.7%)	599 (89.7%)	--	605 (86.6%)
Total SwD	56 (9.6%)	63 (10.3%)	68 (10.7%)	75 (10.6%)	--	88 (12.6%)
Econ Disadv.	98 (16.8%)	116 (19.0%)	120 (19.0%)	124 (18.6%)	--	42 (6.0%)
GAP	156 (26.7%)	175 (28.7%)	178 (28.1%)	190 (28.4%)	--	200 (28.6%)
NON-GAP	429 (73.3%)	435 (71.3%)	455 (71.9%)	478 (71.6%)	--	499 (71.4%)

** 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 in spring of 2020.

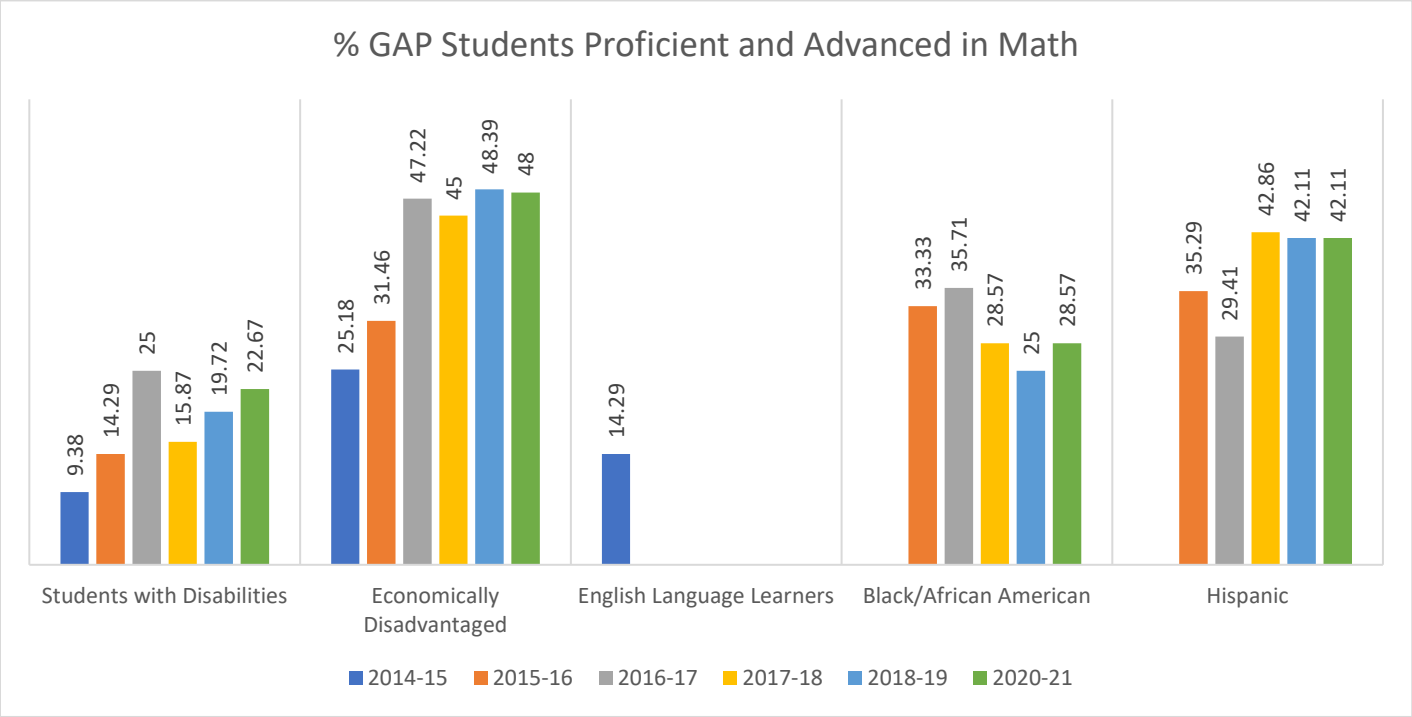


Gap and Non-Gap students:
In 2012-2013 South Dakota developed an accountability process used for calculating the School Performance Index which identifies students in two groups as Gap and Non-Gap students.

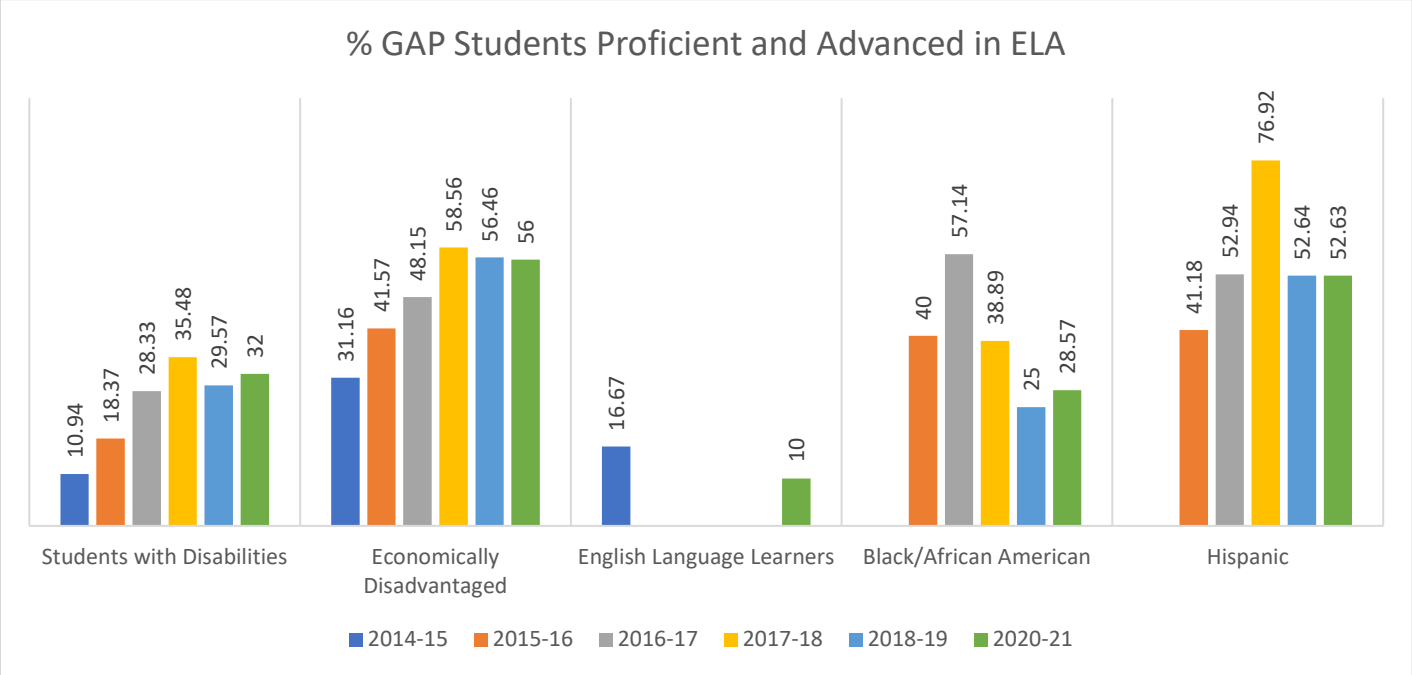
Gap students include the following subgroups: Black or African American, American Indian or Alaska Native, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient.

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

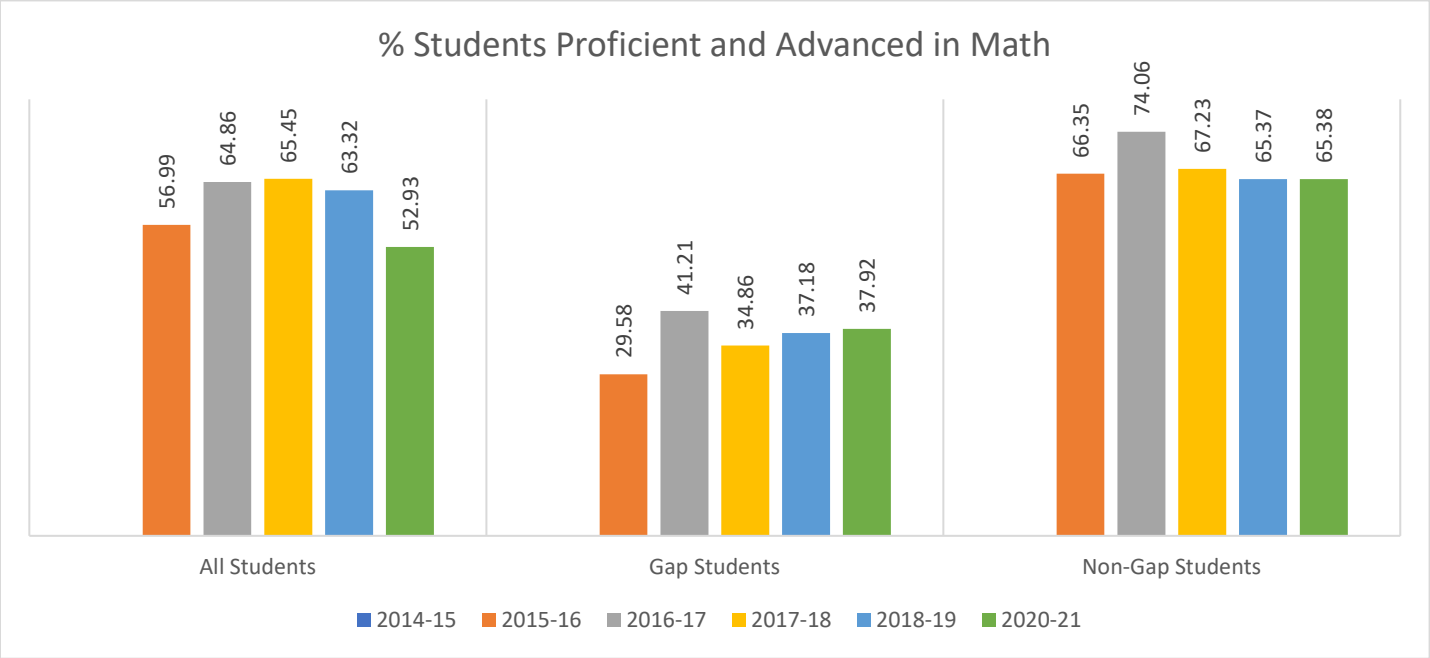
BVMS SwD, ELL, ED: Proficient and Advanced



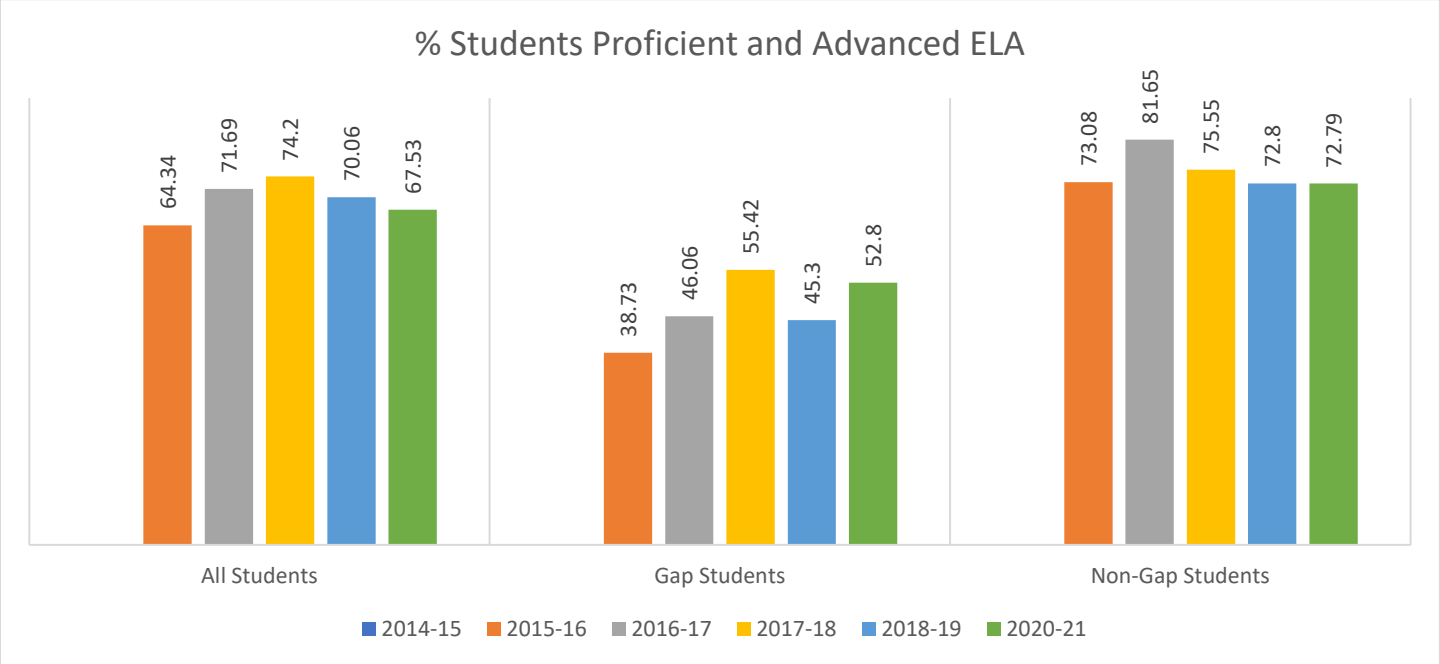
BVMS SwD, ELL, ED: Proficient and Advanced



BVMS SwD, ELL, ED: Proficient and Advanced



BVMS SwD, ELL, ED: Proficient and Advanced



Performance Data Evaluation and Analysis

School: Brandon Valley Middle School

Evaluation Team Members:

Amanda Nelson, Middle School Assistant Principal
7th and 8th Grade Math and ELA Teachers

2021-22 Math Goal:
We will focus on improving our targets that were at/near standard or below standard, based on student performance on the 2020-21 State Assessment.

I. **7th Grade Targets:**
   a. **Target B:** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
      i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets.
   b. **Target F:** Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
      i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets.
   c. **Target G:** Use random sampling to draw inferences about a population.
      i. BVMS scored below the Proficiency Standard with performance similar to the rest of the assessment.
   d. **Target H:** Draw informal comparative inferences about two populations.
      i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets.

II. **8th Grade Targets:**
   a. **Target B:** Work with radicals and integer exponents.
      i. BVMS scored below the proficiency standard but shows an area of weakness compared to other targets.
   b. **Target H:** Understand and apply the Pythagorean theorem.
      i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets.

Interventions/Strategies to Meet Goal:

- Weak targets are all taught during the first half of the school year. As a department, we need to be more intentional about incorporating these concepts throughout the year through spiral review and include these targets while teaching other standards throughout the entire year.
- Develop 15–20-minute lessons/videos to be shown and completed during enrichment. As a math department, we will develop these lessons focusing on our low targets. Videos and instruction will be provided for all enrichment teachers.
- Restructure pacing for low targets ensuring adequate coverage of concepts.
- Restructuring of timing on pacing for concepts taught.

Formative Assessment to Monitor Progress:

- Grade-Level Common Assessments are developed to ensure all targets are taught and assessed throughout the school year.
- Staff Development Needs to Meet Goal:
- Time to evaluate and analyze data collected from Smarter Balanced Assessment.
- Creation of review materials that review all targets but provide more for targets listed above.
- Continued monthly department meetings

2021-22 ELA Goal:
We will focus on improving our targets that were at/near standard or below standard, based on student performance on the 2020-21 State Assessment.

I. **7th Grade Targets:**
   a. **Reading Literary Texts Target 3:** Word Meanings: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
      i. BVMS scored Below the Proficiency Standard and shows an area of weakness compared to other targets.
   b. **Reading Literary Texts Target 4:** Reasoning and Evidence: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/explanation.
      i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets.
   c. **Reading Literary Texts Target 6:** Text structures & Features: Analyze text structures and the impact of those choices on meaning or presentation.
      i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets
   d. **Reading Literary Texts Target 7:** Language use: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.
      i. BVMS scored At/Near Proficiency Standard and shows this performance is similar to performance on the test as a whole.
   e. **Explanatory Target 3:** Write/revise brief texts: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience that follows from and supports the information or explanation presented.
      i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets.

f. **Narrative Target 1:** Write/Revise Brief Texts: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).
    i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets.
g. **Writing Target 9:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.
    i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets.

II. **8th Grade Targets:**

a. **Reading Informational Texts Target 8:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
    i. BVMS scored above the proficiency standard but shows an area of weakness compared to other targets.
b. **Reading Literary Texts Target 2:** Determine a theme or central idea from evidence in the text or provide an objective summary of the text.
    i. BVMS scored above the proficiency standard but shows an area of weakness compared to other targets.
c. **Reading Literary Texts Target 3:** Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships, word structure, or use of reference material, with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
    i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets.
d. **Reading Literary Texts Target 4:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts and use supporting evidence as justification/explanation.
    i. BVMS scored above the proficiency standard but shows an area of weakness compared to other targets.
e. **Reading Literary Texts Target 5:** Analyze relationships among literary elements within or across texts or analyze differences in point of view within or across texts.
    i. BVMS scored below the proficiency standard and shows an area of weakness compared to other targets.
f. **Reading Literary Texts Target 6:** Analyze text structures and the impact of those choices on meaning or presentation.
    i. BVMS scored above the proficiency standard but shows an area of weakness compared to other targets.
g. **Writing Argumentative Target 6:** Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources.
    i. BVMS scored At/Near Proficiency Standard but shows an area of weakness compared to other targets.
h. **Writing Explanatory Target 3:** Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text.

        i. BVMS scored above the proficiency standard but shows an area of weakness compared to other targets.

i. **Writing Narrative Target 1:** Apply narrative techniques and appropriate text structures and transitional strategies for coherence when writing / revising one or more paragraphs of narrative text.
    i. BVMS scored above the proficiency standard but shows an area of weakness compared to other targets.

j. **Writing Target 8:** Strategically use precise language and vocabulary appropriate to the purpose and audience when revising or composing texts.
    i. BVMS scored above the proficiency standard but shows an area of weakness compared to other targets.

k. **Writing Target 9:** Apply or edit grade- appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.
    i. BVMS scored above the proficiency standard but shows an area of weakness compared to other targets.

Interventions/Strategies to Meet Goal:

- Weak targets are all taught during the first half of the school year. As a department, we need to be more intentional about incorporating these concepts throughout the year through spiral review and include these targets while teaching other standards throughout the entire year.
- Restructure pacing for low targets ensuring adequate coverage of concepts.
- Restructuring of timing on pacing for concepts taught.

Formative Assessment to Monitor Progress:

- Grade-Level Assessments are developed to ensure all targets are taught and assessed throughout the school year.

Staff Development Needs to Meet Goal:

- Time to evaluate and analyze data collected from Smarter Balanced Assessment.
- Creation of review materials that reviews all targets but provides more for targets listed above.

Performance Data Evaluation and Analysis

2021-22 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: The proficiency rate of our GAP students will rise 1.5% in both Math and ELA.				
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 2022
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 2022

Brandon Valley Intermediate School

School Improvement Plan 2021-2022

Brandon Valley Intermediate School
School Improvement Plan
2021-2022

Core Operating Principle

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

Brandon Valley Mission Statement

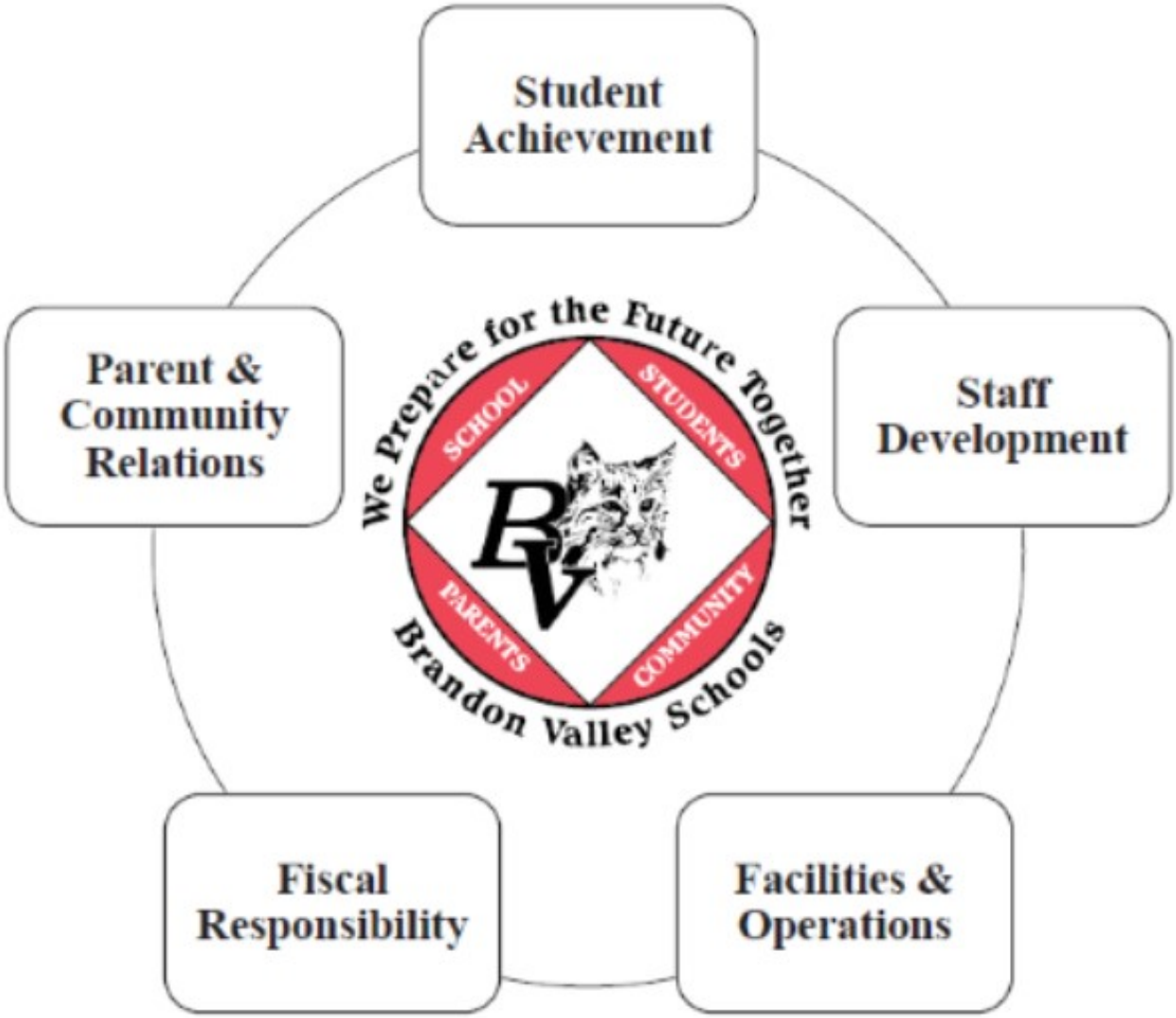
We will prepare our students to be lifelong learners and productive citizens in a global society through the creation of learning environments that result in success.

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 continues to be abbreviated because of the COVID-19 pandemic and limited academic data provided for BVIS from the state. The District received very limited data from the state because of no state testing in 2019-2020; academic achievement was provided this year. Many of the items within this plan were rolled up/continuing to be implemented in the 2021-22 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. The team was limited in size this year due to the lack of data and tracking. In the future we will pull in the normal full team of staff for the development and implementation of the school improvement plan.

Brandon Valley Intermediate School Planning Team
Nick Skibsted – Intermediate School Principal
Rick Pearson – Intermediate School Assistant Princpal and District Assessment Coordinator
Kathy Woodard – BVIS Special Education – input from Special Education department.
Becky VanRoekel – 6th grade math – input from math team
Baylee Relf – 5th grade ELA – input from ELA team
Jennifer Hart – 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	8/3/2021	Intermediate School Administrator reviewed SIP
SD – Report Card Release	9/1/2021	Reviewed BVIS report card
Review/revision	10/08/2021	Intermediate School Administrator and BVIS SIP team met
Review revision	10/11/2021	Planning Team met with staff at data retreat
Approval BV BOE	11/8/2021	BV Board of Education
Implementation of plan	11/8/2021	BVIS school
Released to public	11/8/2021	BV Superintendent: Jarod Larson

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

Brandon Valley Intermediate School Profile

The Brandon Valley School District is located eight miles east of Sioux Falls. Making up the Brandon Valley District are the communities of Brandon, Valley Springs, Corson, and Rowena. Our district covers 128 square miles of Minnehaha County with nearly 2000 students bussed daily. Our staff consists of approximately 500 people, with 260 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 school district with the number of students this year increasing by over 175. Current district enrollment is approximately 4,600 students. Historically, Brandon Valley students have excelled academically.

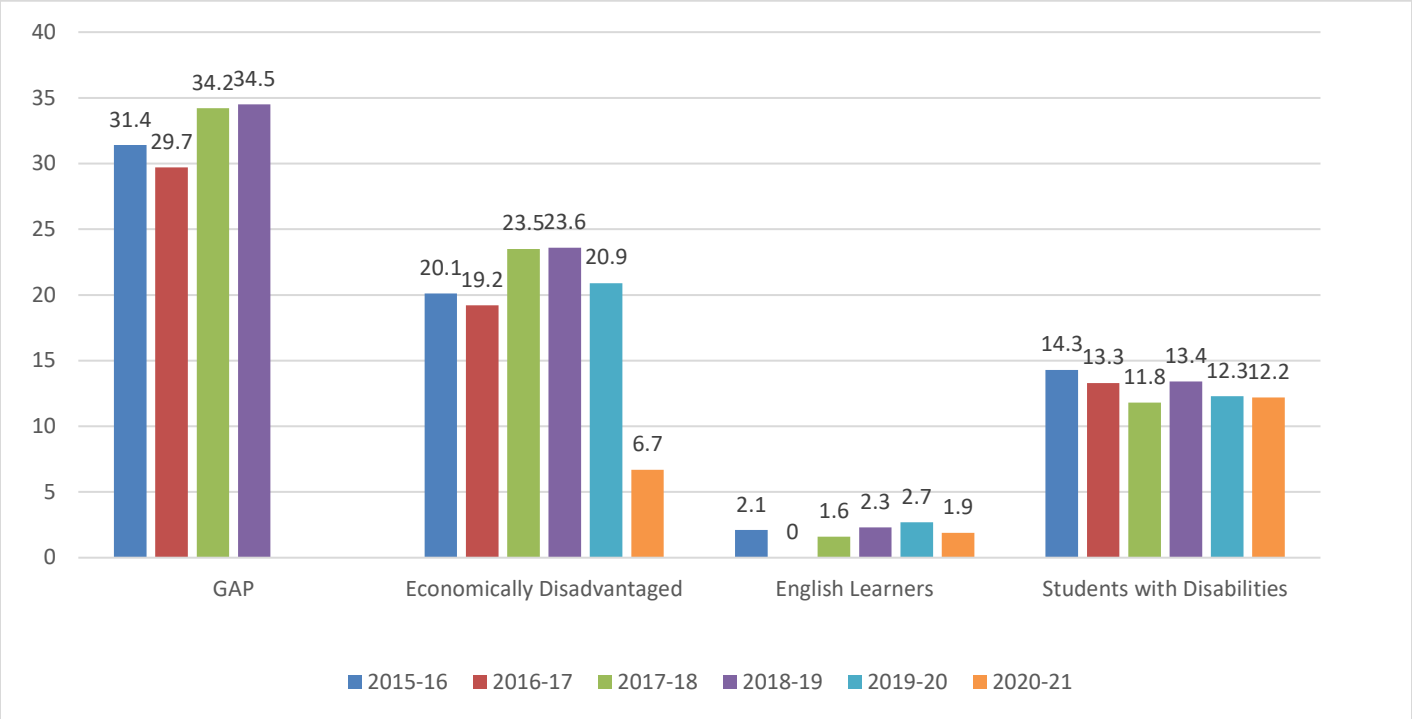
Brandon Valley Intermediate School is made up of approximately 710 students in grades five (349) and six (361). 5th grade consists of three teams of four teachers and one team of two teachers, which is departmentalized in all areas of the curriculum (math, science, ELA, social studies). 6th grade consists 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	702
Total SwD	91	88 (13.3%)	80 (11.79%)	91 (13.36%)	83 (12.3%)	86(12.2%)
Econ Disadv.	128	127 (19.2%)	160 (23.5%)	161 (23.64%)	141(20.9%)	47(6.7%)
EL			11 (1.6%)	16 (2.3%)	19 (2.7%)	13(1.9%)
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



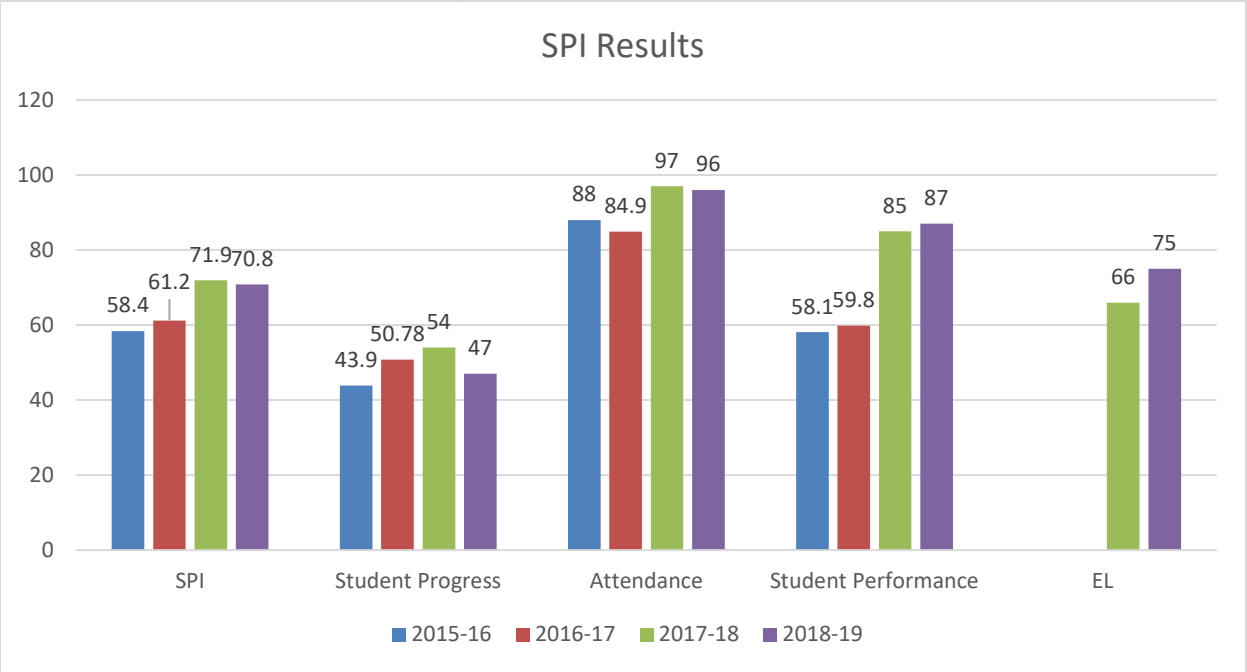
Economically Disadvantaged group is 6.7%. English Learners group is 1.9%. Students with Disabilities is 12.2% of the population for 2019-20.

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.

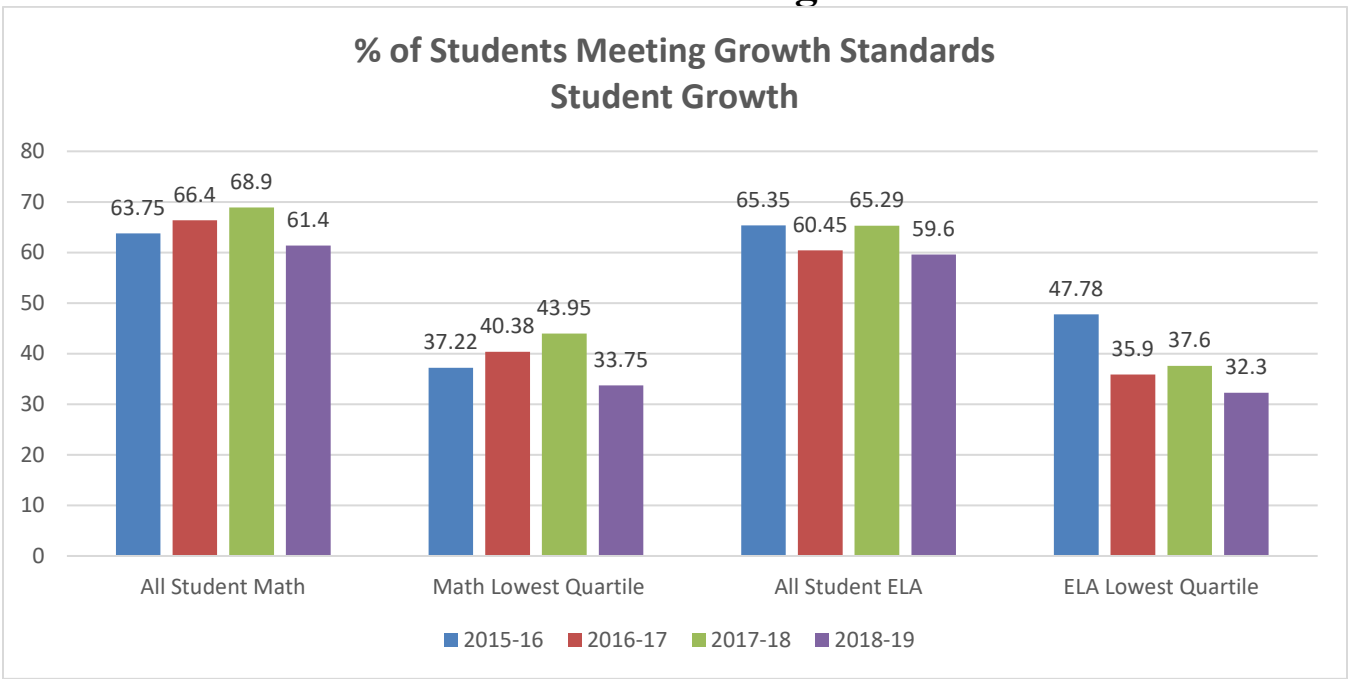
Non-Gap students used for accountability purposes include the subgroups of: White/Caucasian, Asian, Native Hawaiian-Pacific Islander, 2 or More Races.

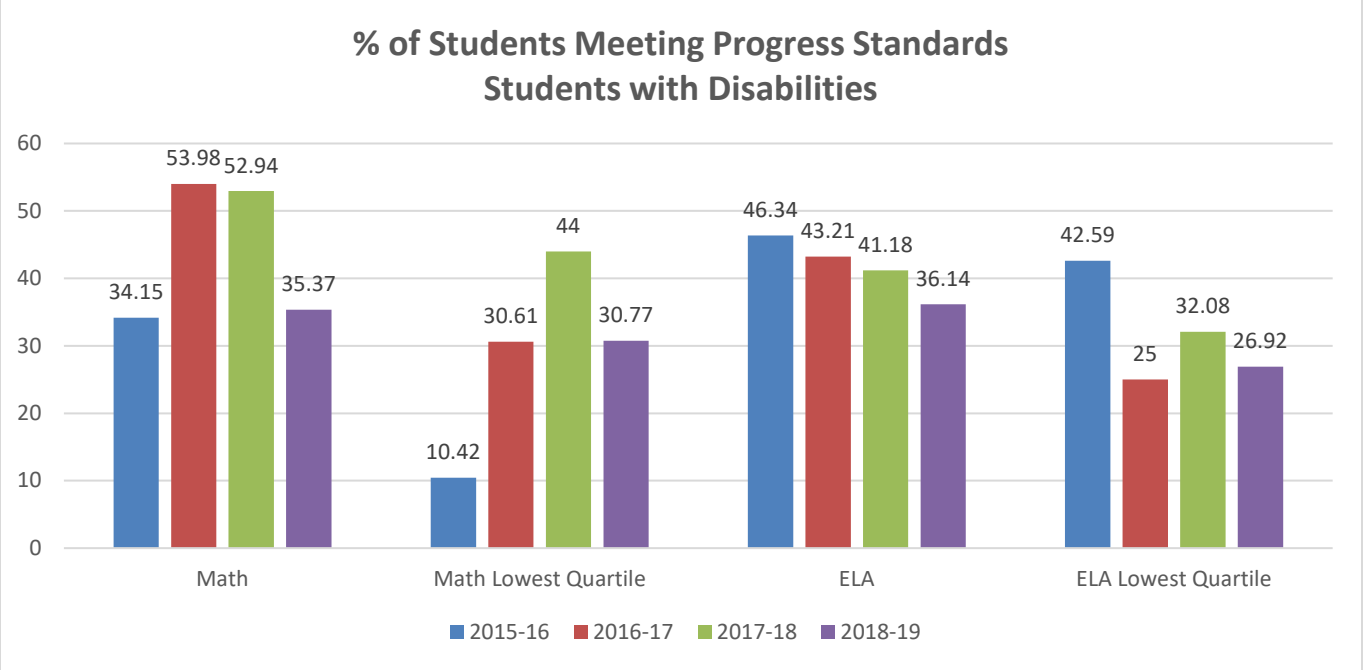
SPI Results: Student Progress, Attendance and Student Performance

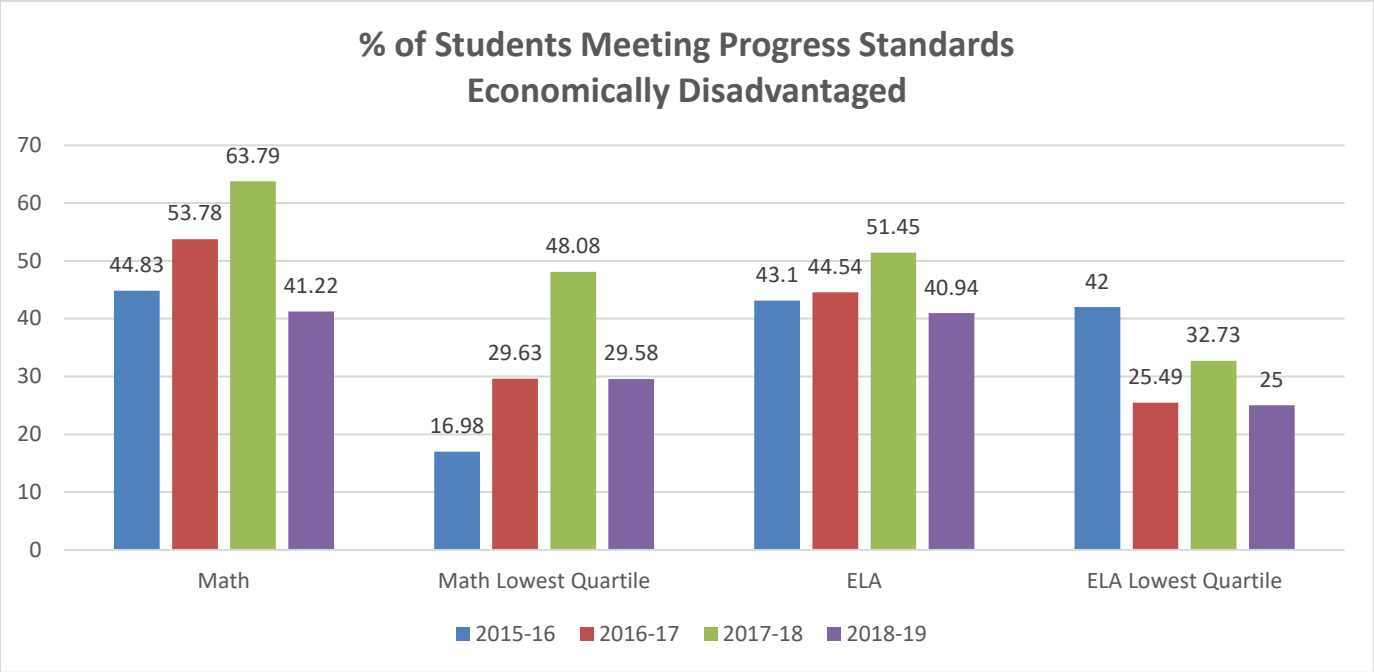


School Performance Index (SPI) is based on 10 points for attendance, 10 points for English Learners, 40 points for student progress, and 40 points for student performance. Brandon Valley Intermediate School's School Performance Index (SPI) for 2018-19 was 70.08 points. There is no SPI score for the 19-20 and 20-21 school year due to the Covid-19 pandemic. At BVIS, Student Progress was at 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

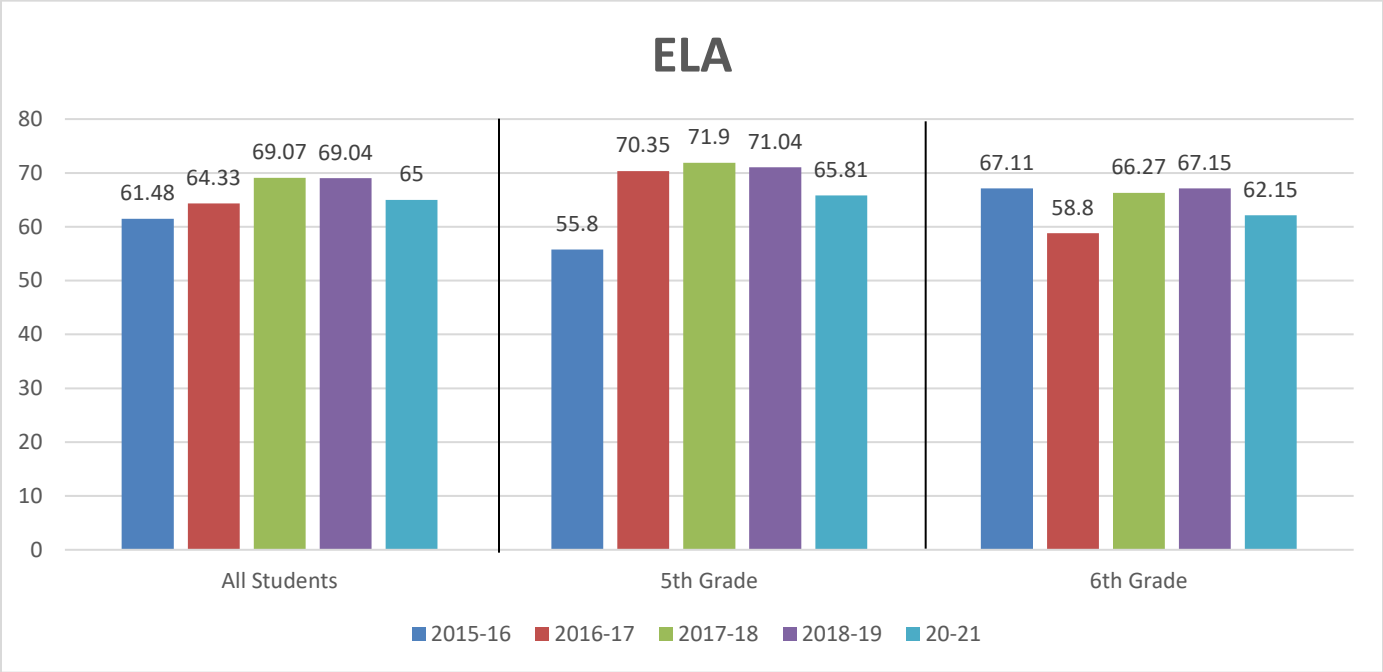




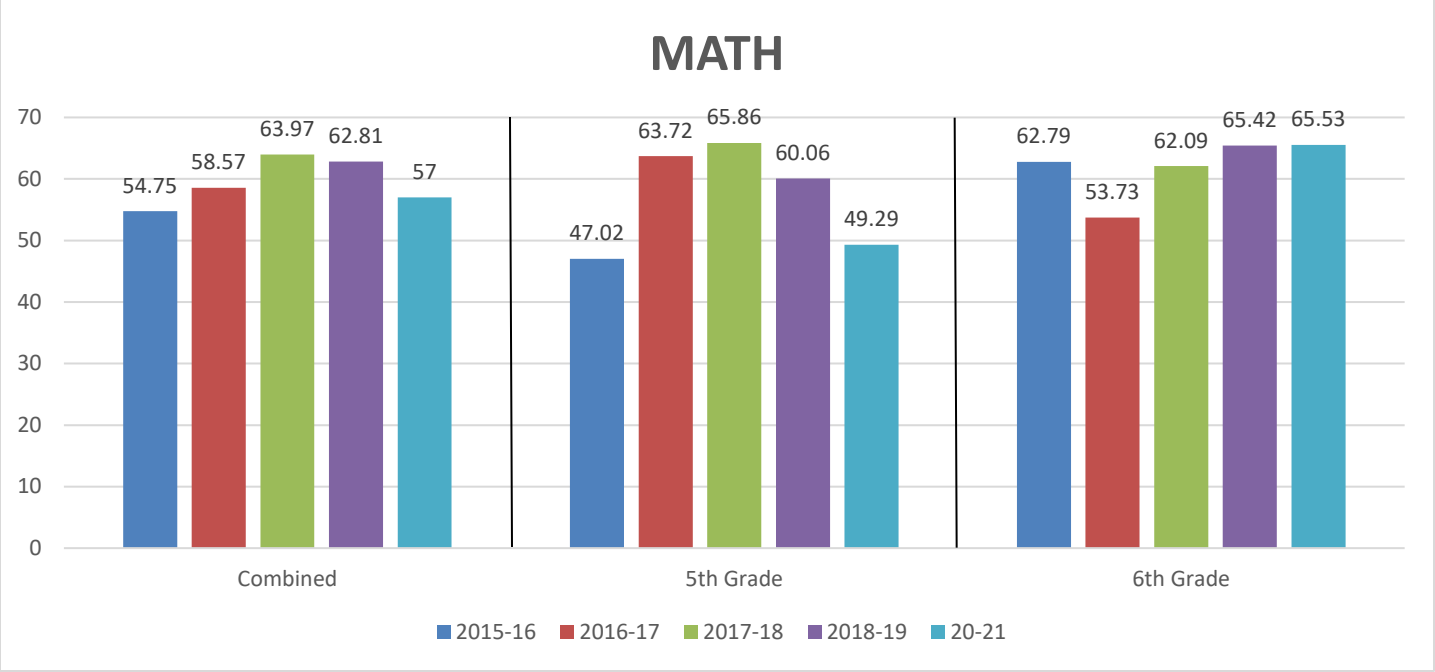


Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through**: 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
2020-21 Results

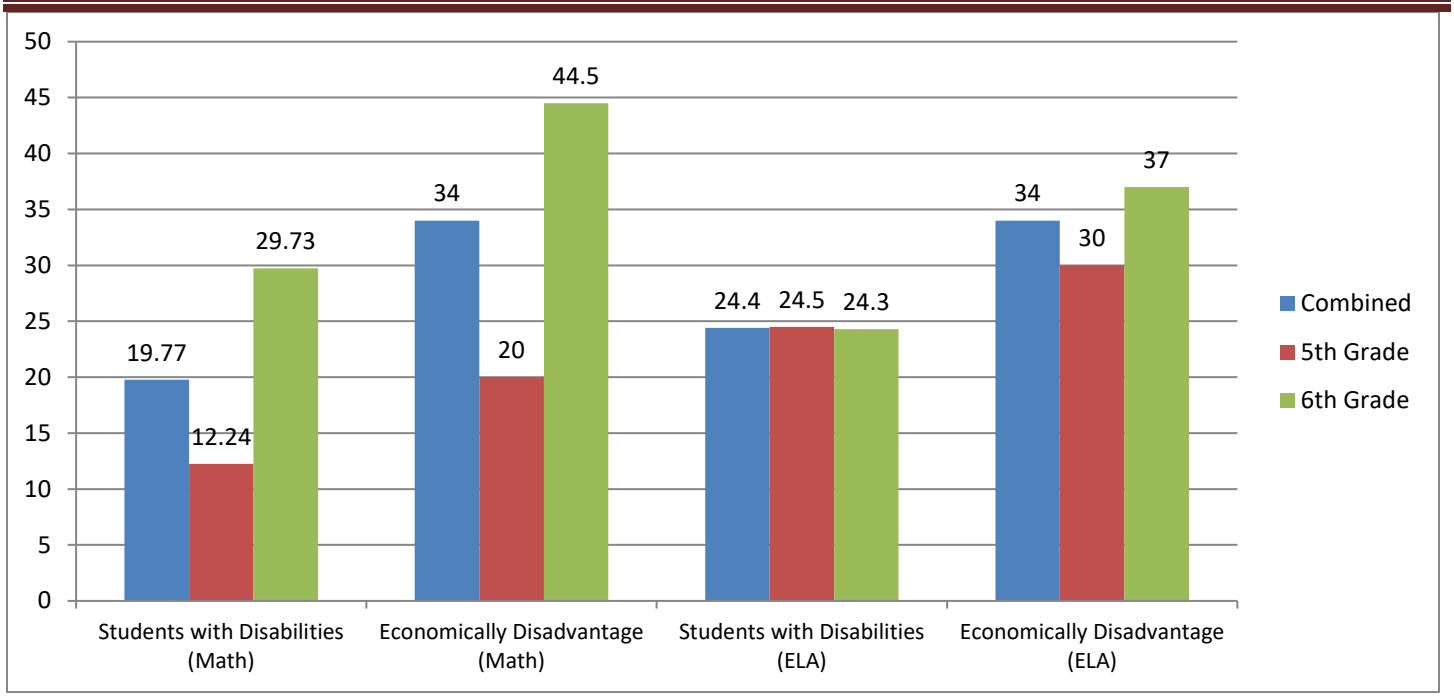


ELA in the Intermediate School resulted in 65% of the students performing at Level 3 or 4. 5th grade is at 65.81% performing at Level 3 or 4. 6th grade is at 62.15% performing at Level 3 or 4.



Math in the Intermediate School resulted in 57% of the students performing at Level 3 or 4. 5th grade is at 49.29% performing at Level 3 or 4. 6th grade is at 65.53% performing at Level 3 or 4.

BVIS SwD, EL, ED: Levels 3 and 4 2020-21 Results

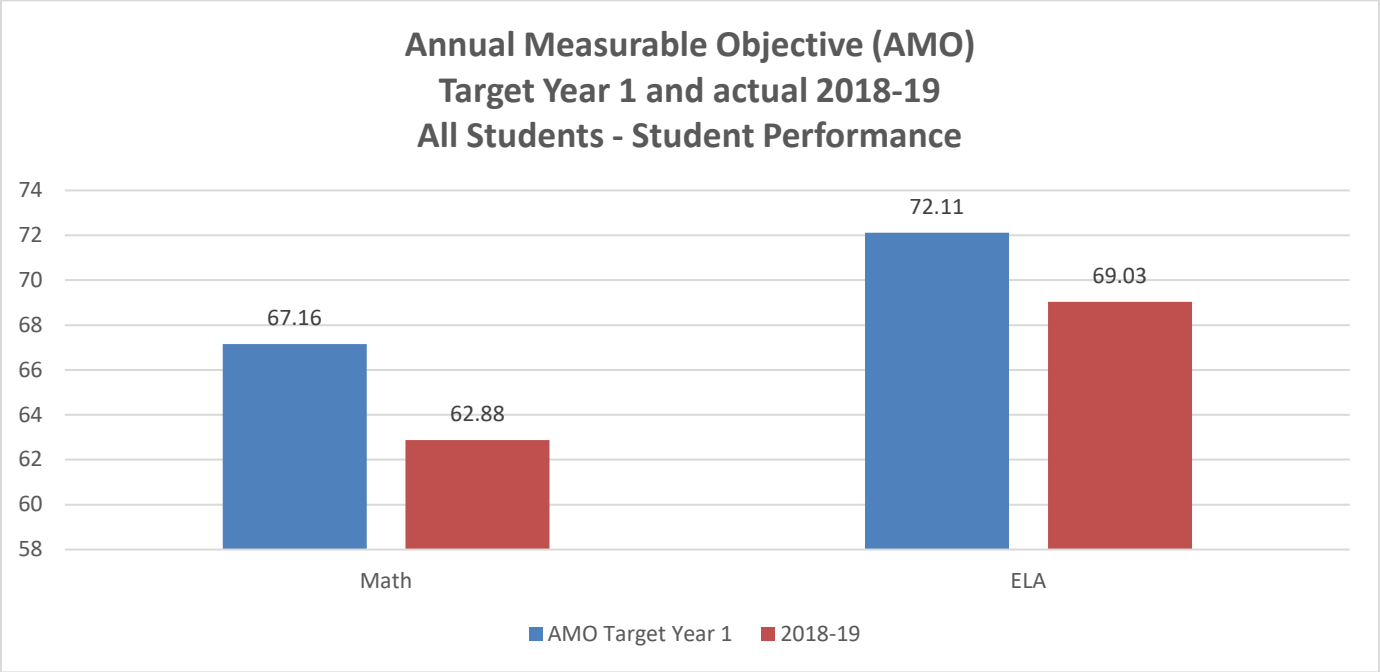


Level 3 and 4 - Students with Disabilities - Math combined student results is 19.77% performing at Level 3 or 4. 5th grade is at 12.24% performing at Level 3 or 4. 6th grade is at 29.73% performing at Level 3 or 4.

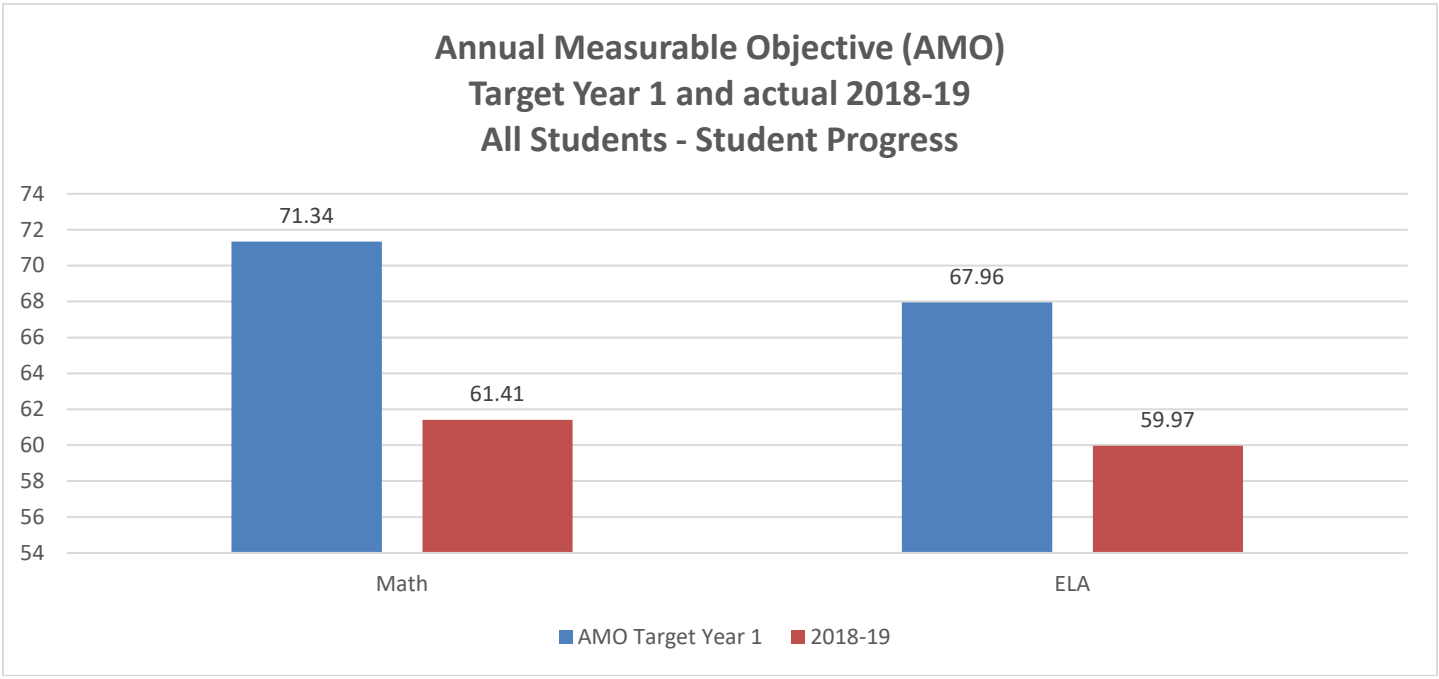
ELA combined student results 24.4% performing at Level 3 or 4. 5th grade is at 24.5% performing at Level 3 or 4. 6th grade is at 24.3% performing at Level 3 or 4.

Level 3 and 4 – Economically Disadvantaged - Math combined student results is 34% performing at Level 3 or 4. 5th grade is at 20% performing at Level 3 or 4. 6th grade is at 37% performing at Level 3 or 4.

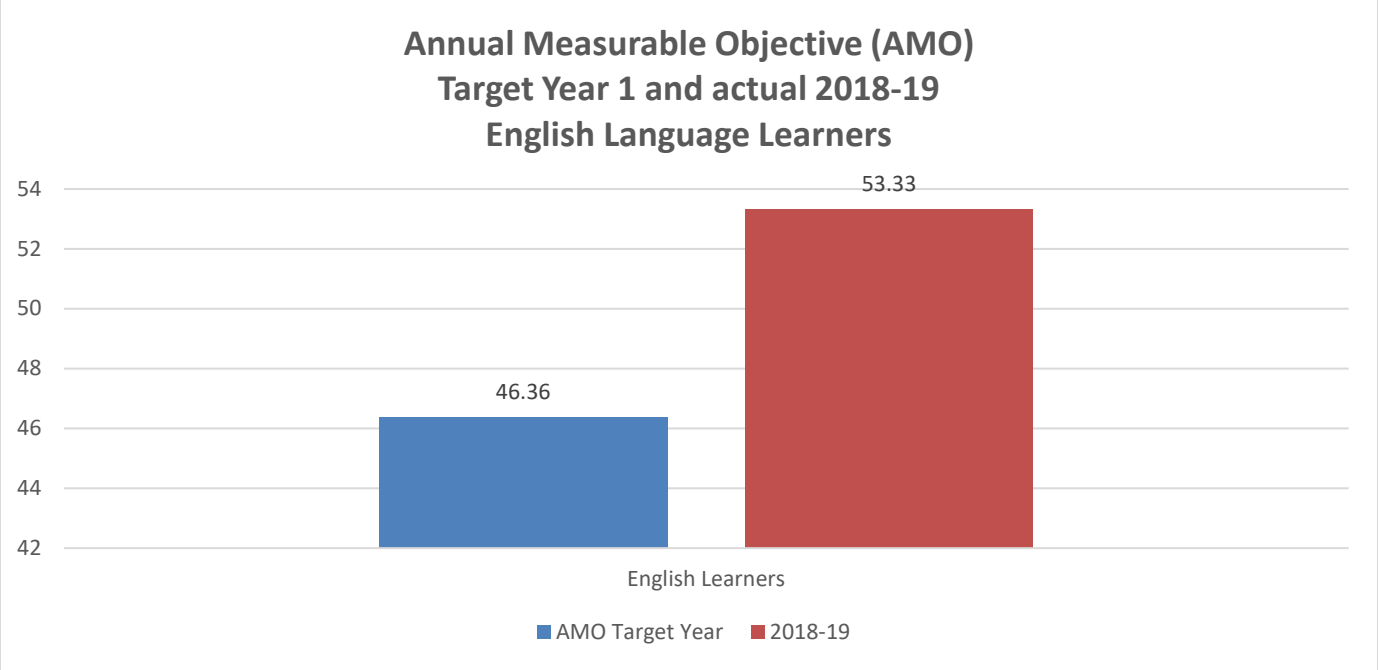
ELA combined student results 34% performing at Level 3 or 4. 5th grade is at 30% performing at Level 3 or 4. 6th grade is at 37% performing at Level 3 or 4.



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.
- Utlize close reading strategies and diffentiated instruction that can scaffold at-risk readers.
- Utlize 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.
- RtI utilized in 5th and 6th grade
- Continued implementation of state adopted New Generation Science standards
- Implementation of two targeted ELA and math sections/grade and utilize instruction support in both 5th and 6th grade
- Utlization 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 alikes 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.
- Implementation of Lexia in 5th and 6th grade ELA.
- Each staff member is participating in a year-long PD led by BVIS and BVMS administration, focusing on social emotional learning.
- Implementation of reading interventionist to focus on proficiency in the area of reading.

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.
- Supporting students who have extended absences related to the pandemic.
- Maintain adequate progress with all students' academic growth.
- Maintain adequate class sizes to ensure high student growth and achievement.

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

2021-2022 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 75.38% proficiency for all students.
- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Economically Disadvantaged goal of 52.03%.
- We will improve math instruction at BVIS to achieve our individual Annual Measurable Objective (AMO) Students with Disablities goal of 40.06%.

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

- We will improve math instruction at BVIS to increase the percent of students that meet satisfactory academic growth is 78.51% .

Needs Assessment
Performance, Perceptions, Demographic

MATH	STATE 2020-21	AMO 2020-21	BVIS 2019-20	BVIS 2020-21	+/-
All Student Results	39.88	72.64	N/A	57	N/A
Ec. Dis. Results	21.4	51.18	N/A	34	N/A
SwD Results	14.96	36.47	N/A	19.77	N/A
All Student-Progress	N/A	N/A	N/A	N/A	N/A

Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
*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. *ICU implemented in every	*Classroom formative assessment will be discussed by grade level. *Common summative assessments across grade level. *Core math curriculum assessments *STAR Math – SLO summative test *Teacher created Unit/Module Assessments aligned with South Dakota Assessment *Teacher/textbook created performance tasks *ALEKS *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 Asessment (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

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. *Math intervention in DLE *Cross-curricular units that reinforce standards taught within grade level. *Power Hour - used to provide additional support. *Countdown to Common Core		develop interrelated math concepts *Monthly team meetings to discuss concepts/procedures and student supports to drive success.

Performance Data Evaluation and Analysis
School: Brandon Valley Intermediate School

Evaluation Team Members: All BVIS staff

2021-22 ELA Goal:

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

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

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

- We will improve ELA instruction at BVIS to increase the percent of students that meet satisfactory academic growth is 75.97% .

Needs Assessment
Performance, Perceptions, Demographic

ELA	STATE 2020-21	AMO 2020-21	BVIS 2019-20	BVIS 2020-21	+/-
All Student Results	49.51	76.75	N/A	65	N/A
Ec. Dis. Results	29.84	53.76	N/A	34	N/A
SwD Results	16.69	43.29	N/A	24.4	N/A
All Student Progress	N/A	N/A	N/A	N/A	N/A

Interventions/Strategies to meet this goal

Reading Protocol:
**Targeted students receive intensive and specialized reading and vocabulary instruction.
**Lexia for class within a class
**Educational assistants will provide progress monitoring and benchmark testing.
Class within a class for small group instruction.
Reading Interventionist:
**provide direct instruction for additional support in 5th and 6th grade reading strategies
**My Focus intervention
Direct Instruction through

Formative Assessment to monitor progress toward goal

**RtI Progress Monitoring for targeted students for 5th and 6th grade
**RtI Universal Screening for all 5th & 6th grade students three times a year using STAR reading.
**Individual teachers analyze assessments from classroom curriculum.
**Expriement with DOK common benchmark assessments across grade levels through SDA Interim Assessments.
**Textbook created assessments aligned with SDA.

Staff Development Needs to meet this goal

**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 opportunity for teachers to

instruction time: **word structure (affixes and Greek and Latin roots) **grammar with Daily Language Instruction **No Red Ink **Independent Reading:** **** Provide audio books on media players to targeted students **Presents students with book choice, time to read, and support needed to apply the concepts learned in class **Recovery (ICU) interventions for late work & struggling students** **Implementation of Close reading strategies like** ****UNRAAVEL **NewsELA **Freedom Flix **LearnSmart -SST/SCI **Storyboard That **Writing across curriculum in all grades** **Proper writing techniques and mechanics in core subject areas to show academic growth **Write About **Google Classroom **RACE strategy **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	**Individual conferencing with students **Writing Benchmark – common rubric across grade levels.	collaborate and develop interrelated ELA concepts. **Monthly team meetings to discuss strategies/concepts and student supports to drive success.

involved with this focus group. **ELA Interventions during DLE**		

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**
PBIS Tier I and Tier II Tier II - Check-in Check-out - Academic Seminar - Small group conferencing	SWIS data -Minor Offense forms -ODRs PBIS Rewards Ticket distribution for reinforment of positive behaviors Encore SLO focused on student behavior through our PBIS program	On going meetings with PBIS team Staff meetings and data discussions

Brandon Valley School District Mission Statement

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

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

Reading Strategies to Improve Student Achievement and Growth
All 5th and 6th grade English Language Arts teachers will continue to provide whole group, small group, and individualized instruction of ELA skills and strategies which correlate to the new South Dakota State Standards. 5th grade teachers will use the Savvas MyView curriculum and novels and 6th grade teachers will use the Savvas MyPerspectives 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 (Lexia), 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. We have also targeted our bubble students who are near proficient in the area of reading; we are utilizing a reading interventionist to provide individual support to these students.

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 2021-2022 Brandon Valley School District's professional development was created by Brandon Valley administration specific to each building. Brandon Valley Intermediate School teachers, along with Brandon Valley Middle School teachers, are provided an opportunity to develop strategies to support students with social-emotional learning. Staff members participated in workshops prior to the beginning of the school which focused on trauma-informed teaching practices. The teachers were given the opportunity to choose a professional development book for further study throughout the school year focused on social-emotional learning and to collaborate with other staff in discussions.

Staff and administration will be challenged to reflect, learn, and grow in their professional mindsets surrounding behavior while being provided strategies to support student engagement.

Participants will:

- Gain tools to identify the problems and lagging skills causing challenging behavior
- Practice planning and collaborating with other educators, parents, and students
- Improve interactions with challenging kids and reduce challenging episodes
- Analyze personal and professional priorities

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 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 84% the goal is 79% involvement. The state target for this goal is about 88%.

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.
- Within the first week of school, all seventh and eighth grade students and their parents are invited to an open house.

Transition to High School

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

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

Monitoring/Evaluation (Additional Support)

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

APPENDIX A

BRANDON VALLEY INTERMEDIATE SCHOOL CURRICULUM

GRADE 5

Math
Science
Social Studies
ELA
DLE
Homeroom/ELA support

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

Electives: Band & Orchestra

GRADE 6

Math
Science
Social Studies
ELA
DLE
Homeroom/ELA support

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

Electives: Vocal Music
Band & Orchestra

APPENDIX B

PARENT INVOLVEMENT POLICY

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

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

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

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

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

Brandon Elementary School Improvement Plan 2021-2022

Brandon Elementary
School Improvement Plan
2021-2022

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 21, 2021 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
Abbie Strasser	Kindergarten
Sarah Darling	1st Grade
Kim Kueter	2nd Grade
Jill Flint	3rd Grade
Brandon Rogers	4th Grade

Brandon Elementary School Planning Calendar

Below is the 2021-2022 calendar for meetings that have and will be held in the process of developing the Brandon Elementary School Improvement Plan.

2019-2020 School Improvement Team Meetings

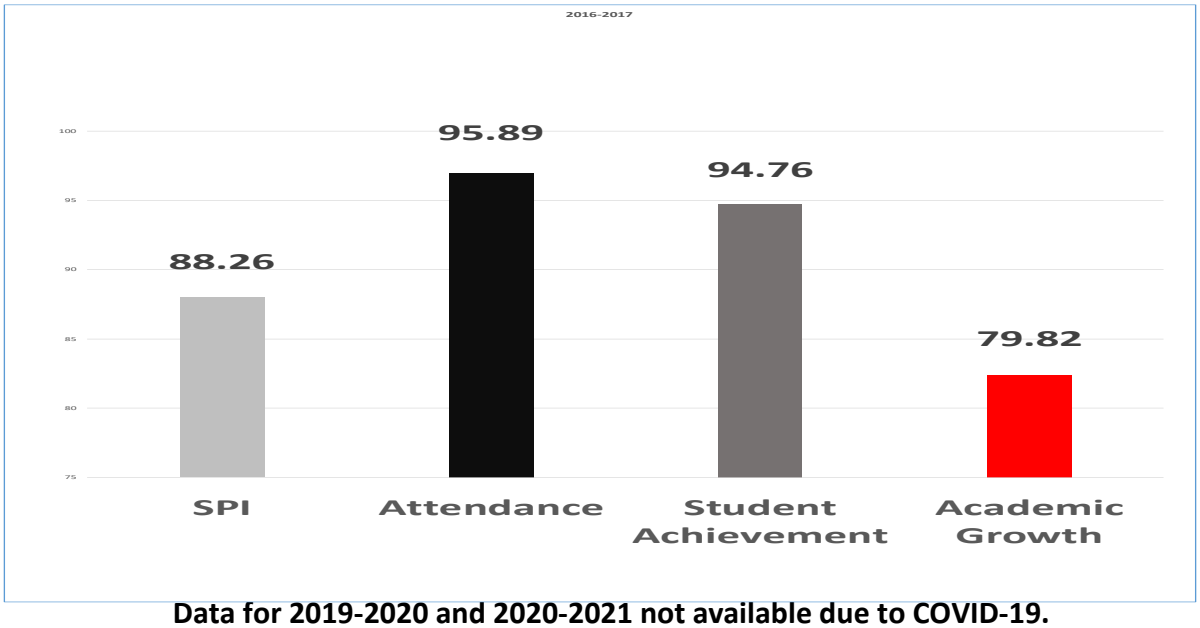
October 21, 2021
January 20,2022
March 24, 2022

Brandon Elementary School Demographic Data

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	537	614	599	597	677
Hispanic/Latino	1.3	3.09	1.2	1.2	1.5
Amer. Indian/ Alaskan	0.9	2.28	1.7	1.3	0.3
Asian	0.4	.16	0.1	0.1	0.1
Black/African. American	1.9	1.95	1.2	1.0	0.4
Hawaiian/ Pac.Islander	.44	.33	0	0	0
White/Caucasian	91.6	87.85	82.3	83.2	84.1
Non-White	0	0	0	0	0
2 or More Races	3.5	5.86	5.5	5.7	7.2
Students w/Disabilities	14.0	15.0	20.1	20.0	22.1
English Learners - EL	0	0	0	0	0.3
Economically Disadvantaged	25.3	26.3	26.0	26.4	26.9
Female	241	238	269	273	302
Male	283	293	330	324	375
Migrant	0	0	0	0	0

2018-2019 SPI Results:

Attendance, Student Achievement and Student Growth



Data for 2019-2020 and 2020-2021 not available due to COVID-19.

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.

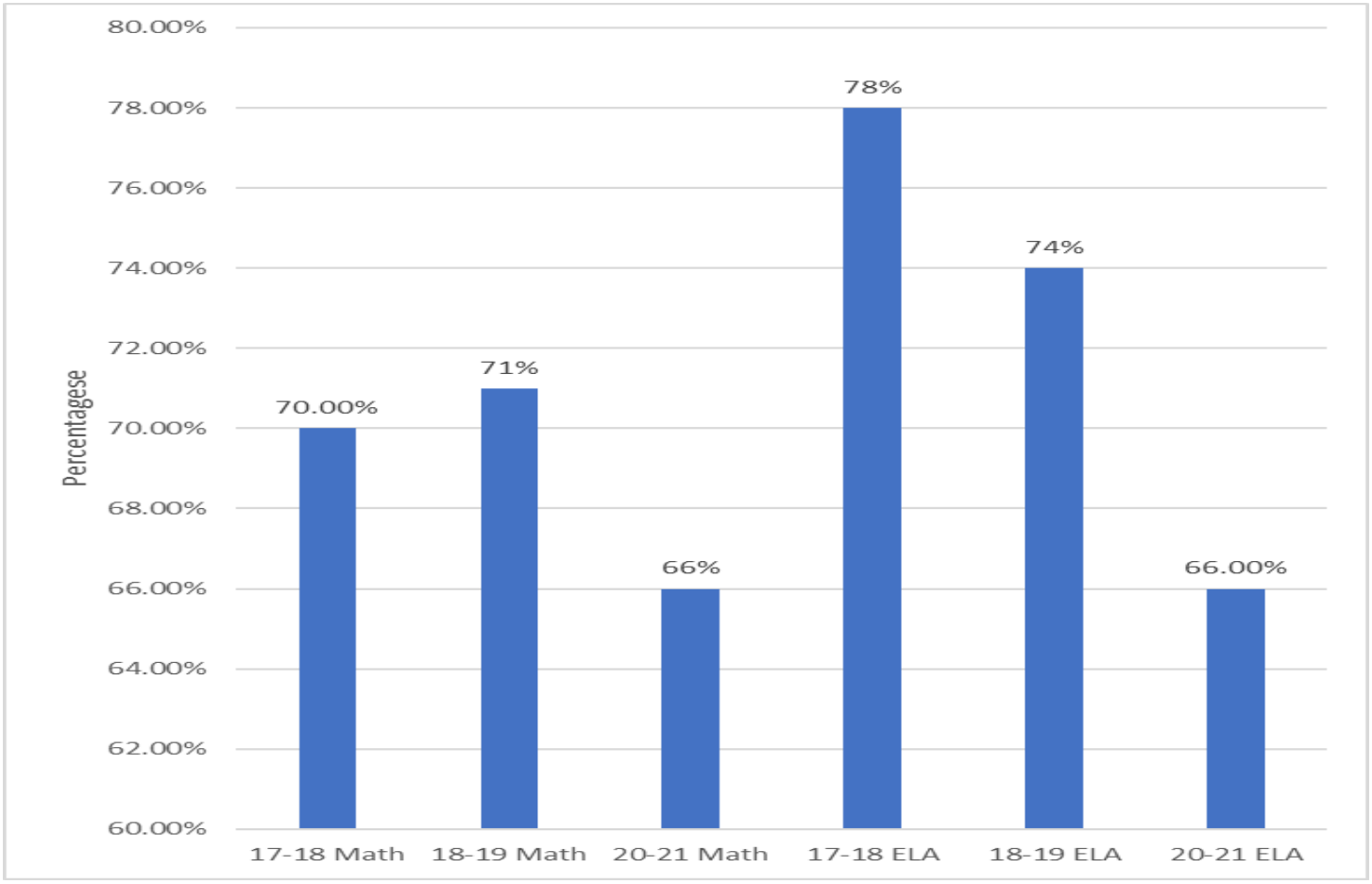
Student Progress: Student Progress points are based on Student Progress Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through**: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

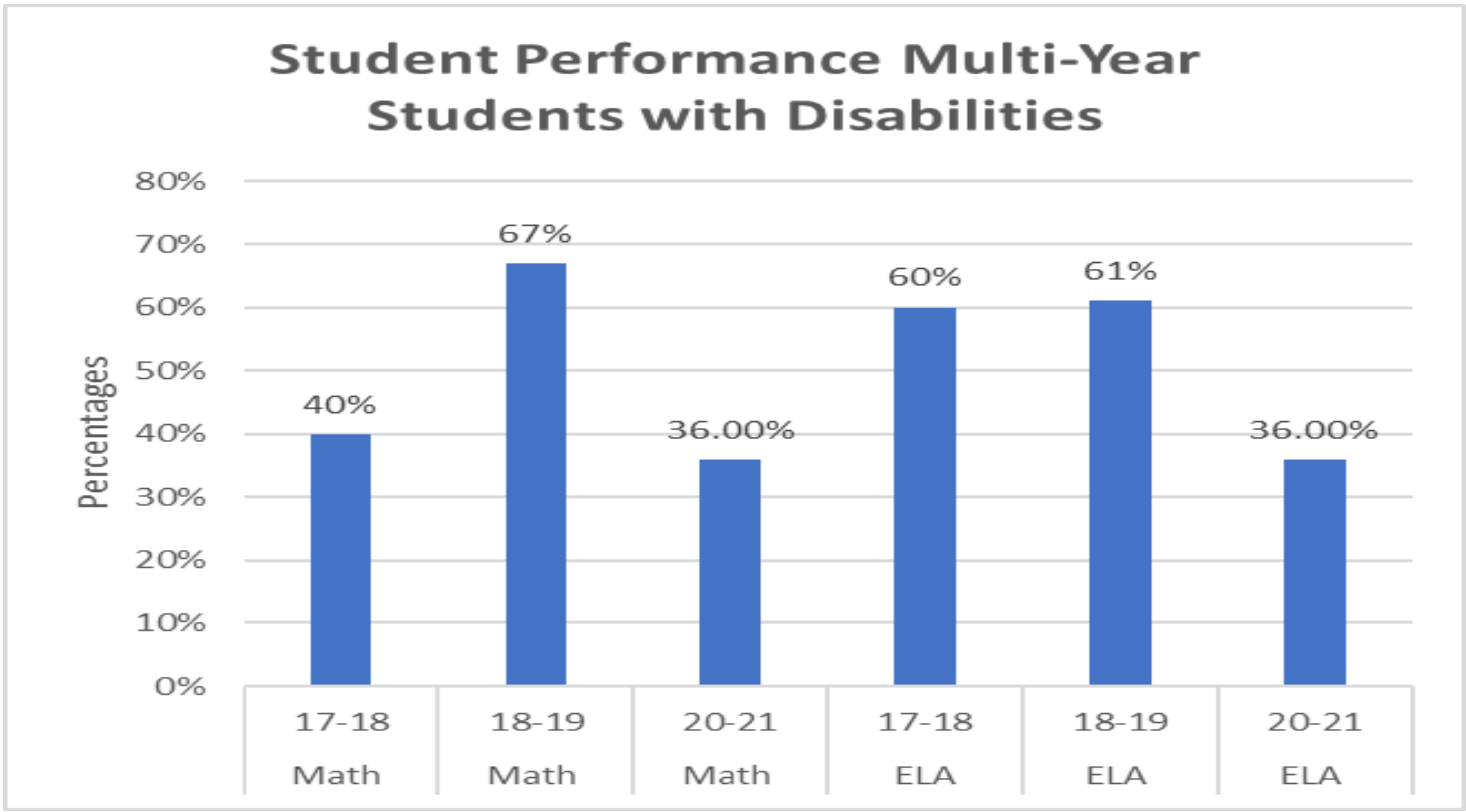
SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Achievement, Academic Growth, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These values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

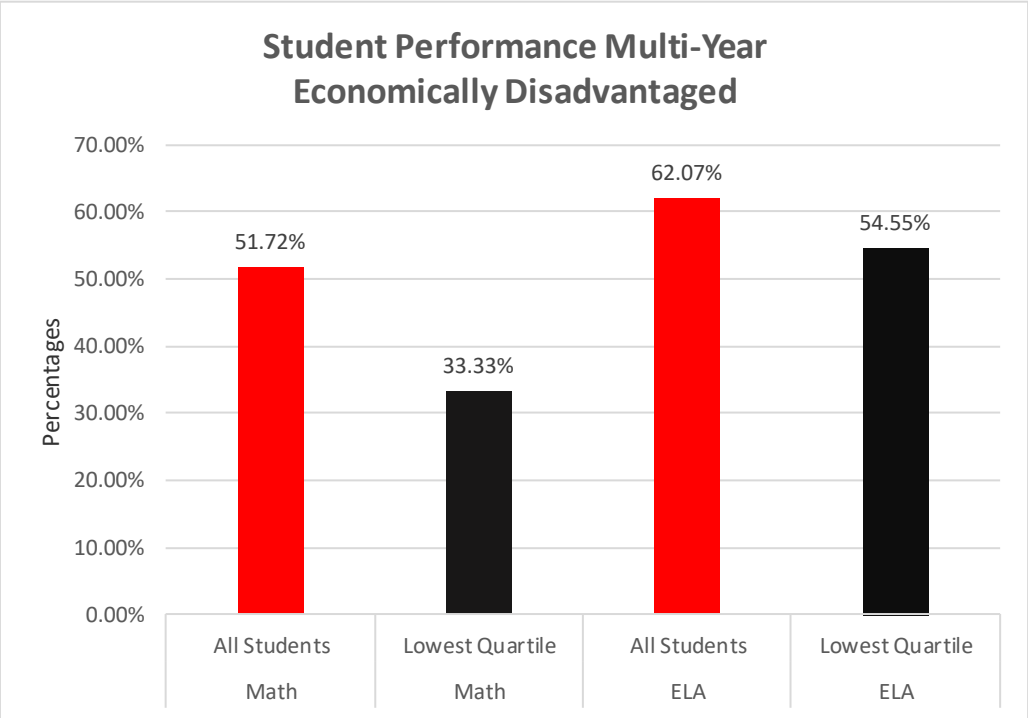
Long Term Goals:

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.

Student Performance Multi -Year
All Students







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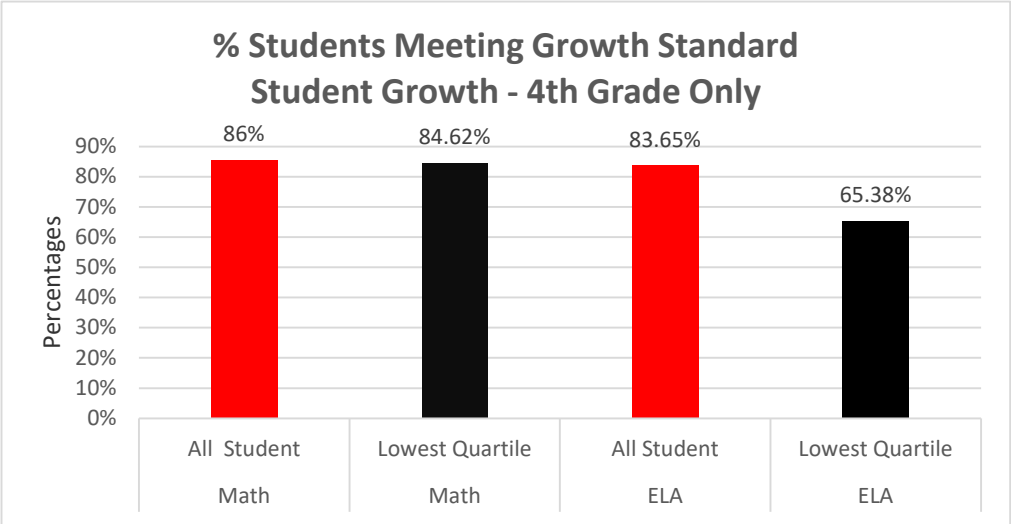
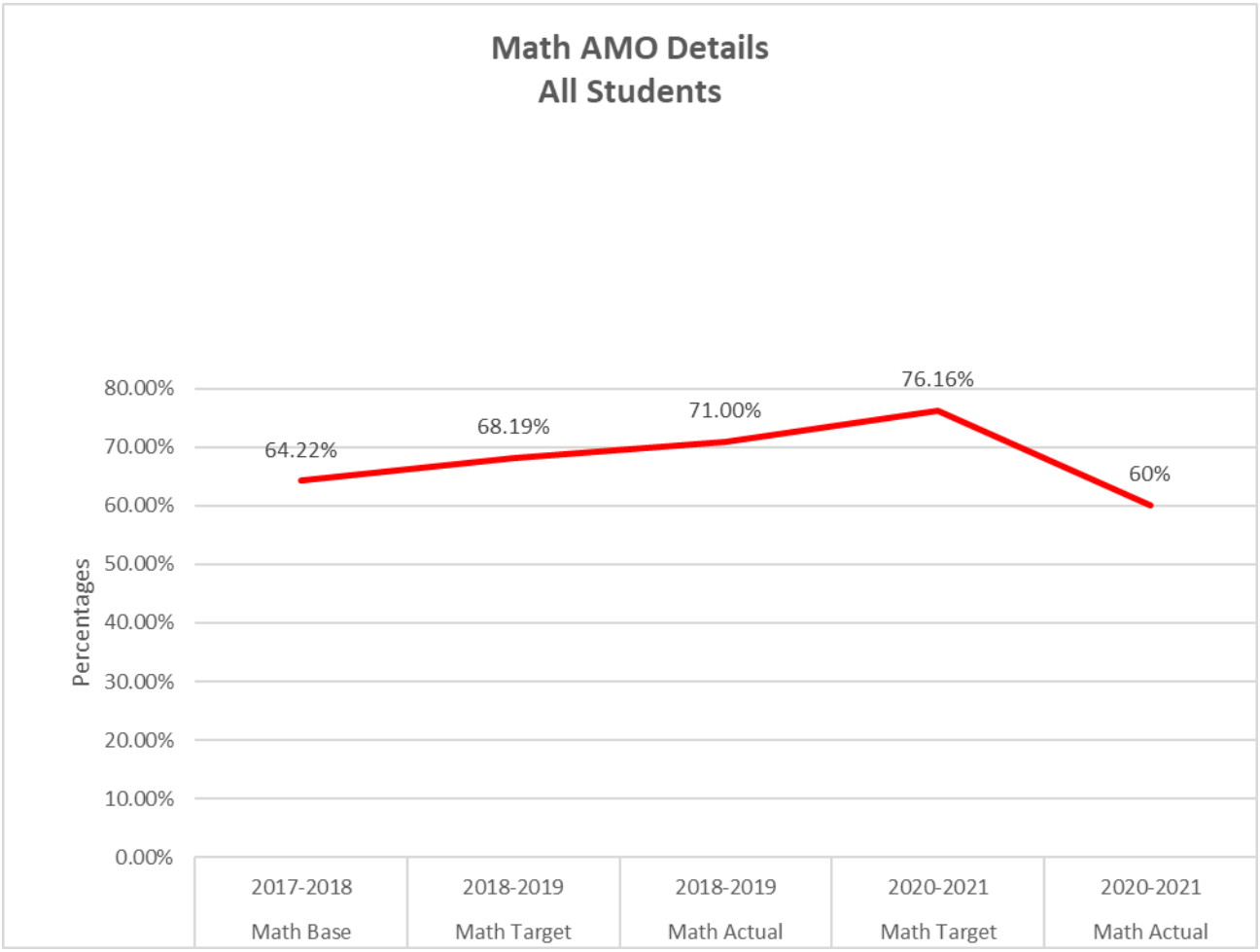
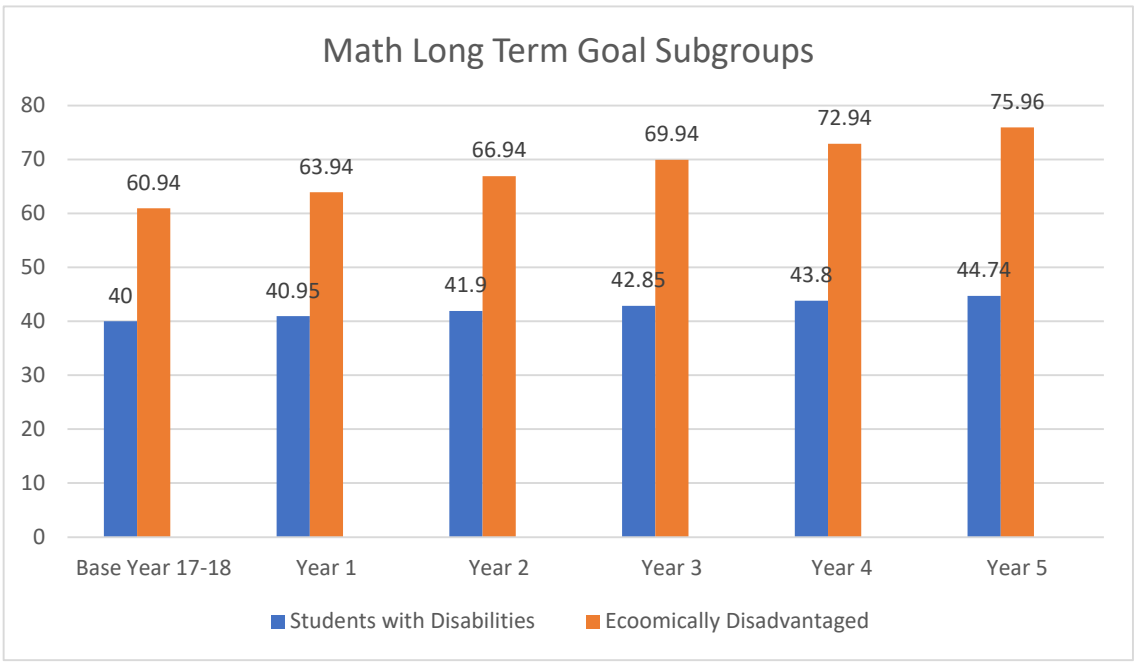
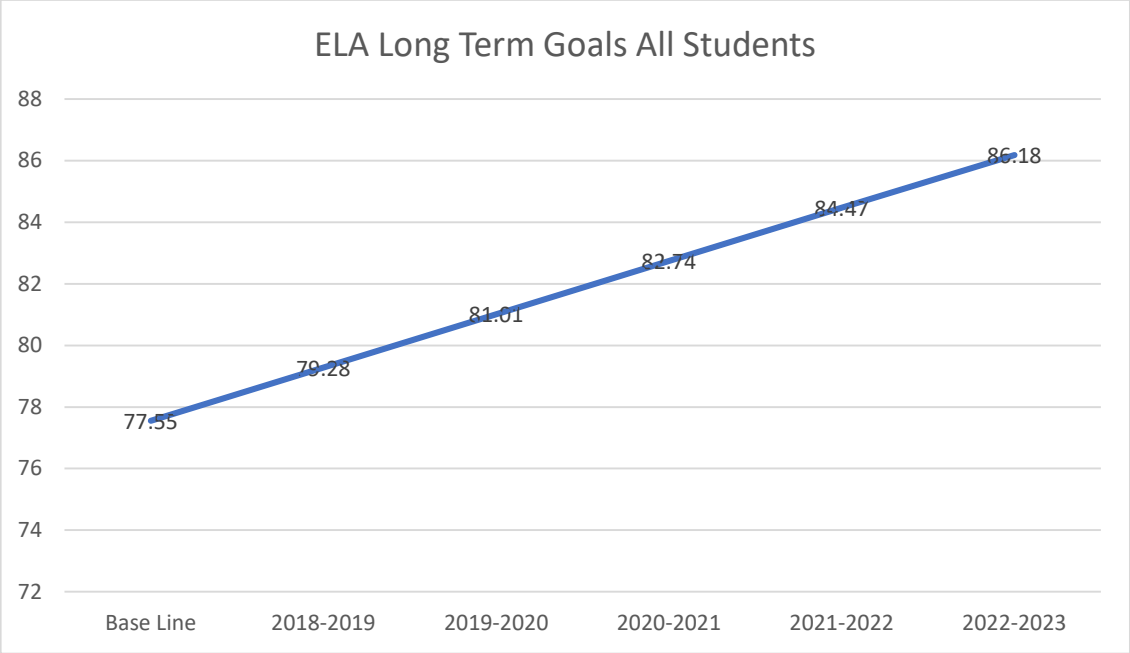


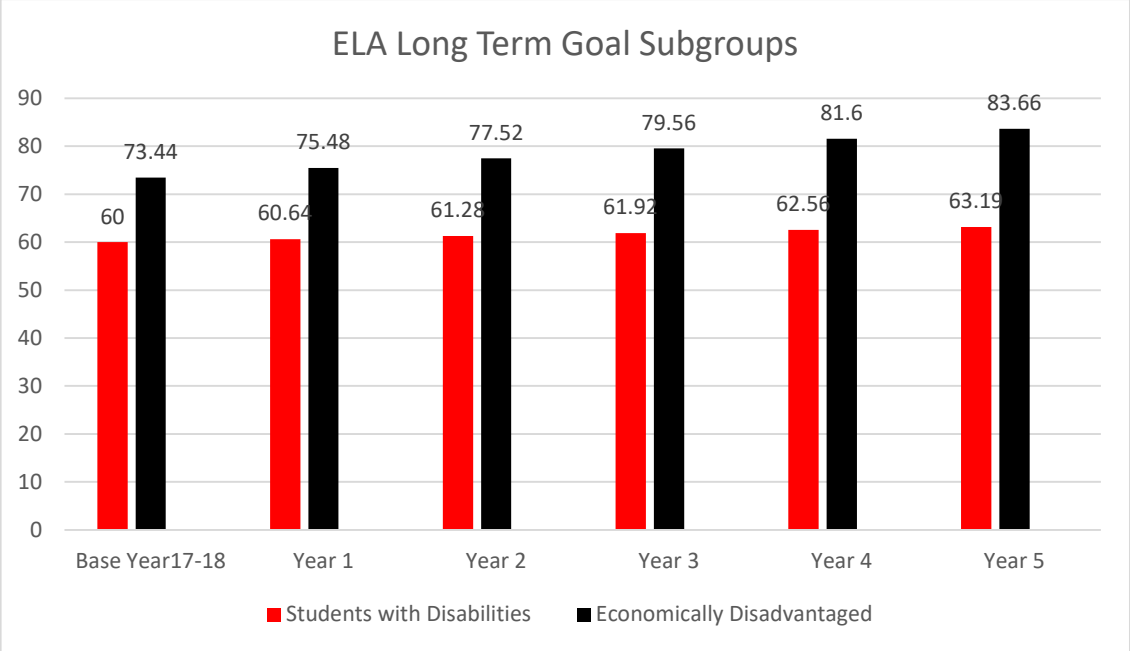
Data not available from 2019-2021 due to COVID 19

Data for 2019-2020 and 2020-2021 not available due to COVID-19


Math AMO Details
All Students
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
Percentages
64.22%
68.19%
71.00%
76.16%
60%
2017-2018 Math Base
2018-2019 Math Target
2018-2019 Math Actual
2020-2021 Math Target
2020-2021 Math Actual


Math Long Term Goal Subgroups
80
70
60
50
40
30
20
10
0
60.94
63.94
66.94
69.94
72.94
75.96
40
40.95
41.9
42.85
43.8
44.74
Base Year 17-18
Year 1
Year 2
Year 3
Year 4
Year 5
Students with Disabilities
Ecoomically Disadvantaged


ELA Long Term Goals All Students
88
86
84
82
80
78
76
74
72
77.55
79.28
81.01
82.74
84.47
86.18
Base Line
2018-2019
2019-2020
2020-2021
2021-2022
2022-2023


ELA Long Term Goal Subgroups
90
80
70
60
50
40
30
20
10
0
60
73.44
60.64
75.48
61.28
77.52
61.92
79.56
62.56
81.6
63.19
83.66
Base Year17-18
Year 1
Year 2
Year 3
Year 4
Year 5
Students with Disabilities
Economically Disadvantaged

2021-2022 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 South Dakota ELA General Assessment in April 2022. (No data to compare to last year.)

Interventions/ Strategies to meet this goal	Grade Level Goals	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
<u>Kindergarten:</u> All Kindergarten students will show growth and reach 80% proficiency as measured by the Diagnostic and Placement test from My Math **<u>1st Grade:</u>** All 1st grade students will show growth and reach 80% proficiency as measured by the Diagnostic and Placement test from My Math **<u>2nd Grade:</u>** All 2nd grade students will show growth in math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school as measured by the student growth proficiency chart in STAR Math. **<u>3rd Grade:</u>** All 3rd grade students will show growth in math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school as measured by the student growth proficiency chart in STAR Math. **<u>4th Grade:</u>** All 4th grade students will show growth in math. Students in the intensive and strategic group will show an SGP of 40-50 and all benchmark students will have an SGP of 40 by the end of the 2020-2021 school as measured by the student growth proficiency chart in STAR Math.	-Math Vocabulary and strategies -Scaffold instruction -SeeSaw -Visual Supports -Think-Pair-Share -IPADS -SeeSaw -Differentiated instruction -Small Group Instruction -Manipulatives -Math Talks - Connecting Math -SeeSaw -Math Facts Pro -SeeSaw	-STAR Math Assessment -Standards Based Report Cards -STAR Early Literacy -Chapter Math tests -Diagnostic Math Tests -SeeSaw	-Math Specialist -Elementary Curriculum Director -Assessment Coordinator -Grade Level meetings -Department meetings -Math Interventions -Coaching from Technology Integrationist to improve instruction and learning.

2021-2022 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 South Dakota Math Assessment in April 2022. (No data to compare to last year.)

Grade Level Goals	Interventions/ Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
Kindergarten: 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 2020-2021 school year as measured by STAR Early Literacy end of the year assessment. **1st Grade:** 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 2020-2021 school year as measured by the STAR Early Literacy by the end of year assessment. **2nd Grade:** 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 2020-2021 school year as measured by the student growth proficiency chart in STAR reading. **3rd Grade:** 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 2020-2021school year as measured by the student growth proficiency chart in STAR reading **4th Grade:** 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 2020-2021 school year as measured by the student growth proficiency chart in STAR reading	-Reading Protocol -Resource Room -Comprehension Strategies -Visualizing and Verbalizing -AR Accelerated Reader -Home packets for extra fluency practice -Leveled Readers -S.P.I.R.E. -Reading Specialist -Sonday -AR 360 -Response to Intervention -VOWAC -Edmark -Reading Mastery -95% Group Multisyllable Routine Cards -SeeSaw	-DIBELS benchmarking and progress monitoring -DAZE passages - benchmarking and progress monitoring -AR Accelerated Reader -STAR Reading -STAR Early Literacy -SRA Reading Mastery -CORE Phonics Screener -S.P.I.R. E quick checks, skill checks -Sonday Program -SeeSaw	-Elementary Curriculum Director -Literacy Coach -Assessment Coordinator -Quarterly Problem-Solving Meetings -Coaching/Modeling from Reading Specialist -Grade Level Meetings -TAT Meetings -Coaching from Technology Integrationist -Extra support staff -Child Study Team -Socratic Seminar -95% Group Multisyllable Routine Cards training

Brandon Elementary Strengths and Challenges

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

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 student's needs.

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
2021 - 2022

Fred Assam Elementary School
School Improvement Plan
2021 – 2022

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 22, 2021 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
Missy Livingston, Regular Education Second Grade Teacher
Michelle Kieffer, Regular Education Third Grade Teacher
Tara Scholten, Regular Education Fourth Grade Teacher
Angie Nelson, School Counselor
Mandy 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.

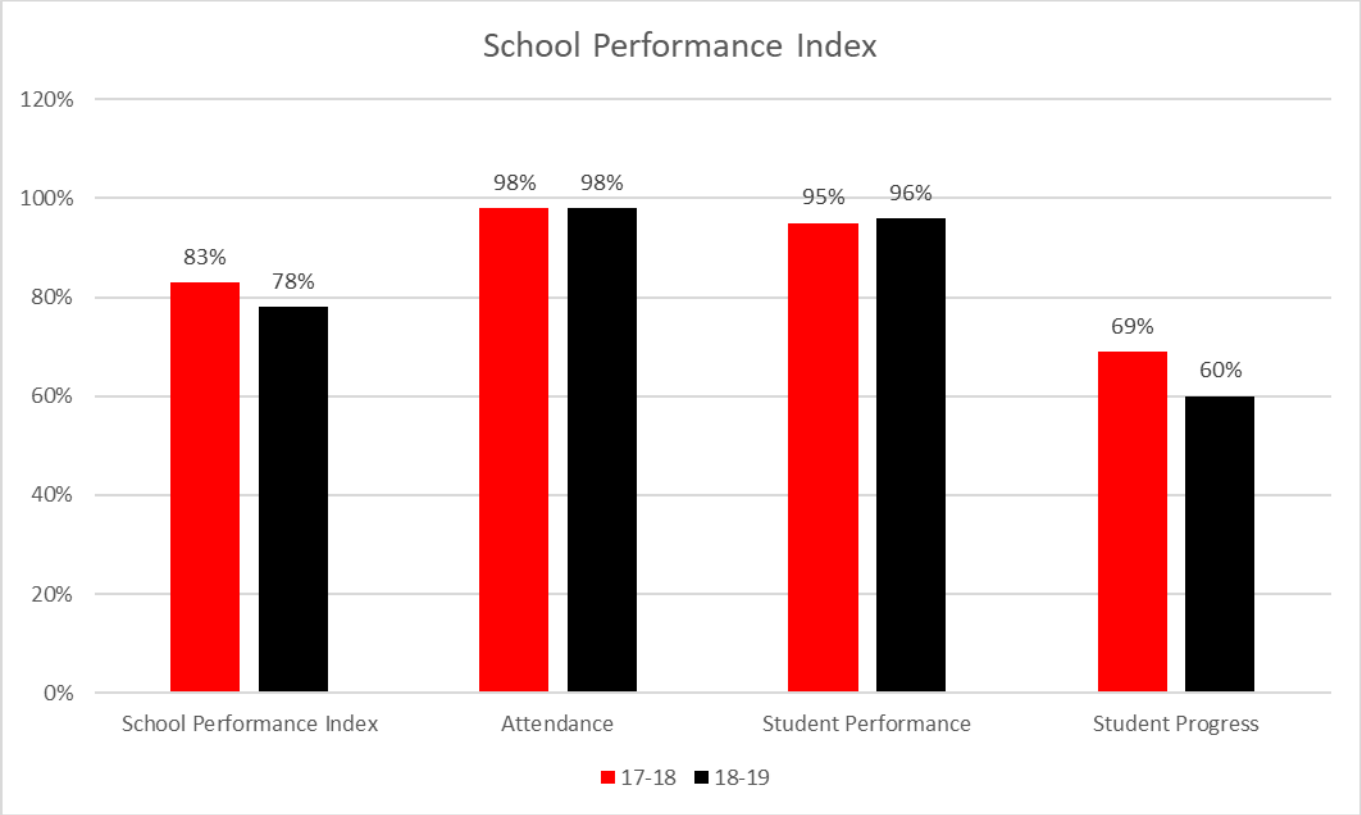
2021 – 2022 School Year

September 22, 2021	SIP team meeting to review goals
October 11, 2021	Fred Assam Elementary Staff - review goals and target specific skill areas
November 18, 2021	Data team meeting to monitor progress
December 21, 2021	Data/SIP teams meeting to review and discuss
January20, 2022	SIP team meeting to monitor school year and goals
January 24, 2022	Data team meeting to monitor progress and finalize SLOs
March 28, 2022	Data team meeting to monitor mid-semester progress
March 29, 2022	SIP team meeting to monitor mid-semester progress
May 16, 2022	SIP and Data teams meet to reflect on the school year

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

Fred Assam Elementary School Demographic Data

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



Data for 2019 – 2020 and 2020 – 2021 not available due to Covid-19.

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.

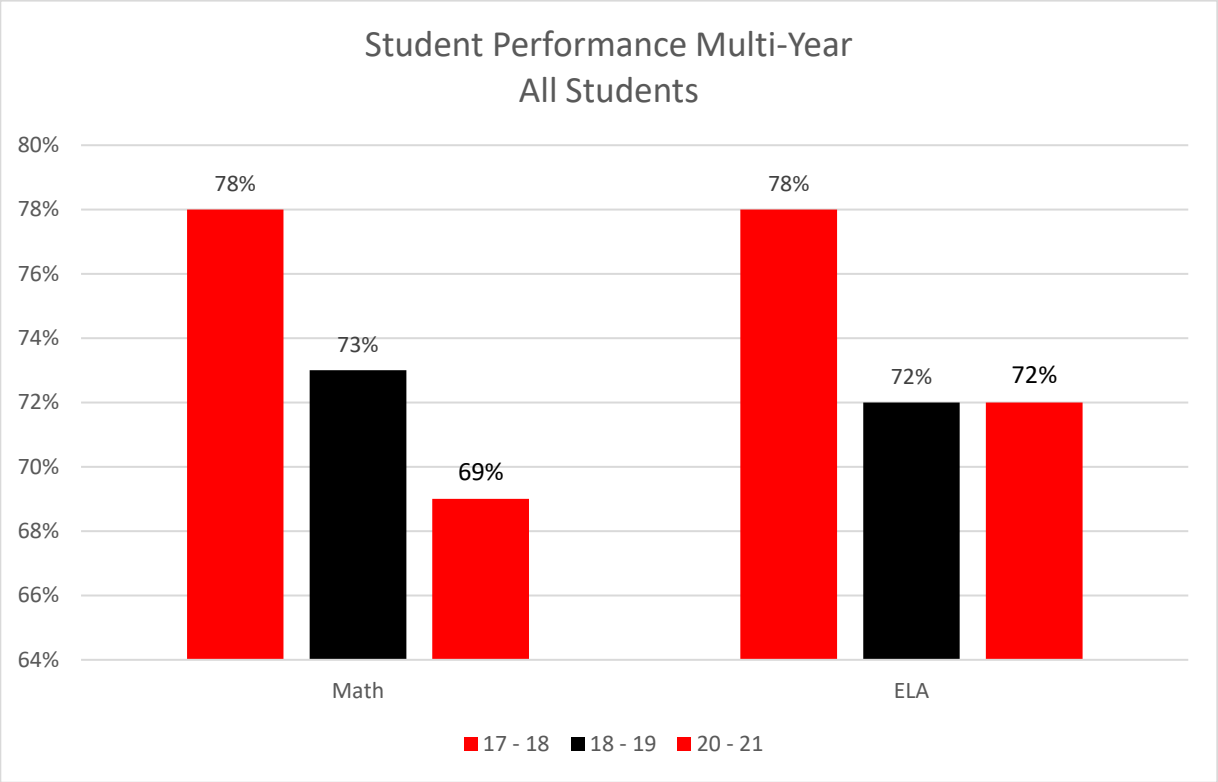
Student Performance: Student Performance is based on students' performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient Levels 3 and 4 are considered proficient and above.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

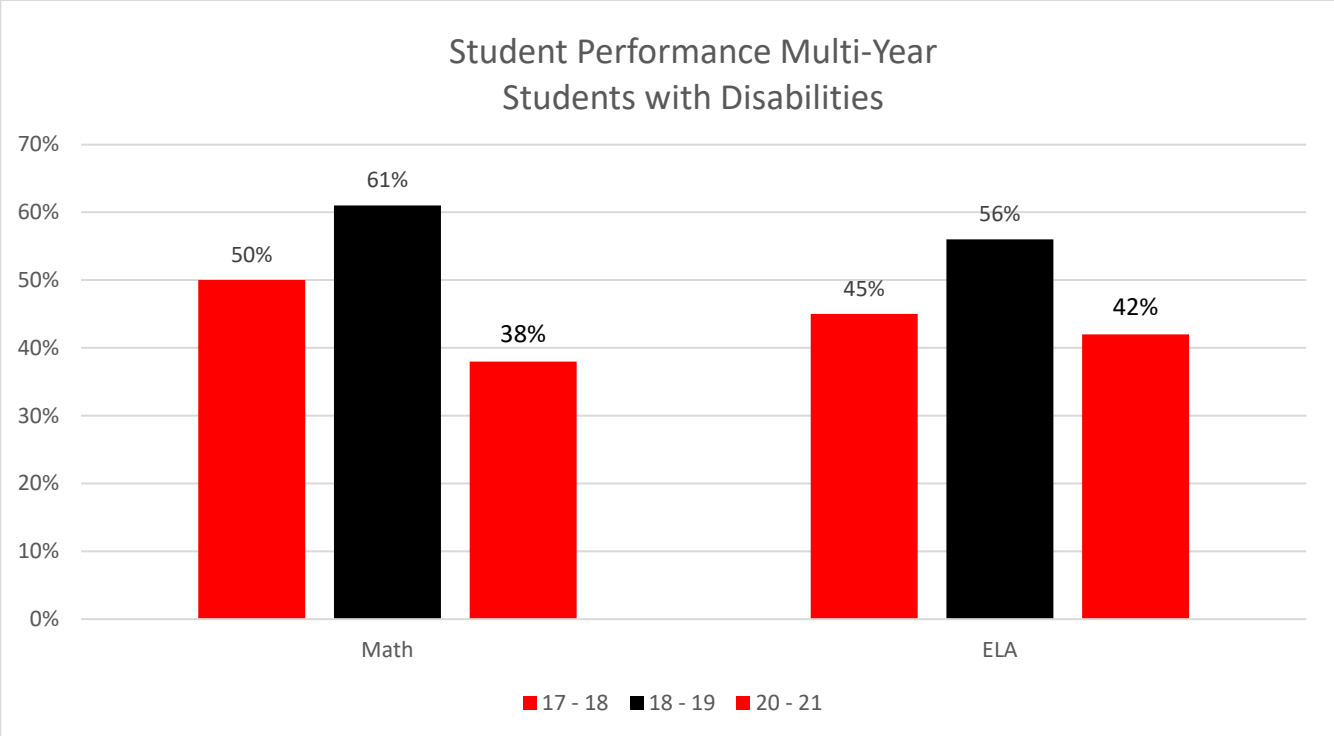
Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through**: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

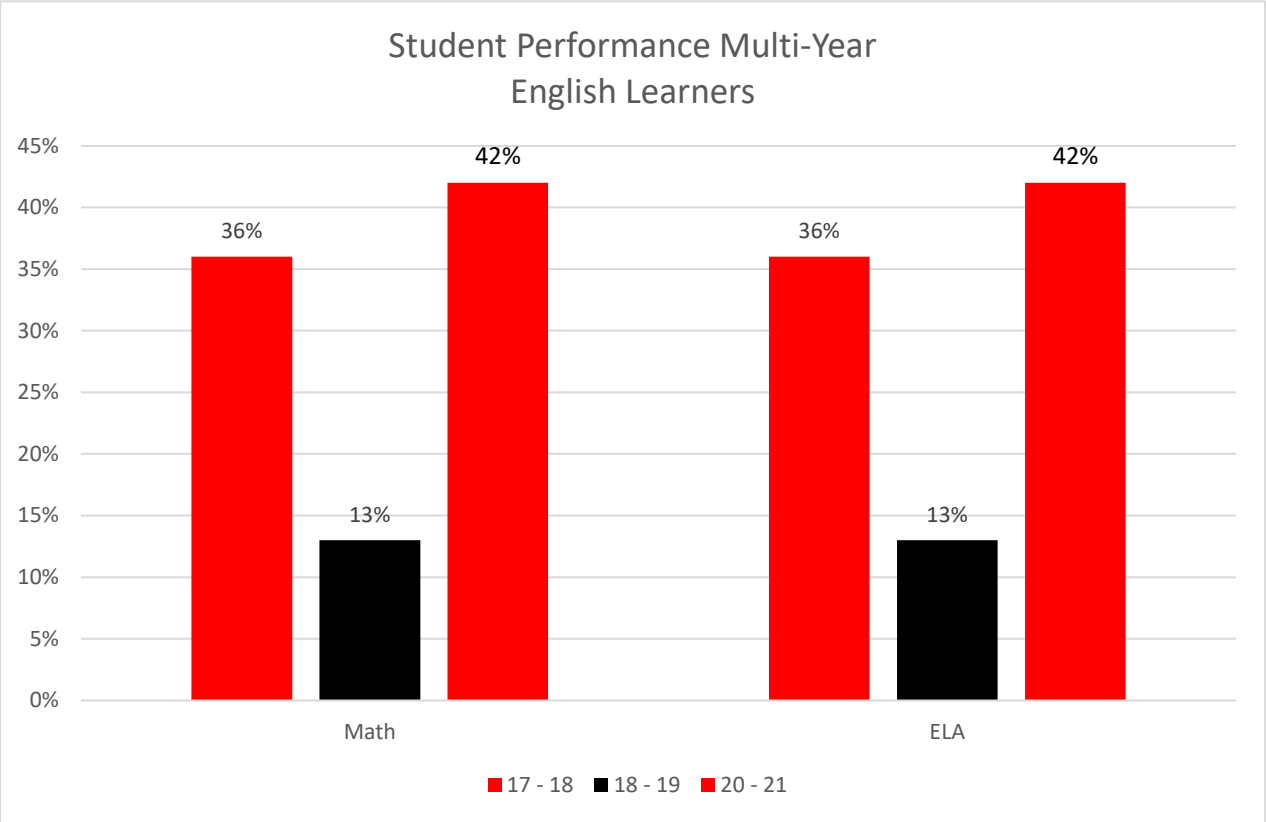
SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These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

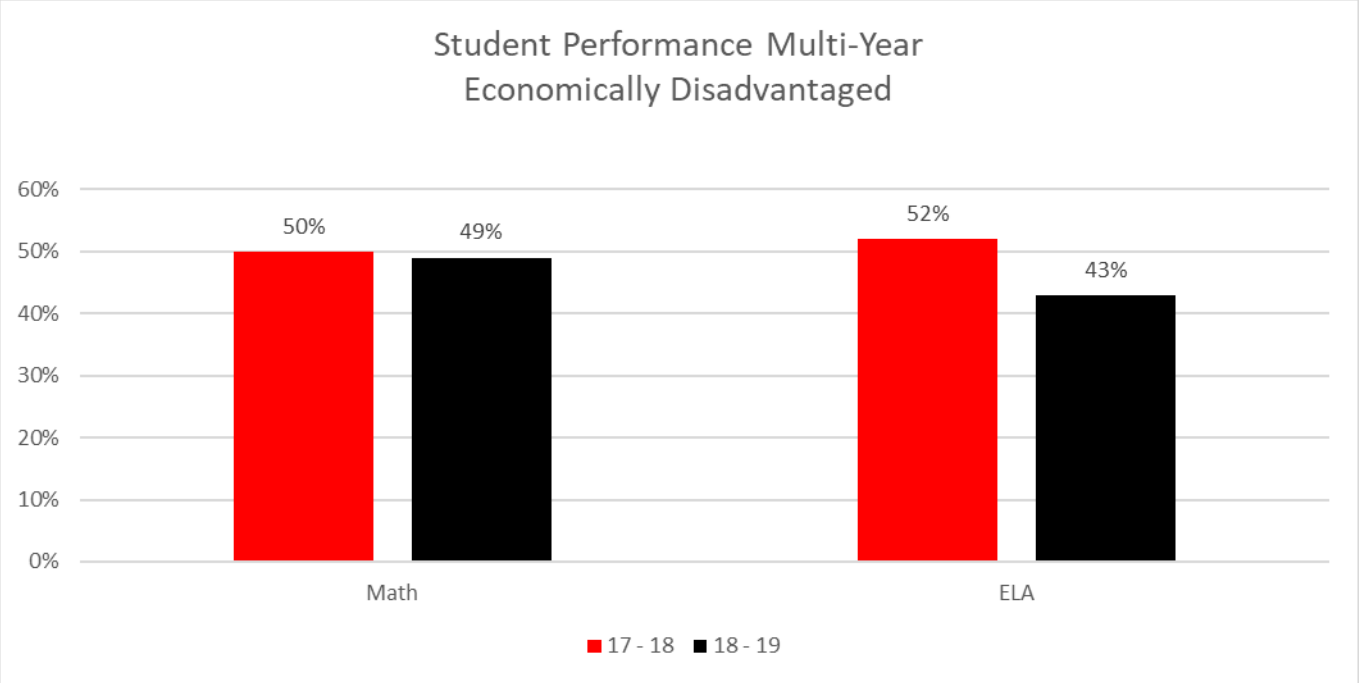
Long Term Goals:

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 six-year goal and annual targets.

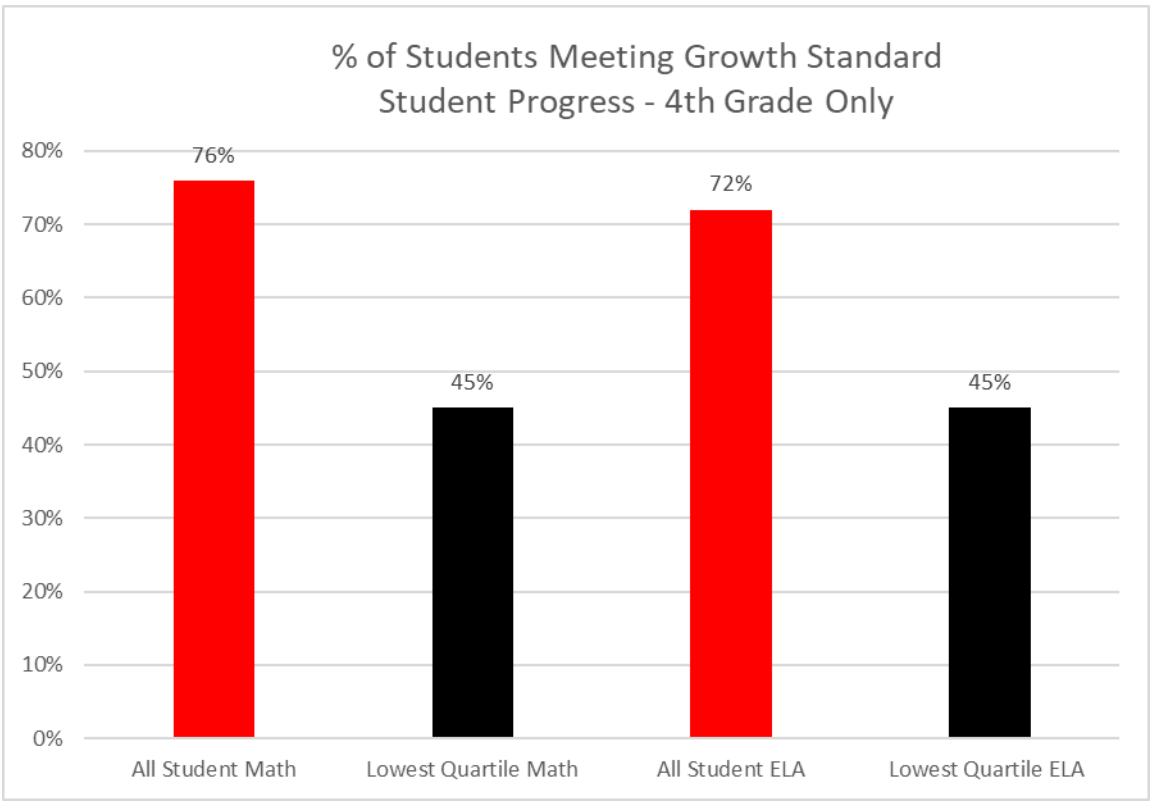

Student Performance Multi-Year
All Students
80%
78%
76%
74%
72%
70%
68%
66%
64%
78%
73%
69%
78%
72%
72%
Math
ELA
17 - 18
18 - 19
20 - 21


Student Performance Multi-Year
Students with Disabilities
70%
60%
50%
40%
30%
20%
10%
0%
50%
61%
38%
45%
56%
42%
Math
ELA
17 - 18
18 - 19
20 - 21





Data for 2019 – 2020 and 2020 – 2021 not available due to Covid-19.



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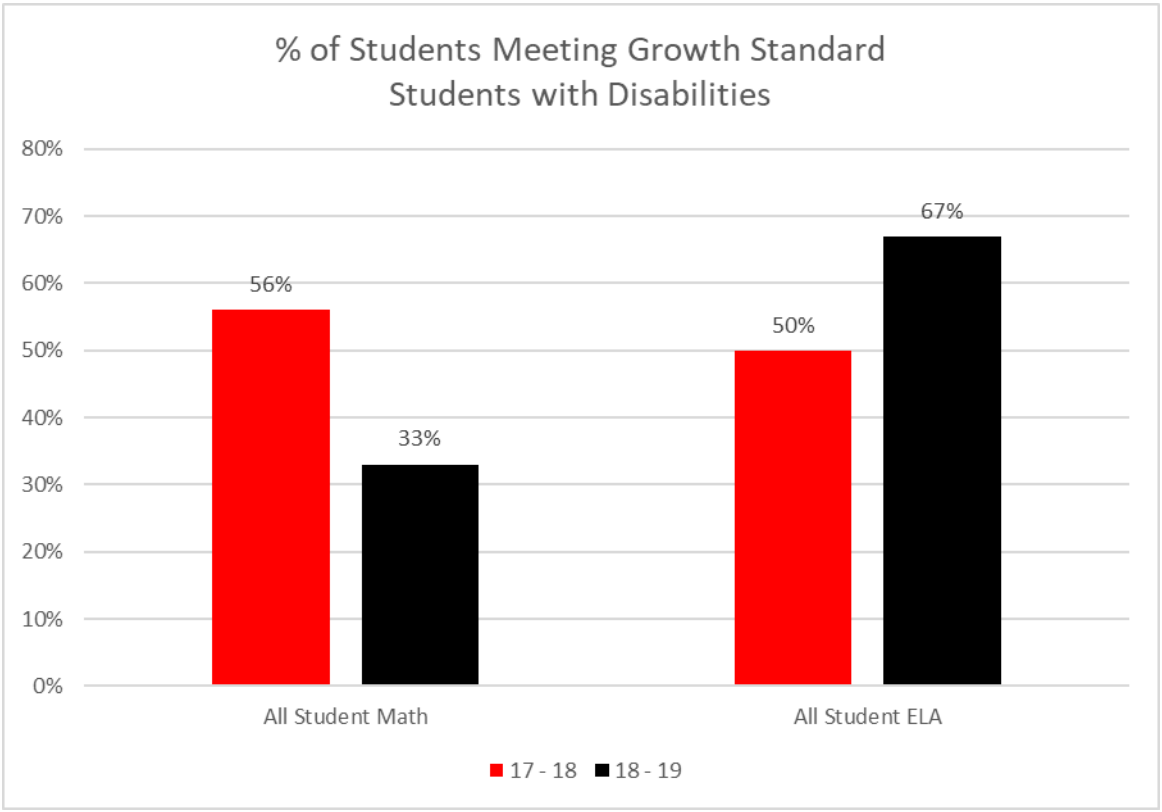

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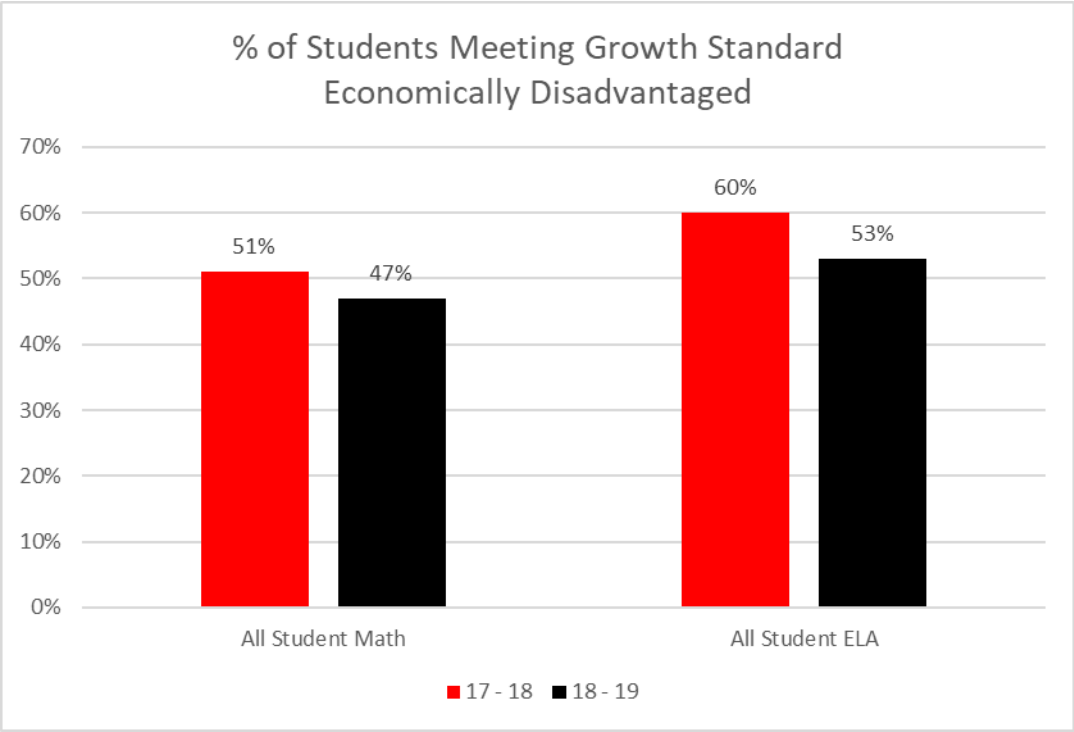

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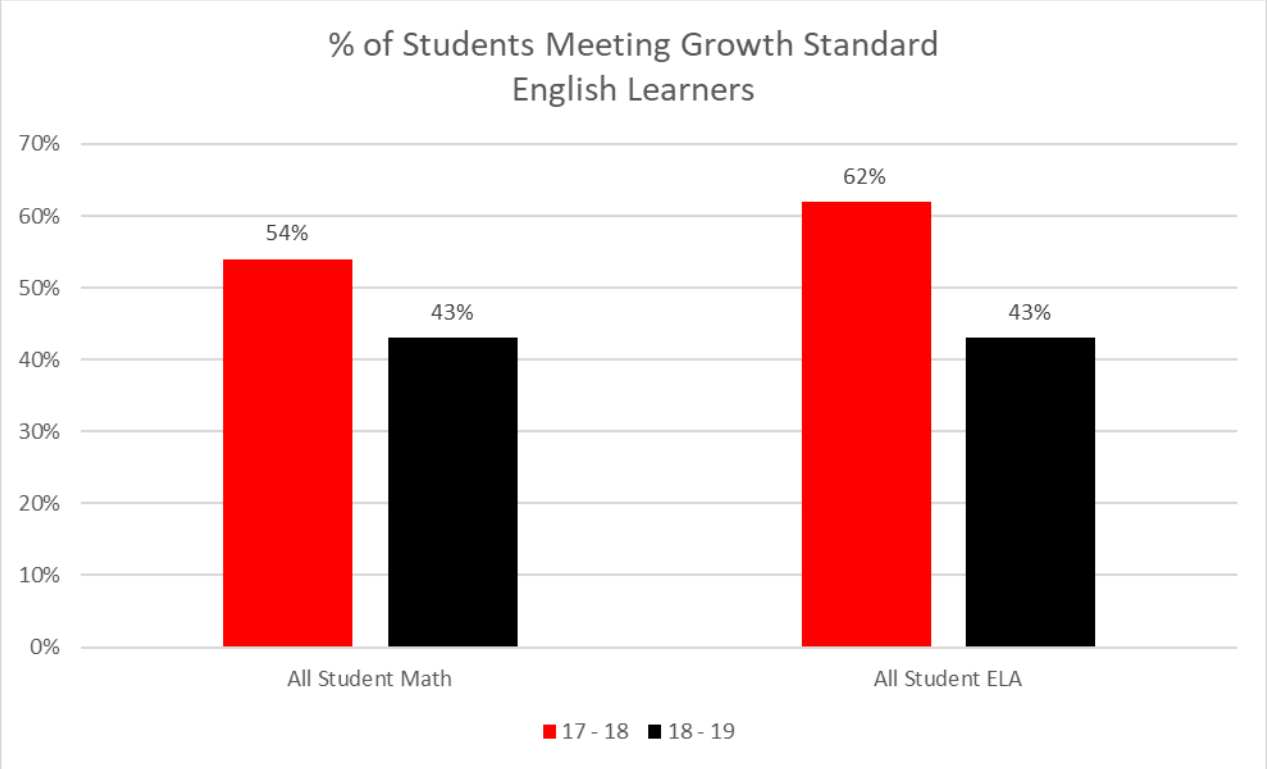

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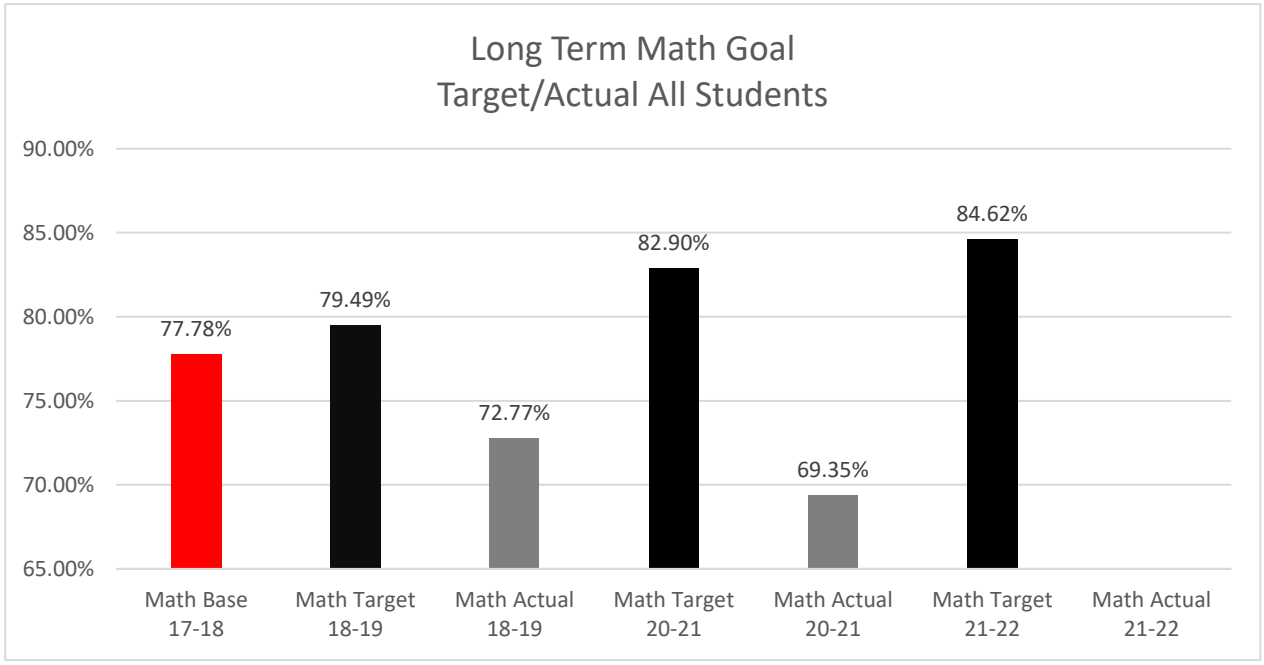
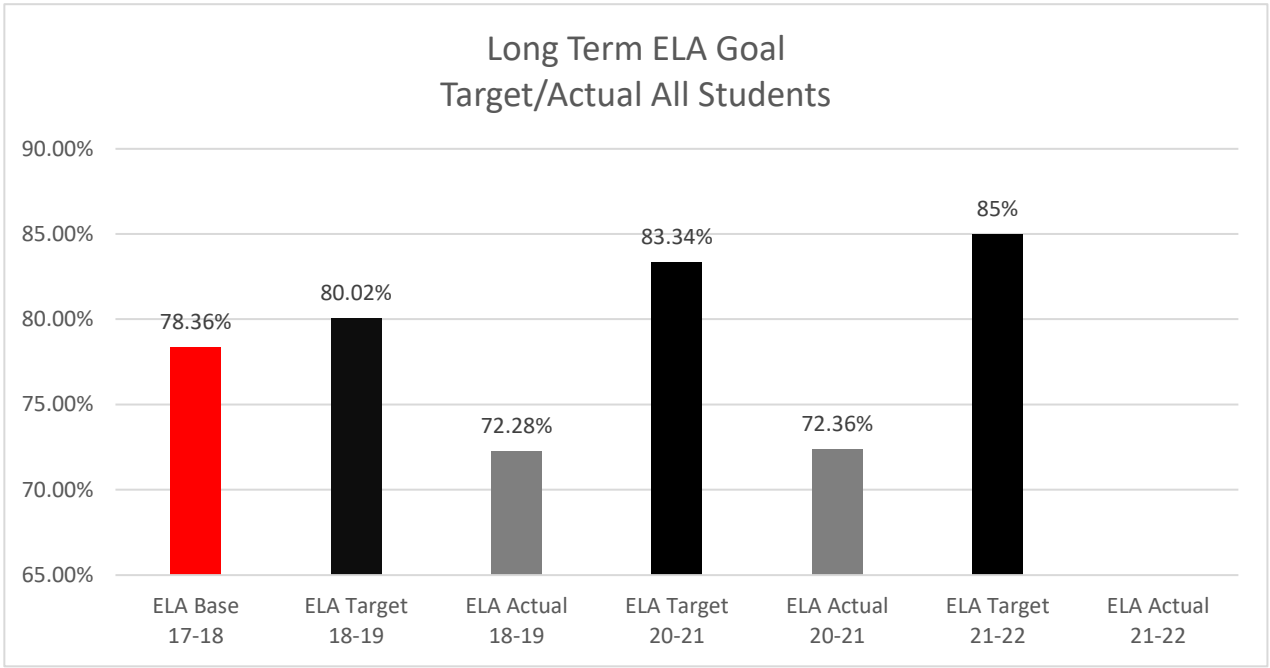
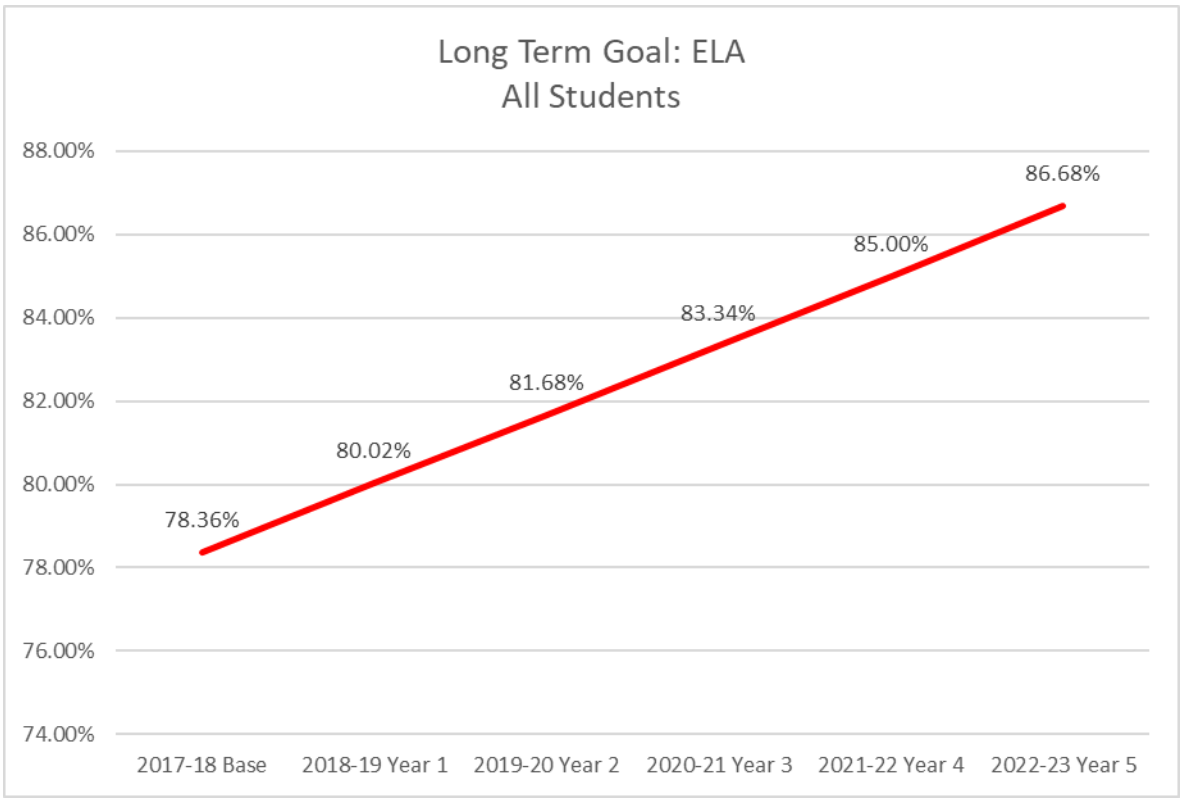
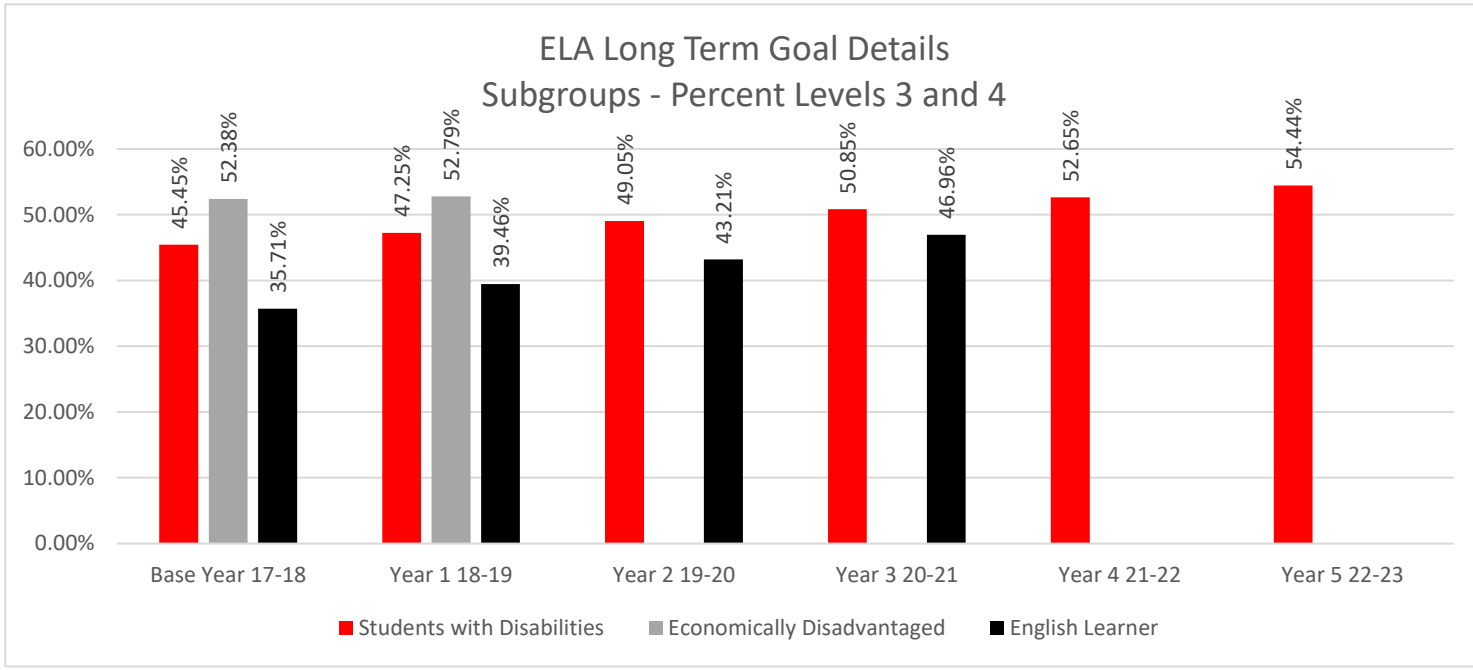
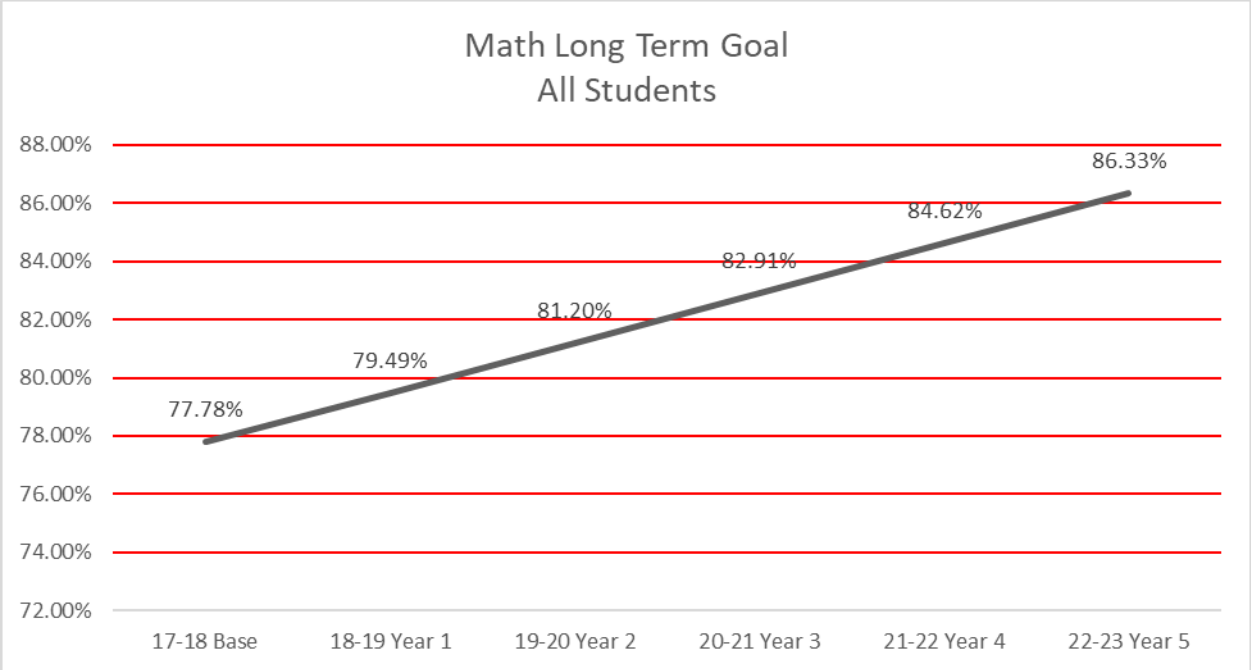
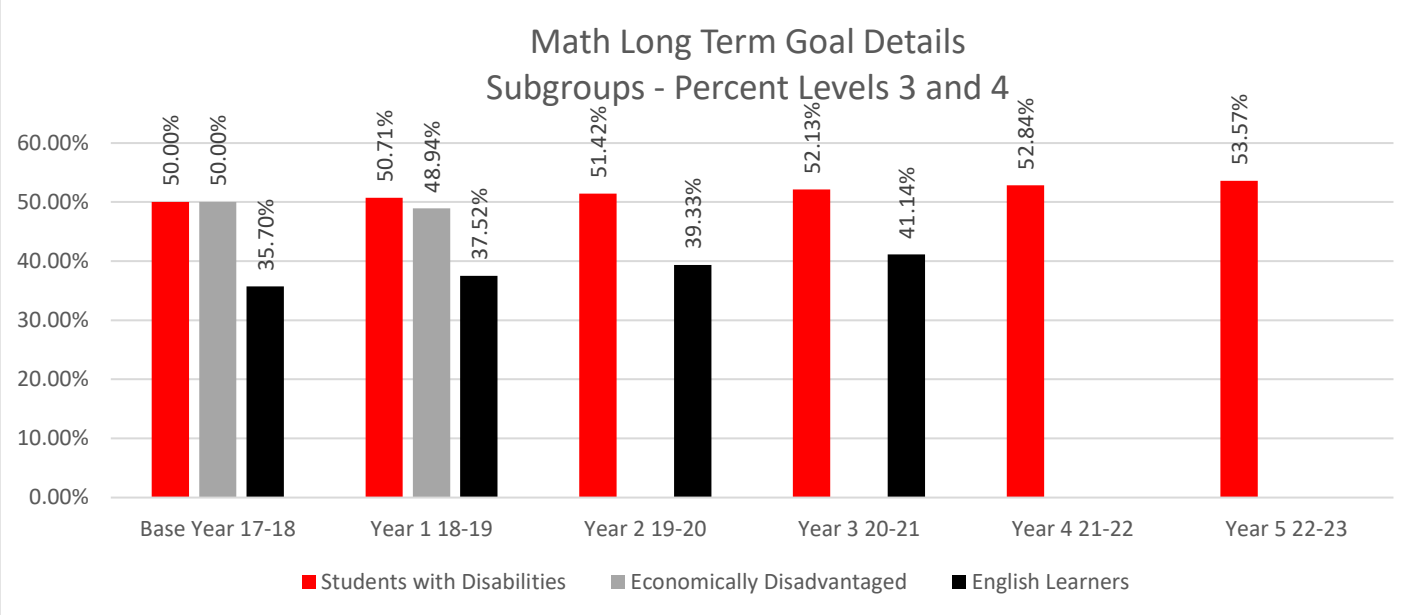

Long Term Math Goal
Target/Actual All Students
90.00%
85.00%
80.00%
75.00%
70.00%
65.00%
77.78%
79.49%
72.77%
82.90%
69.35%
84.62%
Math Base 17-18
Math Target 18-19
Math Actual 18-19
Math Target 20-21
Math Actual 20-21
Math Target 21-22
Math Actual 21-22


Long Term ELA Goal
Target/Actual All Students
90.00%
85.00%
80.00%
75.00%
70.00%
65.00%
78.36%
80.02%
72.28%
83.34%
72.36%
85%
ELA Base 17-18
ELA Target 18-19
ELA Actual 18-19
ELA Target 20-21
ELA Actual 20-21
ELA Target 21-22
ELA Actual 21-22


Long Term Goal: ELA
All Students
88.00%
86.00%
84.00%
82.00%
80.00%
78.00%
76.00%
74.00%
78.36%
80.02%
81.68%
83.34%
85.00%
86.68%
2017-18 Base
2018-19 Year 1
2019-20 Year 2
2020-21 Year 3
2021-22 Year 4
2022-23 Year 5


ELA Long Term Goal Details
Subgroups - Percent Levels 3 and 4
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
45.45%
52.38%
35.71%
47.25%
52.79%
39.46%
49.05%
43.21%
50.85%
46.96%
52.65%
54.44%
Base Year 17-18
Year 1 18-19
Year 2 19-20
Year 3 20-21
Year 4 21-22
Year 5 22-23
Students with Disabilities
Economically Disadvantaged
English Learner


Math Long Term Goal
All Students
88.00%
86.00%
84.00%
82.00%
80.00%
78.00%
76.00%
74.00%
72.00%
77.78%
79.49%
81.20%
82.91%
84.62%
86.33%
17-18 Base
18-19 Year 1
19-20 Year 2
20-21 Year 3
21-22 Year 4
22-23 Year 5


Math Long Term Goal Details
Subgroups - Percent Levels 3 and 4
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
50.00%
50.00%
35.70%
50.71%
48.94%
37.52%
51.42%
39.33%
52.13%
41.14%
52.84%
53.57%
Base Year 17-18
Year 1 18-19
Year 2 19-20
Year 3 20-21
Year 4 21-22
Year 5 22-23
Students with Disabilities
Economically Disadvantaged
English Learners

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

2021 – 22 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 85.0% for ALL students and 52.65% for students with disabilities 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 SD ELA General Assessment in April 2022.) NO data last year to measure this.

Sub goals: Subgoals correspond with our student learning objectives that finish in January 2022. However, all students will continue on their personal aim line to show growth and achievement toward our Student Performance Goal.	**Interventions Strategies to meet this goal**	**Formative Assessment to monitor progress toward goal**	**Staff Development Needs to meet this goal**
Kindergarten: All kindergarten students will show growth by January 2022 will show growth in core reading skills as measured by Renaissance STAR Early Lit Reading assessment. Student growth will be measured by SGP and/or scaled score. Subskills: 1. Phonemic awareness 2. Letters and sounds 3. High frequency words 4. Blending 5. Reading for meaning/understanding 6. Daily Phonemic Awareness activities SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP **First Grade:** By January 2022, all students will show growth in first grade core literacy skills as outlined below as measured by Renaissance Early Literacy assessment. Student growth will be measured by SGP and/or scaled score. 1. Phonemic Awareness 2. Letter names and sounds 3. Decoding syllables 4. Reading for understanding SGP Scores Urgent Intervention/ Intervention 20-30 SGP On Watch 15-25 SGP At/Above Benchmark 10-20 SGP **Second Grade**: By January 2022, all	* RtI (Response to Intervention) process * Resource Room support * Marzano's strategies and 21st Century skills * Effective communication * Visual strategies * Comprehension strategies * AR Accelerated Reader * Writing responses * Parent information and communication * One-minute reads and retell practice * Literacy Centers * Home packets fluency practice * Retell strategy * Maze passages * High Frequency Words * SPIRE curriculum * Reading Specialist * Reading Interventionist * Graphic organizers * Daily 5 * Junior Kindergarten * Robust Vocabulary * Wordly Wise * 1st grade Walk to Read * 2nd grade Walk to Read * 3rd grade Walk to Read * 4th grade Walk to Read * Word Analysis * Professional Learning Communities * Constructive Response	* Acadience – benchmark and progress monitoring * Maze passages – benchmark and progress monitoring * ESGI - kindergarten *AR – Accelerated Reader * Star Reading * Star Early Literacy * McGraw/Hill Wonders Assessments * Read Live * Beginning, Middle, End of Year testing * SRA Reading Mastery * SRA Lesson Connections * CORE phonics screener * BOOST Up progress of fine/gross motor skills * SPIRE quick	* 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

students will show growth in second grade core reading skills as measured by Renaissance STAR Reading assessment. Student growth will be measured by SGP and/or scaled score. Subskills: 1. Phonemic awareness 2. Letter names and sounds 3. Blending 4. High frequency words (accuracy) 5. Fluency 6. Comprehension SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP **Third Grade: B**y January 2022, all students will show growth in third grade core reading skills as measured by Renaissance STAR Reading assessment. Student growth will be measured by SGP and/or scaled score. Subskills: 1. Phonemic awareness 2. Letter names and sounds 3. Decoding multisyllabic words 4. Accuracy and fluency 5. Vocabulary 6. Reading for Understanding SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP **Fourth Grade: B**y January 2022, all students will show growth in the fourth grade reading domains listed below as measured by Renaissance STAR Reading assessment. Student growth will be measured by SGP and/or scaled score. Subskills: 1. Letter names and sounds 2. Accuracy and Fluency 3. Comprehension- reading for understanding, strategy application SGP Scoring: Urgent Intervention/Intervention 20-30 SGP On Watch: 15-25 SGP At/Above Benchmark: 10-20 SGP	* Ultimate Phonics SPED * BOOST/BLAST Phonics * VOWAC * Heggerty Phonemic Awareness JK/K/1st * BOOST Up room JK/K * Rapid Reads – SRA * Audiation skills. * Sequence songs. * Nursery Rhymes * Cross Curric Vocab. * 16 Habits of Mind * SEL opportunities * Multi-sensory activities * Really Great Reading * Book Clubs * Project Based Learning * Freckle * STEM projects * 95% group multi-syllabic * Epic * Storyboard * Wonders/Wonder Works Curriculum	checks * Written reflections * Performance tasks * VOWAC * Sonday * Daily 5 Reading * Graded rubrics * Standards Based Report Cards * Miscue Analysis * DRA 1st grade	

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

2021 – 22 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 84.62% for ALL students and 52.84% for students with disabilities 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 2022.) NO data last year to measure this.

Sub goals:	Interventions/Strategies to meet this goal	Formative Assessment to monitor progress toward goal	Staff Development Needs to meet this goal
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 2022. **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 2022. **2nd Grade Math Goal** All students in 2nd grade will show measurable growth as measured on STAR Math Test by May 2022. *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. **3rd Grade Math Goal** All students in 3rd grade will make measurable growth as measured on the STAR Math (SD Math General Education	* 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 * Counting songs	* immediate feedback on computer programs * Jeopardy on SMART board on math vocabulary * Quiz Maker on computers * Chapter tests from McGraw Hill * Report card * Timed tests * Individual math skills practice via use of technology * Standards Based Report Cards * Math Intervention groups grades 3 and 4 * Performance Tasks Comprehensive Curriculum	* 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

Assessment.) April 2022 *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. **4th Grade Math Goal** All students in 4th grade will make growth as measurable growth on the STAR Math (SD Math General Education Assessment.) April 2022 *Level 1 will grow 20-30 points. *Level 2 will grow 15-25 points. *Level 3 & 4 will grow 10-20 points or more.	* Cross curriculum patterning, measuring, analyzing * 16 Habits of Mind * SEL opportunities * Sensory activities * Kahoot It * Rocket Math * SRA Connecting Math – direct instruction * Touch Dots * Math Binders * Math Zones – facts * Sum Dog * Prodigy * Native Numbers iPad program – K * Daily Calendar Math	Review * ESGI kindergarten * Real word problem solving readers * Freckle Math	

2021 – 2022 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 2021-2022 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
* 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.	* 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: -clip charts -dojo points -morning meetings -recess picture cards -faces behavior chart -Rainbow Behavior Chart -Bee Hive -ROAR levels, lynx tickets	* 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	* 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.
69% students are proficient/advanced in math.
100% of elementary teachers are highly qualified.
100% of staff participates in professional development opportunities.
PBIS Tier I and 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, Reading Interventionist
Teachers implement a variety of techniques for students at all levels.
Teachers are actively working on the State Standards – horizontal/vertical alignment, lesson plans, teaching with rigor.
Parents are encouraged to be active and involved in the education of their children.
Technology is accessible to students.
Teachers will continue to use differentiated instructional strategies based on individual student needs.
Teachers implement Math Centers/Clubs – math intervention.
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.

Inspiration Elementary School

School Improvement Plan 2021-22

Inspiration Elementary School
School Improvement Plan
2021-22

Core Operating Principle

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

Brandon Valley Mission Statement

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

Belief Statements

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

Program Development
The Inspiration Elementary Planning Team consists of representation from building administration and teachers who met on August 23, October 11, and October 27, 2021 to discuss the prior year's testing, review data, the needs of the elementary school and develop a 2021-22 school improvement plan. This school planning team was formed to analyze data and review the needs of Inspiration Elementary School students, families, and faculty. Team members will continue to explore various academic options for possible implementation to improve academic achievement this year and beyond. The team reviewed summative and formative data and will continue to use this to guide our decision-making. With the new accountability system in place, we wrote goals for all students, but we will especially target the lowest quartile with continued progress monitoring and interventions.

Valley Springs Elementary Planning Team

Tanya Palmer, Inspiration Elementary School Principal
John Flint, Fourth Grade Teacher
Jennifer Chicoine, Special Education Teacher
Dawn Leenderts, Special Education Teacher
Emily Rasmussen, Kindergarten Teacher
Teri Huska, First Grade Teacher
Bailey Fitzgerald, Second Grade Teacher
Cassie Kocer, Third Grade Teacher
Pam Klenner, Reading Specialist
Karlie Winckler, Reading Interventionist
Whitney Robinson, Counselor

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

2021-22 School Year

August 23, 2021	Review 2020-21 Math and Reading Data
October 11, 2021	School Improvement Planning Session, Grades K-4, Inspiration
October 27, 2021	School Improvement Planning Session, Grades K-4 Inspiration
Quarterly	Data Problem Solving Meetings
Monthly	Staff meetings –implementation and review, IE teachers
Quarterly	Grade Level meetings-CCSS/SLO-BV teachers

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

Inspiration Elementary School Profile

Inspiration Elementary School is made up of approximately 237 students in grades kindergarten through fourth.

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

Inspiration Elementary School Demographic Data

	2021-22
Total VSE Enrollment	237
Hispanic/Latino	13
Amer. Indian/Alaskan	5
Asian	11
Black/African American	26
Hawaiian/Pac. Islander	0
White/Caucasian	171
Non-White	0
2 or More Races	11
Students with Disabilities	33
English Language Learners-ELL	26
Economically Disadvantaged	28
Female	127
Male	110
Migrant	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.

Strengths*:*

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

Challenges

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

Performance Data Evaluation and Analysis-make vertical

Math Worksheet

School: Inspiration Elementary

Evaluation Team Members: Tanya Palmer- Inspiration Elementary School Principal, John Flint-Fourth Grade Teacher, Jennifer Chicoine-Special Education Teacher, Dawn Leenderts-Special Education Teacher, Emily Rasmussen- Kindergarten Teacher, Teri Huska-First Grade Teacher, Bailey Fitzgerald-Second Grade Teacher, Cassie Kocer-Third Grade Teacher, Pam Klenner- Reading Specialist, Karlie Winckler- Reading Interventionist, Whitney Robinson- Counselor

2021-22 Math Goal (Whole School): All staff at Inspiration Elementary will improve math instruction so that all students show growth and meet 85% for ALL students, 80% for students with disabilities, and 80% for our economically disadvantaged student as measured by the South Dakota State Assessment in May 2022. (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 2022. *No data last year to measure this.)			
Sub Goals:	**Interventions/Strategies to meet this goal**	**Formative Assessments to monitor progress toward goal**	**Staff Development Needs to meet this goal**
Kindergarten: All students will show growth and reach 85% proficiency as measured by the assessment given on math chapters from MyMath and will reteach if necessary by May 2022. **1st Grade:** All students will reach 85% proficiency as measured by MyMath chapter tests. Students who fall below 85% will be pulled to be retaught the skill in a small group. **2nd Grade:** 100% of students in my second grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2022. Sub Goals: Students in the lowest quartile will grow 70 SGP.	·Math Vocabulary and strategies ·Scaffold instruction ·Freckle Math ·Visual Supports ·Manipulatives ·Think-Pair-Share -Connecting Math Concepts (SPED) -BoostUp -Prodigy -Vizzle -Seesaw -Exit Tickets -SRA-Math -Touch Dot Math	·Freckle Math Reports ·STAR Math Assessment -Standards Based Report Cards ·MyMath Assessments -Connecting Math Concepts assessments (SPED) -SBAC Interim Assessments	·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

Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP. **3rd Grade:** 100% of the students in my third grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2022. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP. **4th Grade:** 100% of students in my fourth grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2022. Sub Goals: Students in the lowest quartile will grow 40-50 SGP. Students in the middle quartile will grow 25-35 SGP. Students in the highest quartile will grow 5-10 SGP. **Special Education Kdg., 1st, and 2nd:** 100% of students in my first grade special education classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2022. 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.	-DT Trainer		

Special Education 3rd and 4th: 100% of students in my third and fourth grade special education classroom will show measurable growth as measured by the STAR Math Assessment in May 2022. 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.			

Performance Data Evaluation and Analysis

Reading Worksheet

School: Inspiration Elementary

Evaluation Team Members: Tanya Palmer- Inspiration Elementary School Principal, John Flint-Fourth Grade Teacher, Jennifer Chicoine-Special Education Teacher, Dawn Leenderts-Special Education Teacher, Emily Rasmussen- Kindergarten Teacher, Teri Huska-First Grade Teacher, Bailey Fitzgerald-Second Grade Teacher, Cassie Kocer-Third Grade Teacher, Pam Klenner- Reading Specialist, Karlie Winckler- Reading Interventionist, Whitney Robinson- Counselor

2020-21 ELA Goal (Whole School): All staff at Inspiration Elementary will improve reading instruction so that all students show growth and meet 85% for ALL students, 80% for students with disabilities, and 80% for our economically disadvantaged student as measured by the South Dakota State Assessment in May 2022. (In addition, 80% of all 4th grade students who achieved the lowest 25 percent of scores on the previous year's assessment will meet standards in ELA as measured by the South Dakota State Assessment in May 2022. *No data last year to measure this.)			
Sub Goals:	**Interventions/Strategies to meet this goal**	**Formative Assessments to monitor progress toward goal**	**Staff Development Needs to meet this goal**
Kindergarten: 100% of students in my kindergarten classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2022. 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. **1st Grade:** 100% of students in my first grade classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2022.	·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	·Acadience-benchmarking and progress monitoring ·DAZE passages-benchmarking and progress monitoring ·Accelerated Reader ·Star Reading ·Wonders Assessments ·Read Naturally ·SRA Reading Mastery ·CORE Phonics Screener ·SPIRE quick checks, skill checks ·Performance Tasks ·Sonday Assessment -Standards Based Report Cards -DRA Quarterly	·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

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. **2nd Grade:** 100% of students in my second grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2022. Sub Goals: Students in the lowest quartile will grow 20-30 SGP. Students in the middle quartile will grow 15-20 SGP. Students in the highest quartile will grow 10-20 SGP. **3rd Grade:** 100% of the students in my third grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2022. 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.	practice ·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 -Wonders -WonderWorks ·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) -Book Studies	-SBAC Interim Assessments	

4th Grade: 100% of students in my fourth grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2022. Sub Goals: Students in the lowest quartile will grow 40-50 SGP. Students in the middle quartile will grow 25-35 SGP. Students in the highest quartile will grow 5-10 SGP. **Special Education Kdg., 1st, and 2nd:** 100% of students in my Kindergarten special education classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2022. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP. **Special Education 3rd and 4th:** 100% of students in my third grade special education classroom will show measurable growth as measured by the STAR Reading Assessment in May 2022.	-Typing Programs -Interim Assessments -Edmark-print and online version -Heggerty -ZooPhonics -Science of Reading by Tara West -Vizzle -DT Trainer -Freckle		

Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP. **EL:** 100% of students in my EL kindergarten classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2022. 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.			

2021-22 Behavior goal: 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**
• 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.

Robert Bennis Elementary School

School Improvement Plan 2021-2022

2021-2022

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.

The 2021-2022 School Year was more comparable to a pre-pandemic school year with some mitigation strategies in place. We were able to provide services to our students to meet their wide-variety of needs.

Program Development
The Robert Bennis Planning Team consists of representation from building administration, and teachers who met on October 11th, 2021 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.

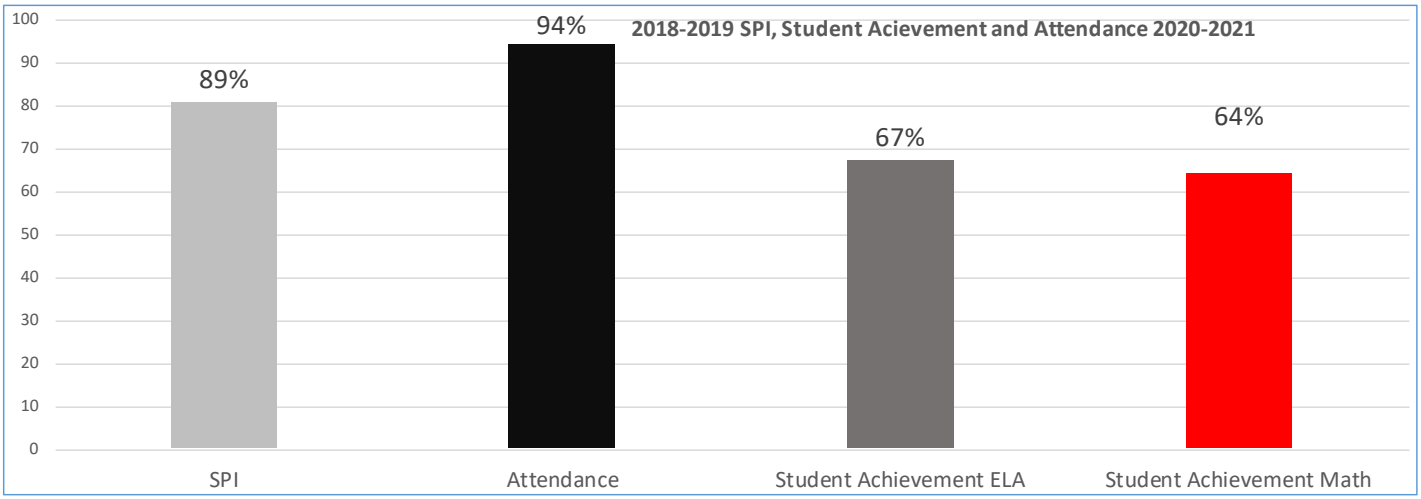
2021-2022 School Improvement Team Meetings

August 19th, 2021
October 11th, 2021
January 17th, 2021

2017-2018
Demographics

	Number of Students				
Subgroup	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students	534	No Data COVID			
Hispanic/Latino	14		34		
American Indian/ Alaskan Native	3		11		
Asian	3		18		
Black/African American	5		6		
Native Hawaiian/ Pacific Islander	1		0		
White/Caucasian	501		523		
Multi-Racial	11		62		
Student with Disabilities	76		83		
English Language Learners	1		0		
Economically Disadvantaged	26		25 *Free Lunches- Data not current		
Female	239		259		
Male	295		320		
Migrant	0		0		

Data found using a Skyward Data Dig.



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.

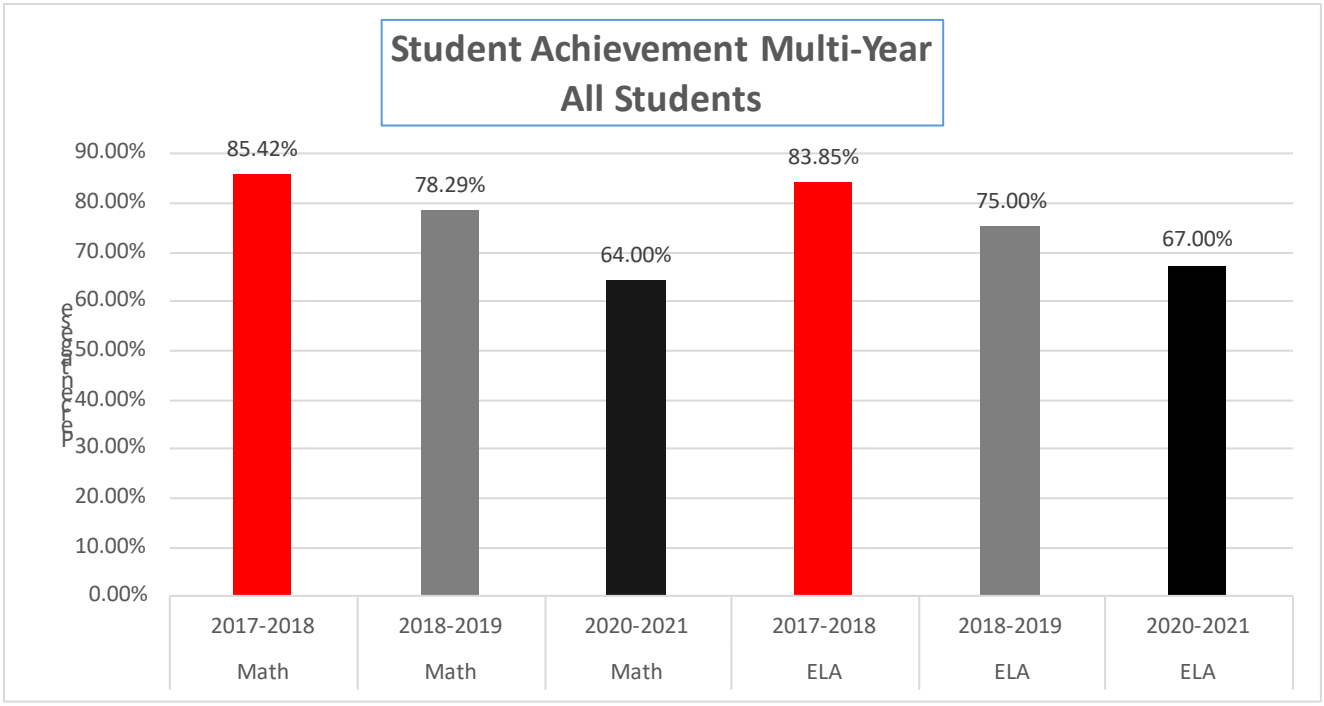
Student Achievement: Student Achievement is based on students' performance on Smarter Balanced assessments in both ELA and Math. A student receives a SCALED SCORE which falls into four achievement levels: Levels 1 and 2 are considered not proficient Levels 3 and 4 are considered proficient and above.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

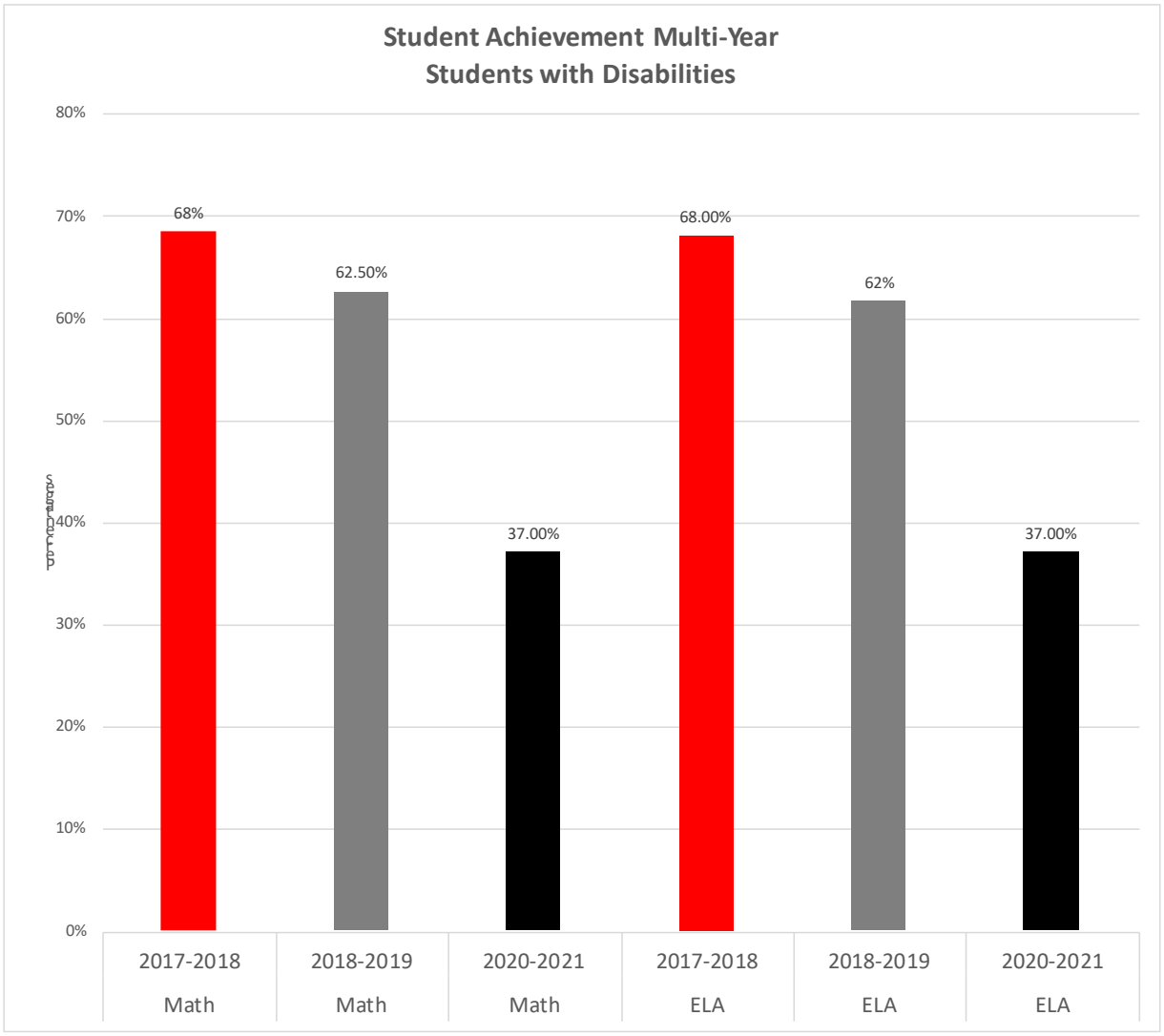
Academic Growth: Academic Growth points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through**: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

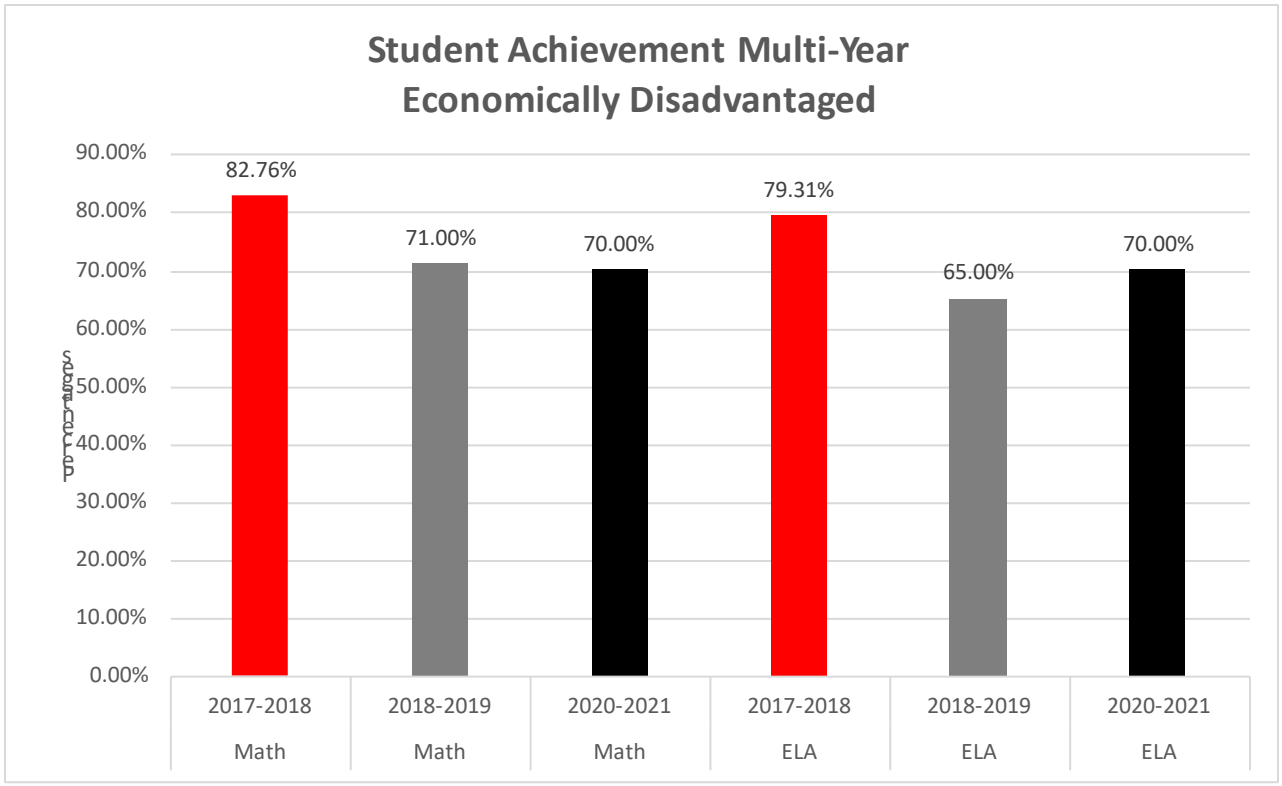
Annual Measurable Objectives:

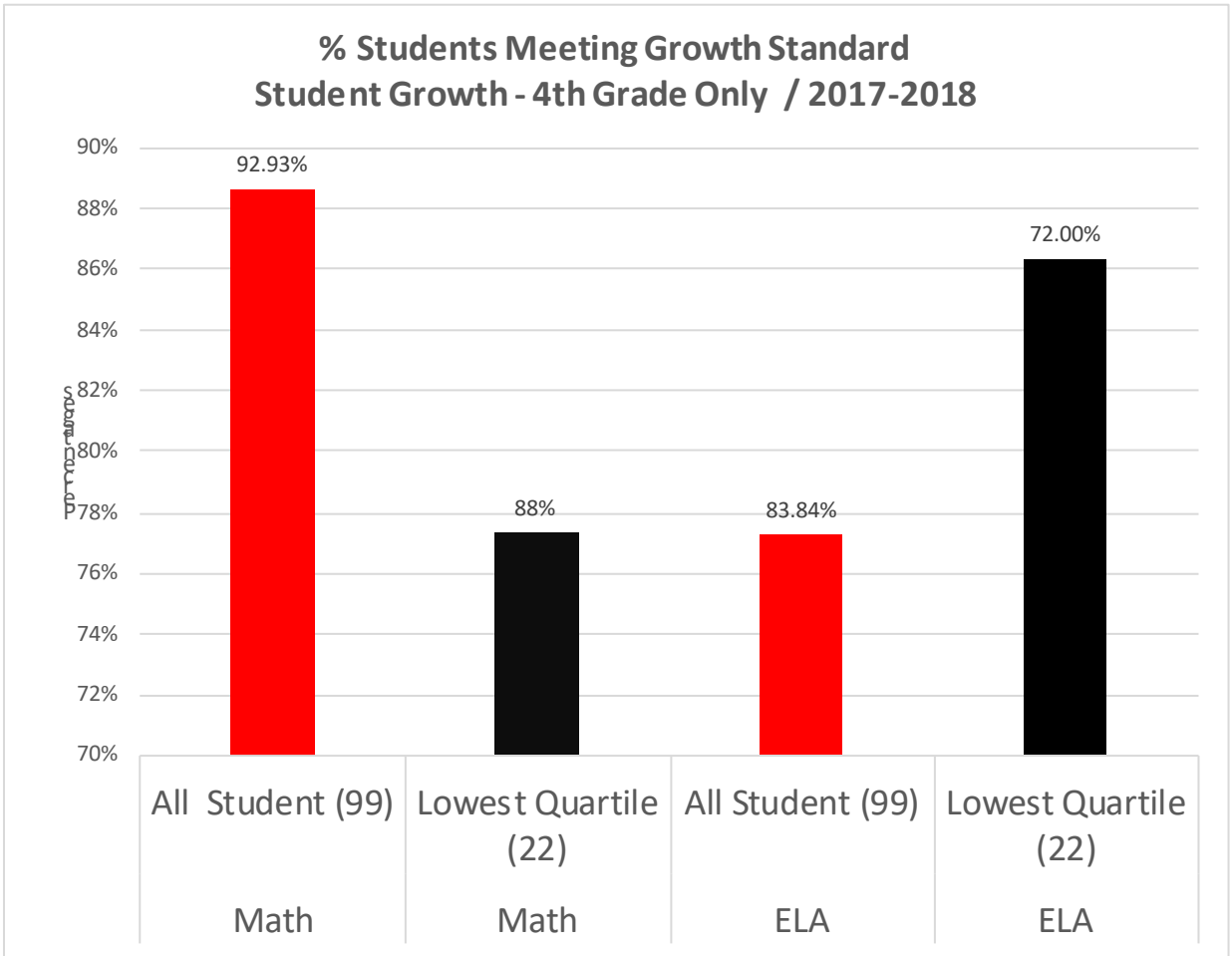
Annual Measurable Objectives or AMOs are South Dakota's overarching goal for Student Achievement which is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on 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.



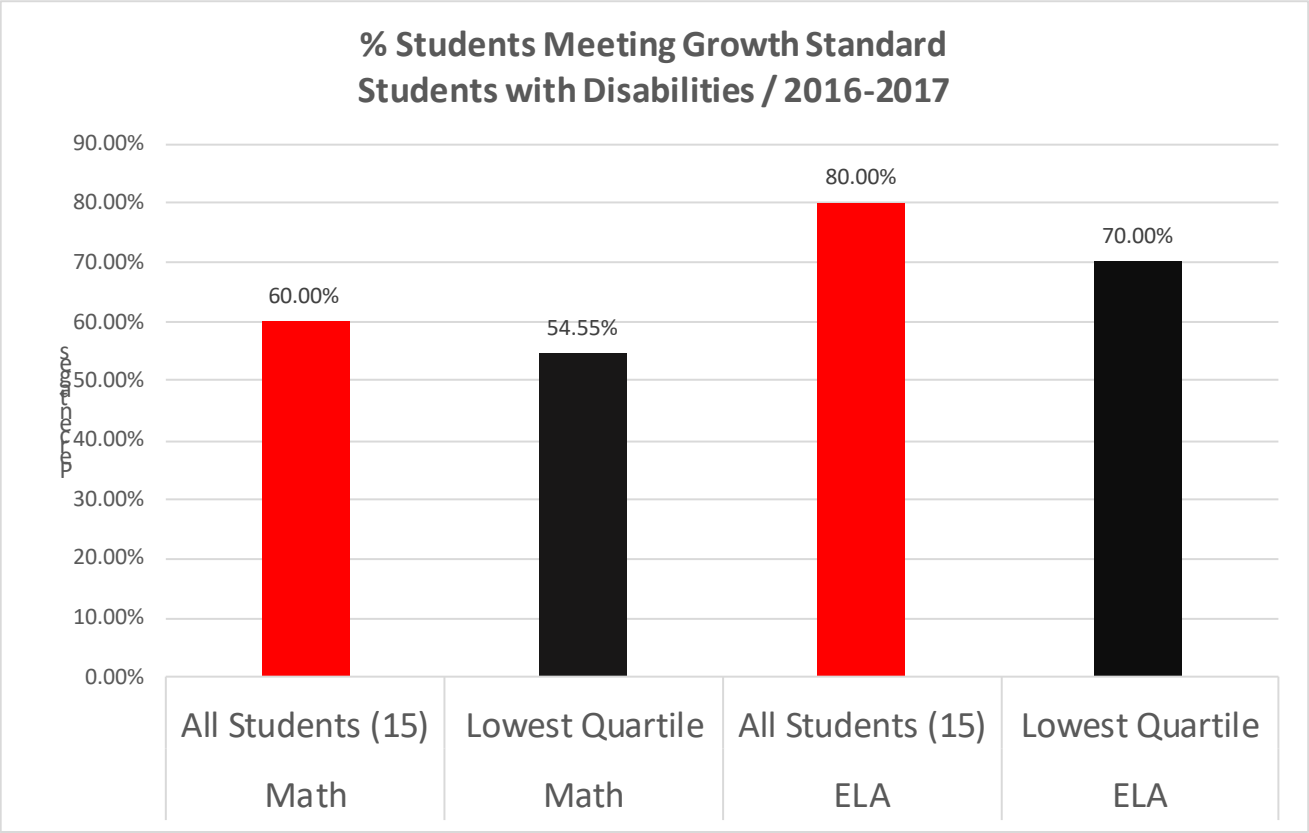


Data found in SD STARS. **2020-2021 School Year—All Distance Learners in RBE Entity.

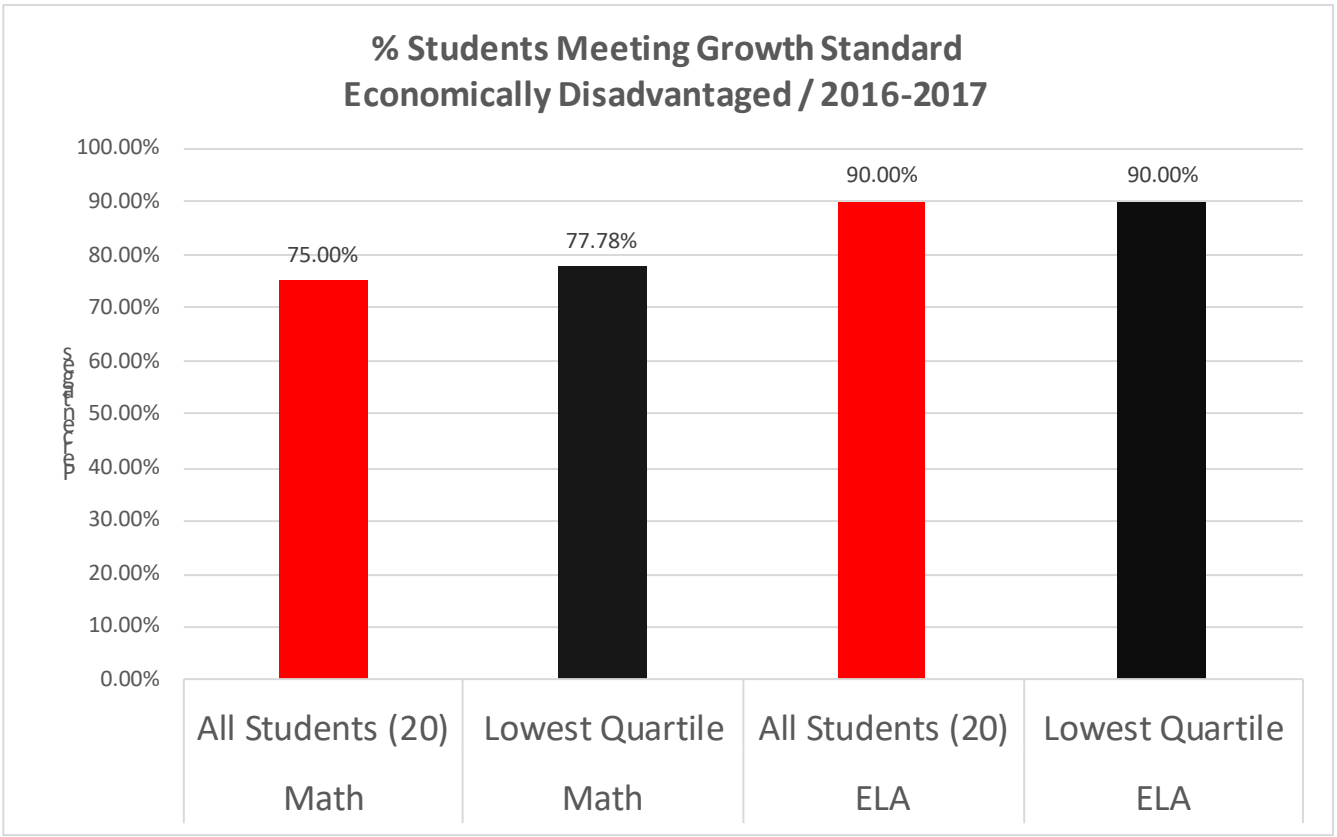




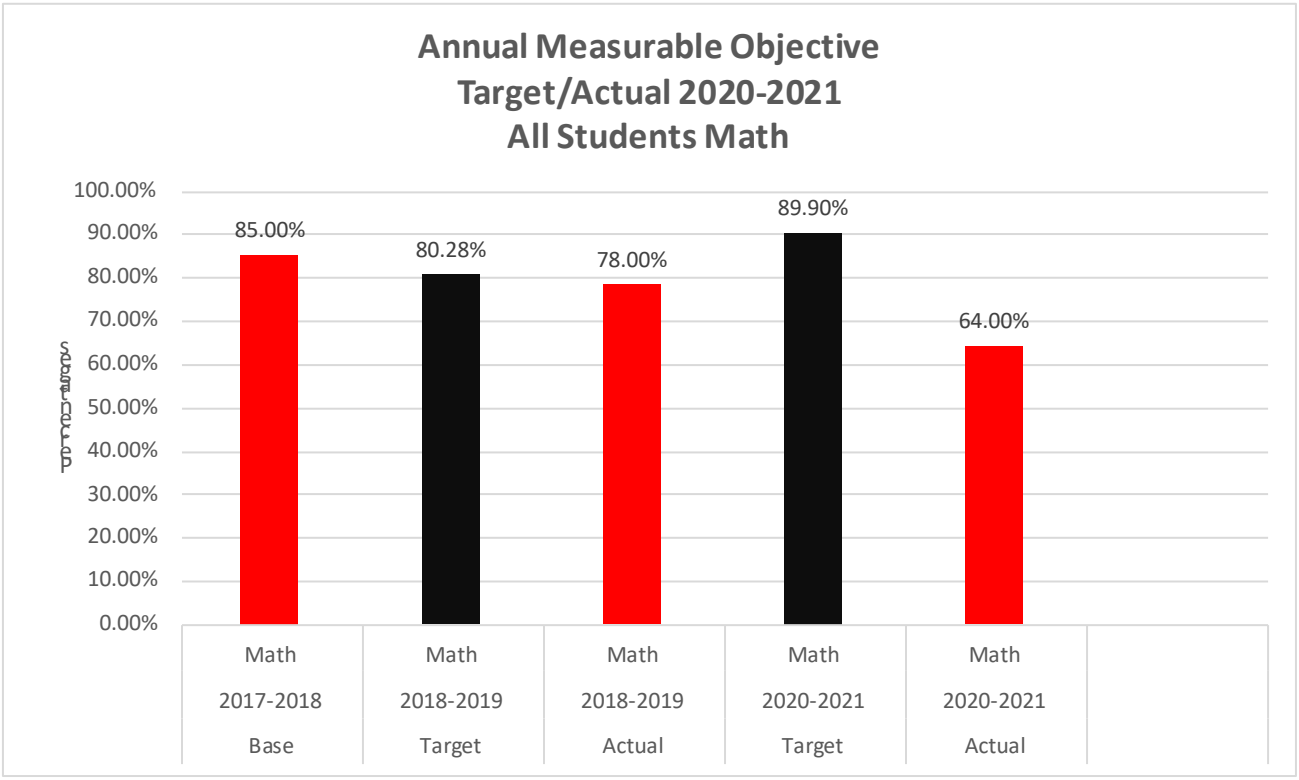
Data found in SD STARS. **2020-2021 School Year—All Distance Learners in RBE Entity.
Data for the 2019-2020 and 2020-2021 not available due to Covid.

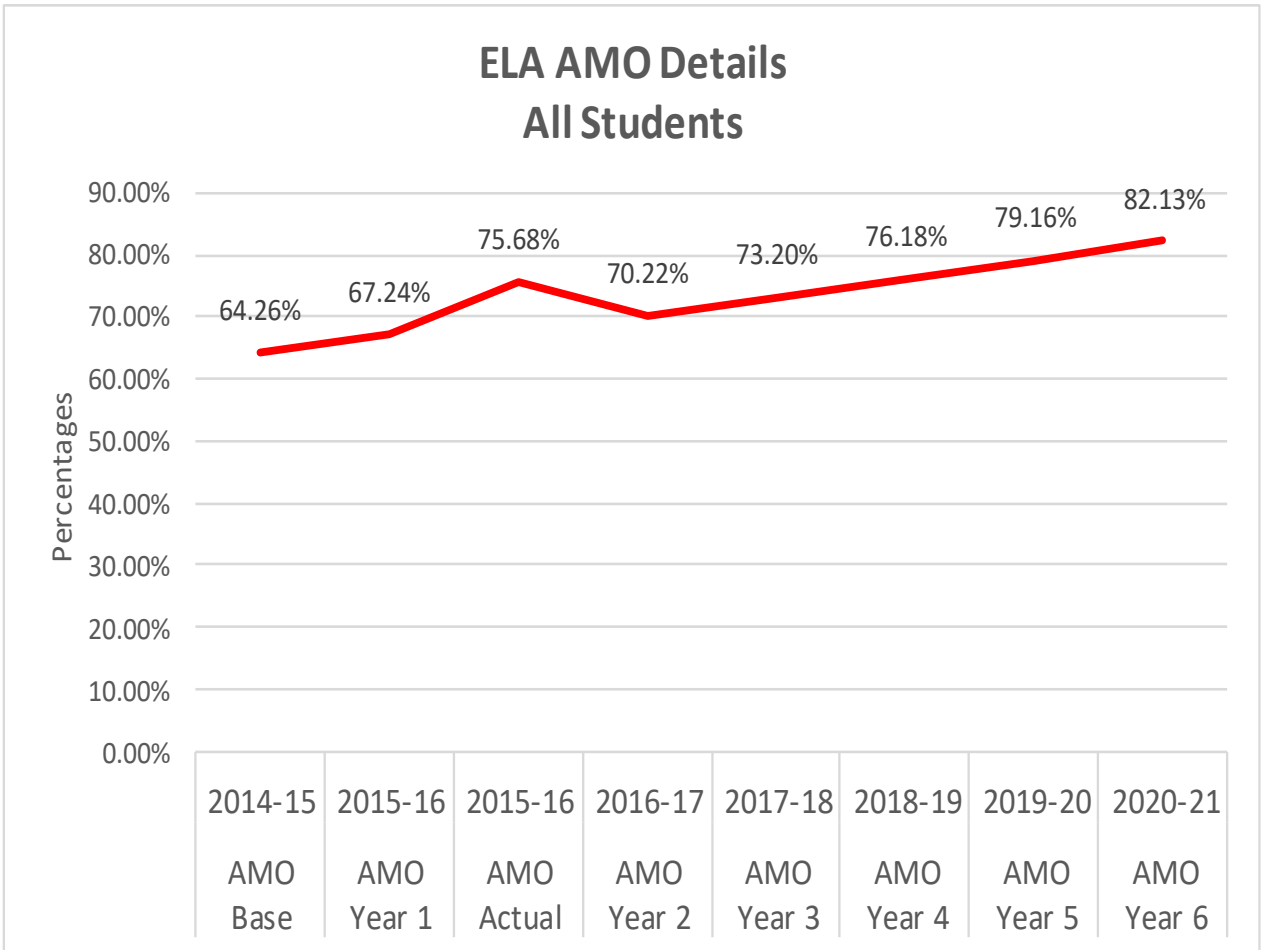


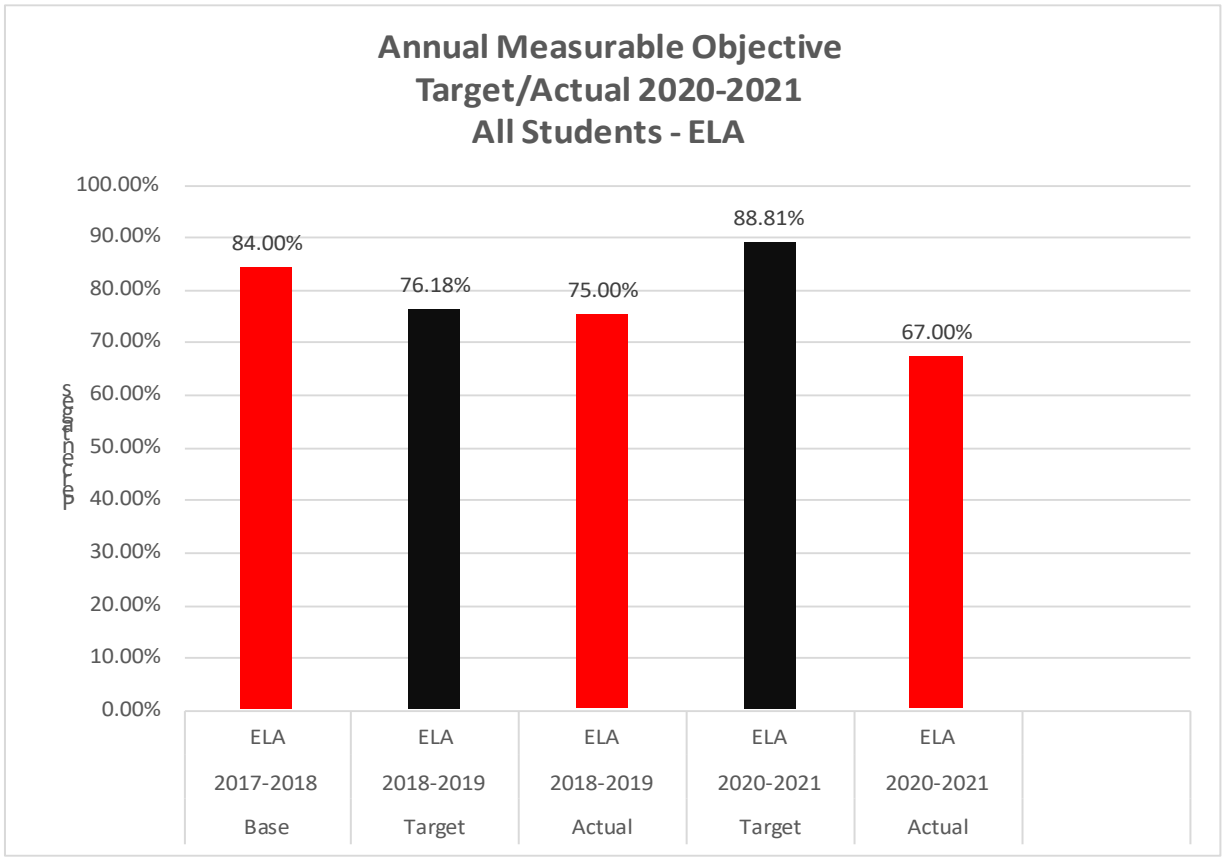
Data for the 2019-2020 and 2020-2021 not available due to Covid.

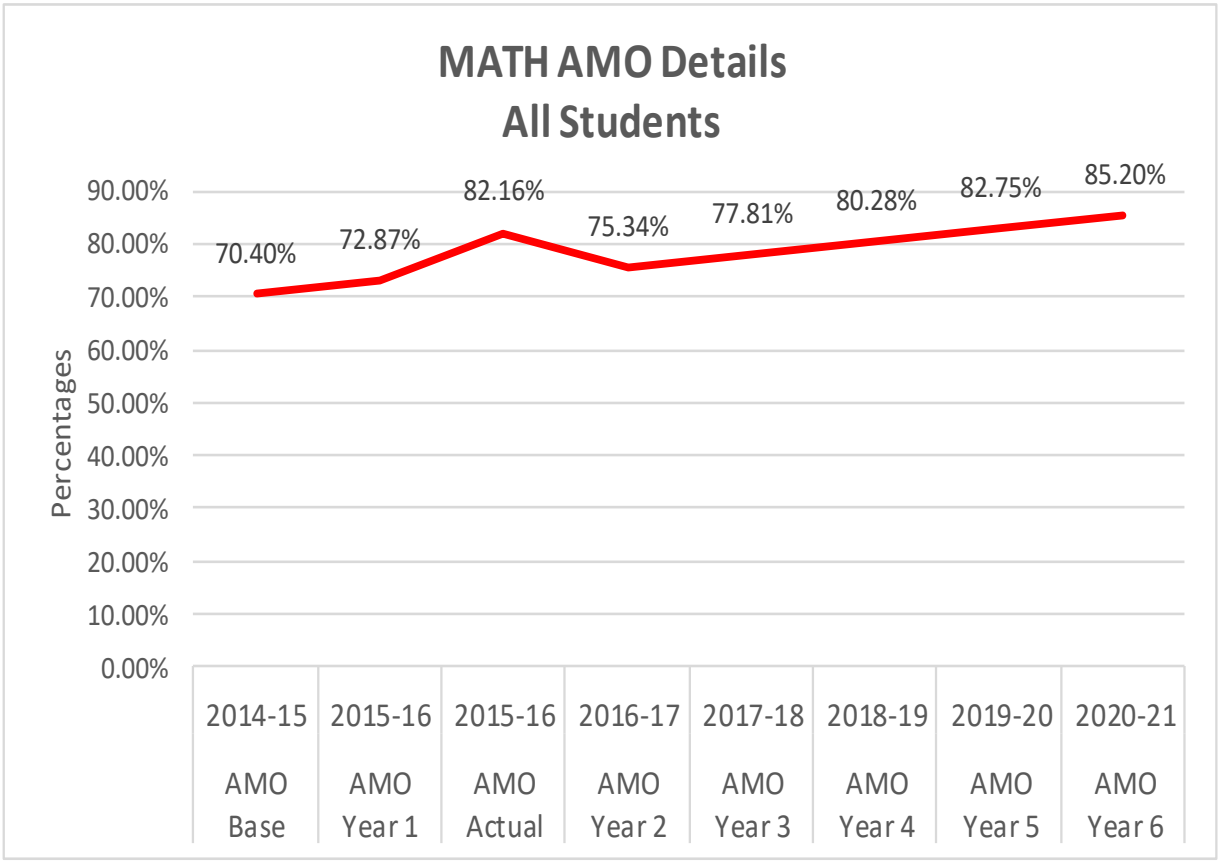


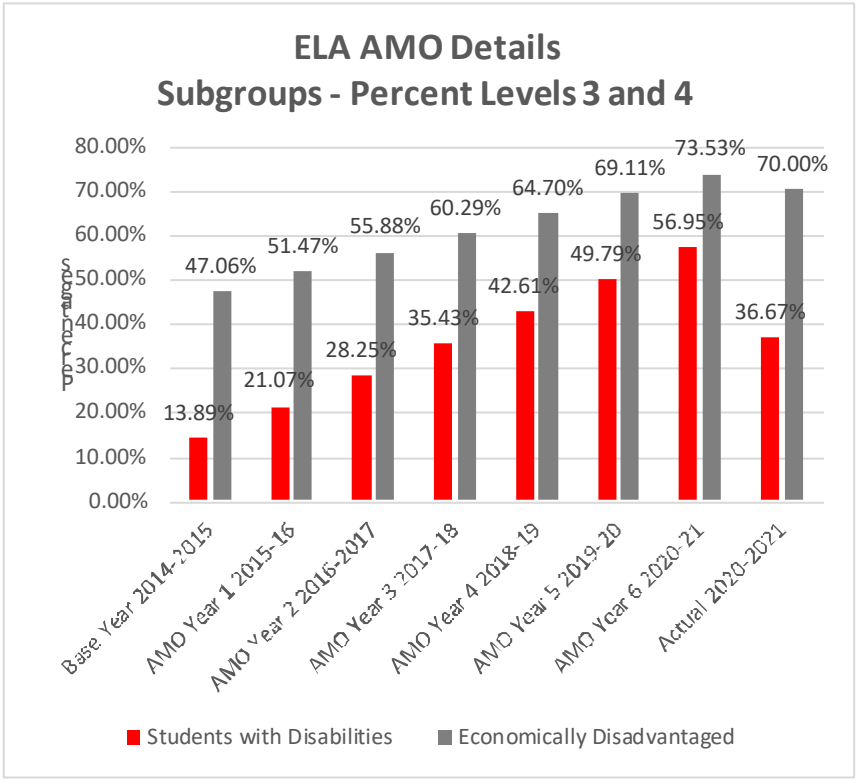
Data for the 2019-2020 and 2020-2021 not available due to Covid.

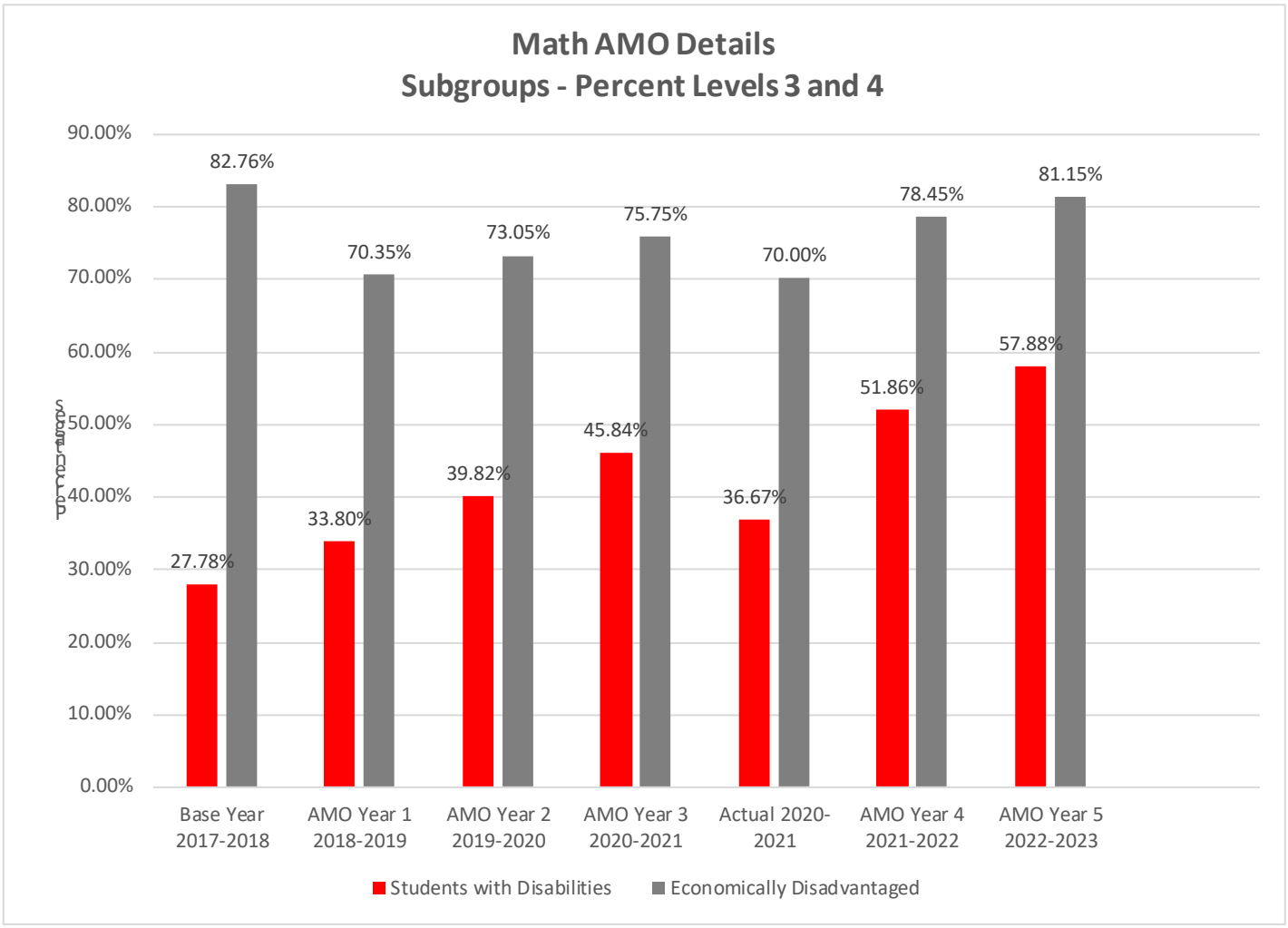

Annual Measurable Objective
Target/Actual 2020-2021
All Students Math
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
85.00%
80.28%
78.00%
89.90%
64.00%
Math 2017-2018 Base
Math 2018-2019 Target
Math 2018-2019 Actual
Math 2020-2021 Target
Math 2020-2021 Actual


ELA AMO Details
All Students
Percentages
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
64.26%
67.24%
75.68%
70.22%
73.20%
76.18%
79.16%
82.13%
2014-15 AMO Base
2015-16 AMO Year 1
2015-16 AMO Actual
2016-17 AMO Year 2
2017-18 AMO Year 3
2018-19 AMO Year 4
2019-20 AMO Year 5
2020-21 AMO Year 6


Annual Measurable Objective
Target/Actual 2020-2021
All Students - ELA
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
84.00%
76.18%
75.00%
88.81%
67.00%
ELA 2017-2018 Base
ELA 2018-2019 Target
ELA 2018-2019 Actual
ELA 2020-2021 Target
ELA 2020-2021 Actual


MATH AMO Details
All Students
Percentages
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
70.40%
72.87%
82.16%
75.34%
77.81%
80.28%
82.75%
85.20%
2014-15 AMO Base
2015-16 AMO Year 1
2015-16 AMO Actual
2016-17 AMO Year 2
2017-18 AMO Year 3
2018-19 AMO Year 4
2019-20 AMO Year 5
2020-21 AMO Year 6


ELA AMO Details
Subgroups - Percent Levels 3 and 4
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
13.89%
47.06%
21.07%
51.47%
28.25%
55.88%
35.43%
60.29%
42.61%
64.70%
49.79%
69.11%
56.95%
73.53%
36.67%
70.00%
Base Year 2014-2015
AMO Year 1 2015-16
AMO Year 2 2016-2017
AMO Year 3 2017-18
AMO Year 4 2018-19
AMO Year 5 2019-20
AMO Year 6 2020-21
Actual 2020-2021
Students with Disabilities
Economically Disadvantaged


Math AMO Details
Subgroups - Percent Levels 3 and 4
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
82.76%
70.35%
73.05%
75.75%
70.00%
78.45%
81.15%
57.88%
51.86%
45.84%
39.82%
36.67%
33.80%
27.78%
Base Year 2017-2018
AMO Year 1 2018-2019
AMO Year 2 2019-2020
AMO Year 3 2020-2021
Actual 2020-2021
AMO Year 4 2021-2022
AMO Year 5 2022-2023
Students with Disabilities
Economically Disadvantaged

RBE
2021-2022 Math Goals

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

2021-2022 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 89.90% for ALL students, 78.14% for students with disabilities, and 88.08% for our economically disadvantaged students as measured by the Smarter Balance Assessment in April 2022. (In addition, __% 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 2022. No data last year to measure 2021.)

Grade Level Goals	**Interventions/ Strategies to meet this goal**	**Formative Assessments to monitor progress toward goal**	**Staff Development needs to meet this goal**
Kindergarten: All students will show growth and reach 80% proficiency as measured by the end of year kindergarten report card. **1st Grade:** All 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 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. **3rd Grade:** 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 2021-2022 school as measured by the student growth proficiency chart in STAR Math. **4th Grade:** 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 2021-2022 school as measured by the student growth proficiency chart in STAR Math.	-Math Vocabulary and strategies -Scaffold instruction -Freckle Math -Math 2.0 -Visual Supports -Think-Pair-Share -IPADS -Razz Kids -CGI cognitive guided instruction -Differentiated instruction -Small Group Instruction -Manipulatives	-Accelerated Math reports -Freckle -Standards Based Report Cards -Star Early Literacy -Chapter Math tests -Diagnostic Math Tests -STAR Math (2-4)	-Math Specialist -Elementary Curriculum Director -Assessment Coordinator -Grade Level meetings -Department meetings -Math Specialist -Math Interventions -Coaching from Technology Integrationist to improve instruction and learning -Renaissance Place Training

RBE
2021-2022 Reading Goals

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

2021-2022 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 88.81% for ALL students, 78.14% for students with disabilities, and 85.67% for our economically disadvantaged student as measured by the Smarter Balance Assessment in April 2022. (In addition, __% 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 2022. No data last year to measure for 2020-2021.)

Grade Level Goals	Interventions/ Strategies to meet this goal	Formative Assessments to monitor progress toward goal	Staff Development needs to meet this goal
Kindergarten: 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. **1st Grade:** All First grade students will show growth in the area of reading. Students in the intensive and strategic group will show an SGP of 40-50 and all bench mark students will have an SGP of 40 by the end of the 2020-2021 school year as measured by the STAR Early Literacy by the end of year assessment. **2nd Grade:** 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. **3rd Grade:** 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. **4th Grade:** 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	-Reading Protocol -RtI -Resource Room -Comprehension Strategies -Visualizing and Verbalizing -Read Naturally Live -AR Accelerated Reader -BOOST Up -Home packets for extra fluency practice -Leveled Readers -SPIRES -Reading Specialist -Sonday (whole and small groups) -AR 360 - Freckle	-Acadiance benchmarking and progress monitoring -DAZE passages - benchmarking and progress monitoring -AR Accelerated Reader -STAR Reading -Wonders Assessments -Read Naturally Live -SRA Reading Mastery -CORE Phonics Screener -BOOST Up progress of fine/gross motor skills -SPIRE quick checks, skill checks -Sonday Program -STAR Early Literacy	-Elementary Curriculum Director -Literacy Coach -Assessment Coordinator -Quarterly Problem Solving Meetings -Coaching/Modeling from Reading Specialist -Grade Level Meetings -TAT Meetings -Coaching from Technology Integrationist -Extra support staff

Strengths:

- 67.00% of our students were advanced or proficient in reading this year.
- 64.00% of our students were advanced or proficient in math this year.

**All BV Distance Learners included in RBE data.

- 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 92.37% 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:

- 37.00% of Students with disabilities are proficient or advanced in math
- 37.00% of our Students with disabilities are proficient or advanced in reading.

**All BV Distance Learners included in RBE data.

- 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.

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 sup port 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 2021-22

Valley Springs Elementary School
School Improvement Plan
2021-22

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 23, October 11, and October 27,2021 to discuss the prior year's testing, review data, the needs of the elementary school and develop a 2021-22 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
Laura Lueders, Fourth Grade Teacher
Jennifer Chicoine, Special Education Teacher
Erica Karl, Kindergarten Teacher
Jana Koch, First Grade Teacher
Megan Bertsch, Second Grade Teacher
Elizabeth Tjeerdsma, Third Grade Teacher
Pam Klenner, Reading Specialist
Jennifer Voigt, Reading Interventionist
Whitney Robinson, Counselor

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

2021-22 School Year

August 23, 2021	Review 2020-21 Math and Reading Data
October 11, 2021	School Improvement Planning Session, Grades K-4, Valley Springs
October 27, 2021	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

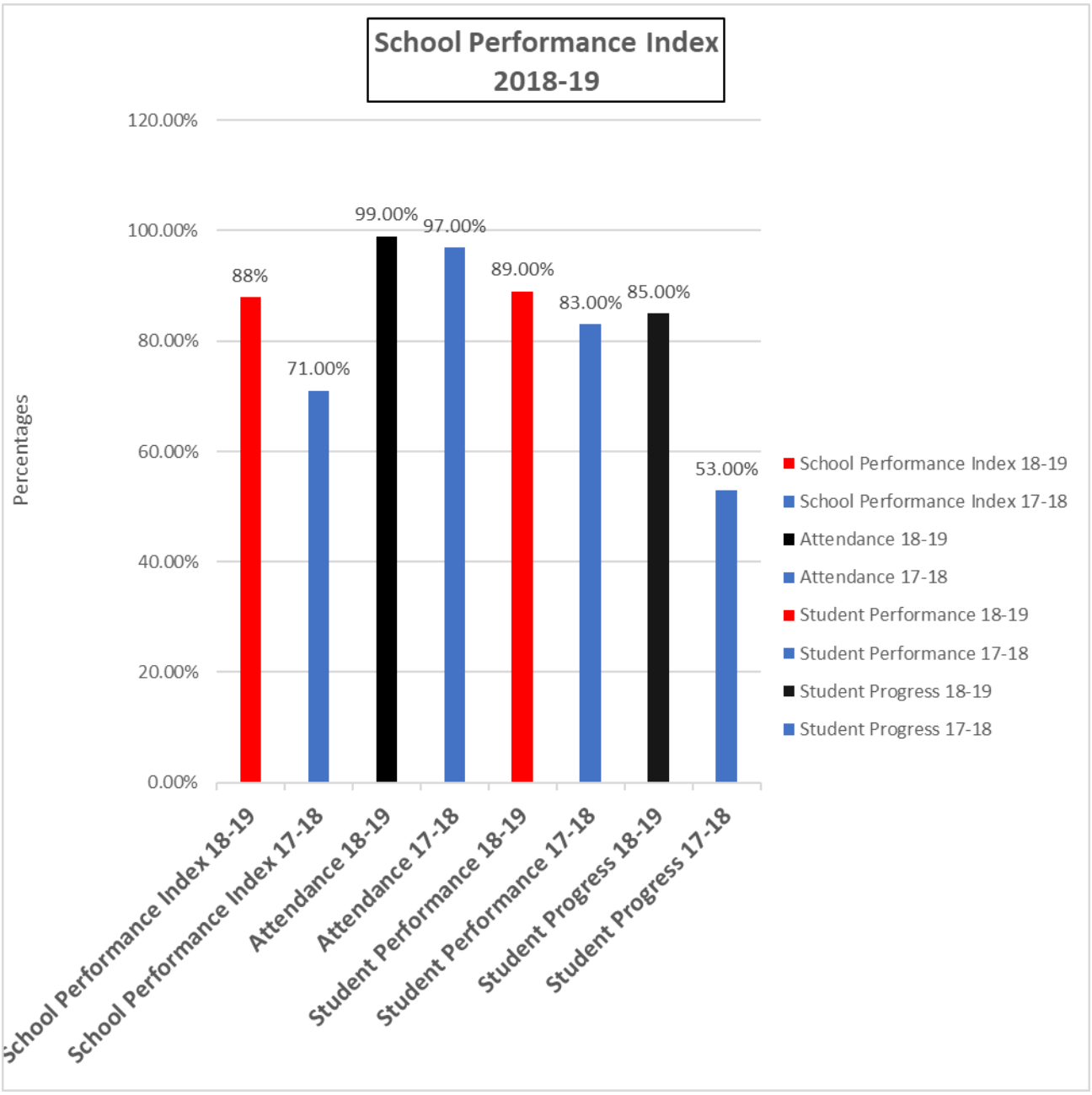
Valley Springs Elementary School is made up of approximately 86 students in grades kindergarten through fourth.

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	2021-22
Total VSE Enrollment	98	98	98	86
Hispanic/Latino	4	2	2	3
Amer. Indian/Alaskan	4	2	5	4
Asian	0	0	0	0
Black/African American	1	3	5	3
Hawaiian/Pac. Islander	0	0	0	0
White/Caucasian	98	98	98	84
Non-White	0	0	0	2
2 or More Races	9	5	5	7
Students with Disabilities	23	21	21	14
English Language Learners-ELL	0	0	0	0
Economically Disadvantaged	19	19	26	15
Female	45	45	40	34
Male	53	53	58	52
Migrant	0	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.

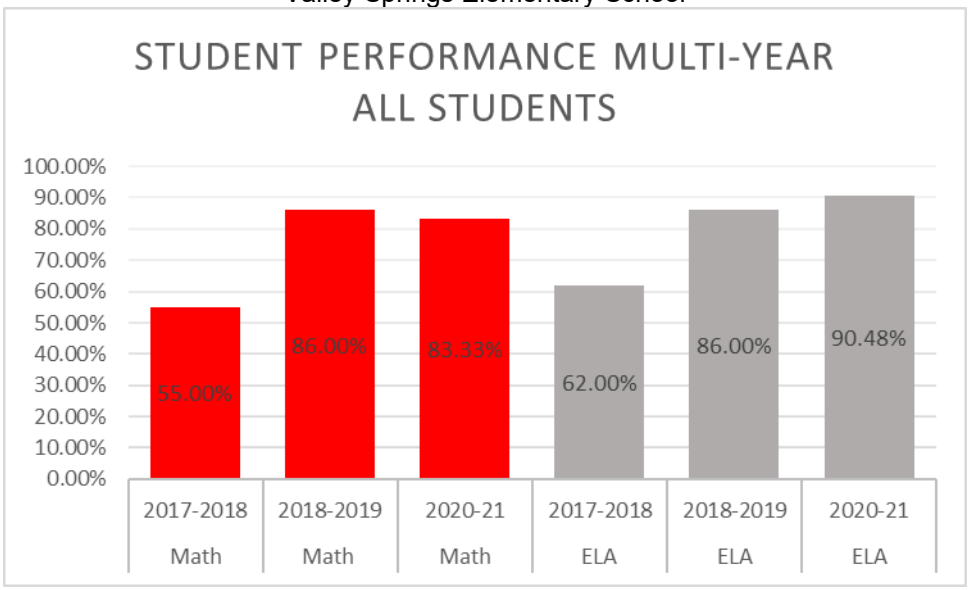
Student Progress: Student Progress points are based on Student Growth Percentiles (SGP) model. Because a student needs two years' worth of assessment scores to calculate growth, this measure is calculated for 4th through 8th graders. Schools earn points for students meeting the growth standard through**:**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

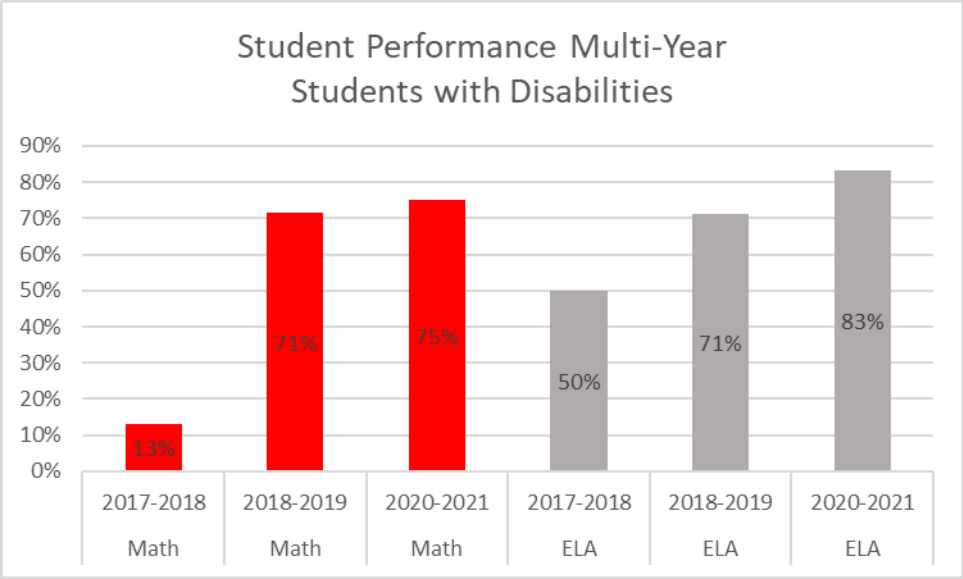
SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of three key indicators (Student Performance, Student Progress, and Attendance), with a numeric value assigned to each of the indicators, to measure a school's performance. These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

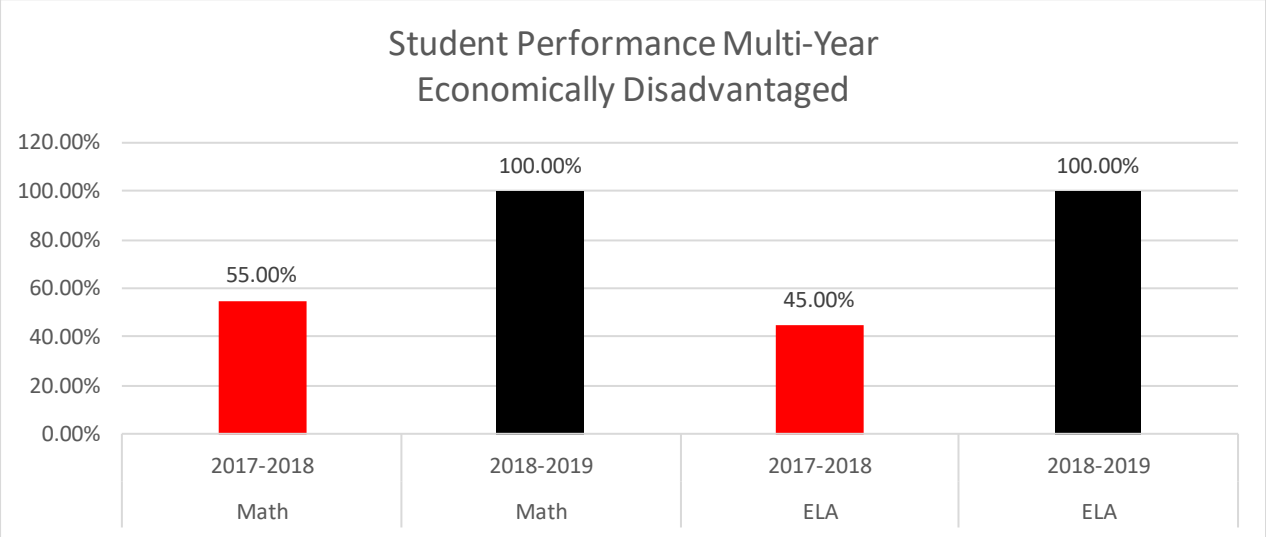
According to results from the Smarter Balanced Assessment (SBA), the proficiency scores for Valley Springs students are as follows:

SBAC School Scores
Valley Springs Elementary School

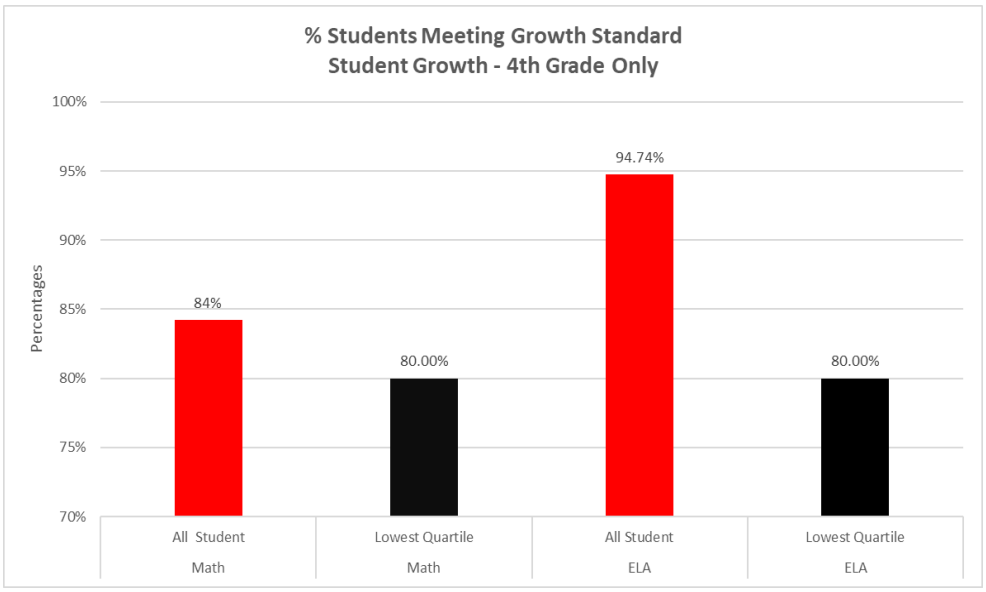




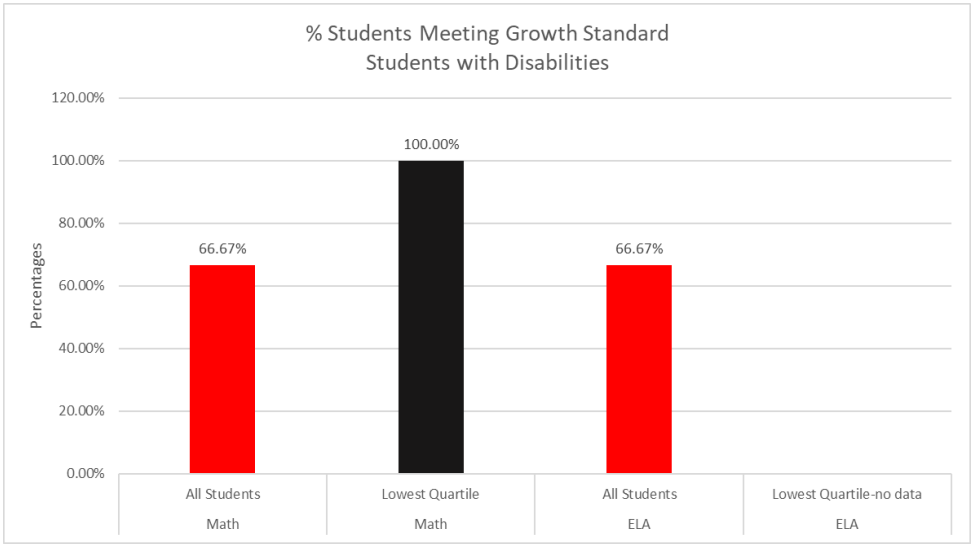
*Data for 19-20 and 20-21 is not available due to COVID 19



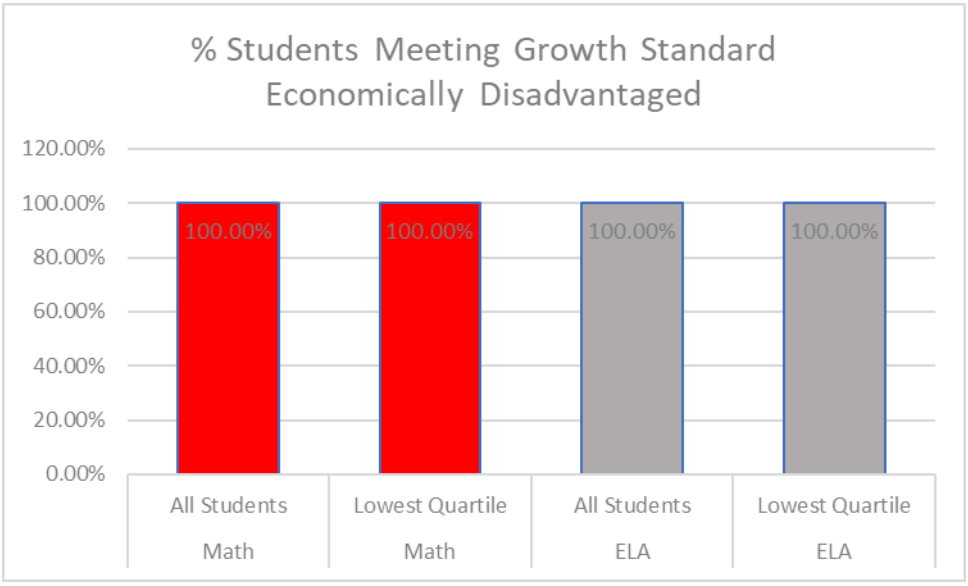
*No student data 2020-21 for Economically Disadvantaged



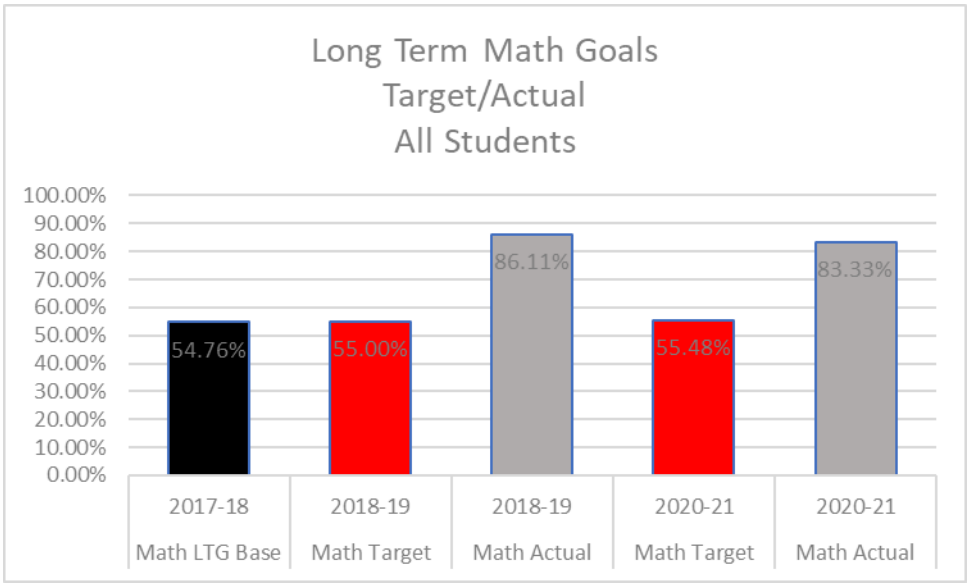
*Data for 19-20 and 20-21 is not available due to COVID 19

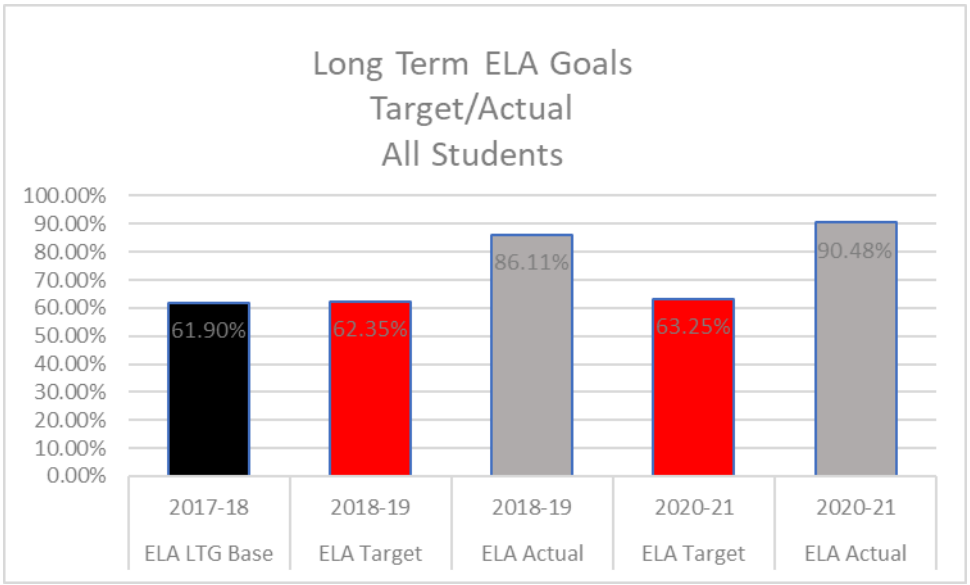


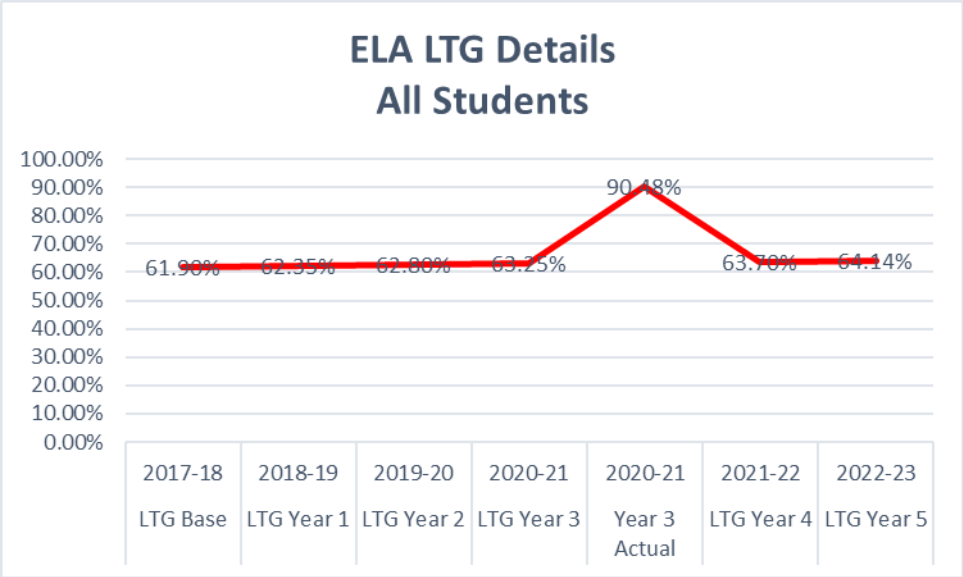
*Data for 19-20 and 20-21 is not available due to COVID 19

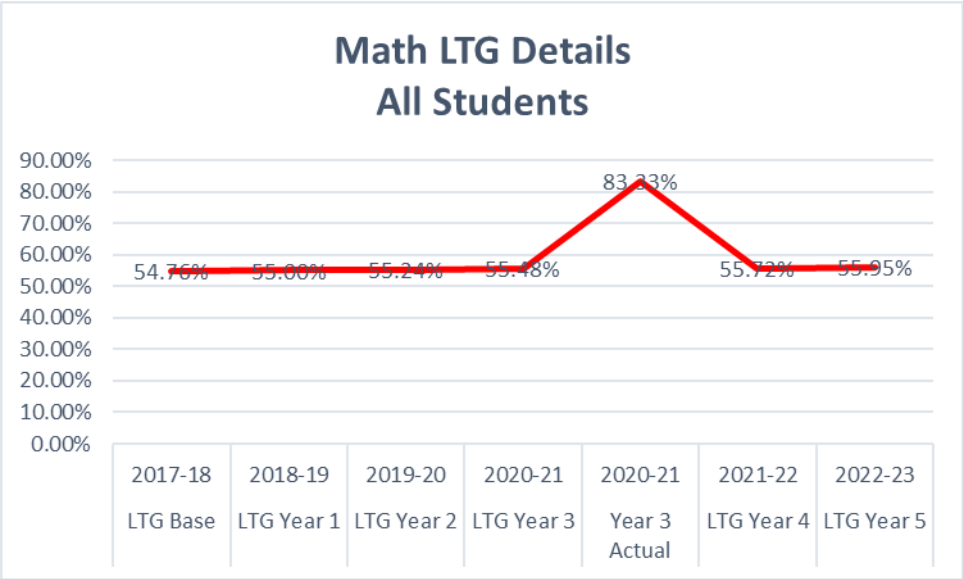


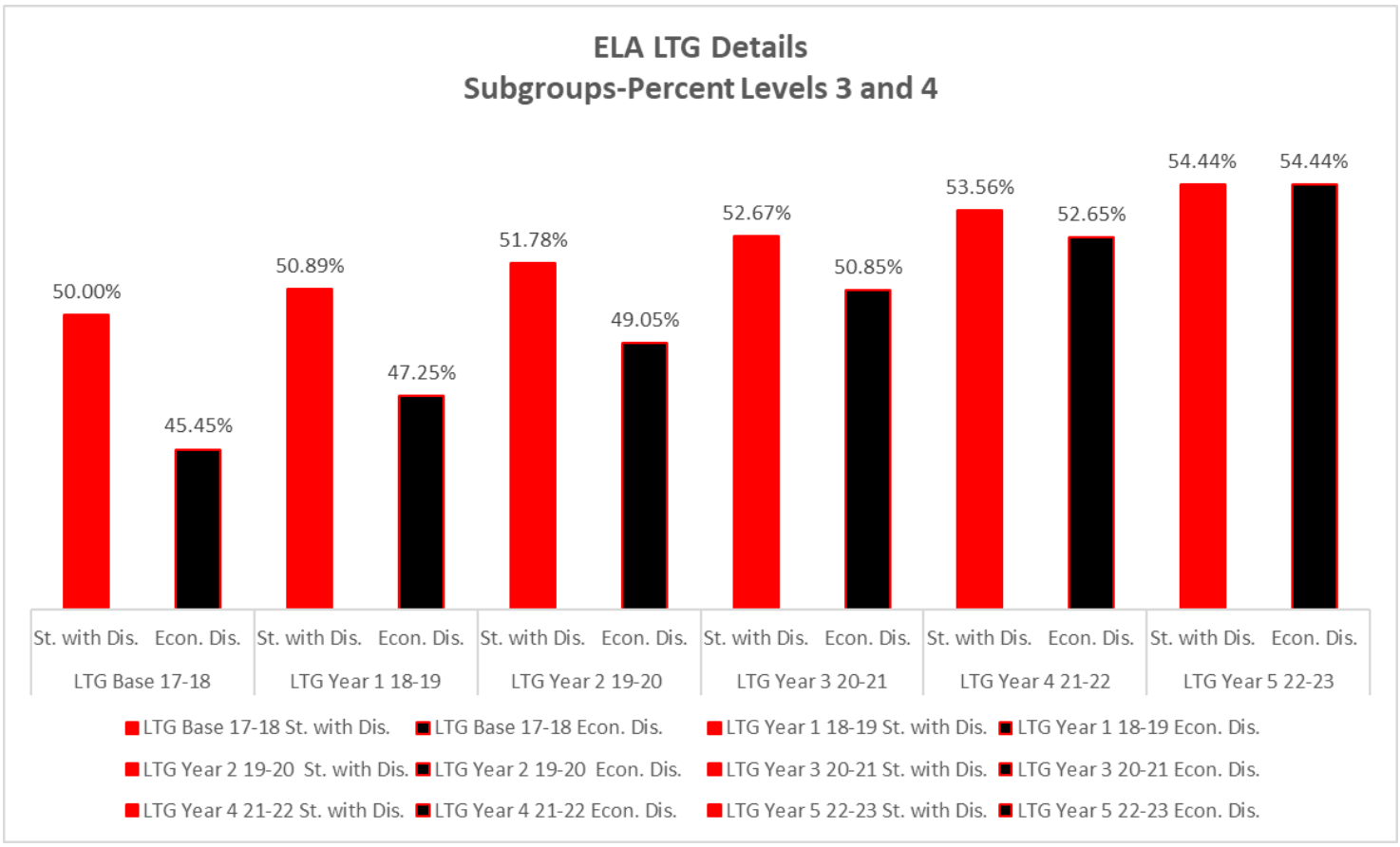
*Data for 19-20 and 20-21 is not available due to COVID 19

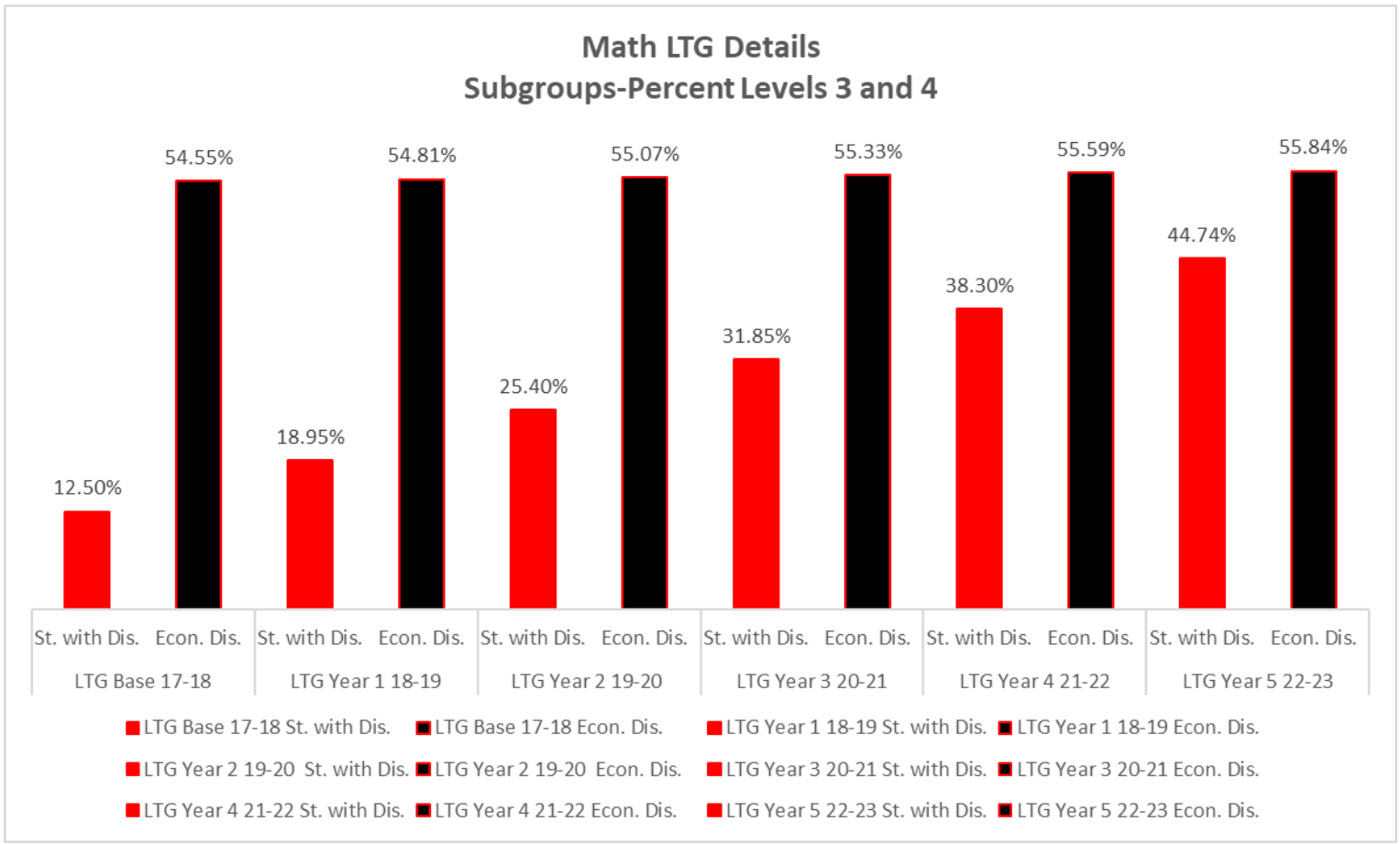





ELA LTG Details
All Students
100.00%
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
61.90%
62.35%
62.80%
63.25%
90.48%
63.70%
64.14%
2017-18 LTG Base
2018-19 LTG Year 1
2019-20 LTG Year 2
2020-21 LTG Year 3
2020-21 Year 3 Actual
2021-22 LTG Year 4
2022-23 LTG Year 5


Math LTG Details
All Students
90.00%
80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%
54.76%
55.00%
55.24%
55.48%
83.33%
55.72%
55.95%
2017-18 LTG Base
2018-19 LTG Year 1
2019-20 LTG Year 2
2020-21 LTG Year 3
2020-21 Year 3 Actual
2021-22 LTG Year 4
2022-23 LTG Year 5


ELA LTG Details
Subgroups-Percent Levels 3 and 4
50.00%
45.45%
50.89%
47.25%
51.78%
49.05%
52.67%
50.85%
53.56%
52.65%
54.44%
54.44%
St. with Dis.
Econ. Dis.
LTG Base 17-18
LTG Year 1 18-19
LTG Year 2 19-20
LTG Year 3 20-21
LTG Year 4 21-22
LTG Year 5 22-23
LTG Base 17-18 St. with Dis.
LTG Base 17-18 Econ. Dis.
LTG Year 1 18-19 St. with Dis.
LTG Year 1 18-19 Econ. Dis.
LTG Year 2 19-20 St. with Dis.
LTG Year 2 19-20 Econ. Dis.
LTG Year 3 20-21 St. with Dis.
LTG Year 3 20-21 Econ. Dis.
LTG Year 4 21-22 St. with Dis.
LTG Year 4 21-22 Econ. Dis.
LTG Year 5 22-23 St. with Dis.
LTG Year 5 22-23 Econ. Dis.


Math LTG Details
Subgroups-Percent Levels 3 and 4
12.50%
54.55%
18.95%
54.81%
25.40%
55.07%
31.85%
55.33%
38.30%
55.59%
44.74%
55.84%
St. with Dis.
Econ. Dis.
LTG Base 17-18
LTG Year 1 18-19
LTG Year 2 19-20
LTG Year 3 20-21
LTG Year 4 21-22
LTG Year 5 22-23
LTG Base 17-18 St. with Dis.
LTG Base 17-18 Econ. Dis.
LTG Year 1 18-19 St. with Dis.
LTG Year 1 18-19 Econ. Dis.
LTG Year 2 19-20 St. with Dis.
LTG Year 2 19-20 Econ. Dis.
LTG Year 3 20-21 St. with Dis.
LTG Year 3 20-21 Econ. Dis.
LTG Year 4 21-22 St. with Dis.
LTG Year 4 21-22 Econ. Dis.
LTG Year 5 22-23 St. with Dis.
LTG Year 5 22-23 Econ. Dis.

Strengths*:*

- 90% of our students are advanced or proficient in ELA
- 83% 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, Erica Karl-Kindergarten, Jana Koch-First Grade, Megan Bertsch-Second Grade, Elizabeth Tjeerdsma-Third Grade, Laura Lueders-Fourth Grade, Jennifer Chicoine-Resource Room, Pam Klenner-Reading Specialist, Jennifer Voigt-Reading Interventionist, Whitney Robinson-Counselor

2021-22 Math Goal (Whole School): All staff at Valley Springs Elementary will improve math instruction so that all students show growth and meet 85% for ALL students, 77% for students with disabilities, and 100% for our economically disadvantaged student as measured by the South Dakota State Assessment in May 2022. (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 2022. *No data last year to measure this.)

Sub Goals:	**Interventions/Strategies to meet this goal**	**Formative Assessments to monitor progress toward goal**	**Staff Development Needs to meet this goal**
Kindergarten: 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. **1st Grade:** All students will reach 85% proficiency as measured by MyMath chapter tests. Students who fall below 85% will be pulled to be retaught the skill in a small group. **2nd Grade:** 100% of students in my second grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2022. Sub Goals:	·Math Vocabulary and strategies ·Scaffold instruction ·Freckle Math ·Visual Supports ·Manipulatives ·Think-Pair-Share -Connecting Math Concepts (SPED) -BoostUp -Prodigy -Vizzle -Seesaw	·Freckle Math Reports ·STAR Math Assessment -Standards Based Report Cards ·MyMath Assessments -Connecting Math Concepts assessments (SPED) -SBAC Interim Assessments	·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

Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP. **3rd Grade:** 100% of the students in my third grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2022. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP. **4th Grade:** 100% of students in my fourth grade classroom will show measurable growth as measured by the STAR Math Assessment in May 2022. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP. **Special Education:** 100% of students in my third and fourth grade special education classroom will show measurable growth as measured by the STAR Math Assessment in May 2022. 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.			

Performance Data Evaluation and Analysis

Reading Worksheet

School: Valley Springs Elementary

Evaluation Team Members: Tanya Palmer-Principal, Erica Karl-Kindergarten, Jana Koch-First Grade, Megan Bertsch-Second Grade, Elizabeth Tjeerdsma-Third Grade, Laura Lueders-Fourth Grade, Jennifer Chicoine-Resource Room, Pam Klenner-Reading Specialist, Jennifer Voigt-Reading Interventionist, Whitney Robinson-Counselor

2020-21 ELA Goal (Whole School): All staff at Valley Springs Elementary will improve reading instruction so that all students show growth and meet 91% for ALL students, 85% for students with disabilities, and 100% for our economically disadvantaged student as measured by the South Dakota State Assessment in May 2022(In addition, 80% of all 4th grade students who achieved the lowest 25 percent of scores on the previous year's assessment will meet standards in ELA as measured by the South Dakota State Assessment in May 2022. *No data last year to measure this.)			
Sub Goals:	**Interventions/Strategies to meet this goal**	**Formative Assessments to monitor progress toward goal**	**Staff Development Needs to meet this goal**
Kindergarten: 100% of students in my kindergarten classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2022. 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. **1st Grade:** 100% of students in my first grade classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2022.	·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	·DIBELS-benchmarking and progress monitoring ·DAZE passages-benchmarking and progress monitoring ·Accelerated Reader ·Star Reading ·Wonders Assessments ·Read Naturally ·SRA Reading Mastery ·CORE Phonics Screener ·SPIRE quick checks, skill checks ·Performance Tasks ·Sonday Assessment -Standards Based Report Cards -DRA Quarterly	·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

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. **2nd Grade:** 100% of students in my second grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2022. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP. **3rd Grade:** 100% of the students in my third grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2022. 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.	practice ·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 -Wonders -WonderWorks ·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) -Book Studies	-SBAC Interim Assessments	

4th Grade: 100% of students in my fourth grade classroom will show measurable growth as measured by the STAR Reading Assessment in May 2022. Sub Goals: Students in the lowest quartile will grow 70 SGP. Students in the middle quartile will grow 60 SGP. Students in the highest quartile will grow 50 SGP. **Special Education:** 100% of students in my first grade special education classroom will show measurable growth as measured by the STAR Early Literacy Assessment in May 2022. 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.	-Typing Programs -Interim Assessments -Edmark		

2021-22 Behavior goal: Decrease office discipline referrals by 20% during 2021-22 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**
• 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
Distance Learning Academy

School Improvement Plan 2021-2022

https://brandonvalley.k12.sd.us/dlacademy/

Sherri Nelson, JK-4 Distance Learning Coordinator
Nick Skibsted, 5-12 Distance Learning Coordinator

Brandon Valley School District

Core Operating Principle

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

Brandon Valley Mission Statement

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

Belief Statements

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

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- Brandon Valley Mission Statement pg. 2
- Belief Statements pg. 2

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Strategies to Improve JK-4 Student Performance pgs. 11-17

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Program Development

The Brandon Valley Distance Learning Planning Team consists of representation from administration and teachers. This school planning team was formed to analyze data and review the needs of the distance learning academy. This team met on November 18, 2021, to review and finalize the information contained in this school improvement plan.

Brandon Valley Distance Learning Academy Planning Team

- Jarod Larson, Superintendent
- Sherri Nelson, JK-4 DLA Coordinator
- Nick Skibsted, 5-12 DLA Coordinator
- Rick Pearson, District Assessment Coordinator
- Katie Murdy, BVHS Counselor
- Megan Dieren, JK-4 DLA Teacher

Once approved by the local board of education, this plan will be implemented and made available to all stakeholders on the district website.

Brandon Valley Distance Learning Academy Planning Calendar

Various meetings with administration and faculty were held to develop and implement the Brandon Valley Distance Learning Academy Improvement Plan.

2021-2022 School Year

Annual Review	n/a	The BV Distance Learning Academy was established as a school entity beginning with the 2021-2022 school year.
First Draft	11-8-21	The DLA coordinators met to review and discuss the first draft and make suggestions for improving the DLA School Improvement Plan.
Review/Revision	11-18-21	The DLA school improvement team met to discuss and make suggestions for improving the DLA School Improvement Plan.
SIP Approval	TBD	Brandon Valley School District Board of Education
Implementation of Plan	TBD	Brandon Valley Distance Learning Academy
Released to Public	TBD	Dr. Jarod Larson, BVSD Superintendent

This plan is designed to be on-going and will be reviewed periodically to enhance student achievement.

Brandon Valley Distance Learning Academy 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 bused daily. Our staff consists of approximately 540 people (302 certified staff, 221 classified staff and 17 administrators). Brandon Valley is a rapidly growing school district. Current district enrollment is at 4906 students.

The goal of the Distance Learning Academy is to maintain a quality education for all students, while offering choice and flexibility for students within the Brandon Valley School District. The Brandon Valley Distance Learning Academy is made up of approximately 69 students in grades junior kindergarten through twelve. Students in the Distance Learning Academy participate off campus and engage in the learning process by accessing asynchronous and synchronous learning plans. Various technologies are utilized to enhance student-teacher and student-student communication. Junior Kindergarten through fourth grade students are assigned a BVSD certified teacher to facilitate instruction that is aligned to the South Dakota Content Standards and the Brandon Valley School District's curriculum documents. Students in grades take courses approved by the South Dakota Virtual School; grades 5-6 are enrolled in the Black Hills Online Learning Community, grades 7-8 are enrolled in the DIAL Virtual School, and students in grades 9-12 utilize DIAL Virtual School, Black Hills Online Learning, and High Plains Alternative School. All providers are approved by the South Dakota Virtual School and provide online courses offered over the Internet that are aligned to the South Dakota content standards. High school students enrolled in the Brandon Valley Distance Learning Academy are offered coursework to also meet the Brandon Valley School District and state-mandated graduation requirements and endorsements. (See Appendix A)

Elementary distance learning students and the adults who are serving as their learning guides, are invited to voluntarily attend quarterly in-person socials designed to further develop the home-to-school connection and grow a support network for distance learning families. Students in grades 7-12 can participate in various athletic teams, fine arts activities, and clubs which provides many opportunities to make middle and high school a positive educational and social experience.

The Brandon Valley Distance Learning Academy was established in August of 2021. Therefore, it does not currently have a State Report Card. Future state report card results will be posted on the South Dakota Department of Education website at: http://doe.sd.gov.

Brandon Valley Distance Learning Demographic Data

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

	2021-22							
Total DLA Enrollment	69							
Grades	JK-4	5-6	7-8	9-12				
Total DLA Enrollment	22	5	5	37				
Hispanic/Latino	1	1	0	0				
Amer. Indian/Alaskan	0	0	0	2				
Asian	2	0	0	0				
Black/African American	3	0	0	1				
Hawaiian/Pac. Islander	0	0	0	1				
White/Caucasian	19	5	5	34				
Non-White	3	0	0	0				
Two or More Races	6	1	0	1				
Students with Disabilities	4	1	0	10				
English Learners	2	1	0	1				
Economically Disadvantaged	3	0	0	0				
Foster Care	0	0	0	0				
Homeless	0	0	0	0				
Female	11	2	2	14				
Male	11	3	3	23				
Migrant	0	0	0	0				
Military Connected	0	0	0	0				
Attendance	n/a	n/a	n/a	n/a				
In-School Suspension	n/a	n/a	n/a	n/a				
Out-of-School Suspension	n/a	n/a	n/a	n/a				
Graduation	n/a	n/a	n/a	n/a				

Brandon Valley Distance Learning Academy School Performance Index (SPI)

South Dakota's accountability system is based on a 100-point School Performance Index (SPI). There are many factors which determine a school's performance rating. At the elementary and middle level, the overall score is determined by the school's performance in the following categories: Student Performance (English Language Arts and Math achievement), Student Progress, English Learners Progress, and School Environment (attendance). At the high school level, the overall score is determined by the school's performance in the following categories: Student Performance (English Language Arts and Math achievement), On-Time Graduation, College and Career Readiness, English Learners Progress, and High School Completion.

Brandon Valley Distance Learning Academy

The Distance Learning Academy was established in the Fall of 2021. Therefore, there is no school report card for the 2020-2021 school year.

COVID-19

Due to the COVID-19 pandemic and unprecedented learning conditions, certain data are not available for the 2020-21 school year. State assessments were not administered in the 2019-20 school year and therefore data for student growth are not available this year. In addition, data reported on the 2020-21 report card should be interpreted with caution. Due to the pandemic, certain data may not be comparable to past years. Data may also be incomplete and/or not representative of the make-up of the State, district, or school population. In a normal year, School Performance Index (SPI) points for each accountability indicator are calculated; however, based upon South Dakota's waiver approved by the U.S. Department of Education, the school's overall scores (SPI Points) are not calculated for the 2020-21 report card. Also, as part of this waiver, school support status is based on school performance results from the 2018-19 academic year.

Glossary of Terms

College and Career Readiness: Measures reported in the report card for College and Career Readiness (CCR) include assessment readiness; coursework readiness; assessment OR coursework readiness (one or the other but not both); and assessment AND coursework readiness (combined). Unlike other indicators, the student cohort for CCR data is comprised of the previous year's completer roster. New in the 2021 report card year are the rules for high school graduation advanced endorsements and dual credit.

English Learners Progress: English Learners Progress (ELP) indicator is designed to focus on the progress of English Learner students assessed by state English language assessment, specifically the South Dakota English Language Proficiency Assessment. South Dakota's districts vary widely in the number of ELs they serve. Any school meeting an N-size of 10 will be held accountable for the performance of its students for the English Language Learner Progress indicator.

High School Completion: This is the percent of students in the most recently completed school year who have attained a diploma or a 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 completion credential before age 21, namely the GED. The Department collects GED information for all test takers in South Dakota; any schools with students who have completed a GED outside of South Dakota can submit that record to the Department through the appeal process available to districts.

On-Time Graduation: The On-Time Graduation rate is based on the number of students who graduate in four years with a regular high school diploma, divided by the number of students who form the "adjusted cohort" for that graduating class. The adjusted cohort is defined as the students who entered ninth grade for the first time four years ago, minus those who transferred 9 out of the cohort (i.e., moved out of state, transferred to a private school, etc.), plus students who joined the cohort (i.e., students who began four years ago as a ninth grader in a private school, out of state, etc.). As opposed to the completer rate, only students who graduate with a regular diploma are counted positively in this measure. Those who continue their education beyond four years, those who finish with a GED, and those who drop out are all counted against the Four-Year On-Time Graduation Rate. The state's graduation rate goal for All Students group and all subgroups is 100 percent.

School Environment: Points are awarded based on percentage of students who reach at least 94% attendance rate. All students enrolled in elementary and middle grades are included in the School Environment calculation.

SPI Points: South Dakota's accountability system is based on a 100-point School Performance Index (SPI). The SPI consists of key indicators 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.

Student Performance: Student Performance is based on students' performance on the South Dakota state 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).

Responsibilities for Increased Student Achievement

BV Distance Learning Academy	Brandon Valley School District	SD Department of Education
• Provide instruction aligned to state content standards • Administer state assessments • Monitor student progress/achievement • Provide support for student success	• Provide in-service time and training for additional staff development • Provide quality curriculum resources • Establish policies to provide a quality education	• Provide state assessments and timely results • Provide data analysis assistance upon request

Comprehensive Needs Assessment

A review of the previous year's data from the State of South Dakota's School Report Card and the College Board will be examined by the school improvement team in the Fall of 2022. We will compare our data to the scores of schools within our district and the scores of other districts, specifically looking at other 'AA' schools and virtual schools.

We will further examine the ACT scores and South Dakota State Assessment results for grades 3-8 and 11. Additional data with respect to student GPA, course sequences, and subject specific ACT information will be analyzed. At the high school level, we believe that ACT data provides a greater in-depth understanding of student performance on various components.

The BVDLA School Improvement Plan will continue to be built around the areas measured by the School Performance Index and ACT scores. Focus will continue to be placed on preparing students in grades 3-8 and 11 for the South Dakota State Assessments and the ACT and preparing the seniors for the ACT and NCRC exams. Instruction aligned to the state standards will continue to be implemented by teachers across the curriculum.

Brandon Valley Distance Learning Academy Strengths and Challenges

The Brandon Valley School District has a long-standing tradition of excellence in all areas within their brick-and-mortar schools. Distance learning is a rapidly growing as an alternative learning

model across South Dakota and the nation. Deliberately studying our strengths and challenges will be necessary to maintain high-quality educational options for our distance learners.

JK-4 DLA Strengths

- Our distance learning teacher is highly qualified for grades JK-4 and has experience as a distance learning teacher.
- Parents/Guardians are involved in the education of their children as evidenced by their use of Seesaw (the learning management system designated for assignment submission and parent/student communication) and their attendance at virtual parent teacher conferences.
- All students have access to devices and adequate connectivity.
- We recognize that attendance procedures for distance learning are different than traditional learning models; therefore, we have established unique attendance procedures and performance-based accountability for our distance learners.
- The distance learning teacher uses high-quality curricula aligned to state standards and to the BVSD curriculum documents used by our traditional teachers.
- A consistent and reliable learning management system (LMS) is a critical component of distance learning; therefore, we utilize Seesaw, an age appropriate and family friendly LMS.
- The distance learning teacher implements a variety of instructional strategies to help all learners succeed in the virtual learning environment.
- The distance learning teacher plans weekly synchronous online meetings for the purpose of academic and social development. Additionally, students on IEPs, 504s, and LAPs meet virtually with their support specialists.
- The distance learning teacher pre-records and posts daily instructional videos for all core subjects which allow students and parents to view and work through the lessons when it fits into their daily schedules.
- The distance learning teacher utilizes the SLO process to measure growth and adjust instructional strategies for all students, as needed.
- The distance learning teacher participates in professional development focused on teaching and learning in a virtual environment.
- Social opportunities are planned to help students and parents/guardians establish a network of support amongst our distance learning families.
- Free meals are available for all students through a program offered by the U.S. Department of Agriculture.

JK-4 DLA Challenges

- Limited data is available due to this being the inaugural year of the Distance Learning Academy.
- Some students lack technology skills and the endurance required for completing online coursework and taking online assessments.
- Due to small enrollment numbers, one distance learning teacher is responsible for planning, teaching, assessing, and providing feedback for four core and five encore subjects to students in six different grades.

5-6 DLA Strengths

- Teaching staff is highly qualified in accordance with the state of South Dakota teaching requirements.
- Parents/Guardians are involved and a part of their child's learning process

- Curriculum is aligned to the South Dakota state standards
- Free meals are available for all students
- District provided computer, if requested

5-6 DLA Challenges

- Utilization of an online platform
- Program is not run by Brandon Valley; we coordinate with South Dakota Virtual School who in turns has different providers to deliver classes for students
- Student organization and staying on task will complete all work at home
- Learning different online platforms for courses
- Students miss out on social interactions with their peers at school

7-8 DLA Strengths

- Teaching staff is highly qualified in accordance with the state of South Dakota teaching requirements.
- Parents/Guardians are involved and a part of their child's learning process
- Curriculum is aligned to the South Dakota state standards
- Free meals are available for all students
- District provided computer, if requested

7-8 DLA Challenges

- Utilization of an online platform
- Program is not run by Brandon Valley; we coordinate with South Dakota Virtual School who in turns has different providers to deliver classes for students
- Student organization and staying on task will complete all work at home
- Learning different online platforms for courses
- Students miss out on social interactions with their peers at school

9-12 DLA Strengths

- Teaching staff is highly qualified in accordance with the state of South Dakota teaching requirements.
- Parents/Guardians are involved and a part of their child's learning process
- Curriculum is aligned to the South Dakota state standards
- Students can choose from a wide variety of classes to maintain the appropriate credits to graduate
- Free meals are available for all students
- District provided computer, if requested

9-12 DLA Challenges

- Utilization of an online platform
- Program is not run by Brandon Valley; we coordinate with South Dakota Virtual School who in turns has different providers to deliver classes for students
- Student organization and staying on task will complete all work at home
- Learning different online platforms for courses
- Students miss out on social interactions with their peers at school

Performance Data Evaluation and Analysis

Math Worksheet

School: BV Distance Learning Academy (JK-4)

Evaluation Team Members: Sherri Nelson/Principal, Megan Dieren/Teacher, Rick Pearson/District Assessment Coordinator

2021-2022 Math Goal (K-4): 100% of students in the Distance Learning Academy, grades K-4 will show measurable growth in math skills as measured by the STAR Math Assessment. All student in grades 3-4 will show growth and be proficient in math as measured by the 2022 South Dakota Mathematics Assessment.			
Sub Goals	**Interventions/Strategies to meet this goal**	**Formative Assessments to monitor progress toward goal**	**Staff Development Needs to meet this goal**
Kindergarten: All Kindergarten DLA students will show growth and reach 85% proficiency as measured by the MyMath math chapter tests. Students who score below 85% on the MyMath assessments will be retaught and reassessed. **1st Grade:** All first-grade DLA students will show growth and reach 85% proficiency as measured by the MyMath chapter tests. Students who score below 85% on the MyMath assessments will be retaught and reassessed. **2nd Grade:** All second-grade DLA students will show measurable growth (40 SGP) as measured by the STAR Math Assessment in May 2022. Students who grow less than 40	-Freckle Math -Math Vocabulary and strategies -Scaffold instruction -Visual Supports -Manipulatives -Think-Pair-Share -MyMath skill-based games -Xtramath -Math RtI zoom groups -Reteach KG and Grade 1 students who score below 85% on the MyMath chapter tests.	-STAR Math Assessment -Standards-Based Report Card assessments -MyMath Assessments	-DLA staff meetings - Freckle Math training and/or time to experiment with the program

SGP will be assigned specific Freckle Math exercises based on or above grade-level standards to accelerate learning. **3rd Grade:** All third-grade DLA students will show measurable growth (40 SGP) as measured by the STAR Math Assessment in May 2022. Students who grow less than 40 SGP will be assigned specific Freckle Math exercises based on or above grade-level standards to accelerate learning. **4th Grade:** All fourth-grade DLA students will show measurable growth (40 SGP) as measured by the STAR Math Assessment in May 2022. Students who grow less than 40 SGP will be assigned specific Freckle Math exercises based on or above grade-level standards to accelerate learning.			

Performance Data Evaluation and Analysis

Reading Worksheet

School: BV Distance Learning Academy (JK-4)

Evaluation Team Members: Sherri Nelson/Principal, Megan Dieren/Teacher, Rick Pearson/District Assessment Coordinator

2021-2022 ELA Goal (K-4): 100% of students in the Distance Learning Academy, grades K-4 will show measurable growth in literacy skills as measured by the STAR Early Literacy or STAR Reading Assessment. All student in grades 3-4 will show growth and be proficient in English Language Arts as measured by the 2022 South Dakota ELA Assessment.			
Sub Goals	**Interventions/Strategies to meet this goal**	**Formative Assessments to monitor progress toward goal**	**Staff Development Needs to meet this goal**
Kindergarten: All Kindergarten DLA students will show measurable growth (40 SGP) as measured by the STAR Early Literacy Assessment in May 2022. • All DLA students will read at grade-level or above as measured by the STAR Early Literacy Assessment in May 2022. **1st Grade:** All first-grade DLA students will show measurable growth (40 SGP) as measured by the STAR Early Literacy Assessment in May 2022. • All DLA students will read at grade-level or above as measured by the STAR Early Literacy Assessment in May 2022. **2nd Grade:** All second-grade DLA students will show measurable growth (40 SGP) as	-BVSD Reading Protocol -Walk to Read groups -Reading Zooms w/ SPED teachers -Freckle ELA -Comprehension Strategies -Multisyllable Routines ·Effective Communication Amongst Staff -Effective Communication with Parents -One Minute Fluency Reads and Retell -BOOST Up (JK) -Leveled Readers -Sight Word Practice -Reading Specialist -Graphic Organizers -Vocabulary -Blast Foundations (RGR) -HD Word (RGR) -Heggerty -Raz Kids	-Acadience Benchmark and Progress Monitoring Assessments -MAZE Passages -Star Reading Assessment -Wonders Assessments and Performance Tasks -CORE Phonics Screener -Spell-It Quick Checks (Blast) -HD Word Weekly Checks -Standards Based Report Cards -DRA Quarterly	-DLA Staff Meetings -Grade Level Meetings - Freckle Math Training and/or Time to Experiment with the Program -Writing PD

measured by the STAR Reading Assessment in May 2022. Students who grow less than 40 SGP will be assigned specific Freckle ELA exercises based on or above grade-level standards to accelerate learning. • All DLA students will read at grade-level or above as measured by the STAR Reading Assessment in May 2022. **3rd Grade:** All third-grade DLA students will show measurable growth (40 SGP) as measured by the STAR Reading Assessment in May 2022. Students who grow less than 40 SGP will be assigned specific Freckle ELA exercises based on or above grade-level standards to accelerate learning. • All DLA students will read at grade-level or above as measured by the STAR Reading Assessment in May 2022. **4th Grade:** All fourth-grade DLA students will show measurable growth (40 SGP) as measured by the STAR Reading Assessment in May 2022. Students who grow less than 40 SGP will be assigned specific Freckle ELA	-Headsprout -Decodable Readers -Promote Siouxland Libraries Summer Reading Program		

exercises based on or above grade-level standards to accelerate learning. • All DLA students will read at grade-level or above as measured by the STAR Reading Assessment in May 2022.			

Performance Data Evaluation and Analysis

School Environment Worksheet

School: BV Distance Learning Academy (JK-4)

Evaluation Team Members: Sherri Nelson/Principal, Megan Dieren/Teacher, Rick Pearson/District Assessment Coordinator

2021-2022 Attendance Goal (K-4): 100% of students in the Distance Learning Academy, grades JK-4 will meet attendance expectations (completion and participation) as defined in the Brandon Valley JK-4 Distance Learning Academy Expectations document.			
Sub Goals	**Interventions/Strategies to meet this goal**	**Formative Assessment to monitor progress toward goal**	**Staff Development Needs to meet this goal**
• **Regular Attendees:** Maintain or further improve high-level of regular attendance throughout the school year. • **Chronic Attendees:** Improve attendance rate and assist families needing support throughout the school year. • **Severe Chronic Attendees:** Improve severe chronic absenteeism and continue to provide support where appropriate.	• **Monitor attendance data** and ensure attendance data is being recorded correctly. • **Engage students and families** by communicating brief messages about school attendance and calling and emailing parents to verify excused absences as needed. • **Recognize good and improved attendance** by congratulating regular attenders through emails and/or phone calls and recognizing the academy when regular attenders attend more	• Monitor attendance input from teacher and review weekly report that identifies students that may be exhibiting a pattern of nonattendance.	• Use staff development time to regularly discuss information about the current state of attendance and share this information with families during parent conferences. • Use staff development time to discuss ways to further create a welcoming environment.

	than 95% of school days. • **Provide personalized outreach** by making direct phone calls to discuss attendance and include attendance information on student report cards. • **Remove barriers** that may affect distance learning such as lack of connectivity or technology skills and resources and implementing health interventions such as hearing and vision screenings.		

ELA Performance Data Evaluation and Analysis

School: BV Distance Learning Academy (5-12)
Evaluation Team Members: Nick Skibsted/Principal, Rick Pearson/District Assessment Coordinator, Katie Murdy/BVHS Counselor

2021-2022 ELA Goal: All students in grades 5-8 & 11 will show growth in student achievement as measured by the South Dakota Assessment.			
Sub Goals	**Interventions/Strategies to meet this goal**	**Formative Assessment to monitor progress toward goal**	**Staff Development Needs to meet this goal**
5-6 – 79% of all DLA 5th and 6th grade students will demonstrate ELA proficiency on the South Dakota Assessment. **7-8** – 72% of all DLA 7th and 8th grade students will demonstrate ELA proficiency on the South Dakota Assessment. **9-12** – 85% of all DLA 11th grade students will demonstrate ELA proficiency on the South Dakota Assessment.	• Encourage student engagement and attendance in the online platform • Meet with each DLA student to discuss organization skills and expectations needed to be successful in the distance learning environment.	• SD Virtual School Student Reports	• High school counselor and DLA administrator meet with South Dakota Virtual School to collaborate and discuss programs and student success

Math Performance Data Evaluation and Analysis

School: BV Distance Learning Academy (5-12)

Evaluation Team Members: Nick Skibsted/Principal, Rick Pearson/District Assessment Coordinator, Katie Murdy/BVHS Counselor

2021-2022 Math Goal: All students in grades 5-8 & 11 will show growth in student achievement as measured by the South Dakota Assessment.			
Sub Goals	**Interventions/Strategies to meet this goal**	**Formative Assessment to monitor progress toward goal**	**Staff Development Needs to meet this goal**
5-6 – 75% of all DLA 5th and 6th grade students will demonstrate math proficiency on the South Dakota Assessment. **7-8** – 58% of all DLA 7th and 8th grade students will demonstrate math proficiency on the South Dakota Assessment. **9-12** – 85% of all DLA 11th grade students will demonstrate math proficiency on the South Dakota Assessment.	• Encourage student engagement and attendance in the online platform • Meet with each DLA student to discuss organization skills and expectations needed to be successful in the distance learning environment.	• SD Virtual School Student Reports	• High school counselor and DLA administrator meet with South Dakota Virtual School to collaborate and discuss programs and student success

Instruction by Highly Qualified Staff

Grades JK-4: 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.

Grades 5-12: Distance learning teaching staff is outsourced through South Dakota Virtual School. The platforms with South Dakota Virtual School hires highly qualified teachers who meet the requirements to be a teacher in the state of South Dakota.

Professional Development

Grades JK-4: 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. The 2021-2022 Brandon Valley School District's professional development focus is based on specific building needs and teacher collaboration. Three key topics were selected: Guaranteed & Viable Curriculum (high school staff), Challenging Behaviors (middle and intermediate school staff), and The Science of Reading (elementary staff). The JK-4 Distance Learning Academy utilizes one BVSD elementary teacher. Therefore, professional development for this teacher will focus on 'The Science of Reading' and implementing strategies from The Distance Learning Playbook.

A focus within our in-service days this year will also be to meet as a grade level and/or content area, to collaborate and discuss data, develop district curriculum documents, and receive professional development for our newly purchased ELA curriculum. The elementary distance learning teacher will collaborate with the traditional classroom teachers to maintain curricular consistency across the district. Teacher workshop days are embedded into the BVSD professional development plan, and the teacher may also participate in optional professional development opportunities throughout the year. The BVSD Staff Development Team comprised of a representative from each school entity, will support the development of highly effective teachers, leaders, and staff by planning a professional development event that is relevant and responsive to need, will increase district-wide teacher collaboration, and will promote a great working environment.

Timeframe	**JK-4 Professional Development Plan**
August 18, 2021	New Staff District Orientation
August 19, 2021	Building PD – Teacher Workshop
August 23, 2021	ELA Training & Grade-Level Meetings – Teacher Workshop
August 24, 2021	Building PD – BVSD Welcome Back (Dr. Larson)
October 11, 2021	ELA Training – Grade-Level Meetings – Data Dig
November 18, 2021	School Improvement Team Data Retreat
January 17, 2022	Building PD – Teacher Workshop
April 1, 2022	Building PD – All-District PD

Grades 5-12: Not applicable as the teachers do not work for the Brandon Valley School District.

Parent Involvement and Education

The district's parent involvement policy is distributed to parents and is included in Appendix B. Expectations for distance learning parent and student involvement are discussed when parents wish to enroll their children in the Distance Learning Academy.

Grades JK-4: Expectations for parent and student involvement are discussed when parents wish to enroll their elementary children in the Distance Learning Academy and signatures are required from the parent/guardian and child (Appendix C). The district posts the academic school calendar on the district website. Announcements are posted on the distance learning academy website. Parents are notified of their student's grades each quarter. Parent-teacher conferences are held in the fall and spring. The elementary distance learning teacher posts all distance learning plans on Seesaw and prints paper copies for parents who request them. The distance learning teacher distributes print and video tutorials to parents and students which explain how to access and utilize technology platforms and programs. Staff e-mail addresses are published on the school's webpage and at the bottom of all distance learning plans. The JK-4 distance learning academy has a school blog on Seesaw that is used to connect distance learning students and family members. The South Dakota Parent Involvement Survey is distributed annually to parents of students with special needs.

Grades 5-12: Expectations for parent and student involvement are discussed when parents wish to enroll their child in the Distance Learning Academy (Appendix D). Progress reports are sent to families via South Dakota Virtual School. For high school students, individual reports are sent via mail with all courses and progress at the conclusion of each quarter.

Transitions

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

Transition to Distance Learning

- Traditional elementary teachers and support staff (JK-4) will connect with distance learning teacher to ensure a successful transition is in place regarding curriculum, instruction, and assessment.
- The 5-12 DLA Coordinator will enroll students in courses offered through the South Dakota Virtual School platform.
- School administrators will coordinate the transfer of the students' cumulative records to the Distance Learning Academy and will update the students' information in Skyward.

Transition from Distance Learning

- The distance learning teacher will connect with traditional elementary teachers and support staff (JK-4) to ensure a successful transition is in place regarding curriculum, instruction, and assessment.

- School administrators will coordinate the transfer of the students' cumulative records to the new schools and will update the students' information in Skyward.
- School administrators will offer students a tour of school facilities prior to beginning their classes.

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 schools are scheduled to assist in the transition.

Monitoring/Evaluation (Additional Support)

Grades JK-4: Mathematics and ELA assessment results from the South Dakota Assessments and South Dakota Alternative Assessments will be analyzed prior to school starting in August of 2022. Special Education, TAT, 504, and EL students are identified, and their plans are reviewed by the DLA teacher and support staff. The DLA teacher participates in DLA staff meetings focused on meeting students' individual needs and determining interventions for struggling students. Interventions may include one-on-one assistance during office hour Zooms, school nurse and counselor referrals, and in-person tutoring, if requested. Students who continue to struggle may be referred to the to the teacher assistance teams in their residence schools for additional support.

Grades 5-12: Math and ELA assessment results from the South Dakota Assessments and South Dakota Alternative Assessments will be analyzed prior to school starting in August of 2022. Special Education, TAT, 504, and EL students are identified, and their plans are reviewed by building administration.

APPPENDIX A

BRANDON VALLEY HIGH SCHOOL CURRICULUM for 2021 – 2022

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, American History 1.0, Electives/other course needs 2.0

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.

Beginning with the 2020-21 school year, the new state-mandated graduation requirements and endorsements will be fully implemented. In addition to the basic graduation requirements for the high school diploma, students may earn advanced endorsements that are in alignment with the student's personal learning plan. Advanced endorsements outline specific coursework within the basic diploma requirements to denote specific emphases. Students may earn one or more of three advanced endorsements: Advanced Endorsement, Advanced Career Endorsement and Advanced Honors Endorsement.

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.

APPENDIX C

BRANDON VALLEY JK-4 DISTANCE LEARNING ACADEMY EXPECTATIONS

Responsibilities of the Parent/Guardian

- Partner with the distance learning teacher to serve as a learning guide for your students.
- Provide students with a computer/tablet and internet access.
- Ensure consistent school attendance by the students. Attendance will be recorded twice weekly (once for completion and once for participation).
    a. Students must complete all assignments to the best of their ability and submit specified assignments electronically each Monday by 8:00 a.m.
        i. Submitted assignments must be completed by the students with minimal assistance.
        ii. Assessments must be completed by students without assistance, accommodations, or modifications (unless specified in the child's IEP, LAP, and/or 504 plans).
    b. Students must attend a minimum of one synchronous Zoom session per week.
    c. Whenever any student is absent (excused or unexcused) more than three (3) days in any semester, a letter will be sent home to the parents/guardians outlining attendance responsibilities and possible consequences of escalating absences. Five (5) or more absences in a semester are considered to be excessive by the Brandon Valley School District. After five absences in a semester, a contract will need to be signed by the parent, student, administrator, and/or school resource officer. It is important to note that all absences (excused and unexcused) count in the overall total.
- Ensure students attend all scheduled sessions with educational personnel in accordance with the child's IEP, LAP, and/or 504 plans.
- Ensure students take all district assessments and state assessments (grades 3-4).
- Develop a daily school schedule and encourage students to have good study and work habits, self-discipline, and respect for classmates and school personnel.
- Maintain contact with the teacher through web-based platforms and tools, emails, and phone calls.
- Stay informed of students' progress though scheduled parent-teacher conferences, report cards, and assessment communications from the school.

Responsibilities of the Student

- Make a strong effort to accomplish all learning objectives in each subject area.
- Maintain good attendance.
- View all weekly instructional videos for each subject area.
- Develop good study habits and self-discipline and accept additional help from school personnel and family members.
- Maintain contact with teacher through web-based platforms and Zoom sessions.
- Demonstrate respect for classmates and school personnel when attending all Zoom sessions.
- Make the best effort in taking all tests, including district and state assessments.
- Follow the Lynx Way. Be a respectful, responsible, safe, kind, and active learner.

Parent/Guardian Signature_____ Date_____

Student Name_____ Grade_____

Sign and submit this form to your child's distance learning teacher.

APPENDIX D

BRANDON VALLEY 5-12 DISTANCE LEARNING ACADEMY EXPECTATIONS

Student Expectations

- Students will work on their class every day for 45 minutes per class
- Students will do their own work and follow Brandon Valley School District's guidelines for academic honesty
- Students will follow the guidelines and expectations set by their online instructor
- Students who are not successful will be required to return to in-person schooling the following semester unless medical documentation has been provided prohibiting a student from returning to in-person
- Students will communicate directly with their teacher with questions about coursework

Parent/Guardian Expectations

- Parents will check student's progress each week by asking their student to login to their class platform or by receiving weekly progress reports (varies by provider)
- Parents will communicate directly with their child's teacher with questions

Timeline

- Midterm of Quarter 1 and Quarter 3: 25% complete with classes
- Quarter 1 and Quarter 3: 50% complete with classes
- Midterm of Quarter 2 and Quarter 4: 75% complete with classes
- Quarter 2 and Quarter 4: 100% complete with classes