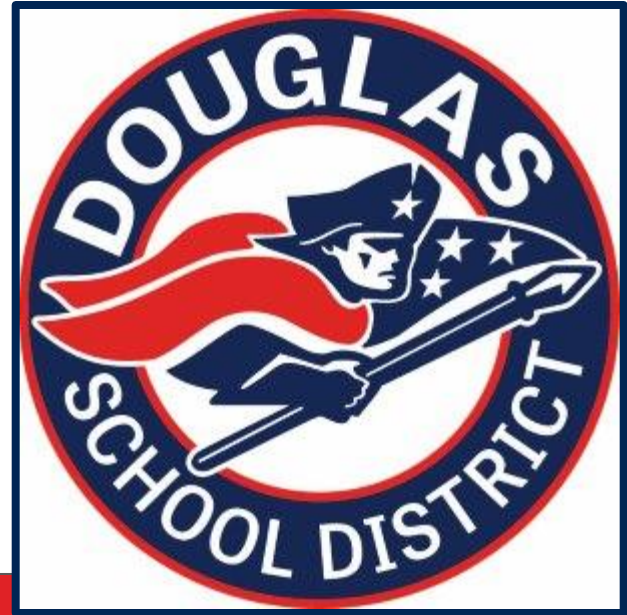


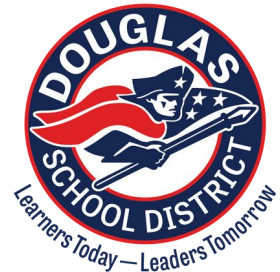
April 14

**South Dakota
State Board of
Education**



DSD 51-1 By The Numbers

- K-12 Student Full Time Enrollment 2,775
 - 1,041 Military Connected Students
- 6 Buildings
 - Carrousel: Pre-K Special Services
 - Francis Case & Badger Clark: PreK-3
 - Vandenberg: 4-5
 - Douglas Middle School: 6-8
 - Douglas High School: 9-12
 - Unique Campus
- 425 Total Staff
- General Fund Budget \$26,325,000
- Transport 1560 Students Daily
- Special Education Population 17%
- Purple Star Designation



Growth By Age

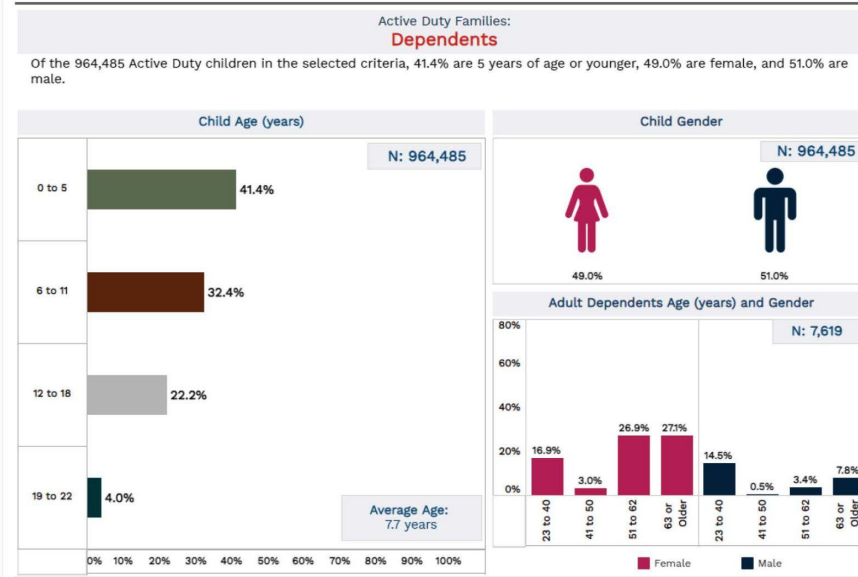


UNCLASSIFIED

Child Age Demographics



73.8% Growth



Source: 2020 Demographics Profile of the Military Community



Douglas 51-1 School District Strategic Direction

Identity

Strategy 1 Honor the district's legacy while creating new traditions.

Discover, develop and assess existing key components of DSD's identity;

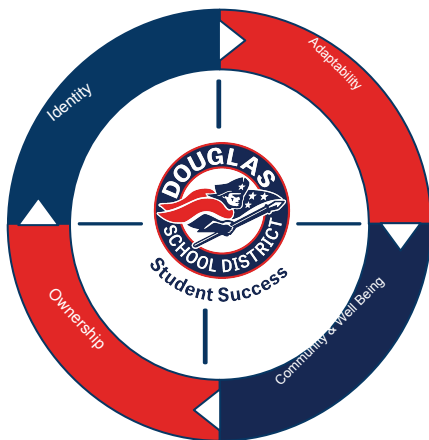
Strategy 2 Create a welcoming and safe learning community that recognizes, celebrates, and embraces the district's diverse student, staff and community population.

Ownership

Strategy 1: Identify and communicate clear and consistent expectations for all stakeholders.

Strategy 2: All stakeholders will pursue student success (academic, behavior, attendance) through the creation of goals & benchmarks and a commitment to continuous improvement.

Strategy 3: Douglas School District will ensure fiscal responsibility through the safeguarding of resources and a focus on fiscal sustainability.



Adaptability

Strategy 1 Create a comprehensive professional development plan for Douglas School District that places emphasis on adaptability and a growth mindset.

Strategy 2 Identify, collect and analyze data needed to make informed decisions and adjust daily operations as necessary.

Community & Well-Being

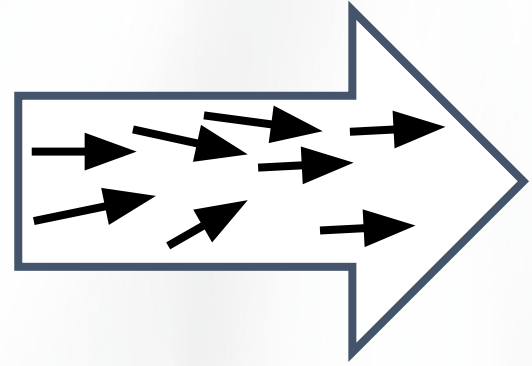
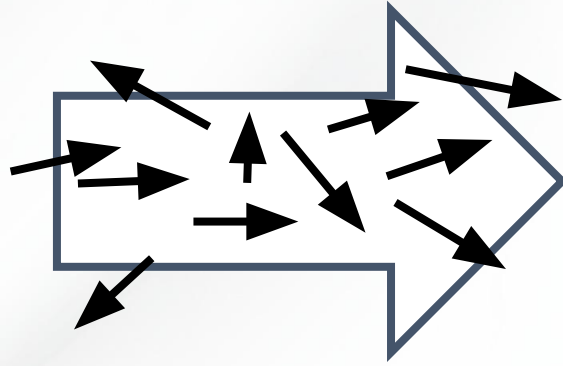
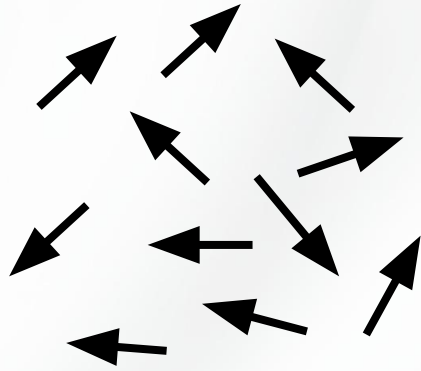
Strategy 1: Develop a robust mental health/wellness plan for the Douglas School District that is responsive to all stakeholders.

Strategy 2: Create ongoing opportunities for family engagement and community involvement.

Strategy 3: Continually evaluate and further align our crisis response plan with best practice.



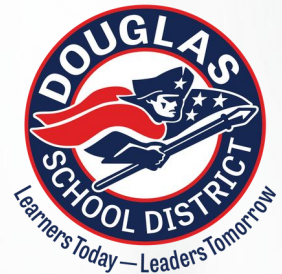
Strategic Alignment & Intentional Focus



Continuous Improvement



... yet



Things You Will Hear Us Say

What might better look like?

Getting better at getting better!

PROGRESS Not Perfection.

Who are we?

Why are we doing this?

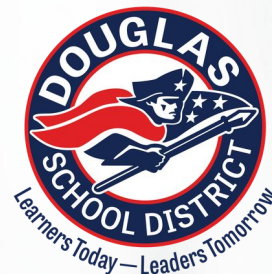
Why are we doing this this way?

Whose needs are being met?

The pattern of adult interactions in a school strongly influences the climate and instructional outcomes for students.

Garmston & Wellman
2nd edition

~~PERFECTION~~
PROGRESS



The Story of Douglas!

Objectives: Gain insight into how Douglas enhanced reading instructional practices by implementing the following strategies:

Science of Reading

Guaranteed & Viable Curriculum
Standards review
Big 5 Reading Components

Data Literacy

Strategic & intentional decision making
School-wide Title programming
Assessments
Train all stakeholders in data

Instructional Leadership

Administrator training
Coaching roles
Professional Learning Communities

OUR WHY

Students


- Student success is our top priority
- All levels, all students
- Above, on, below grade level, behavior, special services, etc.

Staff

- Honor their knowledge
- Acknowledge requirements for teachers
- Acknowledge the diverse levels of students
- New research and knowledge

Data

- Multiple points of data - BOY, MOY, EOY, levels of content
- Multiple levels of data - curriculum, school, classroom, student
- Change in input to create change in output



Our job is to
prevent
reading
difficulties.

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Reasons we look at data...

- Strategic **district** decisions
- Strategic **school** decisions
- Strategic **grade** level decisions
- Strategic **teacher** level decisions
- Strategic **student** level decisions
- Strategic **curriculum** decisions
- Strategic **PD** decisions
- Strategic **financial** decisions



3 INTENTIONAL STRATEGIES



1. Find a universal screener that could provide us accurate data.

2. Move from Targeted Title I to School-Wide Title I and add Instructional Leaders

3. Review of State Standards and alignment to Science of Reading.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

ACADIENCE READING K-5

Basic Foundational Reading Skills

- Phonological Awareness
- Phonics
- Fluency
- Accuracy



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



The *Acadience Reading K-6* literacy assessment provides brief, formative indicators of the essential skills necessary for proficient reading in grades K-6.

Designed to predict early reading success and identify students experiencing difficulty in the acquisition of foundational literacy skills, *Acadience Reading Solutions* provide early literacy support to prevent later reading difficulties.

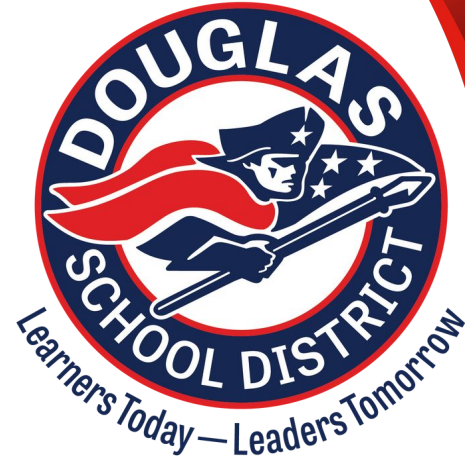
Acadience Reading helps teachers identify children at risk for reading difficulties and determine the skills to target for instructional support. *Acadience Reading K-6*:

- provides universal screening
- detects when students need extra support
- is sensitive to effects of intervention
- supports the RtI/Multi-tiered model



What data did we start with?

- Whole District
- All Students
- All Classrooms



ALL students DSD K-5 Historical

of students

% of students

DSD Acadience Data History

Color Key

Below 40%

40% - 49%

50% - 59%

60% - 69%

70% - 79%

80% - 89%

Above 90%

EOY 2019

At Benchmark	598	45%
Below Benchmark	738	55%
TOTAL STUDENTS	1336	

Beginning of year

Middle of year

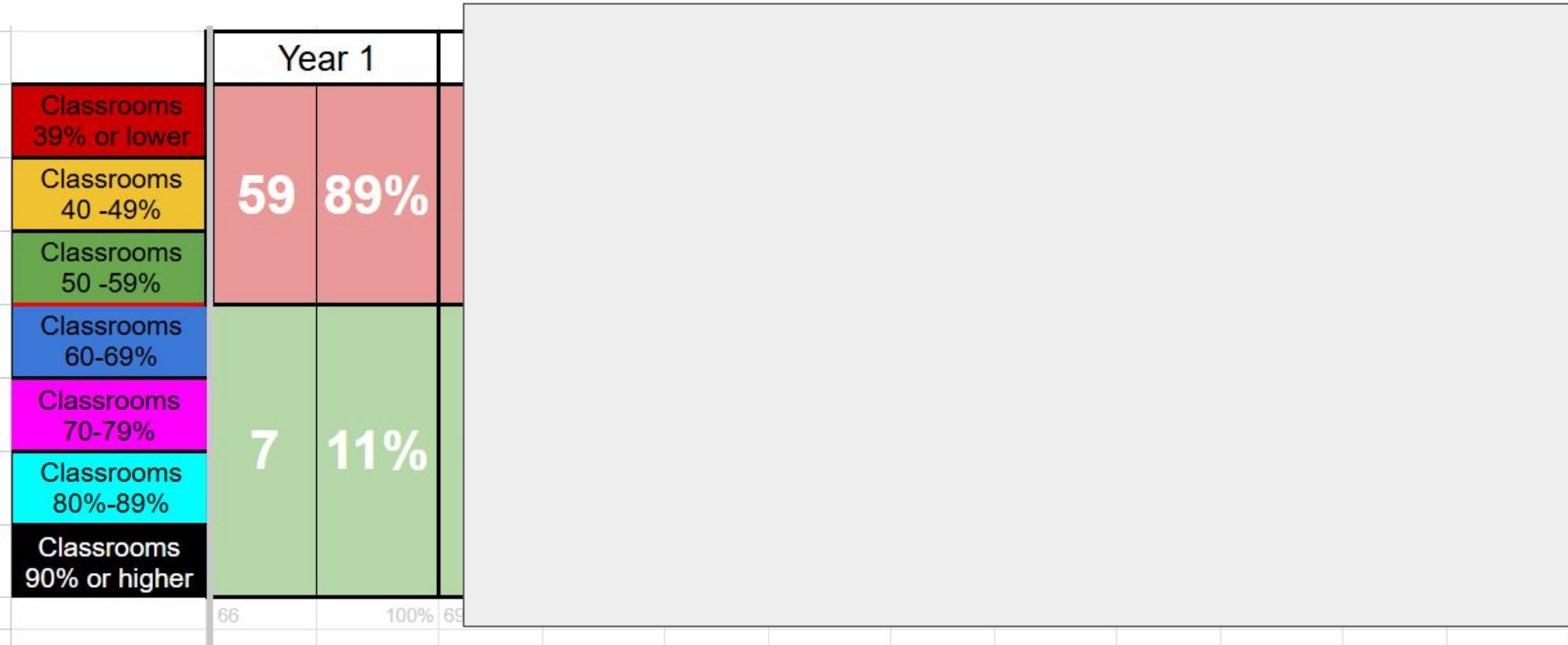
End of year

Improvements over time.

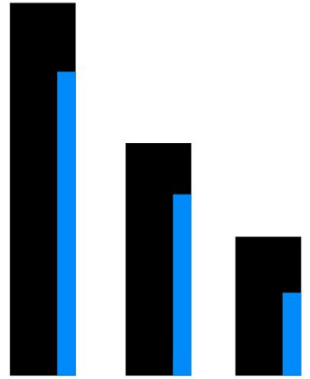
	18 - 19	
Classrooms 39% or lower	22	33%
Classrooms 40 -49%	18	27%
Classrooms 50 -59%	19	29%
Classrooms 60-69%	5	8%
Classrooms 70-79%	2	3%
Classrooms 80%-89%		0%
Classrooms 90% or higher		
	66	100%



Celebrate



BY THE NUMBERS



What is the evidence you have to:

- Celebrate
- Continue
- Adopt

- Be more inquisitive
- Make a change
- Adapt

- Intervene
- Eliminate
- Abandon

Reasons we look at data...

- Strategic **district** decisions
- Strategic **school** decisions
- Strategic **grade** level decisions
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Instructional Leadership

- Administrator training
- Coaching roles
- Professional Learning Communities

ALL students DSD K-5 Historical

of students

% of students

DSD Acadience Data History

Color Key

Below 40%

40% - 49%

50% - 59%

60% - 69%

70% - 79%

80% - 89%

Above 90%

BOY 2019

At Benchmark	563	41%
Below Benchmark	817	59%
TOTAL STUDENTS	1380	

EOY 2019

At Benchmark	598	45%
Below Benchmark	738	55%
TOTAL STUDENTS	1336	

Beginning of year

Middle of year




End of year

Improvements over time.

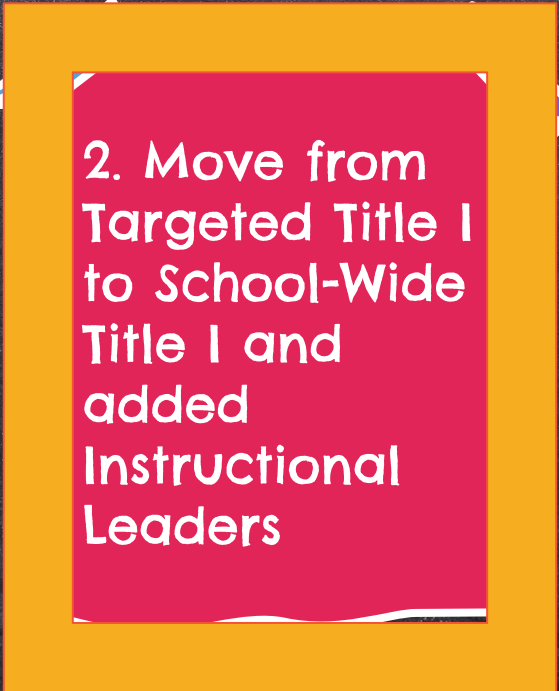
Acadience Data- BOY

	All Students		
	What does this mean?	# of student	Total
Above Benchmark	Likely to need "CORE" instruction to be successful at the next level. <u>(1 hour)</u>	319	563 (41%)
At Benchmark	Likely to need "CORE" instruction to be successful at the next level. <u>(1 hour)</u>	244	
Below Benchmark	Likely to need "STRATEGIC" intervention to be successful at the next level. <u>(+30 min.)</u>	233	817 (59%)
Well Below Benchmark	Likely to need "INTENSIVE" intervention to be successful at the next level. <u>(+30 min.)</u>	584	

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OUR WHY



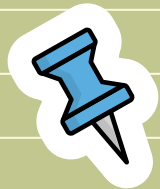
- Every student deserves the best teacher.
- Every teacher deserves the best supports.

Do the best you can until
you know better.

Then when you know better,
do better.

-Maya Angelou





Instructional Leader Responsibilities

Interventions

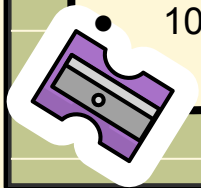
- School-wide title
- "What I Need" WIN groupings - all students
- Cross grade levels
- All hands on deck- all adults participate
- 10 - 15 day cycles

Manage PLCs

- Grade level data
- Universal data / assessments
- Common lesson planning
- Intervention grouping
- Collective efficacy
- 2 hours/ week

Coaching

- All teachers
- Jill Jackson, Jim Knight, Robert Marzano
- Tiered similar to students
- Classroom Management, Lesson Planning, Interventions



% of students

slidesmania.com

	18 - 19		*19 - 20 *		20 - 21	
Classrooms 39% or lower	22	33%	13	19%	15	22%
Classrooms 40 -49%	18	27%	21	30%	12	18%
Classrooms 50 -59%	19	29%	20	29%	21	31%
Classrooms 60-69%	5	8%	11	16%	14	21%
Classrooms 70-79%	2	3%	4	6%	4	6%
Classrooms 80%-89%		0%		0%	1	1%
Classrooms 90% or higher						
	66	100%	69	100%	67	100%



Celebrate

	Year 1		Year 2		Year 3							
Classrooms 39% or lower	59	89%	54	78%	48	72%						
Classrooms 40 -49%												
Classrooms 50 -59%												
Classrooms 60-69%	7	11%	15	22%	19	28%						
Classrooms 70-79%												
Classrooms 80%-89%												
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	66	100%	69	100%	67	100%						

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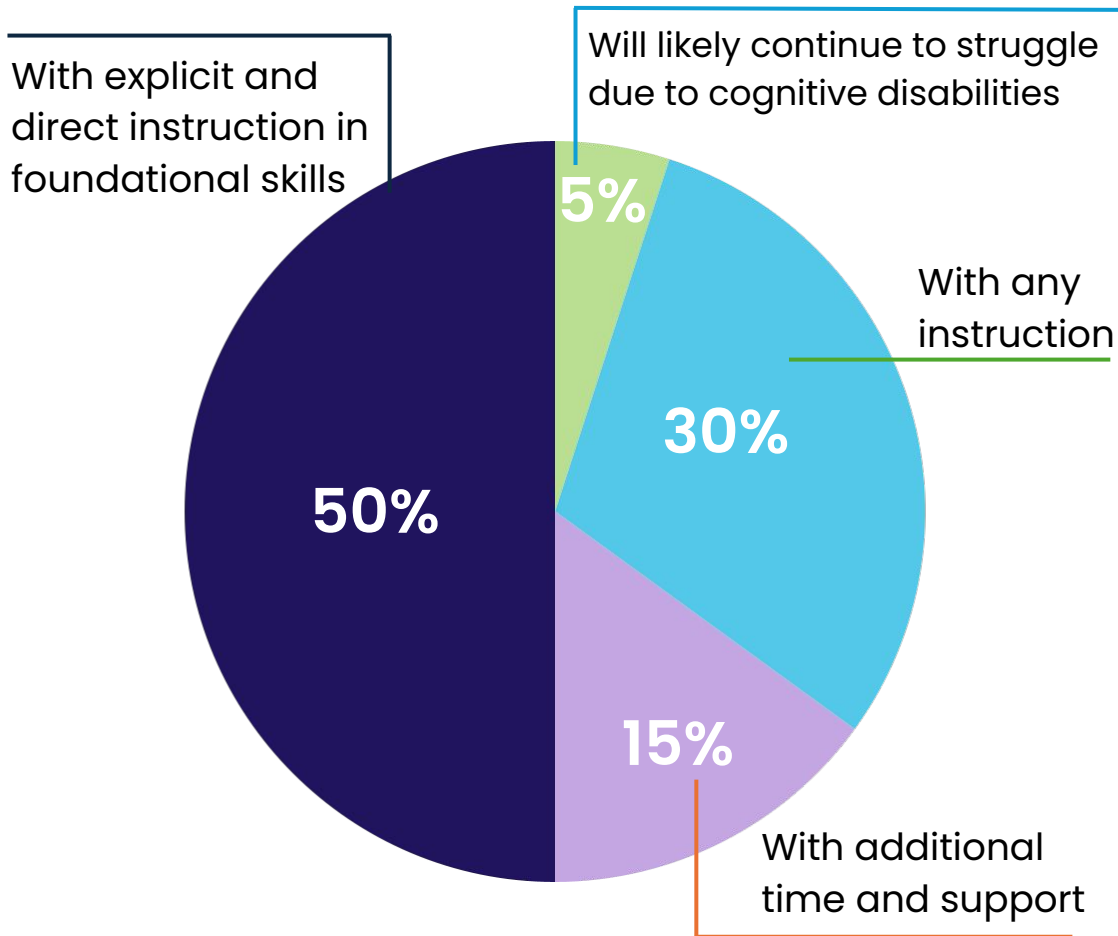
- Strategic & intentional decision making
- School-wide Title programming
- Assessments
- Train all stakeholders in data literacy

Instructional Leadership




- Administrator training
- Coaching roles
- Professional Learning Communities

95%



of students can learn to read when using instruction and programs based on the science of reading



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ALL students DSD K-5 Historical

of students

% of students

DSD Acadience Data History


Color Key			BOY 2019			BOY 2020			BOY 2021			BOY 2022			BOY 2023		
Below 40%			At Benchmark	563	41%	At Benchmark	414	39%	At Benchmark	617	46%	At Benchmark	664	50%	At Benchmark	718	56%
40% - 49%			Below Benchmark	817	59%	Below Benchmark	661	61%	Below Benchmark	723	54%	Below Benchmark	654	50%	Below Benchmark	571	44%
50% - 59%			TOTAL STUDENTS	1380		TOTAL STUDENTS	1075		TOTAL STUDENTS	1340		TOTAL STUDENTS	1318		TOTAL STUDENTS	1289	
60% - 69%																	
70% - 79%			MOY 2019			MOY 2020			MOY 2021			MOY 2022			MOY 2023		
80% - 89%			At Benchmark	689	50%	At Benchmark	568	50%	At Benchmark	694	52%	At Benchmark	796	61%	At Benchmark	865	64%
Above 90%			Below Benchmark	681	50%	Below Benchmark	572	50%	Below Benchmark	644	48%	Below Benchmark	518	39%	Below Benchmark	483	36%
			TOTAL STUDENTS	1370		TOTAL STUDENTS	1140		TOTAL STUDENTS	1338		TOTAL STUDENTS	1314		TOTAL STUDENTS	1348	
EOY 2019			EOY 2020			EOY 2021			EOY 2022			EOY 2023			EOY 2024		
At Benchmark	598	45%	At Benchmark	COVID	At Benchmark	629	52%	At Benchmark	854	64%	At Benchmark	903	70%	At Benchmark	966	72%	
Below Benchmark	738	55%	Below Benchmark		Below Benchmark	588	48%	Below Benchmark	473	36%	Below Benchmark	394	30%	Below Benchmark	384	28%	
TOTAL STUDENTS	1336		TOTAL STUDENTS	0	TOTAL STUDENTS	1217		TOTAL STUDENTS	1327		TOTAL STUDENTS	1297		TOTAL STUDENTS	1350		

	18 - 19		*19 - 20 *		20 - 21		21 - 22		22 - 23		23 - 24	
Classrooms 39% or lower	22	33%	13	19%	15	22%	4	6%	0	0%	1	2%
Classrooms 40 -49%	18	27%	21	30%	12	18%	8	12%	6	9%	3	5%
Classrooms 50 -59%	19	29%	20	29%	21	31%	9	14%	11	17%	10	15%
Classrooms 60-69%	5	8%	11	16%	14	21%	18	27%	12	18%	13	20%
Classrooms 70-79%	2	3%	4	6%	4	6%	18	27%	23	35%	22	33%
Classrooms 80%-89%		0%		0%	1	1%	8	12%	7	11%	10	15%
Classrooms 90% or higher							1	2%	7	11%	7	11%
	66	100%	69	100%	67	100%	66	100%	66	100%	66	100%

Celebrate

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Classrooms 39% or lower												
Classrooms 40 -49%	59	89%	54	78%	48	72%	21	32%	17	26%	14	21%
Classrooms 50 -59%												
Classrooms 60-69%												
Classrooms 70-79%	7	11%	15	22%	19	28%	45	68%	49	74%	52	79%
Classrooms 80%-89%												
Classrooms 90% or higher												
	66	100%	69	100%	67	100%	66	100%	66	100%	66	100%

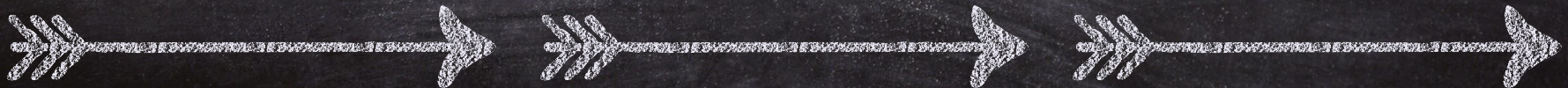
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



Success is
intentional.

Shannon L. Alder

quote fancy



	19 - 20	20 - 21	21 - 22	22-23	23-24	24-25
Knowledge	PlainTalk CORE 10 Success Factors (RTI) 95% Group	LETRS Orton Gillingham Jill Jackson Hattie Heggerty Road To Success	PlainTalk Open Court LETRS (ILs) Jim Knight	LETRS V1 (all k-5, some MS) Orton Gillingham	LETRS V2(all k-5, some MS) LETRS V1 (new teachers) Orton Gillingham (K-2 all)	Studer
Instruction	TPS Thinker's Keys Seidlitz Randomize & Rotate	OTRS Active Engagement Anita Archer New ELA adoption	Anita Archer Adaptive Schools Common Planning Preparation	Adaptive Schools Collective Efficacy Common Planning Preparation	Adaptive Schools New math adoption	Fundamental 5 CHAMPS ASPEN
Shared Responsibility	"No way we can regroup that often" "They can't walk down the hallway"	Mixed grade levels All hands on deck	Short cycles of instruction. Intervention early and intentional.	Short cycles of instruction. Intervention early and intentional.	Increase extension opportunities	Math interventions (PDSA)
Assessments	Acadience CORE 95% Group	PAST PASI RAN PA diagnostic	Universal PA diagnostic Phonics Fluency Accuracy	NWEA - HS/MS	South Dakota ELA, Math, Science	Interim, CFA, SD ELA, Math, Science
Coaching	Small Groups PLC	Instructional Rounds	Individualize Coaching Team Planning Collective Efficacy Instructional Leaders	*Video self-reflections Individualize Coaching Team Planning Collective Efficacy PLCs	PDSA cycles for grade levels, individuals, students	Looking at restructure, adding HS
Data	Whole School	Whole School Student	School Grade Level Classroom Student Individual Data Sessions	Academic Behavior Attendance Individual Data Sessions	School plans in alignment with grade level goals and standards	Studer identified pillars & data sources



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Peak Around the Corner

EduClimber

Prek

TODAY
IS A
good
DAY!



Questions? Thank you!

Contact:

kevin.case@k12.sd.us

ann.pettit@k12.sd.us