

School Improvement Plan

Sioux Valley School District
Volga, South Dakota

Belief Statements, Mission, and Vision

The staff met during the before school in-service in August of 2012 to review, reflect, and instruct new staff regarding the mission and vision of Sioux Valley School District. The staff and administrators believe in the education of all young people. Our mission statement is *preparing individuals to succeed in an ever-changing global community*.

Our vision includes developing enlightened persons who will learn and later give back to the larger community. The areas outlined are cultural, community/global, career, personal, and learning. These are explained in depth in the Sioux Valley School District Profile.

All staff members embrace the ideas of providing a safe and caring place for students to learn. The staff also believes in setting high expectations for the teaching and learning that occurs in all areas of the school district.

Needs Assessment

Data Retreat Process

A Data Retreat is held each year after test scores are made available to the District. The Data Retreat held for this school year was on September 19, 2012. More work was completed on September 26 and October 3, 10, & 17. A summary report was given on October 5, 2012 at a school board retreat. The Board approved the 2012-2013 School Improvement Plan.

The teachers involved in the Data Retreat from the elementary included Vicky Schneider, Justin Pitts, Trudy Quail and Sandra McGeough. Middle school and high school teachers included Belinda Miller, Jennifer Lhotak, Peter Books, and Jessica Peterson.

Dakota STEP

The Dakota Step Scores were given to parents at Fall Registration on August 2, 2012 for elementary and August 8, 2012 for middle and high school parents. Results were also handed out to parents during Back to School night on August 20, 2012. Any reports that were not received by parents were mailed.

The Dakota STEP scores were shared with staff during the data retreat. The 2012 District results are below:

<u>READING</u>	Sioux Valley (% Proficient & Advanced)	SD (% Proficient & Advanced)
Elementary	83%	77%
Middle School	88%	75%
High School	78%	70%

<u>MATH</u>	Sioux Valley (% Proficient & Advanced)	SD (% Proficient & Advanced)
Elementary	88%	77%
Middle School	83%	77%
High School	86%	69%

Since the adoption of the National Common Core Standards has occurred in South Dakota, a comparison was made to how the curriculum focus has shifted to the Common Core, how our student rated statewide, how the ACT scores compared to the State, and what we can do as a District to improve all scores to maximize the learning of all students.

Sioux Valley is also a pilot school for the South Dakota Assessment Portal (SDAP) which is an on-line testing of the benchmark assessments on the Common Core Standards. Test results were disseminated to the teachers of each grade level involved in the testing.

During the October third staff meeting, discussions were held about the results as determined by the goals of our District. We will further explore this data to see if there is a correlation to how the students performed on the Dakota STEP and the SDAP benchmark testing.

Perception Data

The elementary school experienced a “Walk Through” in September, 2011 which was directed by Connie Herman of the South Dakota Parent Resource Network. We asked parents to attend this “walk through of the elementary school” to give us suggestions, ideas, and concerns which would make our school inviting while improving the communication between school and home.

The feedback from the fall 2011 meeting included:

1. Parents would like a visible sign on the outside of the elementary building.
2. Parents would like a picture of each teacher by each door to help get to know the teachers, and to make it easier when grandparents pick up their children.
3. Parents were very complimentary of our efforts to keep all surface areas sanitized.
4. Parents were extremely supportive of our “Angel Fund” that the school District has to help students in need.
5. It was suggested that we have a board of events for parents to view. This would include ballgames, birthdays, no school days, etc.
6. It was suggested that we think about more transition time for the new kindergarten entering our building.
7. Parents want to know about curriculum and would like hints to help their students with math or reading.

The results of that meeting included new signs for all areas of the building; welcome signs at each door; pictures of staff members by each door; an up-to-date informational white board;

packets sent ahead of time to kindergarten parents; a parent letter explaining our new math series sent by Dr. McGeough. The extra benefit is a feeling of mutual listening and cooperation.

The District prides itself with prompt communication strategies. We have excellent communication by email or phone. School Reach, a computerized telephone messaging system, as well as Infinite Campus emails are used to communicate with parents. All parent letters are placed on the school website for parents to access. High school counselor, Jen Lhotak, has created a group email list of all junior and senior parents to keep them updated on ACT testing dates, scholarship information, financial aid, and other college or career related materials.

Local Test Results

Teachers use the following assessments:

- Star Testing for reading
- Accelerated Reader testing
- SRA tests, weekly spelling tests
- Quizzes and tests in the areas of science, social studies, math, and reading.

Grades 3, 4, 5 in the elementary, grades 6-8 in middle school, and grade 11 in high school are using the SDAP baseline computer tests as part of a pilot program from the Department of Education. The elementary, middle, and high school have adopted Accelerated Reader as part of the reading curriculum.

Transition to Middle School

The guidance counselor, Mrs. Lexi Seeley, plans a visit for the students in late April or early May to make the transition into middle school. The physical education instructor has written procedures for bathrooms and lockers for middle school students and parents to preview. This has eased the anxiety of showering after physical education.

The elementary teachers have a writing folder that is given to the grade six language arts teacher. The special education teachers and teacher assistants have an on-going dialogue with the special education staff in the middle school.

At the end of each year, the Title I teacher along with grade five teachers visit with the middle school staff, counselor, and principal, Mrs. Belinda Miller, to share a synopsis of each students' strengths and weaknesses in terms of the reading, math, and behavioral assistance that may be needed. As an entire staff, we develop goals, expectations, and target areas to focus on during our discussion of the fall in-service days and fall data retreat.

The guidance counselor, Jen Lhotak, along with the principal, Belinda Miller, conduct a meeting for all sixth grade parents and students at Back to School Night to explain the expectations for the year. The 2012-2013 goals included respect, responsibility, and reading/literacy.

Transition to High School

The guidance counselor, Jen Lhotak, along with the principal, Belinda Miller, conduct a meeting for all freshmen parents and students at Back to School Night to explain the expectations for the year and to also discuss the importance of maintaining a balance between academics and extra-curricular activities. The criteria for qualifying for the South Dakota Opportunity Scholarship are also presented.

Analysis of Demographic Data

Enrollment and Projections

We have kindergarten and preschool screening each year at Sioux Valley. It always seems that we do not have many students at the preschool age within the community. However, by the time the kindergarten year becomes a reality, we are generally at 40 students or more.

Population

The population of Volga and the surrounding communities remains quite stable. There has been growth in the city of Volga itself. Open enrollment has provided approximately 90 students per year to the school district. We also have a private K-8 school, Volga Christian. These students will eventually filter into our District either through the extra curricular activities or when they complete eighth grade.

Free and Reduced Lunch

The elementary free and reduced lunch numbers are 30%, while we are at 23% for the entire k-12 district, for the 2012-2013 school year.

School Profile

A copy of the Sioux Valley School district profile is included below and can also be found at the following web address: <http://doe.sd.gov/ofm/documents/Profiles/SiouxValley11.pdf>

	Revenue			
	General	Capital Outlay	Special Education	Pension
Local	\$1,530,955	\$747,418	\$373,797	\$26,433
County	\$79,456	\$3,516	\$1,685	\$74
State	\$1,623,812	\$0	\$107,408	\$0
Federal	\$358,173	\$58,791	\$0	\$0
Total	\$3,592,396	\$809,725	\$482,890	\$26,506

	Expenditures			
	General	Capital Outlay	Special Education	Pension
K-12 Instruction	\$1,841,274	\$93,605	\$466,232	\$0
PK Instruction	\$0	\$0	\$8,451	\$0
Adult Instruction	\$0	\$0	\$0	\$0
Student/Staff Services	\$220,311	\$14,174	\$52,620	\$0
Administration Services	\$421,965	\$0	\$1,075	\$0
Transportation Services	\$138,805	\$89,407	\$0	\$0
Other Support Services	\$570,021	\$57,527	\$0	\$0
Community Services	\$0	\$0	\$0	\$0
Non-Programmed	\$50,109	\$0	\$0	\$0
Debt Service	\$0	\$403,057	\$0	\$0
Co-Curricular	\$262,766	\$10,011	\$0	\$0
Total Expenditures	\$3,505,252	\$667,871	\$528,379	\$0

	Other Fund Data	
	Revenue	Expenditures
Bond Redemption	\$0	\$0
Capital Projects	\$0	\$0
Other Special Revenue	\$0	\$0
Enterprise Funds	\$340,315	\$323,864

State Aid	
General Aid*	\$1,809,031
Special Education	\$107,408
Sparsity	\$0
Reorganization Incentive	\$0
Extraordinary Cost Fund - SE	\$0
Total State Aid	\$1,916,439

*Includes ARRA - State Fiscal Stabilization Funds and Education Jobs Fund Program Funds

Cost per ADM	
Educational Funds*	\$6,806
* Includes selected expenditures from General, Capital Outlay, Special Education and Pension Funds	
Ending Fund Balance	
General	\$2,266,385
Capital Outlay	\$450,664
Special Education	\$86,098
Pension	\$26,465

2010 Payable 2011 Taxable Valuations	
Agricultural	\$109,294,620
Owner Occupied	\$106,638,900
Other Non-Ag/Utilities	\$38,033,603
Total	\$253,967,123

2010 Payable 2011 Levy per Thousand	
Agricultural	\$3.312
Owner Occupied	\$5.142
Other Non-Ag/Utilities	\$11.011
Special Education	\$1.400
Capital Outlay	\$2.900
Bond Redemption	\$0.000
Pension Fund	\$0.200
*District has opted out of General Fund levy	

Student Data	
Fall 2010 PK-12 Enrollment	581
Fall 2010 K-12 Fall Enrollment	575
Open Enrolled Students Rec'd	63
Home School ADM	7.000
Fall 2010 State Aid Fall Enroll.	577.43
District Dropout Rate	0.4%
% Eligible for Free/Red. Lunch	21.6%
% Special Needs Students	12.6%
Students Transported	218
Student to Staff Ratio	14.0
District Attendance Rate	96.1%
Number of Graduates	47

Teaching Staff Data	
Average Teacher Salary	\$36,229
Experience Adjusted Salary	\$36,026
Avg Years of Experience	15.9
% with Advanced Degrees	18.2%
Certified Instructional Staff	41.5
Classroom Staff	0.0

December 2010 Federal Child Count	
Deaf-Blind	
Emotionally Disturbed	
Mental Retardation	
Hearing Impaired	
Learning Disabled	35
Multiple Disabilities	
Orthopedic Impairment	
Visually Impaired	
Deaf	
Speech/Language	19
Other Health Impaired	
Autism	
Traumatic Brain Injury	
Developmental Delay	
Total	73

Enrollment		
	Average Daily Attendance	Average Daily Membership
Preschool	7.560	7.560
KG-8	372.177	385.450
9-12	181.212	190.275
Total	560.948	583.285

American College Test (ACT)	
English	21.0
Math	21.9
Reading	21.2
Science	22.3
Composite Score	21.7
Number Tested	39

Special Education Placement Categories	
Regular Classroom	47
Resource Room	16
Self-Contained Classroom	
Separate Facility	
Regular Early Childhood	
Age 3-5 Special Ed Prg	
Age 3-5 Other SE Locations	
Total	73

Selection of Goals

Goals were selected after the staff had an opportunity to see the results of the Dakota STEP, the SD Benchmark Assessments, and the ACT tests for seniors.

Sioux Valley District has agreed upon the following goals: The K-12 students will increase their ability to read for information and understand what they have read in all curricular areas. This will be measured via the Dakota STEP scores. Secondly, Sioux Valley District will increase the ACT scores to ensure college and career readiness.

Assessment to Measure Student Progress on the Stated Goals

The following assessments will be used to determine student progress:

1. Dakota STEP for math, English/language arts, and science
2. Writing prompts with rubrics for writing
3. Dakota STEP for reading
4. Star testing for reading
5. Assessments for grades K – 2 in both reading and math given this fall and scored by our school psychologist.
6. SDAP baseline and interim test results for 3-5, 6-8, and 11 in math and reading. (DOE Pilot Program)
7. SD Writing Assessment for grades 5, 7, and 10.
8. ACT sub scores of juniors and seniors in English, math, science, and social science (reading).

Intervention/Strategies

The following strategies will be used to increase our reading, math, and writing performance:

1. Continued use of the writing folder at all K-5 grade levels.
2. Use SRA kits for reading and assessing in grades 2-5.
3. Use the Baseline Testing this school year to practice the areas of weakness and strength in grades 3-5, 6-8, and 11.
4. Practice sessions for test development for grades 3-5.
5. Continued use of spiral review in math at all grade levels.
6. Continued use of math facts practice in computer lab for grades 1-5.
7. Practice and monitor the use of CGI (Cognitively Guided Instruction) at all grade levels.
8. Give feedback to students in terms of their progress in meaningful and insightful ways. For example, weekly grade checks are done during Student Advisory Time, SAT, for grades 6-12.
9. Give feedback to other teachers in terms of strengths and weaknesses of all curricular areas. (Core Standards with curricular alignment will be on-going.)

10. Continue meetings with counselors, principals, teachers, special education teachers, school psychologist, and title one teacher to monitor progress and identify intervention strategies.
11. The middle and high school have adopted a “no zero policy” which entails that every student will complete every assignment to ensure mastery of the content material.
12. An eligibility list is compiled every two weeks by the Activities Director, Moe Ruesink, to ensure students are academically successful.
13. An ACT Prep Course was offered in the spring of 2011-2012 school year and will continued to be offered each year at no cost to all juniors. The course involved two hour sessions in each of the areas including English, reading (social science), math, and science.

Staff Development

The elementary staff has been involved with Cognitive Guided Instruction for math. Another area that the entire staff has been trained was in the use of research based teaching strategies presented by Dr. Ed Porthan. This occurred on August of 2007 with team development training during the 2010 school year. All elementary teachers and middle/high school math, English/language arts, and special education teachers have had the opportunity to be involved in four professional development opportunities concerning the alignment of their curriculums to the Common Core Standards. This training occurred in the 2011-2012 school year, the summer of 2012 and is ongoing in the 2012-2013 school term.

Staff development must be approved and coordinated with the goals for increased student achievement before it is approved. Other individual staff development include: writing, research based techniques for upper elementary students for reading and math, direct instruction for special education, a seminar for effective teaching and giving feedback, and technology training on Promethean Boards and iPads.

Instruction by Highly Qualified Staff

All staff members are highly qualified.