

Meade School District 46-1

2017-2022

School Improvement Plan

(Year One 2017-2018)

Mission Statement

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

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Meade School District 46-1

School Improvement Plan

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Mission, Vision and Belief Statements

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.

The District strives to embed the statements above into all extracurricular, co-curricular and learning environments. It is important to model what the District values working closely with stakeholders to create empathetic and cooperative schools. A question kept at the forefront is, "What is best for the student".

Needs Assessment

Over the past few years, our school district has gone through several changes in curriculum, district assessments, and state assessments. We implemented the State Common Core Standards for math and ELA three years ago. At that time, we changed our assessments to include math and reading assessments based on these standards. The Assessment Coordinator created assessments using released state test items for grades 2-12 that corresponded to the State Common Core Standards for math and reading with the exception of the high school math assessments which were created by the math department staff. These assessments were taken online using the South Dakota Assessment Portal. The benchmarking was based on the difficulty of the questions and a percentage. The lack of growth and the number of students in the needs/below basic categories were demoralizing to the students and staff. After exploration and a trial run in the middle school, we switched our assessing of ELA and math to Renaissance Learning STAR Math and STAR Reading. The reporting improvements with the STAR tests give the teachers information on individual students as well as classroom instructional planning.

Because of block scheduling and other issues at the high school, the school and district were not able to get pertinent data on the progress of students there. A change in administration at that site led to a more constructive outlook on assessment data. The high school staff decided to use the Smarter Balanced Interim Tests for ELA (writing) and math but found that the teachers were not getting enough usable data. Last year the high school undertook an exploration of assessments that would be beneficial to the teachers. This year, the staff started using common assessments that relate to the math content being taught as well as essay writing for grades 9-12 using specific prompts for each grade and an agreed upon rubric. The ELA analyzed different essays and normed them so that all ELA staff at the high school would be grading essays in a similar manner.

All teachers are given instruction on use of the assessment measures. New teachers work with the assessment coordinator who uses modeling and practice so that assessments are given in a comparable manner. Documents for assessing and how to use the assessment data are found on the district's Share Point. The data is collated in a spreadsheet for the district and for each site after each triannual testing window with individual student data information as well as progress on content standards.

Writing and research & inquiry for ELA and communicating reasoning for math have been areas that have scored higher on standardized tests. The subgroup of students with disabilities has shown a trend toward increased performance in reading, and the subgroup of Hispanic/Latino has shown the greatest achievement growth over the past two years.

Reading and mathematical concepts & procedures across grade levels have scored lower on standardized tests. Fractions and geometry have also scored lower. The subgroup of students with disabilities has shown a slight decrease in performance in the area of math.

Perception surveys taken during October 2016 indicate that students and staff believe that the District has strong purpose and direction. Parents rated this category lowest. Administration and teachers have discussed the importance of including parents and have several strategies to involve them, but the survey would indicate that they would like to be included more.

The surveys indicated that parents, staff members and students thought that the District had access to up-to-date technology devices, and all three groups felt that the school hires caring staff members who want students to do their best work.

Staff members indicated that the school should provide a plan for acquisition of technology, provide sufficient resources and train teachers to implement a formal process that promotes discussion about student learning.

Students indicated that they want the principals and teachers to ask their opinion and ask their families to come to school activities. Students also want more respect between students to adults, students with each other and students respect for property.

Parents want their school to have autonomy from the school board to operate with the leadership of its principal and teachers. They also want teachers to meet the needs of their child through more individualized instruction, and for the school to use financial resources effectively.

Senior Exit Surveys indicate general satisfaction with classes offered and preparation for post-secondary paths. The School-to-Work program along with the internships has helped prepare students to enter the work force.

The student population is made up of 48% girls and 52% boys with the following ethnicities; White-88%, American Indian-3.4%, Hispanic-3.4%, Black-.8%, Asian-.4% and two or more races-3.4%. The percentage of students qualifying for free and reduced meals are PVE-36%, SBHS-43%, STEL-50%, SWMS-47%, and WW-61%. Fifteen percent of students are served by Special Education.

School Profile

The communities within the boundaries of the Meade School District include Sturgis, Piedmont, Whitewood, and a wide variety of rural communities in Meade County. Leading area industry includes ranching, tourism, lumber, VA Medical Center, Gun/Ammunition Manufacturing, and Motorcycle Parts Manufacturing. Around 50% of the households are married couples living together. The population's average age is about 40 and there are an equal number of men and women. Household incomes for a family tend to be just above \$30,000. Ethnicity mirrors the student population. Sturgis is known world-wide for the annual Sturgis Motorcycle Rally which just completed its 76th year.

Student enrollment is steady to trending upward. This year saw an increase in 151 students. It is projected that an increase in housing developments in the area will bring more families keeping a trend toward increased enrollment.

Based on recent data, the District is regarded as a good place to have families send their students. The District will likely grow and should be planning to accommodate more students. The District will continue to become more diverse in culture and economic status and should also be preparing to meet the increasingly wide variety of student needs.

Selection of Goals

The following data is from the South Dakota DOE Report Card for Meade School District. The goals set for 2017-2018 were set based on trending data from the first three years of SBAC scores.

Description	2014-2015	2015-2016	2016-2017	Goals for 2017-2018
AMO Target Math	44.4%	48.5%	48.9%	58.3%
AMO Target ELA	53.8%	57.6%	58.4%	65.3%
Academic Growth Math		51.8%	50.8%	56%
Academic Growth ELA		59.6%	55.7%	64%
Attendance		77.6%	81%	85%
Four-year Cohort Graduation	85.2%	87.5%	87.6%	91%
High School Completion	92.6%	92.7%	95.7%	98%
College Readiness Math	62.1%	57.1%	52.5%	61%
College Readiness ELA	74.8%	71.2%	73.3%	76%
Career Readiness		91.9%	92.9%	96%

The following goals are a result of Strategic Planning.

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.

Metrics: The District will set achievement indicators (SBAC, ACT, District tests) and monitor annual progress; monitor participation rates in activities; and conduct student surveys.

Action Steps:

1. Curriculum will be reviewed annually to assure alignment with the South Dakota content standards and that student educational needs are being met.
2. Communicate to parents the offerings that are available, especially Advance Placement, Dual Credit, Exploratory, and Career & Technical Education, through parent/teacher conferences, open houses and the District website. Encourage all high school students to take at least one credit from these offerings.
3. Provide problem-based learning activities at all grade levels and in all content areas.

2. Professional Development

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

Metrics: Faculty/staff surveys will be used to determine the progress of the Professional Development Plan.

Action Steps:

1. The District will create an annual professional development plan utilizing input from faculty and staff members utilizing staff surveys, Instructional Council, Teacher Advisory Council, and Preparing All Students for Success Teams.

2. The District will create opportunities for teachers to experience vertical collaboration through content area meetings and horizontal collaboration through grade level meetings.

3. Human Resources

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

Metrics: The success of this goal will be monitored through input and feedback from District faculty/staff.

Action Steps:

1. The District will promote collaboration among classroom teachers.
2. The District will follow guidelines to keep class sizes at appropriate levels.
3. The District will provide a competitive compensation and benefit package for employees within constraints of the budget.

4. Facilities and Technology

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

Metrics: Capital outlay resources to support the plan will be monitored. Administrators will provide feedback on progress of the plan with school board approval for any changes.

Action Steps:

1. The District will develop a Facility Master Plan and communicate the components of the plan to internal and external audiences. The District will take input from all stakeholders.
2. The district will include building site plans as a part of the District's Facility Master Plan.
3. The District will include technology improvements and related professional development training opportunities.

Assessments

Classroom assessments and the triannual assessments will provide feedback on student progress toward the annual goals. The SBAC results will be the summative test used to check annual progress and for setting goals for the following year.

The District will annually track spending that supports the strategic planning goals. Surveys given to all stakeholders will also be used to determine perceptions on progress toward meeting of these goals.

Intervention Strategies

PASS training on the use of NWEA assessment data will be a professional development focus for this school year.

Specific interventions/strategies will be designed to address identified students and content needs, and need not address all content area for all students simultaneously. Such targeted interventions/strategies allow more appropriate staff development and enable teachers to more precisely measure the success of each intervention/strategy in relation to each of the selected school improvement goals.

Staff Development

Professional Development Dates

August 22-24, 2017

October 6, 2017

November 3, 2017

January 12, 2018

March 15, 2018

Professional Development Content

ALICE Training

NWEA Assessment/Data Training

6-12 Science Curriculum Training

K-5 Math Curriculum Training

K-5 Mystery Science Pilot

K-12 ELA Standards Review

Horizontal/Vertical Alignment of Curriculum

Documentation

Here is the link to the Meade School District 46-1 Report Card.

<http://doe.sd.gov/NCLB/reports/2017/reportcard/2017district46001.pdf>