

Comprehensive School Improvement Plan & School Profile

Howard School District 48-3

2021-2022

Howard Mission Statement

The mission of the Howard School District is to provide each student with the educational foundation on which to build a successful life in a global society.

Howard Belief Statement

The Howard School District community believes that ...

- All members of the school community deserve an environment in which they feel valued, safe, and respected.
- Students learn differently and it is the role of all educators to create learning platforms which employ and expand these varied learning styles.
- All students will be given the opportunity to succeed based upon their unique needs.
- All students will be provided equal opportunities to grow in all aspects of the school experience.
- All staff members are valuable, bring unique strengths and perspectives to the learning experience and are encouraged to use district resources in combination with their autonomy to bring meaning, color, application and value to educational content.

Howard Vision Statement

The vision of the Howard School District is to create a school in which students are fully investing in their achievements, constructing skills in self-advocacy, and daily showing their excitement for the opportunity to compete in the world. Students show this investment through a consistent effort of active engagement in learning, displaying a curiosity, intrigue and ownership in the educational process, and encouraging each other both in and out of the classroom.

School District Administration and School Board

Superintendent of Schools/Elementary Principal
Business Manager
School Board President
School Board Members

Dr. Marie Lohsandt
Kimberly Cleveland
Julie Schwader
Jill Calmus, Danny Connor, Stacy Kampshoff, Sara Miller, Laura Shumaker, Wyatt Walter
TA Aslesen

Junior High/High School Principal

Leadership Team Members

Dr. Marie Lohsandt	Superintendent	TA Aslesen	JH/HS Principal
Kim Cleveland	Business Manager	Pat Ruml	Activities Director
Layne Meyers	Technology Director	Chad Podhradsky	Student Advocate

Steering Committee Members

Charlene Weber (Electives)	Dawn Mentele (Mathematics)	Mark Galpin (ELA)
Pat Ruml (Social Sciences)	Dani Ruhd (SPED)	Sarah L. Feldhaus (Library)
Chad Podhradsky (Student Services)	Audreanna Nilges (Science)	Sarah M. Feldhaus (SPED)
Erin Feldhaus (ELEM)	Joleene Spader (Colony)	

Introduction

The following steps were utilized in the blueprint for our school improvement plan development and implementation with the employment of Dr. Tom Oster in the collection of survey data and communication about the school improvement process.

- Identification and selection of GOALS by staff using the recommendations of Dr. Oster as a guide.
- Construction of MEASURABLE OBJECTIVES which are appropriate for all students to define success. Goals are SMART – Specific, Measurable, Attainable, Results-oriented, Time-bound.
- Selection of ASSESSMENTS to evaluate student progress on stated goals.
- Selection of INTERVENTIONS & STRATEGIES to accomplish selected measurable objectives
- Assignment of outcomes to ensure ACCOUNTABILITY and ownership
- Set a timeline of STAFF DEVELOPMENT activities to provide professional staff with the skills to implement interventions and strategies.
- Allocation of RESOURCES to efficiently and effectively meet objectives.
- DOCUMENTATION and COMMUNICATION of student growth at developmentally appropriate levels.

The goals, strategies, and activities described in this document are designed to foster improvement throughout the Howard School District. This process is on-going facilitated by the leadership team and school improvement steering committee.

Howard School District – School Profile

The Howard School District is located in Miner County with the main attendance center located in Howard, South Dakota. Howard is located twenty-four miles west of Madison, South Dakota on Highway 34. The district consists of 527 square miles. The district services the communities of Howard (county seat of Miner County), Canova, Fedora, Roswell, Vilas, Epiphany and Argonne. The district serves most of the school population of Miner Country plus small sections of Kingsbury, McCook and Hanson Counties. As of the 2010 United States Census, there were 2,389 people living in the country with a population density of 4.2 people per square mile. Howard is the only school district in Miner County. The school district also includes one Hutterite colony, Shannon Colony, which is approximately seven miles south and east of Howard (via SD-34 East to 439th Avenue South to 235th Street East.) The overall school population is approximately 350 students – HS: 107, JH: 50, ELEM: 167, Shannon Colony: 29. The district operates four bus routes transporting a total of 90 students.

The Junior-Senior High School was completed in 1969 with an addition completed in 2019. The elementary school, junior kindergarten through sixth grade, was completed in 1993. The building was built in three phases: 1952, 1969 and 1993. The Howard Armory, built in 1955, is also a school facility used for physical education, school activities and community use.

Technology allocations have grown in the school district over the recent years with availability being extremely high as the district enjoys a 1:1 laptop program. Classrooms are equipped with interactive boards, projection devices and a variety of staff software resources. Technology is employed to aide in communication, student records management and learning.

The majority of early settlers came to this part of South Dakota from Germany and Norway. The people of the school community are positive about the school, supportive and attend school activities. The majority of community members are employed in local farming or agriculture-related services with some members finding employment in Madison, De Smet, Brookings, Mitchell or Sioux Falls which are all within driving distance.

Needs Assessment

A needs assessment and survey instrument was prepared, delivered and data collected by Dr. Tom Oster of Dakota Education Consulting in the spring of 2021. The survey was prepared to assess responses that represented these specific groups:

- Howard students in grades 6 – 11
- Staff members of the Howard School
- Parents of Howard students
- Howard community members

The survey was conducted in March 2021. The response rate was good with 129 student responses and 49 staff responses. The parent survey had 91 responses and the community survey had 25 responses. The data compilation from the survey were shared with the Howard School Board and administration at a previous school board meeting.

Focus group meetings, involving both internal and external stakeholders were held to turn survey themes into goal statements and to devise action steps to accomplish the stated goals. The themes were identified and shared along with an implementation schedule and specific action steps as recommended by Dr. Oster. However, specific, measurable goals especially in the areas of academics were not addressed.

A steering committee was developed in the Fall of 2021 to review Dr. Oster’s findings and recommendations. This steering committee met with the staff of the district to set SMART goals to aid in the improvement process.

Data Collection Resources Used

South Dakota Department of Education Statistical Digest <https://doe.sd.gov/ofm/statdigest.aspx>

South Dakota Department of Education Student Membership Reports <https://doe.sd.gov/ofm/reports.aspx>

South Dakota Department of Education Student Enrollment Data <https://doe.sd.gov/ofm/enrollment.aspx>

South Dakota Starts Student Teacher Accountability and Reporting System <https://doestars.sd.gov>

District Enrollment

District Enrollment	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
District Enrollment PK-12	365	365	361	359	339
Howard Elementary JK-6	189	171	173	164	153
Shannon Colony K-8	29	28	29	29	31
Howard Junior High 7-8	42	58	63	52	50
Howard High School 9-12	107	106	96	114	106
Open Enrolled Students (IN)	13	11	10	10	12
Open Enrolled Students (OUT)	18	21	18	21	28
Home Schooled Students	14	16	17	17	21
Total State Aid Fall Enrollment Count	365.12	365	363.10	359	339

Student Demographics

Student Demographics	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
White	334	322	317	308	301
American Indian or Alaskan Native	3	1	3	2	2
Hispanic	14	14	13	11	7
Black or African American	5	5	5	4	5
Asian	0	0	1	0	0
Mixed Race	2	2	2	3	3
Economically Disadvantaged	103	84	88	72	56
Students with Special Needs	58	56	62	54	54
Graduation Rate	100%	97%	96%	100%	100%

Certified Staff Demographics

Staff Demographics	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Average Teacher Salary	\$43,141	\$43,635	\$44,237	\$44,891	
Average Yrs. of Experience	13.7	14.7	15.2	15.4	
Advanced Degree Percent	15.2	23.1	17.6	15.2	
Certified Instructional Staff	31.7	31.7	32.7	31.7	
Three or Fewer Years Experience		9%	5%	6.3%	10.1%

SBAC Scores & ACT Scores

English Lang. Arts	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grade 3 (% Prof. and Adv.)	ND	69.7	65.5	NA	60.9
Grade 4	ND	65.5	65.6	NA	58.6
Grade 5	ND	57.1	67.9	NA	51.7
Grade 6	ND	70.8	62.5	NA	61.3
Grade 7	ND	47.6	65.2	NA	57.1
Grade 8	ND	55	48.8	NA	59.3
Grade 11	ND	70.4	80	NA	73.7

Mathematics	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Grade 3 (%Prof. and Adv.)	ND	69.7	48.3	NA	47.8
Grade 4	ND	62.1	68.8	NA	72.4
Grade 5	ND	35.7	39.3	NA	27.6
Grade 6	ND	50	34.4	NA	25.8
Grade 7	ND	47.6	56.5	NA	53.6
Grade 8	ND	65	44.2	NA	77.8
Grade 11	ND	37.0	52	NA	63.2

ACT Scores	2016	2017	2018	2019	2020
English	19.3	21.3	20.1	18.9	19.2
Math	20.7	20.7	22.0	21.4	23.0
Reading	21.2	23.0	22.6	22.4	20.8
Science	20.5	22.2	22.0	22.1	20.9
Composite Score	20.6	21.8	21.7	21.4	21.1
Number Tested	11	15	20	14	17

Advanced Coursework (doestars.sd.gov Form CT.003.01-X)

Advanced Coursework	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Number of Course Enrollments (Uni)	ND	37	51	68	74
Number of Course Enrollments (Tec)	ND	9	9	11	10
Total Course Enrollments	ND	46	60	79	84
Number of Credits Billed (Uni)	ND	111	153	204	228
Number of Credits Billed (Tec)	ND	9	27	33	30
Total Credits Billed	ND	120	180	237	258

Special Education Profile

Disability Prevalance	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Autism Spectrum Disorder	3	2	2	2	2
Cognitive Disability	6	5	6	4	2
Developmental Delay	5	1	1	2	2
Emotional Disturbance	3	2	2	1	1
Multiple Disabilities	2	2	1	3	3
Other Health Impairment	3	4	6	6	8
Specific Learning Disability	21	25	24	22	17
Speech/Language	15	13	16	13	13
Total	58	54	58	53	48

SPED Categories	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
EC 10 hrs+/wk served in other locat.	7	5	3	3	5
General Class with Mod 80 – 100%	42	41	47	40	37
Resource Room 40 – 79%	5	8	7	7	4
Special Education Class	4	1	2	2	6
Total	58	55	59	52	52

School Improvement Goals, Strategies and Timelines

Goal 1: The Howard School District will improve both internal and external communication.

Action Steps/Strategies	Individual(s) Responsible	Projected Completion Date
1. The superintendent will send an all staff email once per month, during the school year, to give a board meeting update and cover upcoming pertinent staff related events for the upcoming month.	Superintendent	2021-2022 School Year
2. The superintendent will create an advisory council to meet quarterly; the council will be appointed by the superintendent and will have representation from certified and classified staff. The council members will change annually. The advisory council will discuss policy, professional development, curriculum, facilities, etc.	Superintendent	2021-2022 School Year
3. Teachers will communicate during building principal meetings as to Professional Development needs and better collaborate with each other.	All Teachers	2021-2022 School Year
4. All Staff & Administration will be more consistent and diligent in following up with parent questions and concerns – (48-hour rule).	All Staff	2021-2022 School Year
5. The superintendent will provide monthly reports to be included in the board packet keeping them apprised of activities and expectations. This will be brief and succinct. The board will be notified of any urgent matters as they arise.	Superintendent	2021-2022 School Year
6. The administration will designate an employee to be the “go to” person for all school calendar updates/changes. All staff must use and provide details for this to be effective. All changes must be sent to this designated person for this to be effective. The district should also educate all stakeholders that this is the source for all pertinent school calendar news.	High School Principal & Technology Director	2021-2022 School Year

7. The Superintendent and Principal will do their best to ensure that agendas are sent out at least 24 hours in advance of any staff meetings.	Superintendent and Principal	2021-2022 School Year
8. DDN and Campus education will be offered to users so they better understand how to use the services.	Administration and Technology Director	2021-2022 School Year
9. Elementary staff will communicate with their parents no less than every two weeks.	Elementary Teachers and Principal	2021-2022 School Year
10. The School Board and Administration will consider building more time into the school calendar for teacher professional development and collaboration. This may include extra contract days, early release days, late start days, etc. Extra contract days would likely be a part of annual negotiations. The administration should ensure that all staff are attending professional development. A specific budget line item for professional development will be created for these needs.	Board, Administration and Teachers	2021-2022 School Year
11. The board will consider with input from the staff, what is allowable for fundraising. The Administration and AD will provide input and ensure all follow established school policy.	Board, Administration, Staff Entity completes Fundraising Form	2021-2022 School Year
12. All Extra-Curricular coaches, directors, & advisors will clearly communicate with the appropriate staff in a timely manner as to whom will be gone/released for activities.	All Extra Duty Coaches, Advisors, and Directors	2021-2022 School Year
13. The board will discuss with administration and staff the pros and cons of implementing a disciplinary grid to ensure consistency and equal treatment of students. The intention would also be to raise expectations of our students to ensure a better learning environment.	Board, Administration and Staff	2021-2022 School Year
14. Teachers will use Planbook to communicate curriculum, document standards and clarify assignment expectations to parents, students and staff by posting lesson plans on a weekly basis.	Teachers	2021-2022 School Year
15. Teachers will use Infinite Campus to communicate course progress to parents and students by updating gradebooks on a weekly basis.	Teachers	2021-2022 School Year
16. Staff will communicate with parents twice a quarter at minimum by using email, phone, text, newsletter, etc. This may be a group communication or individual notifications for students of need.	Teachers and Administration	2021-2022 School Year
17. Staff will submit at least one article for publishing each year in the school newsletter/newspaper	Teachers and Administration	2021-2022 School Year
18. Calendar events will be updated weekly on the school website with changes made as soon as possible.	Administration and Technology Coordinator	2021-2022 School Year
19. Building principals will schedule routine staff meetings to increase communication.	Administration	2021-2022 School Year

20. Coaches/Advisors will communicate with staff in regard to participant absences due to school contests at least two days prior to the contest.	Staff	2021-2022 School Year
21. Administration will continue the development of the formal teacher mentoring program to assist teachers in their first three years in the profession. Mentor program may be used in conjunction with the Professional Growth Year Evaluation process and/or possibly consider funding the program	Administration	2021-2022 School Year
22. The staff, students, administration and board will all work collaboratively to recognize all the “good works” of the students. This would be above and beyond the typical recognition of extracurricular activities and would be more focused on academics. Every opportunity should be taken to recognize both staff and students whenever possible and to inform the stakeholders and community members on all the “Good News” of the Howard School District.	School Board and All Staff	2021-2022 School Year

Goal 2: Each tested grade level taking the SBAC ELA assessment will score at or above the state average.

Action Steps/Strategies	Individual(s) Responsible	Projected Completion Date
1. Each ELA instructor will incorporate the Interim Comprehensive Assessment (ICA) twice each year.	Teachers	2021-2022 School Year
2. Each ELA instructor will incorporate the Interim Block Assessments on weak skills identified by the Interim Comprehensive Assessment.	Teachers	Oct. 1 st – Feb. 1 st 2021-2022.
3. Planbook will be used to run standards reports based upon standards documented by staff to ensure grade-level standards are taught at each appropriate grade level.	Administration and Teachers	2021-2022 School Year
4. Instructors will incorporate the use of IXL at least five times per month in their curriculum to supply stimulation for higher performing students and remedial work for students in need. This is to be documented in Planbook.	Teachers	2021-2022 School Year
5. Inservice time will be developed prior to the start of the school year for the specific review and application of data from the SBAC results.	Teachers and Administration	2021-2022 School Year
6. Staff will conduct quarterly department and/or grade level meetings to discuss curriculum, current topics and plan in-service agendas.	Teachers	2021-2022 School Year

7. The Student Learning Outcome (SLO) aspect of the summative evaluation process will be driven by data obtained from SBAC and Interim Comprehensive Assessment to set the SLO goal.	Teachers and Administration	2021-2022 School Year
8. The Professional Growth Year (PGY) evaluation will incorporate one or more of the goals within the school improvement plan.	Teachers and Administration	2021-2022 School Year
9. In the elementary, Title teachers will intervene to reinforce standards and needs isolated by SBAC testing data.	Title Teachers	2021-2022 School Year
10. The district will research and consider the assistance of SDDOE experts in hosting data retreats to review standards data and explain their view of best fit methods to ensure standard alignment, incorporation of state tools, etc.	Administration	2021-2022 School Year

Goal 3: Each tested grade level taking the SBAC Mathematics assessment will score at or above the state average.

Action Steps/Strategies	Individual(s) Responsible	Projected Completion Date
1. Each Math instructor will incorporate the Interim Comprehensive Assessment (ICA) twice each year.	Teachers	2021-2022 School Year
2. Each Math instructor will incorporate the Interim Block Assessments on weak skills identified by the Interim Comprehensive Assessment.	Teachers	Oct. 1 st – Feb. 1 st 2021-2022.
3. Planbook will be used to run standards reports based upon standards documented by staff to ensure grade-level standards are taught at each appropriate grade level.	Administration and Teachers	2021-2022 School Year
4. The junior high math teacher will use one to two times per chapter to supply stimulation for higher performing students and remedial work for students in need. This is to be documented in Planbook.	JH Math Teacher	2021-2022 School Year
5. Teachers will include at least one sample SBAC question from the SD Portal/Cambium Sample Math Questions per week.	Teachers	Jan. 2022 – Apr. 2022
6. Inservice time will be developed prior to the start of the school year for the specific review and application of data from the SBAC results.	Teachers and Administration	2021-2022 School Year
7. Staff will conduct quarterly department and/or grade level meetings to discuss curriculum, current topics and plan in-service agendas.	Teachers	2021-2022 School Year

8. The Student Learning Outcome (SLO) aspect of the summative evaluation process will be driven by data obtained from SBAC and Interim Comprehensive Assessment to set the SLO goal.	Teachers and Administration	2021-2022 School Year
9. The Professional Growth Year (PGY) evaluation will incorporate one or more of the goals within the school improvement plan.	Teachers and Administration	2021-2022 School Year
10. In the elementary, Title teachers will intervene to reinforce standards and needs isolated by SBAC testing data.	Title Teachers	2021-2022 School Year
11. The district will research and consider the assistance of SDDOE experts in hosting data retreats to review standards data and explain their view of best fit methods to ensure standard alignment, incorporation of state tools, etc.	Administration	2021-2022 School Year

Goal 4: The ACT composite score for each graduating class will be above the state average for that year.

Action Steps/Strategies	Individual(s) Responsible	Projected Completion Date
1. Sophomore and Junior teachers in various subjects will incorporate ACT test preparation questions into their curriculum. Example questions may be shared as a part of the curriculum, ACT test prep days, extra credit questions on exams, etc. The school librarian will make all aware of websites and resources for previous practice exams.	Teachers, Librarian	2021-2022 School Year
2. Planbook will be used in conjunction with SBAC review to determine gaps in content meant to prepare students for the rigors of the ACT	Teachers	2021-2022 School year
3. Students will be made aware of test preparation programs in neighboring school districts which due to population are able to offer evening or weekend ACT preparation programs.	Administration and Teachers	2021-2022 School Year
4. Students will be made aware of the ACT preparation resources within their Xello/SDMylife accounts and through the South Dakota State Library System: https://www.learningexpresshub.com/productengine/LELIindex.html#/center/learningexpresslibrary/college-preparation-center/home/prepare-for-your-act-test	Student Advisor, Librarian	2021-2022 School Year

5. The school has been granted an academic waiver to offer Algebra I for high school credit to students in the eighth grade which allows them to take more advanced mathematics courses preparing them for college readiness and the content of the ACT exam.	Algebra I Instructor, JH Math Instructor, Administration	2021-2022 School Year
6. All students will be given the opportunity to take the ACT exam.	Testing Coordinator	2021-2022 School Year

Goal 5: Teachers will educate themselves and students regarding the school code of conduct and progressive discipline plan. Staff will carry out the progressive discipline plan through coordination with their building principal. Measurement of the goal will be conducted through office referral and repeat offense data.

Action Steps/Strategies	Individual(s) Responsible	Projected Completion Date
1. Building meetings to train staff in the discipline plan and different behavior modification strategies, role in behavioral consequences, chain of command, etc.	Building Principals	2021-2022 School Year
2. Administration and teachers will educate students and parents regarding the discipline plan through handbooks, announcements, emails, newsletters and other general reminders.	Administration and Teachers	2021-2022 School Year
3. Teachers will post a set of their individual classroom rules in each classroom. Teachers have the option of posting the progressive discipline plan in their classrooms.	Teachers	2021-2022 School Year
4. Student referrals which result in behavioral consequences will be entered into Infinite Campus for documentation and tracking purposes.	Building Principals	2021-2022 School Year
5. Administration and staff will review and consider adoption of a school-wide behavioral management/classroom culture program such as PBIS, Sanford Harmony, etc.	Administration and Teachers	2021-2022 School Year
6. Administration and staff will review and consider adoption of a junior high transitions program to address transitional issues, behavioral development, student skill development and high school planning.	JH Principal and Teachers	2021-2022 School Year

Goal 6: 90% of graduates will demonstrate college and career readiness meeting one of the following readiness indicators:

College Readiness

Gateway: Cumulative GPA of 2.8 out of 4.0

Benchmarks: One or more of the following:

- English (18) and Mathematics (20) ACT sub-score
- Advanced/Proficient Scores on 11th grade Smarter Balanced Assessment
- Elementary Algebra (76 or higher) and Sentence Skills (86 or higher) for Accuplacer

- High School General Education Dual Credit and Concurrent Credit Completion (C or higher on all coursework) College Developmental/Remedial English and/or Math (A, B or C)

Career Readiness

Gateways (one of three):

- 94% attendance in final school year (equates to two weeks' vacation in the professional world)
- 94% attendance from the time first entered 9th grade until graduation
- Cumulative GPA of 2.8 out of 4.0

Benchmarks: Choose Option 1, 2, 3, or 4:

1. CTE Concentrator
2. Two or more technical dual credit courses (A, B, or C)
3. NCRC certificate of Silver or above
4. Two or more of the below:
 - Completion of a Capstone Course (A, B, or C)
 - Completion of a CTE Foundational Course (A, B, or C)
 - Completion of one technical dual credit course (A, B, or C)

Action Steps/Strategies	Individual(s) Responsible	Projected Completion Date
1. During the senior year, all students will be assessed through the NCRC examination. Goal 90% Silver or Above.	Testing Coordinator	2021-2022 School Year (94% 16/17)
2. See Goal #2		2021-2022 School Year
3. See Goal #3		2021-2022 School Year
4. See Goal #4		2021-2022 School Year
5. The district will develop a MATH 105 Math Reasoning course in conjunction with Mitchell Technical College to give all students an opportunity to participate in a dual credit course regardless of GPA or other qualification.	HS Principal and Cooperating Teacher	2021-2022 School Year
6. Dual credit courses will be made available to all students per qualifications as listed in school policy and found in the student handbook.	Dual Credit Advisor, Student Advocate, HS Principal	2021-2022 School Year
7. The district will continue to offer and review CTE courses and capstone offerings (internship).	HS Principal, CTE Teachers	2021-2022 School Year

Conclusion

This plan defines the goals identified by the Howard School District for the identified time. School improvement goals will be monitored and revised as needed and at the start of each school year. The school improvement leadership team and steering committee will monitor the school improvement process along with the goals and strategies set forth in this plan.