

# PIEDMONT VALLEY ELEMENTARY



“TO BUILD KNOWLEDGE AND SKILLS FOR SUCCESS TODAY AND TOMORROW.”

## 2017-2018

# School Improvement Plan

Jeff Ward – Curriculum Director

Guyla Ness – Literacy & Assessment Coordinator

Chrissy Peterson – Special Education Director

Ethan Dschaak – Piedmont Valley Elementary Principal

Allison Anvik – PASS Member & Teacher

Sherry Dolney – PASS Member & Teacher

Jessica Bernhagen – PASS Member & Teacher

Casey Kieffer – PASS Member & Teacher

### **SCHOOL IMPROVEMENT PLAN INDEX:**

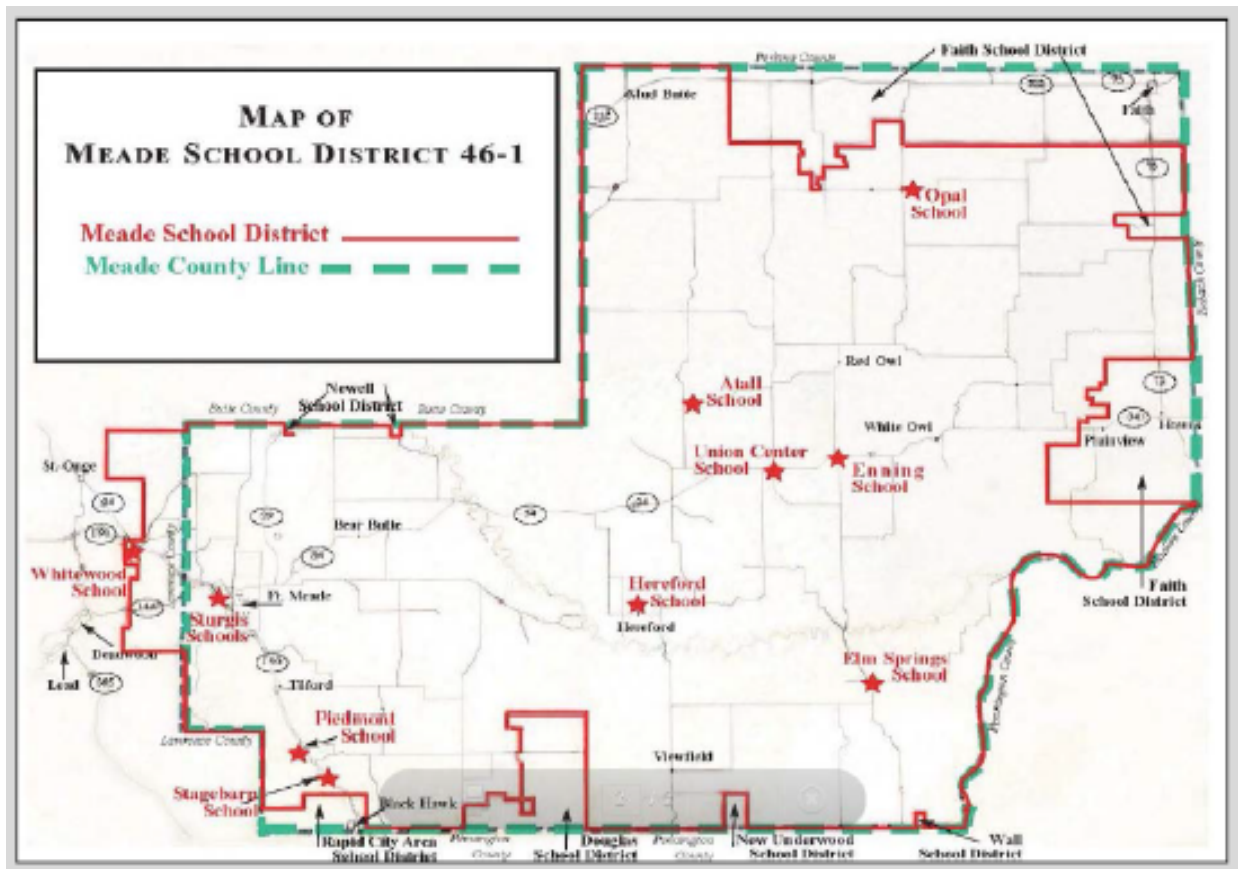
South Dakota Department of Education Components: ARSD 24:43:01:03	AdvancedED Components	Page
School Profile	Description of the School System	3-9
Mission, Vision, And Belief Statements	Purpose & Direction	10
Needs Assessment	Using Results for Continuous Improvement	11
Reform Strategies	Teaching & Assessing for Learning	11
Selection of Goals	Governance & Leadership	12-14
Staff Development	Professional Development	15-18
Documentation	Resources & Support Systems	15-18
Assessment to Measure Student Progress on the Stated Goal	Teaching & Assessing for Learning	19-20

# SCHOOL PROFILE

## Fall Enrollment for 2016-2017

Piedmont Valley Elementary: 638 students

Meade School District: 2,810 students



## Elementary:

The Piedmont Valley Elementary School is a community school serving various communities on the eastern edge of Meade County. Some of these communities include Piedmont, Stagebarn, and Summerset. Piedmont Valley has the distinction of being a “Distinguished School” for the 2009-2010 and 2010-2011 school years. In addition, Piedmont Valley was also a distinguished school during the 2006-2007 school year. This annual award given by the South Dakota Department of Education focuses on student achievement. This 638 student community school is very proud of its recent achievements.

Piedmont Valley Elementary currently has five sections of Kindergarten, four sections of 1st grade, four sections in 2<sup>nd</sup> grade, four sections in 3<sup>rd</sup> grade, four sections in 4<sup>th</sup> grade and three sections in fifth grade and four sections in sixth grade. All staff members at Piedmont Valley Elementary are highly qualified in accordance with the federal Elementary and Secondary Education Act.

In addition, we also publish a monthly newsletter sharing pertinent information for all members of our student’s families. It also contains ideas and suggestions for parents to reinforce many of the students’ skills their child or children are learning at school.

We also promote volunteering and parent involvement in our school. Parents are encouraged to take part in positive, meaningful activities and volunteers are welcome to share their time, talents and knowledge.

Boys Town Common Sense Parenting courses are held throughout the year. This, in conjunction with parent counseling sessions, is provided by our district family services worker. All staff has been trained in the Boys Town Classroom management model. During the 2016-2017 school year the Positive Behavioral Intervention Support (PBIS) model was also implemented.

Piedmont Valley Elementary also adheres to a school wellness policy. As part of our overall wellness program all students in grades K-6 are encouraged to bring healthy snacks to school due to our early start. Our physical education teacher, other staff members, and the school nurse teach classroom lessons on healthy choices. Our school lunch program is focusing on serving more fruits and vegetables, increasing fiber for our students, offering skim milk and water as part of breakfast and lunch choices. In addition, Piedmont Valley also offers a backpack program in which students who qualify are allowed to take home canned goods that are donated to our school.

In addition to physical education, all students have the following learning opportunities:

- Vocal music at all grade levels
- Honors Choir
- Band instruction for 6<sup>th</sup> grade students
- Large group, small group, and individual counseling
- Computer instruction for all grades
- Ipad and MacBook Pro access for all grades
- Full library services
- Gifted program, Destination Imagination
- Student Council

### **Interesting Facts for 2016-2017**

Enrollment: 638

Teacher Student / Ratio: 1:21.3

Classes taught by highly qualified teachers: 100%

### **General Information:**

#### **School Hours:**

K-1: 7:50 a.m.-2:35 p.m.

2: 7:50 a.m.-2:40 p.m.

3-4: 7:40 a.m.-2:40 p.m.

5-6: 7:40 a.m.-2:45 p.m.

### **Enrollment Requirements:**

All new students are requested to bring a report card or transcript of grades, and immunization records from the previous school attended. Students will not be admitted to school until and unless the school nurse has received and verified the immunization documentation. New students must also bring a certified copy of their birth certificate

and will be asked to provide their Social Security number. Official school records from the former school will be requested by this school.

### **PTA**

Piedmont Valley Parent Teacher Association is very active in providing activities and resources, which enhances the students' educational experiences. The group's activities include a back-to-school ice cream social, Muffins for Moms, Donuts for Dads, bingo, book fair, movie night, talent show, conference meals for teachers, teacher appreciation week, and Runnin' with the Stallions 5K. PTA meetings are 6 p.m. the second Monday of each month at the school library. Check out the PTA website: [www.pvepta.weebly.com](http://www.pvepta.weebly.com)

### **Meals and Special Needs:**

Application forms for the Free and Reduced School Meal Program are available at the Piedmont Valley office or online: [www.meade.k12.sd.us/offices/food.htm](http://www.meade.k12.sd.us/offices/food.htm).

Questions regarding services for special needs students should be directed to the district's Special Services Office at 605.347.4770.

### **The New Building:**

The opening of Piedmont Valley Elementary School was the culmination of more than eight years of work and study by area residents, business and industry representatives, community leaders, school board members and school personnel.

An assessment of the physical and educational conditions of the Piedmont and Stagebarn Schools, together with their life expectancy, was undertaken by professional engineers and architects

In addition, there were three separate studies of the school buildings, which resulted in a facility master plan, educational specifications plan and feasibility plan.

Building and maintaining schools are investments made by the community and, like any investment, there is a cost. Therefore, the school board hosted numerous listening sessions as a way of receiving comments from the public. This input, together with the results of the studies, forms the foundation on which Piedmont Valley Elementary School was built.

Excavation for the \$11.6 million two-story facility began in May of 2010. The school district took ownership of the building in July 2011. Due to the efforts of many school

district staff members and student workers, the move to the new building was completed in time for school in August 2011.

The new two-story Piedmont Valley Elementary School is 77,041-square feet with two wings that flank a central core area. The pre-kindergarten through sixth grade is designed to serve approximately 625 students. As noted by our current enrollment we are beyond capacity.

The exterior of the school utilizes a design and materials that are in harmony with the area such as the use of brick and stucco. This compact school includes a large media center/library with capabilities for community use, computer labs on each floor, and flexible music education classroom doubling as a performing arts platform opening to a large multi-purpose gymnasium/lunchroom.

Included is a full service kitchen with the capacity to prepare breakfasts and lunches for this facility. A specialized art/science education classroom is provided. Appropriate staff planning space, offices for specialists and school administration are positioned around the school to provide convenient access for students, staff and parents. An elevator is also conveniently located.

The existing Piedmont gym building has been incorporated into the overall site plan and serves as a space for physical education activities as well as a community center space. Some minor remodeling occurred to this building.

The sources of funding for the \$11,578,000 project included \$1.3 million in American Recovery Reinvestment Act (ARRA) Recovery Zone Bonds; \$5 million in ARRA Qualified School Construction Bonds; \$2.2 million in Capital Outlay Reserves; and \$3.2 million in Capital Outlay Certificates.

Prior to the 2015-2016 school year Piedmont Valley Elementary added a physical structure in the library to be served as a classroom. Additionally, two modulars were also added in the back of the building to help alleviate with overcrowding.

## Mobility Rate

The mobility rate at Piedmont Valley Elementary is relatively stable over a school year. We have seen a large increase in enrollment since 2009.

School Year	Beginning Enrollment	Ending Enrollment
2009-2010	325	416
2010-2011	443	435
2011-2012	458	453
2012-2013	485	497
2013-2014	565	557
2014-2015	567	562
2015-2016	569	580
2016-2017	638	643

## Strategic Plan

A strategic plan that will help chart the district's course for improvement for the next three to five years was adopted by the Meade School Board. The framework for this plan was developed by staff, administration, and other stakeholders who represented all segments of the school district.

These stakeholders held frank discussions about the district's strengths and weaknesses, which resulted in the following priorities and goals. Each goal includes work plans explaining measurable objectives, timelines, performance indicators, resources and those responsible for meeting the objectives.

## Priorities and Goals

### 1. Academic Preparation

Goal: The District will provide students with a climate that promotes a rigorous academic curriculum and activity programs that prepare each student to be academic and workplace ready.

### 2. Professional Development

Goal: The District will develop a comprehensive Professional Development Plan for faculty/staff.



### **3. Human Resources**

Goal: The District will promote a safe and positive work environment.

### **4. Facilities and Technology**

Goal: The District will develop and implement a comprehensive Facility Master Plan that will guide all infrastructure and technology decisions.

## **Instruction by Highly Qualified Staff**

### **Instruction by Highly Qualified Staff**

#### **Piedmont Valley Elementary**

Instruction at Piedmont Valley Elementary is provided by a highly qualified staff of 28 certified classroom teachers and 13.8 full or part time certified support staff members, all serving in a variety of capacities, including literacy, mathematics, special education, and special areas. Of the 36 Piedmont Valley Elementary certified staff, all meet the highly qualified requirements. Teaching certificates are reviewed annually to ensure each teacher is highly qualified in each subject area they teach. In addition, the superintendent's administrative assistant encodes into the state personnel report system program, the subject area each teacher teachers for compliance.

Meade School District actively strives to attract highly qualified staff through a variety of recruiting and job notification options. Before any teacher is hired, the teaching certificate is reviewed to ensure the subject area the newly hired teacher is assigned to is an area the teacher possesses an endorsement.

Piedmont Valley Elementary has 5.0 paraprofessionals/instructional assistants of which all have met the requirements as highly qualified staff described in the *No Child Left Behind* Act. Currently, there are no Title I paraprofessionals on staff. All assistants are also included in all building level staff development opportunities and the paraprofessionals provide instructional service under the direct supervision of a highly qualified teacher.

## **Mission, Vision & Belief Statements:**

Meade School District

### **PURPOSE:**

The purpose of this School Improvement Plan is to improve student learning at Piedmont Valley Elementary, which is consistent with the district’s mission. This plan is an ongoing document which will be reviewed and revised annually.

### **Our Mission:**

“To Build Knowledge and Skills for Success Today and Tomorrow”

### **Our Vision:**

“Meade School District will work in conjunction with its community to provide excellent academics and co-curricular activities that develop life-long learners and productive citizens.”

### **Our Belief Statements:**

We believe that...

- Every individual is a lifelong learner.
- Learning requires a commitment from students, teachers, administration, support staff, parents and the community.
- The cornerstones of learning are integrity, empathy, responsibility, honesty, respect and accountability.
- Every student has the right to a quality education and the responsibility to achieve it.
- All students have the potential to be productive members of society.
- The needs of students should be our first priority.
- Diversity among people is to be valued.
- People are our greatest resource.
- Schools must provide a safe environment for teaching and learning.
- Effective schools must have high expectations for students and staff.
- Learning is enhanced by a positive and supportive environment that fosters creativity, self-confidence and success.
- Students are capable of making decisions, with proper guidance, and are responsible for their own actions.
- Our school system is accountable to our community.
- Change is essential for growth and improvement.

## **Comprehensive Needs Assessment**

- Data retreats are held annually in the fall of each school year. Data was analyzed by the administrators and the assessment coordinator. Based on the information, the desired outcomes of the retreat were determined.
- On September, 21, 2016, The Piedmont Valley Elementary staff met. The principal and district assessment coordinator led the staff through the data analysis.
- The data sources reviewed were the Smarter Balanced results and the district-wide standards-based testing results from the 2015-2016 school year.
- The Performance Data Evaluations for math and reading indicates the performance level of each subgroup within the school. The examination of the results from various assessment sources such as the district-wide standards-based assessments and informal assessments that specific math and reading areas need to be addressed. This information is collated in data spreadsheets and is available electronically from the school's shared server.

## **Reform Strategies**

- Reform strategies will be implemented through a concerted effort by the regular education, and special services staff to focus on the individual needs of students by re-teaching and supporting them in areas in which they exhibit weaknesses. Students will be instructed in a variety of strategies in whole group, small group, and individual settings. Instructional strategies will follow the methodology of guided curriculum instruction. In math, the emphasis will be on problem solving with students exploring mathematical strategies and explaining mathematical reasoning. In reading, the emphasis will be on using proven strategies for guided reading as well as exploration into cross-curricular activities such as inquiry units.
- To determine if students needs have been met, teachers will examine classroom work, informal math and reading assessments, results of the standards-based assessments that are given three-times a year. Grade level meetings will address the progress of students and ways in which to meet their needs.
- All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of student's district wide.

## Selection of Goals

Goals for Piedmont Valley Elementary students during the 2016-2017 school year were determined based on the grade level data from the standard based assessment given on a triennial basis. Goals written this year were more specific to the areas within the data that had lower percentages. The goals are as follows:

- Kindergarten Goals:

Math Goal: Identify and write all numbers between 0-20, with emphasis on teen numbers. We will meet this goal through number centers, repetition, lunch count, videos, songs, and practice pages.

ELA Goal: We want to build fluency in word recognition through centers, homework, videos, flashcards, chants, songs, and movement.

- First Grade Goals:

Math Goal: The first grade teachers will implement supplemental fact fluency work to enhance student automaticity with operations and algebraic problems. We will do this through use of technology games, flash cards, and practice sheets that include mixed operations.

ELA Goal: We will incorporate more whole group retelling with sequencing of events of stories read aloud. We also would like to develop a scope and sequence for the Language standards in order to improve consistency across grade level.

- Second Grade Goals:

Math Goal: Introduce the games “ spend a dollar and collect a dollar “ from Investigations before Christmas break. Provide ample opportunities for students to play the game during math workshop.

ELA Goal: Incorporate lesson and moral into daily read aloud stories. Using the CAFÉ strategies students will perform a tri-annual assessment on finding the moral of a fables and folk tales in a variety of cultures.

- Third Grade Goals:

**Math Goal:**

We will supplement for 3.MD.C (Geometric measurement: Understand concepts of area to multiplication and to addition) and 3.MD.D (Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures) during morning work, hands-on class activities, and Dreambox.

**ELA Goal:**

We will focus more on RL.3.10 (By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently) by teaching Lexia lessons, whole group reader's theater performances, and guided reading centers.

- Fourth Grade Goals:

**Math Goal:**

Students will be able to recognize and explain why fractions are equivalent when the numerator and denominator are multiplied by the same factor and use models, diagrams and explanations to explain whether two fractions with different numerators and different denominators are greater than, less than, or equal to one another. Students will also be able to add and subtract mixed numbers with like denominators.

After Christmas, we plan to begin having Fraction Fridays where we spend 12:30-1:00 completing fraction activities, such as how to make a fraction and what are equivalent fractions. We will then be able to differentiate into groups those students needing additional help and those that are ready to move forward.

**ELA Goal:**

RI.6 Students will be able to compare and contrast a first hand and second hand account of the same event or topic; describe the differences in focus and the information provided.

Our students will do comparing and contrasting especially in our social studies activities. We will investigate the district library to search for materials to help with this goal.

- Fifth Grade Goals:

**Math Goal:**

NBT.A Understand the place value system.

To improve on this standard we are going to teach a variety of strategies. We will use Dreambox in the classroom to meet the variety of needs. We will also use daily practice to build this standard.

**ELA Goal:**

RL.10 & RI.10 - End of year comprehension of literature and informational text

We will focus on this standard as our SLO. We will perform pretests, mid-year tests, and post test. We will monitor comprehension in small group instruction during reading class time. We will use Lexia on a daily basis to practice and monitor comprehension. We will monitor comprehension in all subject areas using the workbooks, textbooks and worksheets.

- Sixth Grade Goals:

**Math Goal:** G.A Solve real-world and mathematical problems involving areas, surface area, and volume.

Ways to work on this goal: Dreambox, math class instruction, supplemental material/problems across the curriculum departments, relate to real-life situations, analyze STAR math results.

**ELA Goal:**

RL.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond to or change as the plot moves toward a resolution.

Ways to work on this goal: Present information in different formats, interactive notebooks, outlining, using graphic Organizers to plot the story, review STAR test results to monitor progress, use Lexia with SPED students, use DEAR tin to retell stories that they are reading, use reading logs to plot the books they are reading

## Staff Development:

ACTIVITY	TIMELINE	PROVIDER	PARTICIPANTS	EVALUATION
Investigations Training	2013-2014	Terc / TIE	All certificated staff	Teacher Observation, student achievement, and teacher survey
Common Core Training Modules	2013-2104	SDDOE	All certified teachers	Teacher observation and student observation
Accelerated Math	Training dates to be determined on a needed basis	Teacher Trainer	Grade Level Teachers	Teacher observations and student achievement
Kindergarten Academy	Summer 2012, 2013, 2014	USD trainers	Kindergarten teachers	Teacher observation and student summary
Accelerated Reader	Training dates to be determined on as needed basis	Teacher trainer	Grade Level Teachers	Teacher observation and student survey
Preschool in-service	August 18-20, 2015	District Staff	K-5 teachers	Teacher survey

South Dakota Counts CGI	Dates to be arranged	Selected Staff	K-5 Teachers	Teacher Observation and Student Achievement
Common Core Standards Training	On going	Selected Staff	K-5 Teachers	Teacher Observation and Student Achievement

Technology Training	On going	Technology Staff	K-5 Teachers	Teacher Observation and Student Achievement
Continued Data Retreat	August 2013	Assessment Coordinator / PASS Team	K-5 Teachers	Teacher Observation and Student Achievement
Data Retreat	Oct. 2014	Assessment Coordinator / Principal	K-6 Teachers	Teacher Observation and Student Achievement
Data Retreat	Oct. 2015	Assessment Coordinator / Principal	K-6 Teachers	Teacher Observation and Student Achievement
Data Retreat	Oct. 2016	Assessment Coordinator / Principal	K-6 Teachers	Teacher Observation and Student Achievement



Suicide Prevention Training	Oct. 2016	School Counselors	K-6 Teachers	Teacher Observation and student safety
Mac Book Training	August 2016	Apple Consultants	6 <sup>th</sup> Grade Teachers	Teacher Observation and Student Achievement
Training on Effective Digital Learning Environments	November 2016	Teacher Trainer	K-6 Teachers	Teacher Observation and Student Achievement
Training on Informational Text Reading Strategies	January 2017	Teacher Trainer	K-6 Teachers	Teacher Observation and Student Achievement
Technology training in Rapid City	April 2017	District Staff Training	K-6 Teachers	Teacher Observation and Student Achievement

2017-2018 Meade District

Investigations Math Review

Science Curriculum

NWEA-third assessment training

ALICE training.

**Summary:**

Piedmont Valley Elementary staff will participate in professional development opportunities designed to support instructional practice and design throughout the 2016-2017 school year.

1. Suicide Prevention Training
2. Mac Books Training
3. Social Studies Training
4. Effective Digital Learning Environments
5. Informational Text Reading Strategies
6. Behavior Support

The Meade School District offers a mentor program for new teachers to the profession and / or district which provide guidance, direction and a point of contact.

Building level administrators are directly involved in the implementation and improvement of skills through participation in the PASS training process, teacher evaluations and classroom observation / discussion. Some staff participate in on-line professional development and book studies. Staff are also involved in professional development opportunities in which they may attend training, conferences, or workshop that support identified goals.

Parents are provided with professional development at the local level. Parents are encouraged to attend the following events:

- Open House Registration:
  - Statewide assessment results are provided to parents in the spring with their report card or in the fall at open house as well as an interpretation of those results.
  - Family Engagement Activities: Math and Reading Family Nights in which parents have the opportunity to learn the district approved curriculum as well as strategies to help parents and students bridge homework gaps at home.
  - Parenting Class: Parents have the opportunity to receive parenting education classes from district social worker Ginger Johnson.

## Assessment to Measure Student Progress on the Stated Goal

As part of the Advanced Ed Accreditation Process, the school district tests students in grades K-12 three times a year using standards-based assessments to measure progress of students throughout the school year in math and English Language Arts (ELA). The results of these assessments are shared with all staff and the results are used in the Comprehensive Needs Assessment. Teachers can access individual student's results and collate data by class. The district assessment coordinator disseminates the data to all administrative sites disaggregating by school, grade, and classroom. Cut scores for the TriAnnual tests enable the district to track students by performance levels. The standards comparisons are also used to check the progress of content standards of math and ELA based on the SD Content Standards. Below are the two-year results from Math:

Triannual Math Results	End of 2016		End of 2017
<b>Kindergarten</b>			
Meets	70%		83%
Progressing	14%		11%
Needs	16%		6%
<b>1<sup>st</sup> Grade</b>			
Meets	76%		69%
Progressing	15%		20%
Needs	10%		11%
<b>2<sup>nd</sup> Grade</b>			
Meets	80%		75%
Progressing	3%		7%
Needs	17%		18%
<b>3<sup>rd</sup> Grade</b>			
Meets	55%		78%
Progressing	4%		5%
Needs	41%		18%
<b>4<sup>th</sup> Grade</b>			
Meets	58%		67%
Progressing	1%		6%
Needs	41%		19%
<b>5<sup>th</sup> Grade</b>			
Meets	56%		78%
Progressing	5%		5%
Needs	39%		18%
<b>6<sup>th</sup> Grade</b>			
Advanced	62%		70%
Proficient	4%		3%
Basic	8%		1%
Below Basic	26%		26%
TriAnnual ELA Results			
<b>Kindergarten</b>			

Meets	70%		75%
Progressing	14%		12%
Needs	16%		13%
<b>1<sup>st</sup> Grade</b>			
Meets	76%		77%
Progressing	15%		7%
Needs	9%		16%
<b>2<sup>nd</sup> Grade</b>			
Meets	76%		77%
Progressing	10%		9%
Needs	14%		14%
<b>3<sup>rd</sup> Grade</b>			
Meets	55%		64%
Progressing	41%		3%
Needs	4%		33%
<b>4<sup>th</sup> Grade</b>			
Meets	58%		61%
Progressing	1%		3%
Needs	41%		36%
<b>5<sup>th</sup> Grade</b>			
Meets	56%		70%
Progressing	5%		0%
Needs	39%		25%
<b>6<sup>th</sup> Grade</b>			
Advanced	62%		38%
Proficient	4%		6%
Basic	8%		4%
Below Basic	26%		54%