

Milbank School District

School Improvement Plan

2010-2012



Mission Statement

"Empowering all students to meet life's transitions and future challenges"

GOALS, OBJECTIVES & STRATEGIES

Reading Goal: Elementary

We, all teaching staff at Milbank School District will improve student performance in reading so that no fewer than 91% of Full Academic Year students in all subgroups score at the proficient or advanced level in reading on the spring 2011 Dakota Step Test.

Reading Goal: Middle School

We, all teaching staff at Milbank School District will improve student performance in reading so that no fewer than 82% of Full Academic Year students in all subgroups score at the proficient or advanced level in reading on the spring 2011 Dakota Step Test.

Reading Goal: High School

We, all teaching staff at Milbank School District will improve student performance in reading so that no fewer than 71% of Full Academic Year students in all subgroups score at the proficient or advanced level in reading on the spring 2011 Dakota Step Test.

Math Goal: Elementary

We, all teaching staff at Milbank School District will improve student performance in mathematics so that no fewer than 90% of Full Academic Year students in all subgroups score at the proficient or advanced level in math problem solving on the spring 2011 Dakota Step Test.

Math Goal: Middle School

We, all teaching staff at Milbank School District will improve student performance in mathematics so that no fewer than 81% of Full Academic Year students in all subgroups score at the proficient or advanced level in math problem solving on the spring 2011 Dakota Step Test.

Math Goal: High School

We, all teaching staff at Milbank School District will improve student performance in mathematics so that no fewer than 72% of Full Academic Year students in all subgroups score at the proficient or advanced level in math problem solving on the spring 2011 Dakota Step Test.

Attendance Goal: The staff and students at Milbank School District will work to maintain attendance so that 97% of the students are attending school each day.

Climate Goal: We, all students and teaching staff at Milbank School District will reduce the number of bullying instances as revealed in the 2009-2010 student bullying survey, to work towards a bully-free environment for all students and staff as measured by a duplicate survey in the spring of 2011.

Measurable Objectives:

Elementary Reading

All K-3 students will improve academic skills aligned to Indicator R.5 as measured by the Dakota Step third grade test in the spring of 2011.

All fourth grade students will improve academic skills aligned to Indicator R.5 as measured by the Dakota Step fourth grade test in the spring of 2011.

All fifth grade students will improve academic skills aligned to Indicator R.2 as measured by the Dakota Step fifth grade test in the spring of 2011.

Elementary Math

All K-3 students will improve academic skills aligned to mathematics strand Statistics/Probability 2 as measured by the Dakota Step third grade tests in the spring of 2011.

All fourth grade students will improve academic skills aligned to mathematics strand Statistics/Probability 2 as measured by the Dakota Step fourth grade test in the spring of 2011.

All fifth grade students will improve academic skills aligned to mathematics strand Algebra 2 as measured by the Dakota Step fifth grade test in the spring of 2011.

Elementary Reading and Math Strategies:

- Identify A, B, C team students and discuss strengths and weaknesses
- Educate staff on Dakota Step data (meat and potatoes) questions using standards blueprint
- Review content standard R.5 and how it can be enhanced curriculum wide
- Investigate ways to communicate color coded roster reports to parents, students, and staff
- Investigate flexible grouping of students on skills aligned to identified areas of concern
- Analyze how Successmaker could compliment skills aligned to areas identified as a concern
- Utilize “study club” as a way to address participants strengths and weaknesses
- Continue using literacy skill tests in AR for higher level questioning
- Continue flex grouping s with Accelerated Math to meet the needs of all levels of learners
- Develop weekly team meeting to provide grade level collaboration time

Elementary Professional Development Needs:

- **Follow-up information for Achievement Series**
- **Successmaker follow-up**
- **Bloom’s level of questioning at the classroom level- brain development**
- **Research new math series**
-

Measurable Objectives:

Middle School Reading

All sixth grade students will improve academic skills aligned to Indicator R.3 as measured by the Dakota Step sixth grade test in the spring of 2011.

All seventh grade students will improve academic skills aligned to Indicator R.5 as measured by the Dakota Step seventh grade test in the spring of 2011.

All eighth grade students will improve academic skills aligned to Indicator R.3 as measured by the Dakota Step eighth grade test in the spring of 2011.

Middle School Math

All sixth grade students will improve academic skills aligned to mathematics strand Number Sense 2 as measured by the Dakota Step sixth grade test in the spring of 2011.

All seventh grade students will improve academic skills aligned to mathematics strand Algebra 4 as measured by the Dakota Step seventh grade test in the spring of 2011.

All eighth grade students will improve academic skills aligned to mathematics strand Algebra 1 as measured by the Dakota Step eighth grade test in the spring of 2011.

Middle School Reading and Math Strategies:

- Inform staff of Dakota Step data and communicate areas identified as concerns and strengths
- Post weakest indicator in student-friendly language
- Schedule time for regular ed/SPED staff to meet and develop strategies
- Utilize Achievement Series as a resource to help enhance areas of concern
- Target specific skills for all students in areas identified as a concern
- Investigate the use of homeroom time to re-teach or address skill concerns for all students

Middle School Professional Development Needs:

- **Achievement Series training to target areas identified as a concern**
- **Develop an 8th grade reading curriculum plan on Indicator 3**
- **Communicate strengths and weaknesses with staff**

Measurable Objectives:

High School Reading

All 9-12 grade students will improve academic skills aligned to Indicator R.3 as measured by the Dakota Step eleventh grade test in the spring of 2011.

High School Math

All 9-12 grade students will improve academic skills aligned to mathematics strand Number Sense as measured by the Dakota Step eleventh grade test in the spring of 2011.

High School Reading and Math Strategies:

- Identify bubble kids: place on T-Share
- Alert homeroom teachers of bubble kids
- Provide un-packed (targeted) standards to all staff
- Initiate Media Education Fridays
- Reinforce number sense through individual student grade calculations in every classroom

High School Professional Development Needs:

- Department meeting time to address areas of strengths and areas of concern
- Professional learning communities to plan and communicate new strategies

Attendance Strategies:

Climate Strategies:

Professional Development

Strategy:	Who is Responsible?	What is the Timeline?	What professional development (pd) is needed?	<u>How and when</u> will implementation of the strategy be assessed?
			<p>What knowledge / skills are needed?</p> <p>What pd is needed?</p> <p>How will the organization support?</p> <p>How will the strategy be used?</p> <p>How will we assess and respond to pd effectiveness?</p> <p>How teachers are held accountable for pd?</p>	

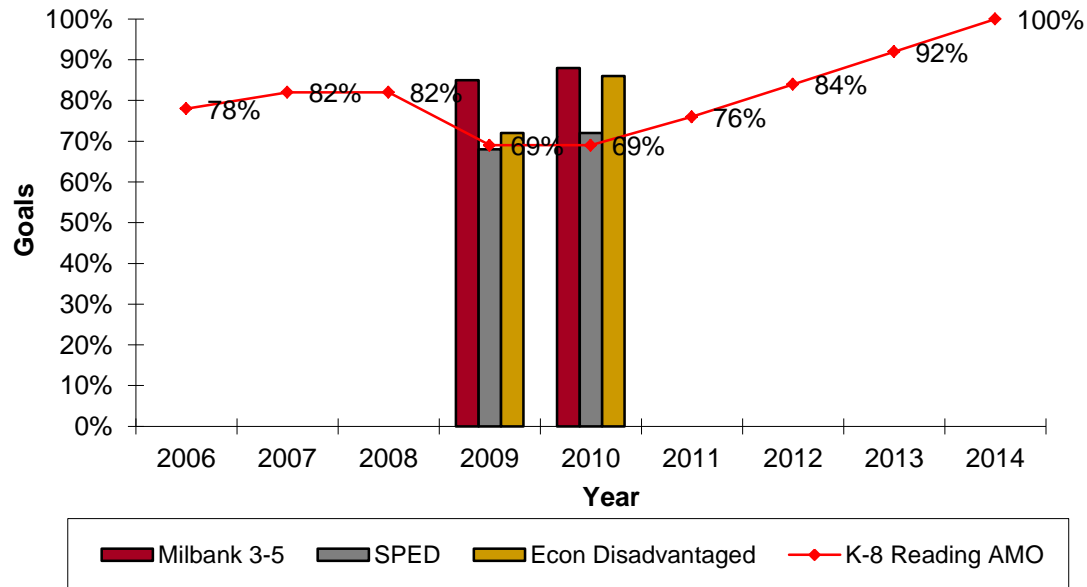
Appendix

Dakota STEP Results in Reading Grades 3-5 (Elementary School)

Dakota STEP Reading % Proficient and Advanced							
	All Students				Spec Ed	Econ Dis	
	3rd	4th	5th	All	All	All	
2008-2009	90%	78%	89%	85%	68%	72%	
2009-2010	90%	84%	89%	88%	72%	86%	

The chart below shows how each subgroup in the Elementary Schools (Grades 3, 4, 5) compares to the Annual Measurable Objective (AMO) for South Dakota Reading

**AMO (Annual Measurable Objective) Graph
Milbank School District (3-5) Reading**

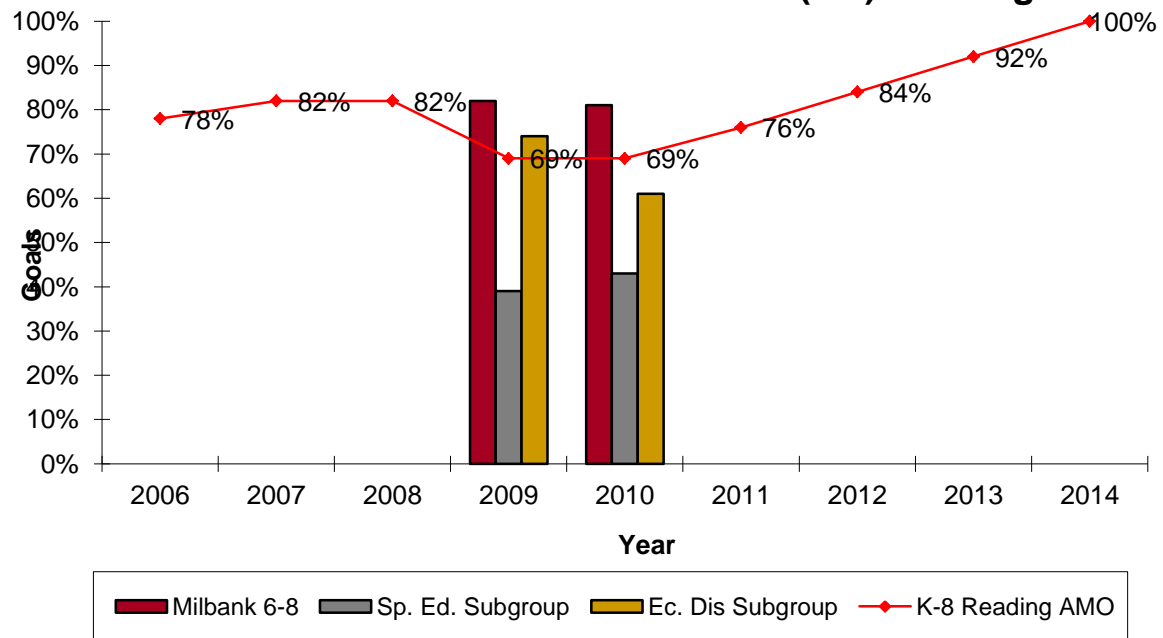


Dakota STEP Results in Reading Grades 6-8 (Middle School)

Dakota STEP Reading % Proficient and Advanced							
	All Students				Spec Ed	Econ Dis	
	6 th	7 th	8 th	All	All	All	
2008-2009	81%	76%	90%	82%	39%	74%	
2009-2010	82%	82%	80%	81%	43%	61%	

The chart below shows how each subgroup in the Middle School (Grades 6 - 8) compares to the Annual Measurable Objective (AMO) for South Dakota Reading

AMO (Annual Measurable Objective) Graph Milbank Middle School (6-8) Reading



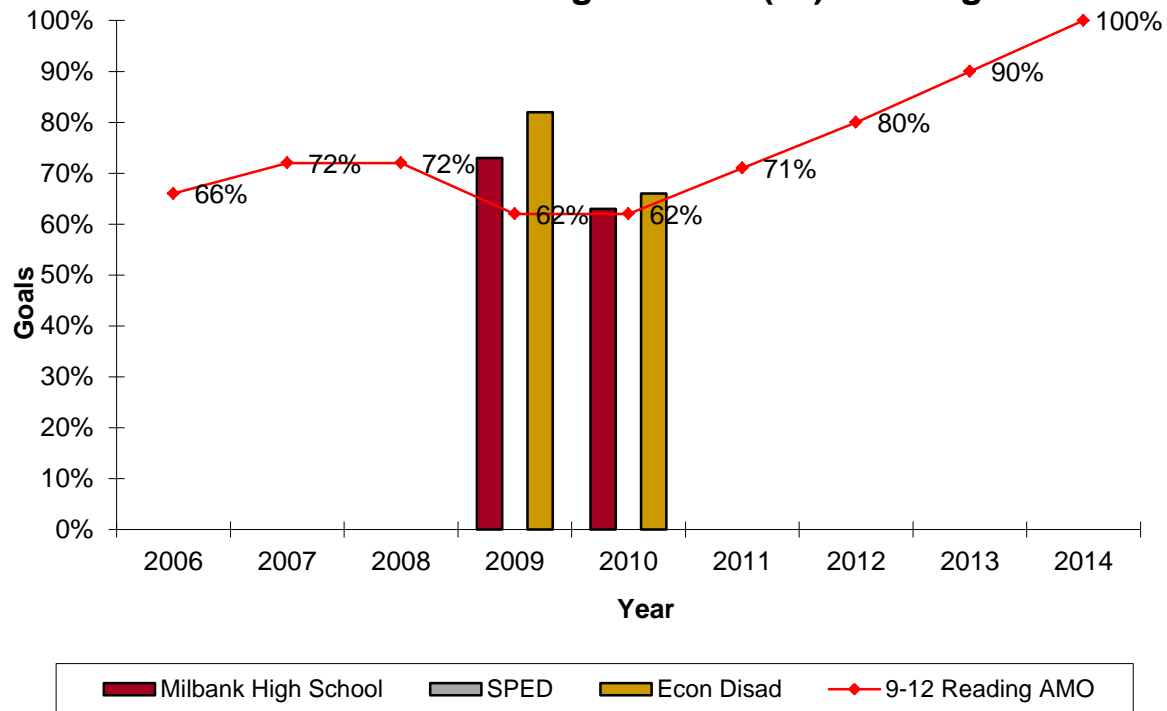
Dakota STEP Results in Reading Grade 11 (High School)

Dakota STEP Reading % Proficient and Advanced			
	All Subgroup	Spec. Ed. Subgroup	Econ. Dis. Subgroup
2008-2009	73%	DNM	82%
2009-2010	63%	DNM	66%

DNM – Did not meet minimum required number of ten student for reporting purposes

The chart below shows how each subgroup in 11th grade compares to the Annual Measurable Objective (AMO) for South Dakota Reading

AMO (Annual Measurable Objective) Graph Milbank High School (11) Reading

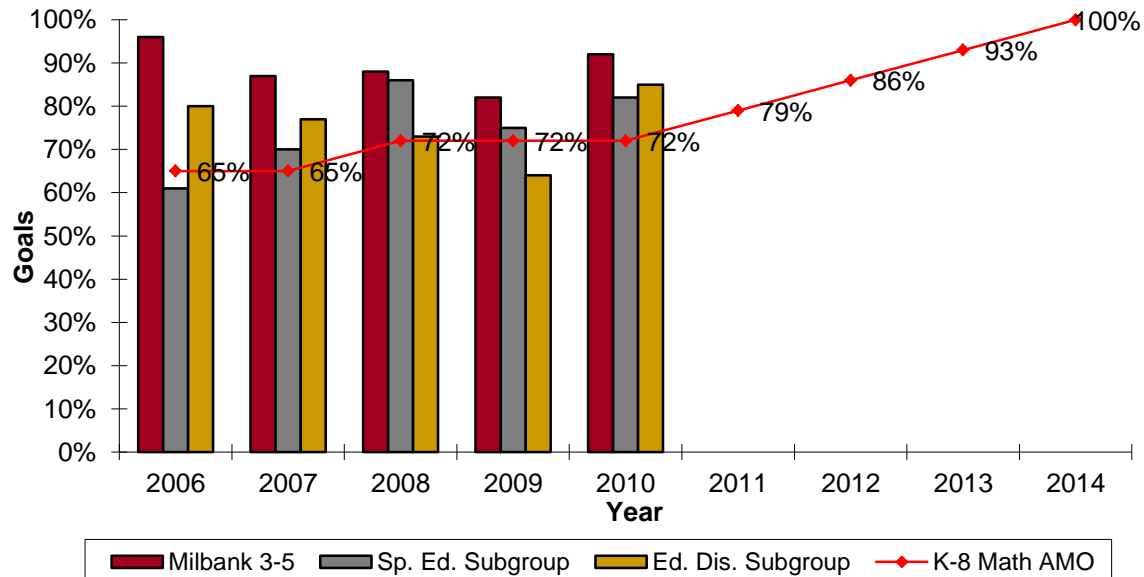


Dakota STEP Results in Math Grades 3-5 (Elementary School)

Dakota STEP Math % Proficient and Advanced							
	All Students				Spec Ed	Econ Dis	
	3rd	4th	5th	All	All	All	
2005-2006	93%	80%	86%	96%	61%	80%	
2006-2007	96%	78%	88%	87%	70%	77%	
2007-2008	92%	78%	93%	88%	86%	73%	
2008-2009	90%	72%	85%	82%	75%	64%	
2009-2010	93%	89%	95%	92%	82%	85%	

The chart below shows how each subgroup in the elementary school (Grades 3-5) compares to the Annual Measurable Objective (AMO) for South Dakota Math

**AMO (Annual Measurable Objective) Graph
Milbank 3-5 Math**

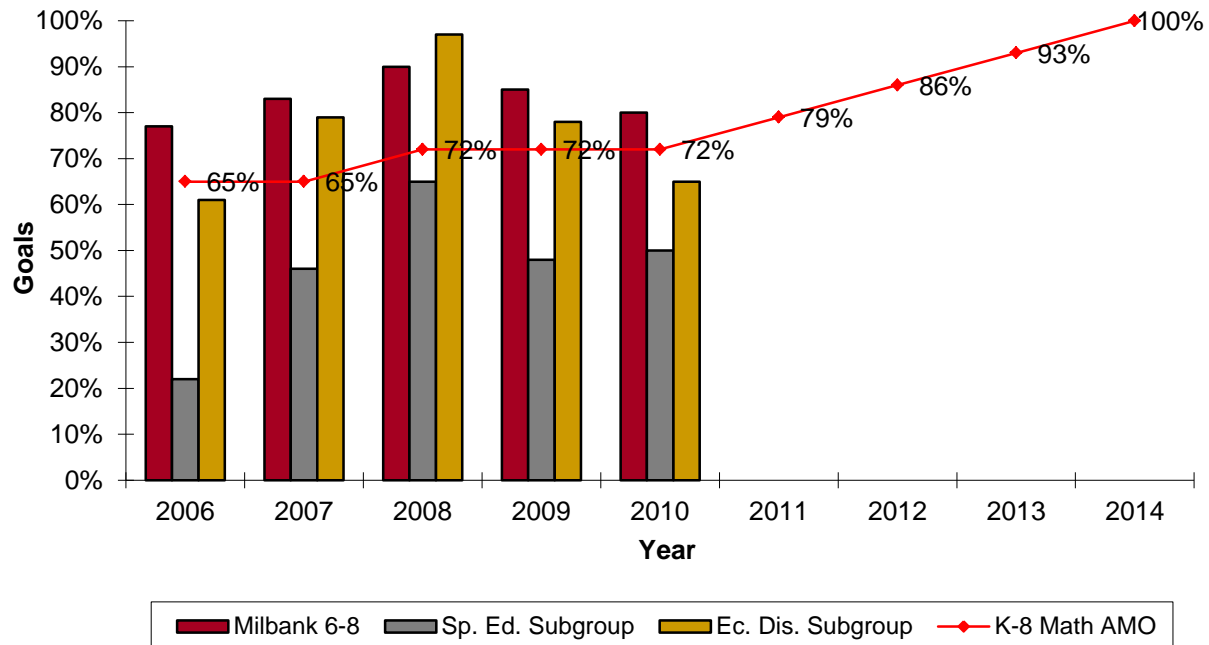


Dakota STEP Results in Math Grades 6-8 (Middle School)

Dakota STEP Mathematics % Proficient and Advanced						
	All Students				Spec Ed	Ec Dis
	6th	7th	8th	ALL	ALL	ALL
2005-2006	86%	67%	85%	77%	22%	61%
2006-2007	88%	77%	85%	83%	46%	79%
2007-2008	93%	88%	94%	90%	65%	97%
2008-2009	90%	75%	95%	85%	48%	78%
2009-2010	80%	70%	89%	80%	50%	65%

The chart below shows how each subgroup in the Sisseton Middle School (Grades 6, 7, 8) compares to the Annual Measurable Objective (AMO) for South Dakota Math

AMO (Annual Measurable Objective) Graph Milbank 6-8 Math



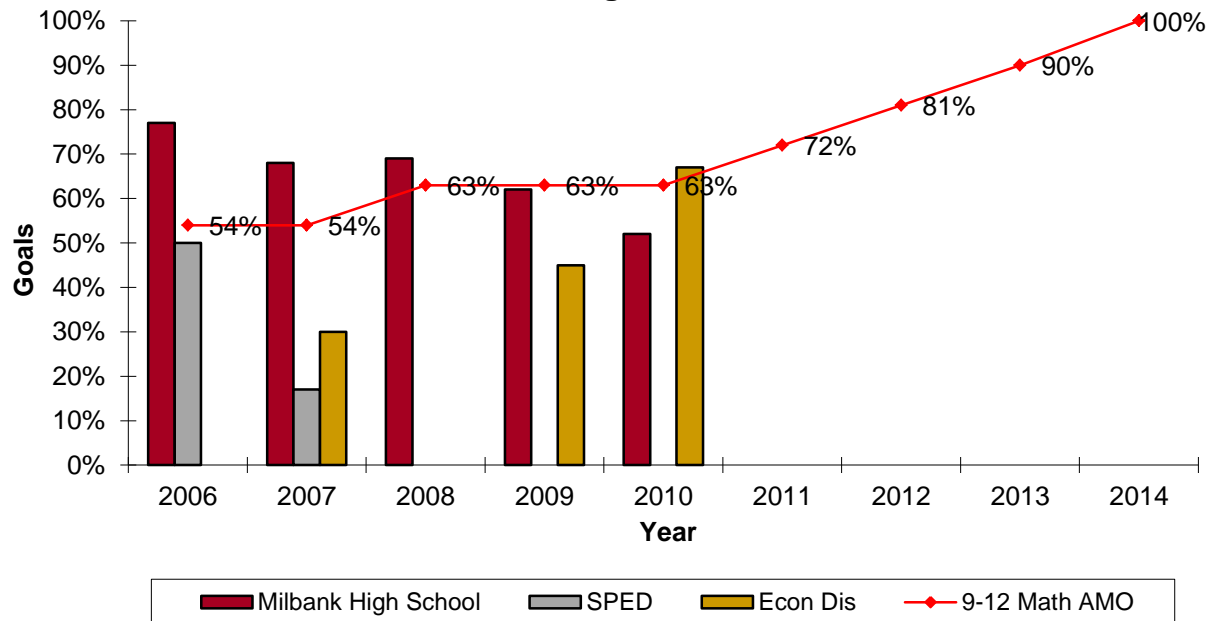
Dakota STEP Results in Math Grade 11 (High School)

Dakota STEP Math % Proficient and Advanced			
	All Subgroup	Spec. Ed. Subgroup	Econ. Dis. Subgroup
2005-2006	77%	50%	DNM
2006-2007	68%	17%	30%
2007-2008	69%	0%	DNM
2008-2009	62%	DNM	45%
2009-2010	52%	DNM	67%

DNM –Did not meet minimum required number of ten students for reporting purposes

The chart below shows how each subgroup in 11th grade compares to the Annual Measurable Objective (AMO) for South Dakota Math

**AMO (Annual Measurable Objective) Graph
Milbank High School Math**



Milbank School District Mean Scale Score Analysis

This chart shows how far into the proficiency range the mean scale scores are for each grade and each subject area.

Reading Prof/Cut Score	Grade	2009	2010	Math Prof/Cut Score	Grade	2006	2007	2008	2009	2010
594-643	3 RD	633	630	600-667	3 RD	644	645	642	639	649
598-643	4 TH	618	627	618-683	4 TH	641	641	650	642	646
597-647	5 TH	633	628	637-698	5 TH	683	674	682	673	679
600-655	6 TH	631	635	661-727	6 TH	691	709	703	697	698
600-650	7 TH	627	627	678-741	7 TH	699	702	715	700	699
600-649	8 TH	639	626	687-753	8 TH	719	714	727	740	731
604-655	11 TH	622	620	715-780	11 TH	725	729	732	730	721

Reading Criterion Reference Test (CRT) Data

3rd	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	60	37.7 / 56 (67%)	73%	68%	67%	71%	57%				
	2010	46	37.1 / 56 (66%)	75%	63%	67%	72%	55%				
4th	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	66	33.7 / 56 (60%)	63%	64%	51%	64%	60%				
	2010	64	36.6 / 56 (65%)	69%	63%	66%	63%	63%				
5th	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	54	37.8 / 56 (67%)	74%	68%	63%	76%	59%				
	2010	68	36.7 / 56 (65%)	70%	68%	55%	82%	59%				
6th	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	60	37.6 / 56 (67%)	74%	61%	69%	73%	60%				
	2010	58	37.8 / 56 (67%)	68%	65%	71%	71%	61%				
7th	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	90	36.5 / 56 (65%)	70%	72%	59%	64%	59%				
	2010	80	37.1 / 56 (66%)	68%	66%	65%	64%	66%				
8th	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	75	39.8 / 56 (71%)	81%	71%	62%	77%	67%				
	2010	82	35.9 / 56 (64%)	67%	64%	60%	70%	60%				
11th	New Test	# Students	Avg Raw Score	R.1	R.2	R.3	R.4	R.5				
	2009	70	30.8 / 50 (61%)	60%	70%	57%	59%	58%				
	2010	84	30.0 / 50 (60%)	67%	60%	55%	57%	64%				

Math Criterion Reference Test (CRT) Data

* Red cells indicate standards of concern* Blue cells indicate standards of strength

	3rd													
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2
	2006	65.7 / 84 (78%)	92%	75%	75%	80%	74%	76%	63%	78%	82%	83%	77%	77%
	2007	67.5 / 84 (80%)	79%	82%	76%	86%	79%	84%	77%	77%	75%	80%	83%	81%
	2008	66.3 / 84 (78%)	81%	80%	77%	84%	82%	78%	71%	73%	79%	84%	82%	72%
	2009	65.2 / 84 (77%)	78%	85%	79%	83%	80%	74%	80%	74%	75%	73%	78%	67%
	2010	66.1 / 84 (78%)	77%	83%	81%	78%	71%	78%	78%	80%	78%	82%	82%	75%
	4th													
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2
	2006	57.3 / 84 (68%)	72%	55%	58%	80%	67%	62%	68%	68%	87%	57%	57%	81%
	2007	55.3 / 84 (66%)	69%	62%	52%	71%	62%	65%	68%	61%	66%	77%	56%	76%
	2008	56.0 / 84 (66%)	67%	64%	55%	64%	74%	69%	58%	63%	69%	78%	65%	69%
	2009	55.7 / 84 (66%)	76%	61%	58%	67%	69%	68%	66%	66%	75%	55%	62%	67%
	2010	59.0 / 84 (70%)	67%	65%	68%	71%	69%	77%	66%	72%	83%	68%	62%	71%

Math Criterion Reference Test (CRT) Data

* Red cells indicate standards of concern* Blue cells indicate standards of strength

	5th													
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2
	2006	61.4 / 84 (73%)	67%	63%	74%	82%	70%	74%	70%	71%	82%	73%	75%	70%
	2007	56.6 / 84 (73%)	50%	71%	68%	68%	58%	78%	70%	54%	81%	64%	65%	76%
	2008	62.5 / 84 (74%)	78%	68%	72%	75%	79%	81%	77%	68%	87%	69%	57%	76%
	2009	59.6 / 84 (70%)	72%	69%	70%	71%	73%	79%	65%	70%	73%	69%	71%	66%
	2010	62.1 / 84 (73%)	74%	71%	69%	69%	79%	77%	77%	73%	68%	74%	80%	68%
	6th													
	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2
	2006	61.0 / 84 (72%)	72%	71%	75%	65%	82%	88%	62%	67%	87%	69%	69%	61%
	2007	66.0 / 84 (78%)	80%	74%	76%	72%	84%	85%	65%	76%	89%	85%	80%	73%
	2008	62.4 / 84 (74%)	64%	67%	88%	68%	87%	76%	70%	68%	90%	76%	70%	63%
	2009	62.0 / 84 (73%)	59%	66%	81%	61%	86%	84%	64%	67%	83%	79%	74%	78%
	2010	61.3 / 84 (72%)	63%	64%	76%	50%	88%	80%	70%	62%	85%	84%	75%	71%

Math Criterion Reference Test (CRT) Data

* Red cells indicate standards of concern* Blue cells indicate standards of strength

7th	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2
	2006	54.1 / 84 (76%)	66%	71%	67%	71%	73%	59%	54%	59%	66%	62%	64%	56%
	2007	55.1 / 84 (78%)	55%	60%	71%	63%	71%	71%	69%	60%	70%	62%	66%	64%
	2008	62.8 / 84 (74%)	64%	71%	81%	83%	70%	74%	75%	69%	71%	71%	81%	82%
	2009	56.3 / 84 (67%)	58%	71%	65%	71%	62%	66%	64%	69%	62%	67%	68%	77%
	2010	57.3 / 84 (68%)	60%	69%	75%	72%	65%	72%	71%	68%	64%	68%	66%	64%
8th	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2
	2006	53.1 / 84 (63%)	46%	81%	63%	71%	57%	46%	33%	74%	74%	68%	68%	62%
	2007	51.2 / 84 (60%)	49%	65%	65%	60%	69%	53%	51%	65%	69%	56%	67%	58%
	2008	59.5 / 84 (70%)	58%	78%	73%	67%	67%	56%	71%	86%	70%	74%	74%	72%
	2009	61.3 / 84 (72%)	65%	75%	72%	75%	67%	70%	64%	78%	66%	81%	86%	72%
	2010	57.7 / 84 (68%)	70%	67%	71%	70%	62%	61%	65%	67%	71%	65%	80%	71%

Math Criterion Reference Test (CRT) Data

* Red cells indicate standards of concern * Blue cells indicate standards of strength

	New Test	Avg Raw Score	A.1	A.2	A.3	A.4	G.1	G.2	M.1	N.1	N.2	N.3	S.1	S.2
11th	2006	51.5 / 84 (60%)	67%	57%	59%	57%	53%	66%	56%	79%	61%	54%	55%	65%
	2007	49.5 / 84 (58%)	73%	60%	58%	62%	55%	57%	58%	63%	64%	53%	47%	51%
	2008	53.5 / 84 (63%)	71%	73%	62%	64%	58%	72%	69%	65%	66%	54%	52%	53%
	2009	50.2 / 84 (59%)	63%	65%	61%	60%	48%	60%	66%	60%	50%	64%	53%	60%
	2010	46.0 / 84 (54%)	57%	56%	60%	48%	53%	56%	59%	51%	49%	53%	50%	60%