

Sturgis Brown High School

2017-2022 School Improvement Plan

Mission Statement

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

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Sturgis Brown High School

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".

School Profile

Sturgis is a rural community of approximately 6,700 people located in the northern Black Hills. The district encompasses 3,200-square miles with students from rural and urban Sturgis, Whitewood, Sommerset, Faith, White Owl, New Underwood, Rapid City, Black Hawk and Piedmont. In other words, learners arrive from a number of communities. We are limited in ethnic diversity with a transient population, significantly low socioeconomic status and single-parent households. As of our last annual report, 33% of the SBHS student body qualified for free/reduced lunch.

Major challenges include student effort in regard to postsecondary preparedness, attendance issues, dropout rate, student involvement and a low enrollment compared to other AA schools. We have continuously addressed these challenges by increasing rigor, relevance and relationships in the classroom and using a variety of techniques.

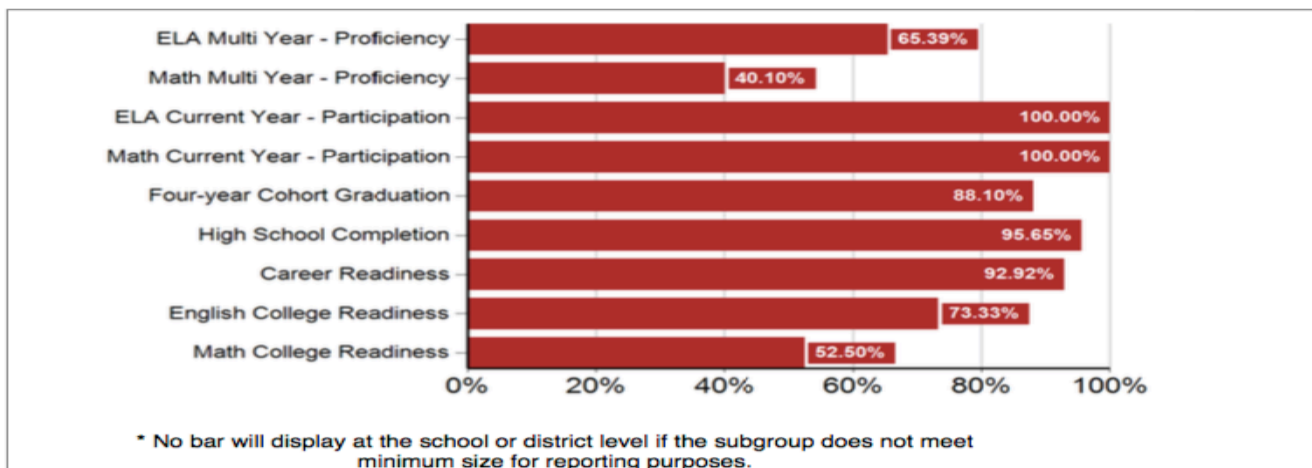
According to 2016-17 data, SBHS had an 88.10% graduation rate, which topped the state's overall rate at 83.74%. For the same year, 92.92% of SBHS seniors were career ready slightly below the state's rate of 94.12%. The 2017 graduating class had an ACT composite average of 22.1 which is above the state average of 21.8 and this happened for the first time in seven years for the graduating seniors.

We address student apathy, vandalism, and drug/tobacco use by encouraging students to be more involved in school and community activities. Over the past few years, organizations, including Youth Leadership Team, Fellowship of Christian Athletes and career technical student organizations, have thrived due to engaging activities, such as the drug and alcohol simulation, career fair and electives fair. In addition, re-emerging clubs have made a difference in building student morale.

Several years ago, district staff began incorporating the Boys Town classroom social skills to promote a positive educational environment, teaching students appropriate behaviors and helping to build relationships between students and staff. Throughout the school, new cameras have been installed or upgraded for the safety and security of students and staff members. Furthermore, the school's front entrance was remodeled prior to the start of the 2016-17 school year for added security and aesthetics and corresponding policy adjustments were made.

School Classification: Progressing

Performance Indicators



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 in 2014-15. At that time, we changed our assessments to include math and reading assessments based on these standards. Including all this, at the high school we have implemented common semester test between classes and also aligned pacing charts so classes would teach the same concepts in similar classes. We wanted to make sure that no matter the class, the student would leave the class with the same knowledge no matter the teacher. This will help students when they enter the next class in the sequence.

In 2016-17, with new administration, we started moving some classes from the block format to the regular class format. We continually use data to make informed decisions about areas of need. In 2017-18, we implemented NWEA and MAP Growth assessments to help gather additional data when making decisions for student growth.

We implemented surveys to the whole student body and we have some good results that will help us focus on areas of concern and also areas in which we need to continue to do a good job. Students feel the staff is knowledgeable, caring and teachers set the bar high for achievement. Teachers are willing to help, they give feedback to students and study halls are productive for students. An area that we need to improve upon are the timeliness of the feedback as only 46% think we give timely feedback.

We also implemented Senior Exit surveys, which will help us make informed decision and how the students feel. An important are of concern is whether the student is prepared for the next stage of their like. With the 2017 graduates, only 53% feel prepared for the next stage in their life. That is an area in which we will look to make improvements so students feel prepared for the next stage in their life.

Selection of Goals

The following data is from the South Dakota DOE Report Card for Sturgis Brown High School. The goals set for 2017-2018 were set based on data from the first two years of SBAC scores and ACT scores. With the new implementation of NWEA and MAP testing, we will also use data from that test to help provide strategies to help be successful with the goals.

The following goals are a result of Strategic Planning.

1. Academic Preparation

Goal: Sturgis Brown High School (SBHS) 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: SBHS will set achievement indicators (SBAC, ACT, MAP and district assessments) and monitor annual progress; monitor participation rates in activities; and conduct student surveys yearly to help set priorities.

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 and Career & Technical Education, through parent/teacher conferences, open houses and the district website. When students are registering for classes, we will improve parent involvement with the development of their child's schedule and path to graduation.

2. Professional Development

Goal: SBHS 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. We will also use data from different assessments to help develop professional development.

Action Steps:

1. SBHS will create an annual professional development plan utilizing input from faculty and staff members utilizing staff surveys, Principal's Advisory Committee, Department Head Committee, Instructional Council, and Preparing All Students for Success Team (PASS team).
2. SBHS will create opportunities for teachers to experience vertical and horizontal collaboration through in-service and department meetings.

3. Human Resources

Goal: SBHS will promote a safe and positive work environment.

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

Action Steps:

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

4. Facilities and Technology

Goal: SBHS will develop and implement a comprehensive Facility Master Plan that will guide all infrastructure and technology decisions. The tech committee will help in the 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. SBHS will develop a Facility Master Plan and communicate the components of the plan to internal and external audiences. SBHS will take input from all stakeholders.
2. SBHS will include building site plans as a part of the High School's Facility Master Plan.
3. SBHS will include technology improvements and related professional development training opportunities.

Assessments

Classroom assessments, semester tests, MAP Growth assessments, SBAC assessments, ACT and SAT data will provide feedback on student progress toward the annual goals. Classroom assessment and semester test will provide data to all grades on setting goals for future years. MAP Growth assessments will provide data on student progress throughout the year in the 9th and 10th grades helping teachers setting goals for future years. SBAC, ACT and SAT data will help with setting goals for the entire school. Data from all assessments will help align curriculum both vertically and horizontally to help staff improve test scores.

Intervention Strategies

PASS training will focus on MAP data, semester test data and vertical and horizontal aligning of curriculum to help students be successful. 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. Professional development ideas will come from data results and teacher recommendations.

Staff Development

2017-2018 Sturgis Brown High School and Meade School District
Types of Professional Development Offered at the high school and district level:

August 22 - 24, 2017

ALICE Training, 6-12 Science Curriculum Training, Instructional Council and Grade Level Meetings

October 6, 2017

NWEA/MAP data and assessment training and ALICE training.

November 3, 2017

NWEA/MAP data and assessment training to improve instructional strategies.

K-12 Instructional Council and Grade Level Meetings.

January 12, 2018

Semester Test data exploration, ELA standards review, NWEA/MAP data and assessment training.

Evaluate horizontal and vertical alignment in curriculum within the high school.

March 15, 2018

K-12 Instructional Council and Grade Level Meetings.

Documentation

Here is the link to the Sturgis Brown High School's Report Card.

<http://doe.sd.gov/NCLB/reports/2017/reportcard/2017school46001-01.pdf>