



# BALTIC SCHOOL DISTRICT

## Data Profile 2019-20

### School Improvement Plan 2020-21

#### 2020-21 School Board

Paul Liester..... Chairman  
Pam Vollan..... Vice-Chairman  
Jenny Hefty ..... Board Member  
Darin Larson..... Board Member  
Chris Wilde ..... Board Member

#### 2020-21 Administration

Robert Sittig ..... Superintendent  
Marsha Polzin..... Business Manager  
Cameron Kerkhove ..... Secondary Principal/AD  
Carrie Klein ..... Elementary Principal/SPED Director  
Edward Clark..... Technology Director

# Table of Contents

District Profile.....	2
Baltic School District Mission and Vision Statements.....	3-4
Demographic Data .....	5
District Enrollment .....	5
Student Profile .....	5
Staff Profile.....	5
Special Education Placement Categories.....	6
Special Education Disability Prevalence .....	5
Baltic ACT Results .....	6
State ACT Results.....	6
National ACT Results.....	7
Baltic Post-Graduation Plans .....	7
Highly Qualified Teachers.....	7
Parents Right to Know.....	7
School Performance Index .....	8
Coordination and Transition Plans.....	9
Transition to Kindergarten.....	9
Transition to Middle School .....	10
Transition to High School.....	10
Transition to Post Secondary or Workforce.....	11
Monitoring, Fiscal Responsibility, Parental Involvement, and On-going Development.....	12
Monitoring/Evaluation.....	12
Fiscal Responsibility.....	12
Parent Involvement & Education.....	12
Baltic School District Strengths and Challenges .....	13
Baltic School District Strengths.....	13
Baltic School District Challenges .....	13
Data Retreat and Professional Development .....	14
Data Retreat Process .....	14
Professional Development .....	14
Planning Calendar.....	14
Evaluation .....	15
Goals Report for 18-19 for ELA and Math for Elementary, Middle and High Schools.....	16
Goal Report: Elementary ELA.....	16
Goal Report: Elementary School Math .....	17
Goal Report: Middle School ELA.....	18
Goal Report: Middle School Math.....	19
Goal Report: High School Math .....	20
Goal Report: High School ELA .....	21
Goals for 20-21 for ELA and Math for Elementary, Middle and High Schools .....	22
Goal: Elementary ELA .....	22
Goal: Elementary Math.....	23
Goal: Middle School ELA .....	24
Goal: Middle School Math.....	25
Goal: High School ELA.....	26
Goal: High School Math.....	27
Goal: High School ACT.....	28

## District Profile

<p>Baltic Elementary School 1 Bulldog Avenue Baltic, SD 57003</p> <p>Baltic Secondary School 1 Bulldog Avenue Baltic, SD 57003</p>	<p>Superintendent: Robert Sittig Elementary Principal: Carrie Klein Secondary Principal: Cameron Kerkhove Special Services Director: Carrie Klein Activities Director: Cameron Kerkhove Technology Administrator: Edward Clark Business Manager: Marsha Polzin Home County: Minnehaha Area in Square Miles: 55</p>
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Baltic is a community located in southeastern South Dakota, 15 miles north of Sioux Falls. It is located two miles east of Interstate 29 and one mile west of Highway 115. The Big Sioux River borders the town on the west. Baltic was predominantly an agriculture-based community through the 1980's. With the decline of the family farm and the growth of the Sioux Falls metropolitan areas in the late 1980's and 1990's, Baltic became even more of a bedroom community of Sioux Falls, with the school district as the largest employer in the community. The community has experienced slow but steady growth reaching a population of approximately 1300 in the year 2019. It is anticipated that as Sioux Falls continues to grow, so too will the outlying communities such as Baltic that are within a short commuting distance of the employment opportunities available in the Sioux Falls metropolitan area.

The Baltic School District is geographically small with an area of 55 square miles, which makes the district one of the smallest in the state of South Dakota in terms of land area. In 2005, voters of the district passed a \$5.6 million bond issue to build a new K-8 school attached to the existing high school.

Work began in the summer of 2005, and the project was completed in August of 2006 in time for the school year. The new school addition includes a 50,000 square foot school with 21 classrooms, a vocational shop area, media center, commons, food service kitchen, administrative offices, practice football field, playground and limited remodeling of the existing high school. The new and existing buildings have capacity for 600 students, which should serve the district in the foreseeable future.

In time for the first home football game in 2011, a new all-weather track and stadium seating for football and track was completed. The very attractive and functional facility will be an outstanding venue for football and track and field for many years to come. In addition, a new fitness facility opened in October of 2012 allowing students and staff the opportunity to exercise in a state-of-the-art facility.

The district offers a balanced curriculum including the traditional core subject areas of math, science, social studies, and language arts, along with K-12 instruction in computers, music and physical education. Baltic High School is also a one-to-one school with the district providing tablet computers to all students in grades 6-12 for school and home use. In addition, the district provides Chromebooks for all 3<sup>rd</sup>-5<sup>th</sup> grade students for using during school time, and Chromebooks carts are provided for grades 1-2 for use during school time. "Senior projects" are a capstone experience for 12<sup>th</sup> graders as they demonstrate research, organization and presentation skills. The district also offers a balanced extra-curricular program including athletics, instrumental and vocal music, drama and oral interpretation, FFA and FCCLA, Quiz Bowl, Robotics, and NHS.

A five-member School Board governs the district. A five-member administrative team is employed that includes a superintendent, elementary principal/special services director, secondary principal/activities director, business manager, and network administrator. A certified staff number of 41 and classified staff of 22 each play an important role in the development of Baltic's student body.

**For consistently high achievement scores, Baltic Elementary School was named a 2015 National Blue Ribbon School, one of only two South Dakota schools to receive this prestigious award in 2015.**

# **Baltic School District**

## **Mission Statement**

*“Preparing All Students to be Successful in Life”*

## **Belief/Vision Statements**

The following statements epitomize the fundamental beliefs of the Baltic School District and provide a vision for the district.

### **Students**

1. Students will acquire strong fundamental academic and life skills as a foundation for developing communication, problem-solving, decision-making and technology skills.
2. Students will assume responsibility for their own learning through self-discipline, motivation, and independent effort.
3. Students will demonstrate high moral character, good citizenship, and pride in self, school, and community.
4. Students will explore the diverse opportunities that are available to them within and beyond the borders of the Baltic School District.

### **Parents/Guardians**

1. Parents will ensure their child attends school on a regular basis and arrives at school ready in mind and body to learn.
2. Parents will support the academic success of their child by providing a home environment conducive to good study habits.
3. Parents will be actively involved in their child’s education by closely collaborating with their child’s teacher(s).
4. Parents will model good citizenship.

### **Teachers**

1. Teachers will work closely with parents and community members to provide a well-rounded education for all children in the district.
2. Teachers will utilize effective teaching methods and will integrate academics with problem solving skills by using real life and career applications.
3. Teachers will believe in all students’ ability to learn and succeed, recognizing individual differences in interests and learning styles.

4. Teachers will model and teach the qualities of good citizenship and high moral character.
5. Teachers will maintain their professional growth as they continue to evaluate their own effectiveness.

### **School District and Community**

1. The School District and Community will work together to provide a safe and secure, violence and drug free environment conducive to learning.
2. The School District and Community will be encouraged to share each other's resources.
3. The School District will support the recruitment, professional development, and retention of qualified staff.
4. The School District will strive to provide up-to-date technology for students and staff.
5. The School District will provide a comprehensive academic curriculum and well-rounded co-curricular programs.
6. The School District will expose students to the diverse challenges and opportunities that are available to them within and beyond the borders of the Baltic School District.

Proposed by Strategic Planning Committee, April 1, 2014

Adopted by Baltic Board of Education, April 14, 2014

Proposed by Mission/Vision Committee, May 23, 2016

Adopted by Baltic Board of Education, June 9, 2016

# Demographic Data

## District Enrollment

	2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment K-12*	477	498	491	479	498
Enrollment K-5*	217	229	221	223	220
Enrollment 6-8*	111	123	129	119	119
Enrollment 9-12*	149	146	141	137	159
Open Enrolled Students	98	120	89	85	107
District Attendance Rate	97.7%	94.9%	97.3%	99%	NA**

\*Fall Enrollment numbers for the given year

\*\*Not available due to Coronavirus Pandemic closure the spring of 2020.

## Student Profile

	2015-16	2016-17	2017-18	2018-19	2019-20
Student to Staff Ratio	12.3/1	12.9/1	12.7/1	12.4/1	12.9/1
Number of Graduates	35	45	45	26	31
Graduation Rate (4-year cohort)/HS Completion Rate in 18-19	86%	95%	91%	98%	97%
Percent of Students Eligible for Free/Reduced Lunch	22.2%	13.7%	19.1%	15.0%	17.5%
Percentage of Students with Special Needs	11.95%	11.85%	11.41%	11.69%	10.64%
Percentage Minority (non-white)	NR	6.2%	7.1%	9.6%	9.4%
ELL (English Language Learners)	0	0	3	8	10

## Staff Profile

	2015-16	2016-17	2017-18	2018-19	2019-20
Certified Instructional Staff (#FTE)	38.70	38.7	38.7	38.7	38.8
Average Years of Experience	12	12	13	15.3	14.4
% With Advanced Degrees	43%	41%	46%	42%	38%
Classes Not Taught by Highly Qualified Teachers	3.3%	No longer reported	No longer reported	No longer reported	No longer reported
Average Teacher Salary	\$38,691	\$46,006	\$46,921	\$47,835	\$47,143

## Special Education Placement Categories

	2015-16	2016-17	2017-18	2018-19	2019-20
Regular Classroom	42	48	44	49	45
Resource Room	13	*	11	*	*
Ages 3-5 Special Ed Program	*	*	*	*	*
Early Childhood	*	*	*	*	*
Self-Contained Classroom	*	*	*	*	*
Separate Facility	*	*	*	*	*
Total	63	62	59	61	55

## Special Education Disability Prevalence

	2015-16	2016-17	2017-18	2018-19	2019-20
Autism	*	*	*	*	*
Speech/Language	*	*	*	*	13
Cognitive Impairment	*	*	*	*	*
Learning Disabled	23	23	26	26	15
Multiple Disabilities	*	*	*	*	*
Orthopedic Impairments	*	*	*	*	*
Emotionally Disturbed	*	*	*	*	*
Other Health Impaired	17	21	18	16	13
Developmental Delay	*	*	*	*	*
Visually Impaired	*	*	*	*	*
Hearing Impaired	*	*	*	*	*
Deaf	*	*	*	*	*
Deaf-Blind	*	*	*	*	*
Traumatic Brain Injury	*	*	*	*	*
Total Child Count	63	62	59	61	55

*\* Due to the rules of confidentiality, any category with fewer than 10 students will be identified with an asterisk (\*).*

## Baltic ACT Results

Graduation year	2015	2016	2017	2018	2019	2020
Number tested	14	23	19	28	18	20
English	19.6	22.0	18.7	19.8	19.3	20.3
Math	19.6	20.6	21.1	21.2	21.2	19.7
Reading	20.7	24.4	22.7	22.9	22.1	21.7
Science	20.0	22.7	22.3	22.3	22.4	20.5
Composite Score	20.1	22.5	21.3	21.6	21.3	20.6

## State ACT Results

Graduation year	2015	2016	2017	2018	2019	2020
Number tested	6,615	6,552	6,698	6,730	6,374	6,049
English	21.0	20.9	20.7	20.8	20.7	20.7
Math	21.7	21.7	21.5	21.6	21.3	21.5
Reading	22.4	22.4	22.3	22.4	22.2	22.4
Science	22.1	22.2	22.0	22.2	21.9	21.9
Composite Score	21.9	21.9	21.8	21.9	21.6	21.7

## National ACT Results

Graduation year	2015	2016	2017	2018	2019	2020
Number tested	NA	2,090,342	2,030,038	1,914,817	1,782,820	1,670,497
English	NA	20.1	20.3	20.2	20.1	19.9
Math	NA	20.6	20.7	20.5	20.4	20.2
Reading	NA	21.3	21.4	21.3	21.2	21.2
Science	NA	20.8	21.0	20.7	20.6	20.6
Composite Score	NA	20.8	21.0	20.8	20.7	20.6

## Baltic Post-Graduation Plans

Graduation Year	# of Graduates	% 4-yr college	% voc/tech school	% employed	% military	% misc.
2015	26	42%	23%	35%	0%	0%
2016	31	55%	32%	10%	3%	0%
2017	45	44%	22%	29%	4%	0%
2018	43	56%	14%	26%	4%	0%
2019	26	58%	12%	30%	0%	0%
2020	31	58%	26%	13%	3%	0%

## Highly Qualified Teachers

The Baltic School District attracts highly qualified professionals through a variety of recruiting methods and job notifications. We advertise job openings within the school, local and regional newspapers, and through the Associated School Board website, as well as contacting higher education institutions. If necessary, we will attend the teacher job fair to recruit highly qualified teachers. Teachers and Title I paraprofessionals must meet the state requirements for highly qualified staff. All applicants must submit an application, references, and transcripts. All teachers and paraprofessionals must also complete a background check before working with children. Beginning with the 2016-17 school year, the number of classes taught by highly qualified teachers is no longer reported. The school district would provide professional development opportunities for all teachers and paraprofessionals who are not highly qualified.

## Parents Right to Know

What do I know about my child's teacher? The federal education law called ESEA, requires that all parents in a Title I school be notified and given the opportunity to request information about the professional qualifications of classroom teachers instructing their child. If you are interested in this information, you may send your request to the building principal who will provide a response.

## School Performance Index

In 2012-13, the State began an accountability system based on a 100-point School Performance Index (SPI). The SPI consists of multiple key indicators, with a numeric value assigned to each of the indicators, to measure a school's performance. These values are added to create a total SPI score out of 100 points. The SPI for elementary and middle schools is based on student achievement, student progress, and school environment; while the high school SPI is based on student achievement, high school completion, and college and career readiness.

Following is a link to the site where parents can access information on the SPI for each of our schools and information on the SPI of any school in South Dakota. Specific information and data is accessible at <https://sdschools.sd.gov/#!/home>, at the Baltic School District Administrative Office, or at the Siouxland Library Baltic Branch.

**Please note that due to the coronavirus pandemic, which began in March of 2020, the South Dakota state assessments upon which the student achievement and student progress scores were based were not taken because schools transitioned to distance learning for the last quarter of the 2019-20 school year. Therefore, much of the information available in the SPI was not reported, and thus no SPI score is available for any of the three schools or the district as a whole. Likewise, data is not available to update the reports listed below normally included in the District Data Profile.**

Following the SPI's is data on grade-by-grade performance on the Smarter Balanced Assessment.

For convenience, we are providing the following SPI summaries, and grade-by-grade performance on the Smarter Balanced Assessment on the next 6 pages.

- Baltic Elementary School SPI
- Baltic Middle School SPI
- Baltic High School SPI
- Baltic School District Report Card
- State of South Dakota Report Card
- 2018 Baltic Smarter Balanced Assessment Grade-by-Grade Report

# Coordination and Transition Plans

## Transition to Kindergarten

### A. Program Development:

- LEA will establish and maintain procedures to support successful transition into kindergarten.
- LES has its own pre-school that includes Head Start children, SPED children, and other children ages 3-5 whose parents choose to pay a fee to have their child attend pre-school
- LEA staff meet on an annual basis in late spring and summer to coordinate the pre-school program and to plan transition activities
- The following will be invited to participate in establishing transition procedures:
  - LEA pre-school, kindergarten and SPED staff, and elementary principal
  - ICAP Head Start representatives
  - Private pre-schools and daycare providers
  - Parents

### B. Coordination and Communication:

- A list of incoming kindergarten children will be compiled from kindergarten registration.
- LEA anticipates receiving a student information sheet from area pre-schools/daycares.
- LEA anticipates receiving a transition report from Head Start parents
- Staff & Kindergarten teachers will meet parents in the spring.
- Area pre-schools/daycares and Head Start will be invited to tour the building.
- Parents and families are informed of upcoming events through newspaper, newsletter, and flyers to pre-schools and Head Start.

### C. Activities for the Transition Process:

- Head Start visits to LEA
- LEA Pre-school teacher participates in district Kindergarten screening
- LEA Pre-school teacher meets with district Kindergarten teachers to place children in kindergarten classrooms
- Kindergarten teachers meet with Head Start parents
- Special education child find
- Age 3-5 special education providers meet with LEA special education staff to plan transition of students from age 3-5 services to primary school services
- Coordinate with other agencies to transfer records
- Screening conducted for all prospective kindergarten students during which parents provide information and screening results are shared with parents
- Welcome to Kindergarten event for kindergarten students and parents
- K-5 Back to School Open House

### D. Professional Development

- Head start staff attends public school training when possible.
- The public school will be informed of training opportunities offered through Head Start services.
- LEA pre-school teacher and teacher assistant annually attend Head Start training
- Head Start, child care providers, parents and other service agencies are encouraged to attend training workshops to enhance efforts in providing successful transitions.
- Special education pre-school teacher attends LEA's in-service.

- Parents, administrators, daycare and pre-school personnel are invited to attend special education meetings and IEP's.

#### E. Parent Involvement and Education

- Parents are encouraged to take part in all transitional activities.
- Results of screenings are discussed, and suggestion for activities are given to parents
- Parental input is considered when determining a child's appropriate placement.
- Parents participate in IFSP and IEP meetings.
- CHIP/Medicare information is made available to parents.
- Parents are provided information through letter, phone calls, e-mails, personal contacts, and newsletters.

#### F. Evaluation

- The coordination and transition plan will be evaluated and revised as necessary once a year through collaborative efforts of the following:
  - Head Start representatives from ICAP
  - LEA kindergarten teachers
  - LEA pre-school teacher
  - LEA age 3-5 and primary special education teacher
  - LEA speech therapist
  - One parent of current 4 year old
  - One parent of current kindergarten student
- The group will meet in the spring of the year so that revisions can be made and implemented for the following school year.
- The group will gather feedback via surveys from parents of pre-school and kindergarten students.

### **Transition to Middle School**

- Sixth grade students spend one block in the middle school in the spring to visit with teachers and learn about 6th grade classes.
- The counselor holds a sixth grade orientation covering all areas of middle school (scheduling, studying, etc).
- Sixth grade students and parents are invited to attend *Welcome to Middle School Night* prior to the first day of school. Parents and students meet the staff, learn about middle school policies and check out lockers.
- Seventh and eighth grade orientation for students and parents are held at registration prior to the start of school.
- All middle school students are issued a planner to help with organizational skills.
- All middle school students are assigned to an advisory group and Student Responsibility Block to help with transition throughout the school year.

### **Transition to High School**

- Eighth graders meet with high school principal or counselor to schedule classes in the spring of each year.
- Class registration sessions are conducted by the counselor & principal to advise/educate students on the course offerings.
- Registration days are prior to the school year where students are educated on school policy and class offerings.

- Freshmen are provided with digital planners through Outlook Express to help with organizational skills.
- All high school students are assigned to an advisory group and Student Responsibility Block to help with transition throughout the school year.

### **Transition to Post Secondary or Workforce**

- Sophomores attend Tech Days at Southeast Technical Institute in Sioux Falls
- Prior to registering for classes for the following school year, sophomores and juniors tour the Career and Technical Academy in Sioux Falls
- Juniors and seniors attend Post High Planning Days in Sioux Falls
- Juniors and seniors are offered job shadowing opportunities
- Guidance Central and ACT Prep sessions are available for students
- Juniors and seniors may schedule college visit days and college/university representatives have on-site visitations
- Individual career and post-high counseling is offered to students
- Junior and senior parents are invited to post-secondary financial aid and scholarship information night

# Monitoring, Fiscal Responsibility, Parental Involvement, and On-going Development

## Monitoring/Evaluation

Annually, teachers review assessment results to evaluate student achievement. For years up to and including 2013-14, Dakota STEP results were reviewed, strengths and weaknesses identified, and curriculum and teaching methodologies adjusted to address perceived areas needing improvement. For the 2014-15 school year, assessment data was unavailable because students participated in the Smarter Balanced Assessment Consortium (SBAC) trial assessment rather than the Dakota STEP assessment. Beginning with the 2015-16 school year, SBAC assessment results have been considered along with results from teacher-created assessments with curriculum and teaching strategies adjusted as deemed appropriate. NWEA Map is used for grades K-10 as needed by the teachers to monitor progress in reading throughout the year. Midterm quarterly grade reports on student achievement are made available to parents. Teachers attend team meetings where they discuss possible additional help for struggling students. Students who continue to struggle are referred to the teacher assistance (SAP) team for further assistance and interventions. An effective homework policy has been in place for several years that helps prevent late and unfinished homework.

Student progress and results are shared with parents in a variety of ways. Parents in the Baltic District may access the school's website to view the District Profile and School Improvement Plan. Parents can also access their child's academic progress through the Parent Portal, an on-line student information program. Parents also receive midterm and quarterly reports for their student's grades. Parent/Student/Teacher Conferences are held in the fall and winter of the year.

## Fiscal Responsibility

Teachers have been provided quality professional development, in-service time has been, and will be provided for teachers to work on curriculum, assessment, and instructional strategies to improve student achievement. Substitute costs will be covered through district, state or Title funds. Any school curriculum materials or supplemental materials will be identified and purchased as needed or as budgeting and funding allows.

## Parent Involvement & Education

**Pre-Coronavirus Pandemic,** individual assessment results were provided to parents of all students whose age required them to participate in the assessment. In addition, assessment and accountability reports were posted on the school website, they are available in the school office and at the City library, and they were discussed at a school board meeting.. Parents were also made aware on the district website. **Because the State assessments were not administered, there were no results to present to parents, the school board, and the general public.** The district subscribes to a parent notification system to increase parent contact and notify them of important announcements.

Parents are notified of their student's grades at mid-term and at the end of each quarter. Parent-teacher conferences are held in the fall and winter. All parents have access to the online Parent Portal, the district's grading program. Teacher lesson plans for grades K-12 are also available via the Internet. Staff e-mail addresses are published on the school's webpage.

Educational programs for parents are sponsored through the Title I program, special education department, and the school.

## **Baltic School District School Improvement Plan 2020-21**

### **Baltic School District Strengths and Challenges**

#### **Baltic School District Strengths**

- Baltic Elementary School was named a 2015 National Blue Ribbon School.
- 82.3% of students in the Baltic District were advanced or proficient in reading the last time the Dakota STEP assessment was administered in 2012-13
- 82.8% of students in the Baltic District were advanced or proficient in math the last time the Dakota STEP assessment was administered in 2012-13
- Baltic Elementary School has been a Distinguished School every year from 2004-2013.
- Baltic Elementary School was a “Status School” in 2014 and 2015.
- Baltic High School has been a Distinguished School in 2005, 2006, and 2009.
- Baltic Middle School was a Distinguished School in 2006.
- Teachers and administrators have been trained in the Danielson Framework for Teaching, and the Teacher Effectiveness Evaluation Model was implemented in 2014-15. Every other school year, a Teacher Evaluation Committee revises the components on which teachers will be evaluated.
- Classrooms utilize Accelerated Reader, Kahn Academy, NWEA, No Red Ink, Math XL, and on-line Argus Leader.
- Teachers have mapped their curriculum to the South Dakota content standards and developed pacing guides in all courses.
- The Baltic School District attendance rate continues to exceed the state average attendance rate
- The Baltic School District graduation rate also consistently exceeds the state average, and in most years is 100%.
- High level of parental and community involvement
- Outstanding facilities
- One-to-one laptop/Chromebook program in grades 1-12.

#### **Baltic School District Challenges**

- Time is still an issue in presenting professional development opportunities, curriculum meetings, team meetings, teacher collaboration and etc.
- Monitor student performance levels in subgroups( i.e. students with disabilities) to maintain adequate progress with the district
- Average ACT composite scores continue to be below the state average.
- The percentage of 11<sup>th</sup> grade students advanced or proficient in math on the SD-Math assessment is below the state average.
- Increasing the number of students who are advanced in reading and math as measured by the SD-Assessments.
- Providing meaningful professional development opportunities with limited financial resources due to inadequate state funding
- Keeping classes sizes relatively small in light of inadequate state funding.

# Data Retreat and Professional Development

## Data Retreat Process

The Baltic School District holds an all-staff in-service in August or September of each school year to review student achievement data for the district and to discuss strengths and weaknesses facing our school district. The administration then analyzes the data, considered staff discussion, and surveyed staff on possible goals for the upcoming school year. This process ends with the development of the goals included in this profile.

Time will need to be invested in the future to assess the progress toward goals and the effectiveness of selected strategies.

**Because no South Dakota Assessments were administered the spring of 2020 due to the Coronavirus Pandemic, there was no data to review, and thus the annual data retreat was not held in the fall of 2020.**

## Professional Development

The Baltic School District sets aside in-service time throughout each school year for training and support of individual and school district goals. A Professional Learning Committee (PLC) is formed each year to provide input on the professional development plan for each school year. The primary focus for professional development is to increase teacher effectiveness and to create an environment to maximize student achievement. Teachers may submit Professional Leave requests to attend additional professional development opportunities throughout the school year. The school district encourages and supports current teachers to further their education through continued classes, on-going trainings, and advanced degrees.

## Planning Calendar

The Baltic Professional Learning Committee developed the following plan to deliver professional development activities during the 2020-21 school year. All teachers are required to attend the local Professional Development activities while other outside activities are encouraged.

**Because of the Coronavirus Pandemic, some students chose distance learning rather than in-person instruction. In addition, some students were under COVID-related isolation or quarantine orders and had to stay home and distance learn. Therefore, much of the focus of staff development activities was to train teachers on the technology and teaching methods that would enable them to present effective distance learning education while at the same time providing traditional in-person instruction. This was the impetus and rationale for the planned staff development activities, which also allowed flexibility for future in-services to address unexpected developments.**

July 21, 2020	Promethean Board training for secondary staff
Aug. 6, 2020	Training on providing distance learning for all staff
Aug. 14, 2020 -	New Staff Orientation Day
Aug. 17, 2020 -	Individual school staff meetings
Aug. 18, 2020 -	District-wide staff meeting
Sept. 11, 2020 -	Distance learning help/share session and work time
Oct. 12, 2020 -	Promethean Board training, SAP training, NWEA/distance learning collaboration
Nov. 10, 2020 -	All-staff COVID meeting, distance learning work time
Dec. 10, 2020 -	Distance learning tutorials and work time
Jan. 18, 2021 -	EL training, NWEA data review, diversity and cultural awareness discussion
Spring 2021 -	To be determined
May 17, 2021 -	Teacher Work Day

## **Evaluation**

This plan is designed to be on-going and will be reviewed annually. Staff will be surveyed to gather feedback on the value of the professional development activities. The elementary, middle and high school goals will be evaluated to determine progress made, and South Dakota Assessment results will be considered. The Professional Learning Committee will consider the survey results, and the goals and SD Assessment data and make changes in the professional development plans as appropriate.

**As mentioned previously, the South Dakota Assessments were not administered the spring of 2020, and thus there was no data to report concerning the 2019-20 goals. Therefore, the goals report from 2018-19 is being included again.**

## **Goals Report for 18-19 for ELA and Math for Elementary, Middle and High Schools**

(After each goal in italicized print is the report on whether the goal was achieved or not.)

### **Goal Report: Elementary ELA**

**(A) Increase the percentage of students who are advanced or proficient on SBAC by 5%**

(The percentage decreased from 64.0% to 56.8%, so this goal was not met), and (B) Decrease the number of students who are below basic on the SBAC by 5% (The percentage decreased from 19.8% to 16.2% or a decrease of 3.6%, which is significant but not quite 5%, so this goal was not met.)

<b>Strategies</b>	<b>Evaluation</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>
1. Utilize IXL and Moby Max to provide enrichment and remedial opportunities for students. 2. Have students take the practice SBAC to expose them to required content and to refine test-taking skills. 3. Conduct research on a new phonics program for grades k-5. 4. Implement a new academic recognition program to motivate students to achieve to the best of their abilities.	1. 2019 SBAC results 2. 2019 SBAC results 3. Whether a new phonics program is implemented next school year. 4. 2019 SBAC results and anecdotal feedback from students, parents and staff.	1. On-going for the school year. 2. Spring of year prior to taking the SBAC. 3. Spring of 2019. 4. Fall of 2018 and spring of 2019.	1. IXL and Moby Max software programs. 2. Access to computers 3. Time to conduct research. 4. Award certificates.	1. Classroom teachers. 2. Classroom teachers. 3. Elementary staff. 4. Counselors and administrators.

## Goal Report: Elementary School Math

**(A) Increase the percentage of students who are advanced or proficient on SBAC by 5%**

*(The percentage decreased slightly from 64.3% to 63.9%, so this goal was not met), and (B) Decrease the number of students who are below basic on the SBAC by 5% (The percentage decreased from 14.3% to 9.9% or a decrease of 4.4%, which is significant but not quite 5%, so this goal was not met.)*

Strategies	Evaluation	Timeline	Resources	Person(s) Responsible
<ol style="list-style-type: none"> <li>1. Utilize IXL and Moby Max to provided enrichment and remedial opportunities for students.</li> <li>2. Have students take the practice SBAC to expose them to required content and to refine test-taking skills.</li> <li>3. Research a new math curriculum to be implemented next school year.</li> <li>4. Implement a new academic recognition program to motivate students to achieve to the best of their abilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2019 SBAC results</li> <li>2. 2019 SBAC results.</li> <li>3. Whether a new math curriculum is implemented next school year.</li> <li>4. 2019 SBAC results and anecdotal feedback from students, parents and staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going for the school year.</li> <li>2. On-going for the school year.</li> <li>3. Spring of 2019.</li> <li>4. Fall of 2018 and spring of 2019.</li> </ol>	<ol style="list-style-type: none"> <li>1. IXL and Moby Max software programs.</li> <li>2. Access to computers.</li> <li>3. Time to conduct research.</li> <li>4. Award certificates.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers.</li> <li>2. Classroom teachers.</li> <li>3. Elementary staff.</li> <li>4. Counselors and administrators.</li> </ol>

## Goal Report: Middle School ELA

**(A) Increase the percentage of students who are advanced or proficient on SBAC by 5%**

*(The percentage increased from 51.6% to 60.5%, so this goal was met), and (B) Decrease the number of students who are below basic on the SBAC by 5% (The percentage decreased from 16.1% to 15.8% or a decrease of .3%, which is less than 5%, so this goal was not met.).*

Strategy	Evaluation	Timeline	Resources	Persons responsible
<ol style="list-style-type: none"> <li>1. Utilize IXL and Moby Max to provide enrichment and remedial opportunities for students.</li> <li>2. Have students take the practice SBAC to expose them to required content and to refine test-taking skills.</li> <li>3. Implement a new academic recognition program to motivate students to achieve to the best of their abilities.</li> <li>4. Implement a new policy on allowing students to retake classroom assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2019 SBAC results</li> <li>2. 2019 SBAC results.</li> <li>3. 2019 SBAC results and anecdotal feedback from students, parents and staff</li> <li>4. 2019 SBAC results and classroom grade distribution</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going for the school year.</li> <li>2. On-going for the school year.</li> <li>3. Fall of 2018 and spring of 2019.</li> <li>4. 2019 2<sup>nd</sup> semester</li> </ol>	<ol style="list-style-type: none"> <li>1. IXL and Moby Max software programs.</li> <li>2. Access to computers.</li> <li>3. Award certificates.</li> <li>4. None</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers.</li> <li>2. Classroom teachers.</li> <li>3. Counselors and administrators</li> <li>4. Classroom teachers.</li> </ol>

## Goal Report: Middle School Math

### (A) Increase the percentage of students who are advanced or proficient on SBAC by 5%

*(The percentage increased from 41.1% to 44.7% or an increase of 3.6%, which, while significant, is less than 5% so this goal was not met), and (B) Decrease the number of students who are below basic on the SBAC by 5% (The percentage decreased from 20.2% to 18.4% or a decrease of 1.8%, which is less than 5%, so this goal was not met.).*

<b>Strategy:</b>	<b>Evaluation:</b>	<b>Timeline:</b>	<b>Resources:</b>	<b>Persons responsible:</b>
<ol style="list-style-type: none"> <li>1. Utilize IXL and Moby Max to provide enrichment and remedial opportunities for students.</li> <li>2. Have students take the practice SBAC to expose them to required content and to refine test-taking skills.</li> <li>3. Implement a new academic recognition program to motivate students to achieve to the best of their abilities.</li> <li>4. Implement a new policy on allowing students to retake classroom assessments.</li> <li>5. Research a new math curriculum for 19-20 implementation.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2019 SBAC results</li> <li>2. 2019 SBAC results.</li> <li>3. 2019 SBAC results</li> <li>4. 2019 SBAC results and anecdotal feedback from students, parents and staff.</li> <li>5. Whether a new math curriculum is implemented in 19-20.</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going for the school year.</li> <li>2. On-going for the school year.</li> <li>3. Fall of 2018 and spring of 2019.</li> <li>4. 2019 2<sup>nd</sup> semester.</li> <li>5. Spring 2019.</li> </ol>	<ol style="list-style-type: none"> <li>1. IXL and Moby Max software programs.</li> <li>2. Computer access.</li> <li>3. Award certificates.</li> <li>4. None</li> <li>5. Time to research math curriculums.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers.</li> <li>2. Classroom teachers</li> <li>3. Counselors and administrators.</li> <li>4. Classroom teachers</li> <li>5. Classroom teachers and administrators.</li> </ol>

## Goal Report: High School Math

**(A) Increase the percentage of students who are advanced or proficient on SBAC by 5%**

*(The percentage decreased from 34.8% to 29.0% so this goal was not met), and (B) Decrease the number of students who are below basic on the SBAC by 5% (The percentage increased from 34.8% to 38.7%, so this goal was not met.).*

<b>Strategy:</b>	<b>Evaluation:</b>	<b>Timeline:</b>	<b>Resources:</b>	<b>Persons responsible:</b>
<ol style="list-style-type: none"> <li>1. Implement a new academic recognition program to motivate students to achieve to the best of their abilities.</li> <li>2. Implement a new policy on allowing students to retake classroom assessments.</li> <li>3. Implement changes to SRB requiring students to go to the classroom of the subject they are failing.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2019 SBAC results and anecdotal feedback from students, parents and staff.</li> <li>2. 2019 SBAC results and anecdotal feedback from students, parents and staff.</li> <li>3. 2019 SBAC results and classroom grade distribution</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall of 2018 and spring of 2019.</li> <li>2. 2019 2<sup>nd</sup> semester.</li> <li>3. Second semester 2019</li> </ol>	<ol style="list-style-type: none"> <li>1. Award certificates.</li> <li>2. None</li> <li>3. None</li> </ol>	<ol style="list-style-type: none"> <li>1. Counselors and administrators.</li> <li>2. Classroom teachers</li> <li>3. Counselor, administration, and classroom teachers</li> </ol>

## Goal Report: High School ELA

### (A) Increase the percentage of students who are advanced or proficient on SBAC by 5%

*(The percentage decreased from 78.3% to 74.1% so this goal was not met), and (B) Decrease the number of students who are below basic on the SBAC by 5% (The percentage increased from 8.7% to 9.6%, so this goal was not met.).*

Strategy	Evaluation	Timeline	Resources	Persons responsible
<ol style="list-style-type: none"> <li>1. Implement a new academic recognition program to motivate students to achieve to the best of their abilities.</li> <li>2. Implement a new policy on allowing students to retake classroom assessments.</li> <li>3. Implement changes to SRB requiring students to go to the classroom of the subject they are failing.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2019 SBAC results and anecdotal feedback from students, parents and staff.</li> <li>2. 2019 SBAC results and anecdotal feedback from students, parents and staff.</li> <li>3. 2019 SBAC results and classroom grade distribution.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall of 2018 and Spring of 2019.</li> <li>2. 2019 2<sup>nd</sup> semester.</li> <li>3. Second semester 2019.</li> </ol>	<ol style="list-style-type: none"> <li>1. Award certificates.</li> <li>2. None.</li> <li>3. None.</li> </ol>	<ol style="list-style-type: none"> <li>1. Counselors and administrators.</li> <li>2. Classroom teachers.</li> <li>3. Counselor, administrators, and classroom teachers.</li> </ol>

**Goals for 19-20 for ELA and Math for Elementary, Middle and High Schools: Please note that because SD Assessments were not given the spring of 2020, there was no data available to determine if the 2019-20 goals were met. Therefore, it was decided that the 2019-20 goals would be carried over as the goals for 2020-21.**

**Goal: Elementary ELA**

- (A) The percentage of students in grades 3-5 who are advanced or proficient on SD-ELA Assessment will be above the state average,
- (B) Grades 4 and 5 will maintain or increase the percentage of students who are advanced or proficient on the SD-ELA Assessment in relation to the state average for those grades over the previous year.  
Goal B Example: If Baltic’s 3rd Graders scored 5 percentage points above the state average in 18-19, then as 4th Graders they will score 5 percentage points or more above the state average.

<b>Strategies</b>	<b>Evaluation</b>	<b>Timeline</b>	<b>Resources</b>	<b>Person(s) Responsible</b>
1. Utilize NWEA to determine achievement levels and identify strengths and weaknesses. 2. Utilize No Red Ink and Kahn Academy for remedial and enrichment activities. 3. Increase students understanding and use of vocabulary commonly used on the SD-ELA assessment. 4. Have students take the practice SBAC to expose them to required content and to refine test-taking skills.	1. NWEA benchmark reports 2. No Red Ink and Kahn Academy reports 3. 2020 SD-ELA assessment results 4. 2020 SD-ELA assessment results	1. On-going for the school year 2. On-going for the school year 3. Spring of 2020 4. Spring of 2020.	1. NWEA software program 2. No Red Ink and Kahn Academy programs 3. In-service time 4. Class time	1. Classroom teachers 2. Classroom teachers 3. Classroom teachers and administrators 4. Classroom teachers

## Goal: Elementary Math

- (A) The percentage of students in grades 3-5 who are advanced or proficient on SD-Math Assessment will be above the state average
- (B) Grades 4 and 5 will maintain or increase the percentage of students who are advanced or proficient on the SD-Math Assessment in relation to the state average for those grades over the previous year.  
 Goal B Example: If Baltic's 3<sup>rd</sup> Graders scored 5 percentage points above the state average in 18-19, then as 4<sup>th</sup> Graders they will score 5 percentage points or more above the state average.

Strategies	Evaluation	Timeline	Resources	Person(s) Responsible
<ol style="list-style-type: none"> <li>1. Utilize NWEA to determine achievement levels and identify strengths and weaknesses.</li> <li>2. Utilize Math XL and Kahn Academy for remedial and enrichment activities.</li> <li>3. Increase students understanding and use of vocabulary commonly used on the SD-Math assessment.</li> <li>4. Have students take the practice SBAC to expose them to required content and to refine test-taking skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. NWEA benchmark reports</li> <li>2. Math XL and Kahn Academy reports</li> <li>3. 2020 SD-Math assessment results</li> <li>4. 2020 SD-Math assessment results</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going for the school year</li> <li>2. On-going for the school year</li> <li>3. Spring of 2020</li> <li>4. Spring of 2020.</li> </ol>	<ol style="list-style-type: none"> <li>1. NWEA software program</li> <li>2. Math XL and Kahn Academy programs</li> <li>3. In-service time</li> <li>4. Class time</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers</li> <li>2. Classroom teachers</li> <li>3. Classroom teachers and administrators</li> <li>4. Classroom teachers</li> </ol>

## Goal: Middle School ELA

- (A) The percentage of students in grades 6-8 who are advanced or proficient on SD-ELA Assessment will be above the state average
- (B) Grades 6, 7 and 8 will maintain or increase the percentage of students who are advanced or proficient on the SD-ELA Assessment in relation to the state average for those grades over the previous year. Goal B Example: If Baltic's 6<sup>th</sup> Graders scored 5 percentage points above the state average in 18-19, then as 7<sup>th</sup> Graders they will score 5 percentage points or more above the state average.

Strategy	Evaluation	Timeline	Resources	Persons responsible
<ol style="list-style-type: none"> <li>1. Utilize NWEA to determine achievement levels and identify strengths and weaknesses.</li> <li>2. Utilize No Red Ink and Kahn Academy for remedial and enrichment activities.</li> <li>3. Increase students understanding and use of vocabulary commonly used on the SD-ELA assessment.</li> <li>4. Have students take the practice SBAC to expose them to required content and to refine test-taking skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. NWEA benchmark reports</li> <li>2. No Red Ink and Kahn Academy reports</li> <li>3. 2020 SD-ELA assessment results</li> <li>4. 2020 SD-ELA assessment results</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going for the school year</li> <li>2. On-going for the school year</li> <li>3. Spring of 2020</li> <li>4. Spring of 2020</li> </ol>	<ol style="list-style-type: none"> <li>1. NWEA software program</li> <li>2. No Red Ink and Kahn Academy programs</li> <li>3. In-service time</li> <li>4. Class time</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers</li> <li>2. Classroom teachers</li> <li>3. Classroom teachers and administrators</li> <li>4. Classroom teachers</li> </ol>

## Goal: Middle School Math

- (A) The percentage of students in grades 6-8 who are advanced or proficient on SD-Math Assessment will be above the state average
- (B) Grades 6, 7 and 8 will maintain or increase the percentage of students who are advanced or proficient on the SD-Math Assessment in relation to the state average for those grades over the previous year. Goal B Example: If Baltic’s 6<sup>th</sup> Graders scored 5 percentage points above the state average in 18-19, then as 7<sup>th</sup> Graders they will score 5 percentage points or more above the state average.

<b>Strategy:</b>	<b>Evaluation:</b>	<b>Timeline:</b>	<b>Resources:</b>	<b>Persons responsible:</b>
<ol style="list-style-type: none"> <li>1. Utilize NWEA to determine achievement levels and identify strengths and weaknesses.</li> <li>2. Utilize Math XL and Kahn Academy for remedial and enrichment activities.</li> <li>3. Increase students understanding and use of vocabulary commonly used on the SD-Math assessment.</li> <li>4. Have students take the practice SD-Math assessment to expose them to required content and to refine test-taking skills.</li> <li>5. Provide remedial instruction for students who score basic or below basic on the SD-Math Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1.NWEA benchmark reports</li> <li>2.Math XL and Kahn Academy reports</li> <li>3.2020 SD-Math assessment results</li> <li>4.2020 SD-Math assessment results</li> <li>5.2020 SD-Math assessment results</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going for the school year</li> <li>2. On-going for the school year</li> <li>3. Spring of 2020</li> <li>4. Spring of 2020.</li> <li>5. On-going for the school year</li> </ol>	<ol style="list-style-type: none"> <li>1. NWEA software program</li> <li>2. Math XL and Kahn Academy programs</li> <li>3. In-service time</li> <li>4. Class time</li> <li>5. Increase math teaching staff FTE</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers</li> <li>2. Classroom teachers</li> <li>3. Classroom teachers and administrators</li> <li>4. Classroom teachers</li> <li>5. Classroom teachers, administrators, and board of education</li> </ol>

## Goal: High School ELA

The percentage of students in grade 11 who are advanced or proficient on SD-ELA Assessment will be above the state average.

Strategy:	Evaluation:	Timeline:	Resources:	Persons responsible:
<ol style="list-style-type: none"> <li>1. Utilize NWEA to determine achievement levels and identify strengths and weaknesses.</li> <li>2. Utilize No Red Ink and Kahn Academy for remedial and enrichment activities.</li> <li>3. Increase students understanding and use of vocabulary commonly used on the SD-ELA assessment.</li> <li>4. Have students take the practice SBAC to expose them to required content and to refine test-taking skills.</li> </ol>	<ol style="list-style-type: none"> <li>1.NWEA benchmark reports</li> <li>2.No Red Ink and Kahn Academy reports</li> <li>3.2020 SD-ELA assessment results</li> <li>4.2020 SD-ELA assessment results</li> </ol>	<ol style="list-style-type: none"> <li>1.On-going for the school year</li> <li>2.On-going for the school year</li> <li>3.Spring of 2020</li> <li>4.Spring of 2020</li> </ol>	<ol style="list-style-type: none"> <li>1.NWEA software program</li> <li>2.No Red Ink and Kahn Academy programs</li> <li>3.In-service time</li> <li>4.Class time</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers</li> <li>2. Classroom teachers</li> <li>3. Classroom teachers and administrator</li> <li>4. Classroom teachers</li> </ol>

## Goal: High School Math

The percentage of students in grade 11 who are advanced or proficient on SD-Math Assessment will be above the state average.

Strategy	Evaluation	Timeline	Resources	Persons responsible
1.Utilize NWEA to determine achievement levels and identify strengths and weaknesses. 2.Utilize Math XL and Kahn Academy for remedial and enrichment activities. 3.Increase students understanding and use of vocabulary commonly used on the SD-Math assessment. 4.Have students take the practice SBAC to expose them to required content and to refine test-taking skills.	1. NWEA benchmark reports 2. Math XL and Kahn Academy reports 3. 2020 SD-Math assessment results 4. 2020 SD-Math assessment results	1. On-going for the school year 2. On-going for the school year 3. Spring of 2020 4. Spring of 2020.	1. NWEA software program 2. Math XL and Kahn Academy programs 3. In-service time 4. Class time	1.Classroom teachers 2.Classroom teachers 3.Classroom teachers and administrator 4.Classroom teachers

## Goal: High School ACT

The average composite ACT score for the Class of 2020 will be at or above the state average.

Strategy	Evaluation	Timeline	Resources	Persons responsible
<ol style="list-style-type: none"> <li>1. Utilize the ACT prep portion of NoRedInk</li> <li>2. Utilize Khan Academy prep questions</li> <li>3. New Math Curriculum series</li> <li>4. ACT Prep Course</li> <li>5. New schedule with shorter time for tests</li> </ol>	<ol style="list-style-type: none"> <li>1. NoRedInk topics mastered report</li> <li>2. Khan Academy topics mastered report</li> <li>3. ACT Results</li> <li>4. ACT prep course practice test results</li> <li>5. Students ability to complete tests in a shortened time frame comparable to the ACT test</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going for school year</li> <li>2. On-going for school year</li> <li>3. On-going for school year</li> <li>4. On-going school year</li> <li>5. On-going school year</li> </ol>	<ol style="list-style-type: none"> <li>1. NoRedInk software</li> <li>2. Khan Academy website</li> <li>3. Pearson Envision 2020 math series</li> <li>4. ACT prep curriculum materials</li> <li>5. School Schedule</li> </ol>	<ol style="list-style-type: none"> <li>1. Classroom teachers</li> <li>2. Classroom Teachers</li> <li>3. Classroom Teachers</li> <li>4. Classroom Teachers</li> <li>5. Classroom Teachers</li> </ol>

## **Notes and Definitions**

This profile summarizes data reported by the South Dakota Department of Education and other entities for the Baltic School District. It is designed to share longitudinal data and does not include interpretations of that data. The profile is accessible on the Baltic School District website at [www.balticschool.org](http://www.balticschool.org) , or contact Baltic Superintendent Robert Sittig by telephone at 605-529-5464 or by e-mail at [Robert.sittig@k12.sd.us](mailto:Robert.sittig@k12.sd.us) to obtain a hard copy.

Please feel free to make additional copies of this profile. For additional copies of this profile contact Robert Sittig, Superintendent  
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