

Piedmont Valley Elementary School

2022-23

School Improvement Plan

Mission Statement

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

Developed by the members of the Piedmont Valley Elementary School Improvement Plan Team:

- Ethan Dschaak- Principal
- Beth Johnson- Assistant Principal
- Heidi Kraft- Counselor
- Dan McIntire- Counselor
- Molly Salter-Kindergarten Lead Teacher
- Casey Kieffer- 1st Grade Lead Teacher
- Katie Harrington- 2nd Grade Lead Teacher
- Becky Weber- 3rd Grade Lead Teacher
- Jessica Bernhagen - 4th Grade Lead Teacher

Plan Components

Mission, Vision and Belief Statement	2
Needs Assessment	3
School Profile	7
Goal Selection	7
Assessments	8
Interventions/Strategies	8
Staff Development	8
Documentation	9

I. Mission, Vision and Belief Statement

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.

II. Needs Assessment

Data retreat process

Piedmont Valley Elementary holds a data retreat during the August inservice prior to the start of the school year every year. The process begins earlier with the district's testing coordinator compiling data from the previous year's South Dakota State Assessment (a direct comparison to the standards) as well as Spring data from NWEA (a norm comparison to other students of the same age and ability). The assessment coordinator analyzes the data to determine students' strengths and weaknesses at the district, building, and grade levels. The compiled data is sent on to Piedmont prior to the beginning of the school year. If the data suggests that a weakness is school-wide, then the leadership team determines what professional development would best assist the staff as a whole. At the October inservice, teachers meet as grade levels and determine where appropriate changes to grade level curriculum, instruction, and interventions would best benefit students for that school year. They revise their units accordingly.

Performance

The following data is compiled from both the results of the South Dakota State Assessment for Piedmont Valley Elementary for the 2021-22 school year and the Winter scores from MAP Growth testing on the NWEA testing platform.

Math

Based on data from the Winter NWEA assessment, students need universal support in the geometry strand, specifically reasoning with shapes and their attributes target area. The target area, or the specific skill deficiency, was identified by using NWEA's Learning Continuum in conjunction with the Class Breakdown. If the same standard showed up as a skill development area in all grades on the continuum, then that became the target skill for the grade level to focus on. For geometry, the strand showed up as a low area, if not the lowest, for each grade level. Additionally, grades one and two demonstrated a need for a deeper understanding of Measurement and Data while grades three and four show a deficiency in Number and Operations. See Figure 1 for specific target areas for each of the grade levels.

Fig. 1

Grade Level	Strand	Target Standards
Whole School	Geometry	1-4G.A. Reasoning with Shapes and their attributes
Grades 1 & 2	Measurement & Data	1-2.MD. Measure, estimate, add, and subtract lengths, time, and money in standard units.

Grades 3 & 4	Number and Operations	2-4 NBT.2a-c Whole numbers: -Place Value -Multiplication -Division 2-4. NF.3 Fractions: Represent and Solve word Problems
--------------	-----------------------	--

ELA

Based on data from the Winter NWEA assessment and the South Dakota State Assessment, students need universal support in reading informational text. Students struggle with identifying the author's purpose and point of view across multiple genres, finding key ideas and details to support the student's conclusion or inferences. These same skills are lacking in students' understanding of literature in grades one and two. The state assessment showed a concerning area of need in writing across every genre. A focus area that would support student writing is increasing student writing across genres with special emphasis on the conventions of writing. In supporting students as writers, it will assist them in developing a deeper understanding of the lagging reading skills.

Grade Level	Strand	Target Standards
Whole School	Language	L.1 Conventions
Grade 1	Literature & Informational Text	1.RL.1-3 <ul style="list-style-type: none"> Retell stories by using key details to describe characters, settings, and major events; ask and answer questions about key details; and demonstrate understanding of their central message or lesson. ----- 1.RI.1-3 <ul style="list-style-type: none"> Ask/answer questions to identify the main topic and key details. Describe connections between individuals, events, ideas, or pieces of information.
Grade 2	Literature & Informational Text	2.RL.1-3 <ul style="list-style-type: none"> Identify or summarize central ideas, key details, and the sequence of events by using the 5 W and How questions and answers; and be able to use that evidence to determine character traits or author's lesson or message in stories from diverse cultures. Describe, in detail, actions of characters in response to major events and challenges. ----- 2.RI.1-3 <ul style="list-style-type: none"> Ask/answer 5 W and How questions to understand main topic and key details of larger text as well as shorter paragraphs. Identify and describe connections to explain how information is presented or connected within text, such as series of historical events,

		scientific ideas or concepts, or technical procedure steps.
Grade 3	Informational Text	<p>3.RI.1-3</p> <ul style="list-style-type: none"> • Ask and answer adequate questions about the text, referring explicitly to the text, to adequately determine the main idea, identify the key details, and explain their importance to the main idea. • Adequately explain the relationship between ideas, key events, or concepts in a historical, scientific, or technical procedures text and adequately use language that pertains to time, sequence, and cause/effect.
Grade 4	Informational Text	<p>4.RI.1-3</p> <ul style="list-style-type: none"> • Adequately identify and summarize central ideas/key events and be able to explain explicit details, using this supporting evidence to adequately support answers and to adequately justify/explain inferences. • Adequately summarize the text, determine the main idea, and explain how the details support the main idea. • Adequately explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including the details that support that reasoning.

Perception data

Piedmont Valley Elementary uses a variety of informal methods to gauge the perception of the staff, the students, and the community. Feedback from staff members is frequently obtained through conversations in Principal Common Planning time and monthly meetings between the grade level team leader and the head administrator. Staff members indicate through informal, ongoing conversations that they believe they work in a positive and professional climate. They also shared that although they have a paraprofessional at each grade level, the teachers are unsure as to how to utilize the extra personnel in the classroom.

Student perception is gathered informally as well. Teachers sporadically ask for students' feelings on the school climate in their classrooms through surveys and discussions. Administrators and counselors have ongoing conversations about patterns of student behavior and their effects on the school climate based on incidents brought forward by the students. Overall, students share that PVE has a positive school climate.

Community perception is gathered through discussions with the PTA and key parents who volunteer in the school. Additionally, the Meade School District hosted a school board meeting in March of 2022 to hear directly from the Piedmont/Summerset constituents. The largest area of concern seems to be when will Piedmont be returning to pre-pandemic parental involvement.

Demographic Data

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 Elementary has 528 students with an expected increase of 72 kindergarteners for the 2022-23 school year. 85% of the student population is white with the remaining 15% of the student population being comprised of Hispanic, Native American, Black, Asian or two or more races. 55% percent of the student population is male. Currently, PVE has one section of Junior Kindergarten, five sections of Kindergarten, five sections of 1st grade, five sections of 2nd grade, five sections of 3rd grade, and four sections in 4th grade. Highly qualified teachers teach 100% of the classes with a teacher-student ratio of 1:21.3 in accordance with the federal Elementary and Secondary Education Act. Due to the COVID-19 Pandemic, Free and Reduced lunch data is not up to date.

III. School Profile

Based on enrollment data, 55% of our K-4 student body are female students and 45% are male. Of the tested students (3rd and 4th grade), female students outperformed male students in ELA in grades three and four as well as in Math in grade four. Third grade females were 60% proficient in ELA and male students were 50% proficient. In 4th grade, females performed at 50% proficient as compared to 43% proficiency rate for fourth grade males. Third grade boys reached 76% proficiency compared to their female peers at 68% proficiency rate in math. Both of these groups scored higher than the district and state averages.

IV. Goal Selection

1. Academic Improvement

Goal 1- Math: As a result of teachers providing targeted interventions in the areas of measurement and data, number operations, and geometry, students' state Math scores will increase to the pre-pandemic school average of 55% proficient or advanced.

Goal 2- ELA: As a result of teachers providing targeted interventions in areas of identifying and analyzing author's purpose, point of view, and his/her use of key ideas and details in informational text as well as fostering students abilities as writers in the same areas, students' state ELA scores will increase to the pre-pandemic school average of 59% of students who are proficient and advanced.

Metrics for goals 1 & 2: PVE will use the achievement indicators from the State assessments, NWEA, and proficiency rubrics from teachers' backwards planned units.

2. Professional Development

Goal: Teachers will participate in professional development designed around the State Assessment Interim Testing Tools for Teachers as a whole group during the October, January, and February inservices and in small groups. The professional development will allow teachers to explore effective intervention strategies for use both during regular classroom time as well as during targeted intervention sessions.

Metrics: In addition to administration's observations of classrooms, teachers will provide planning notes from PLC sessions that detail progress in using the Interim Testing Tools provided by the State.

V. Assessments

In addition to the South Dakota State Assessment, Piedmont Valley Elementary School will continue to use NWEA three times a year which will provide information on students' progression toward the academic goals. Additionally, teachers will continue to develop and intentionally use standards-based formative assessment tools in their classes.

Classroom assessments, NWEA growth assessments, South Dakota State Assessment, and state interim tests will provide feedback on student progress toward the annual goals. Kindergarten ongoing assessments will come from ESGI and benchmarked classroom assessments.

VI. Interventions/Strategies

Piedmont Valley Elementary will continue to use a 25 minute end-of-day session Mondays through Thursdays in all grade levels, specifically for interventions. Teachers will use classroom formatives, NWEA data, and interim assessments to determine which students need additional support and present an intervention lesson for those students during the designated intervention time. Additionally, teachers will use inservice time for professional development on the state provided interim assessment tools, cooperative learning and instructional strategies.

VII. Staff Development

PASS training and targeted professional development will provide teachers with support in providing specific interventions for struggling students. Staff training will include an intervention specific training in the use of the Learning Continuum Report from NWEA during the pre-school inservice in August. Teachers are also collaborating in content as well as grade level teams on backwards unit designs to target skills necessary for student learning. These skills will be aligned to the Learning Continuum to provide preventative support. Finally, teachers will

participate in breakout sessions in January and February to develop their individual professional goals.

Staff participates in Crisis Prevention workshops once a year to learn deescalation and prevention strategies. This model, in conjunction with Positive Behavioral Intervention Supports (PBIS) have been Piedmont Valley Elementary's primary model for classroom and building management. Training is provided annually.

VII. Documentation

Piedmont Valley Elementary Student Teacher Accountability Reporting System Report Card (STARS)
NWEA District Report