

Tripp-Delmont School District

School Improvement Plan

2024-2027



- **Mission-** “To ensure that all students learn at grade level or higher”
- **Vision-** “Our vision is to cultivate a school that provides a safe, empathetic, and welcoming environment, fostering positivity and growth. We are committed to challenging minds, encouraging active engagement, and shaping future role models. By offering diverse opportunities both in academic programs and extracurricular activities, we aim to promote our core RISE values. We seek to strengthen partnerships with parents and the community, ensuring students have the necessary resources to thrive. Our vision includes fostering a lifelong love of learning and maintaining strong attendance and commitment from both students and staff.”

Superintendent/SPED Director: Mr. Daniel Hoey

Building Principal/Title Coordinator: Ms. Sarah Leibel

Business Manager: Ms. Katie Heisinger

Technology Coordinator: Mrs. Amy Brown

School Board:

Jane Mehlhaff- Board President

Bryan Bietz- Vice President

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Tripp-Delmont School District Improvement Plan

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District Profile

Located in the heart of southeastern South Dakota, the Tripp-Delmont School District serves the rural communities of Tripp and Delmont. Nestled in a region known for its agricultural heritage, the district is dedicated to providing a comprehensive and supportive educational experience to its students. The district encompasses a single PK-12 school, and two Hutterite Colony schools including Greenwood Colony School, and Clearfield Colony School making it a close-knit learning environment where teachers, students, and families work collaboratively to ensure academic success and personal growth.

The student population of Tripp-Delmont is modest, reflective of its rural setting, with approximately 154 students enrolled in the 2024-2025 school year, including the students at the colonies. The district embraces a diverse mix of students, though it is primarily composed of families with deep roots in the local agricultural community. The school places a strong emphasis on inclusivity, creating a learning atmosphere where each student feels valued and supported. The small size of the school allows for a more personalized educational approach, where individual student needs can be met with greater flexibility.

The student-to-teacher ratio at Tripp-Delmont is 8:1, which is significantly lower than the state and national averages. This allows for small class sizes, fostering close relationships between students and educators. Collectively our staff has about 16 years of teaching experience. Teachers are able to provide individualized instruction, catering to the unique learning styles and needs of each student. This low ratio also ensures that students receive the attention and support necessary to thrive academically and personally.

The district takes pride in offering a variety of academic and extracurricular opportunities to its students. While it maintains a strong emphasis on core academic subjects, it also encourages participation in athletics, arts, and other extracurricular activities that contribute to the well-rounded development of students. The community plays an integral role in supporting the school's mission, with strong parental involvement and partnerships with local businesses and organizations.

In addition to academics and extracurriculars, the district focuses on instilling its core values, emphasizing respect, resilience, integrity, safety, and empathy. Tripp-Delmont School District is a place where students not only gain academic knowledge but also develop the character and skills necessary to become responsible, engaged citizens in their community and beyond.

Professional development takes place throughout the school year. Staff have in-service training days at the beginning of the year, a half day at least once a month, MTSS meetings, and staff meetings. Staff are encouraged to attend professional development opportunities outside of the district, either virtually or in-person. We use feedback from attendees to make improvements or changes to future in-services.

Student Enrollment Data

Our enrollment has been relatively stable. It took a dip from the 2021-2022 to the 2022-2023 school year. The enrollment has started increasing in recent years. We continue to have families moving into our district so we are confident that enrollment will continue to increase.

School Year	Enrollment K-12
2024-2025	158
2023-2024	154
2022-2023	165
2021-2022	171

District Attendance Data

School Year	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Percentage	98%	92%	94%	93%	94%

We are very proud of our attendance rates as we feel they reflect the climate and culture of our district. Our students want to be present. This year, we have a strong emphasis on attendance and it has been effective in increasing our numbers. Our families understand the correlation between being here every day and decreasing academic gaps in student learning. We will continue to promote positive attendance rates throughout this school year and for years to come.

Free & Reduced Lunch Data

Year	FY24	FY23	FY22	FY21	FY20
%	36%	41%	33%	17%	43%

General Observations

Our free and reduced lunch numbers have been pretty steady with a dip in the 2021 fiscal year. We have noticed more and more families are needing assistance with paying for lunches

Comprehensive Needs Assessment:

The Tripp-Delmont School District completed a CNA in 2022 and through the data we collected, we were able to formulate action plans based on the themes that were presented. The major needs we noticed were classroom and behavior management, schoolwide expectations and discipline, and counseling and social emotional learning. To address these needs, we had a strategic planning data retreat where the whole staff was broken up into groups to discuss goals and action steps for each area of concern.

Our action items for classroom and behavior management was making sure staff were being consistent and holding students accountable, building genuine relationships with students, creating a safe space and/or a sensory room for students who are struggling, and providing PBIS incentives to motivate students and reinforce expectations. For schoolwide expectations and discipline, create PK-12th grade expectations and determine explicitly how each classroom and staff would teach these expectations, rewards system, and a clear behavioral procedural flowchart as a guide for staff. For counseling and social emotional resources, our action steps involved finding a curriculum that could address some of the social emotional concerns, identifying students of concern that may need extra supports during PBIS meetings, bring in professional development on trauma and the brain, and compiling local resources for students and families that need it.

The CNA also showed areas of strength for our district. Those included increased communication, administrative attitudes and visibility, creating a shared vision and goals, and staff supporting one another with what needs to be done.

Since our CNA, our district has implemented MTSS in elementary, middle and high school to support academic growth in reading, FastBridge in K-12, a common benchmarking assessment and intervention tool, data analysis meetings with both elementary and secondary, PLCs district wide, PBIS campaigns throughout the year with PBIS rewards for student incentives, and multiple attendance initiatives. This summer, we updated the old part of our building by repairing, sheetrocked, and repainted 15 classrooms. We are updating our bleachers this year as well and are working towards a new and inclusive playground to be installed in summer of 2025. We are also looking to replace and update flooring in the old part of our building, and renovate our Science lab as well.

General Observations

Attendance and graduation rates are consistently high for the Tripp-Delmont School District. We have an inviting yet challenging environment that students consistently want to be a part of. Our Math scores have remained higher than our ELA scores throughout the years.

Title I services will continue at the elementary as a school wide program. Professional development and instructional coaching is provided to all staff to ensure that all educators are supported with academic implementation in the classroom. Our state MTSS coaches provide professional development on classroom management, explicit instruction, and total participation techniques.

The Tripp-Delmont School District currently does not have any administrative waivers in effect (SDCL 24:43:08).

Tripp-Delmont- ELA Assessment– Percentage of Students that scored Proficient or Advanced

	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
District	40	38.46	32.36	26.99	35
Elementary	35.13	35	23.26	23.08	37.51
Junior High	55.55	50	35.72	28.58	21.05
High School	20	33.33	63.63	40	55.55

General Observations:

In 2021, we implemented a new reading curriculum in the elementary and we also started MTSS at the elementary as well. Since we had started that, our reading scores have increased with a stronger focus on Tier 1 instruction and a strategic and evidence based approach to Tier 2 and Tier 3 interventions. Last year, we started the process for MTSS with the secondary as well. This year, we have a school-wide benchmarking assessment called FastBridge, and we also are utilizing HD Word for our secondary interventions as well. For secondary, our main focus is on the junior high students.

Tripp-Delmont- Math Assessment– Percentage of Students that scored Proficient or Advanced

	2018-2019	2020-2021	2021-2022	2022-2023	2023-2024
District	38.33	34.85	41.17	33.33	30
Elementary	40.54	37.5	41.86	41.03	40.63
Junior High	44.44	35.29	28.57	50	47.37
High School	0	22.22	41.17	33.33	30

General Observations:

In elementary, our math scores have stayed pretty consistent but need to improve. We are adding Math into our MTSS process now that we are in our maintenance phase for Reading. For secondary, we are utilizing small group instruction to target some of the learning gaps in Math and tutor Fridays to meet students' needs instructionally as well. Once we are in year 3 of the MTSS process for secondary, we will add in interventions for Math for Tier 2 and Tier 3 supports.

ACT Data

Tripp-Delmont ACT Score Results

	2021	2022	2023	2024
English	22.5	17.4	18.6	24
Math	22	19.8	17.8	19
Reading	22	20.7	20.6	26.5
Science	23.5	19.6	20.5	22.5
Composite	22.5	19.5	19.5	23

State ACT Results

	2020	2021	2022	2023
English	20.67	20.09	19.96	19
Math	21.68	21.22	21.05	20.41
Reading	22.61	22.17	21.97	21.18
Science	22.26	21.79	21.59	21.01
Composite	21.82	21.35	21.18	20.52

General Observations

All students are encouraged to take the ACT at Tripp-Delmont High School. The results of the ACT test scores show that Tripp-Delmont is consistently near or above the state average in all

areas. Our current Reading and English scores have seen a significant improvement in recent years. We have implemented a new ELA curriculum in the last 3 years and that has made a difference in student performance.

Tripp-Delmont NCRC Results- Percentages by Category

	2020	2021	2022	2023
Platinum	0	33.33	5	0
Gold	25	11.11	35	9.09
Silver	25	11.11	30	18.18
Broze	50	33.33	15	27.27
No Certificate	0	11.11	15	45.45

State NCRC Results- Percentages by Category

	2019	2020	2021	2022
Platinum	15.32	15.75	17.51	16.06
Gold	24.05	24.84	23.76	23.88
Silver	32.42	30.14	33.36	32.38
Broze	20.97	21.15	18.76	19.25
No Certificate	6.94	7.53	6.21	7.70

General Observations:

All TDHS senior students take the NCRC assessment. Results from the assessment compared to the state averages are dependent on the students.

District Goals

1. **Goal:** 60% of all students in grades 3-8th and 11th, will attain proficient or advanced on the SD ELA assessment.
 - a. Rationale: With the implementation of MTSS school-wide, it is our goal to increase our proficiency on the state reading assessment.
 - b. Strategies:
 - i. Focus on Tier 1 instruction through instructional coaching

- ii. Utilize Tier 2 and Tier 3 interventions school-wide to close learning gaps
 - iii. The district will provide professional development on explicit instruction
 - iv. Utilize data dives and monthly MTSS meetings to drive instructional groupings and decisions
 - c. Evaluation: SD-ELA Assessment, progress monitoring data, curriculum exams, FastBridge benchmarking assessments
 - d. Timeline: Continuous throughout the 2025-2026 school year.
 - e. Resources: MTSS meetings, professional development, observational walkthroughs, Data dives
 - f. Persons Responsible: All staff (administration, certified, and classified)
2. **Goal:** 70% of all students in grades K-12th will achieve at or above benchmark scores according to the FastBridge reading assessment.
- a. Rationale: By closing reading gaps and increasing students proficiency, students will do better in all content areas.
 - b. Strategies:
 - i. Create specific intervention time for MS/HS students
 - ii. Implement evidence based interventions school-wide
 - iii. Give the benchmark assessment in the Fall, Winter, and Spring
 - iv. Progress monitor Tier 2 and Tier 3 students
 - v. Create formal process for data driven decision making
 - c. Evaluation: FastBridge benchmarking assessment and progress monitoring data
 - d. Timeline: Continuous through the 2025-2026 school year.
 - e. Resources: MTSS meetings, PLC meetings, professional development, intervention grouping, data dives
 - f. Persons Responsible: All staff (administration, certified, and classified)
3. **Goal:** 60% of all students in grades 3-8th and 11th, will attain proficient or advanced on the SD Math assessment.
- a. Rationale: The district's math scores have generally been lower across the board in recent years. Decreasing student's deficits and increasing their understanding of mathematical concepts will help them be successful throughout their time in school.
 - b. Strategies:
 - i. Utilize intervention and small group instruction
 - ii. Provide professional development to staff who teach math
 - iii. Give the benchmark assessment in the Fall, Winter, and Spring

- iv. Progress monitor Tier 2 and Tier 3 students
 - v. Utilize data dives and monthly MTSS meetings to drive instructional groupings and decisions
 - c. Evaluation: SD-Math Assessment, progress monitoring data, curriculum exams, FastBridge benchmarking assessments
 - d. Timeline: Continuous through the 2025-2026 school year.
 - e. Resources: MTSS meetings, PLC meetings, professional development, intervention grouping, data dives
 - f. Persons Responsible: All staff (administration, certified, and classified)
4. **Goal:** Our district attendance will be an average of 96% at all buildings.
- a. Rationale: We have been focusing on increasing our attendance percentages specifically at the secondary level. The better attendance students have, the better instructional outcomes they will have as well.
 - b. Strategies:
 - i. Implement attendance incentives and recognition school-wide
 - ii. Continuous parent communication regarding attendance through phone calls and our “Rooms” app
 - iii. Social media posts about the importance of attendance at all levels
 - iv. Utilize open campus privileges for secondary students and ensure it is linked to attendance
 - v. Develop specific behavior plans for students with chronic attendance issues
 - c. Evaluation: DDN Campus, Chronic Absenteeism Report, Parent Communication, Report Cards
 - d. Timeline: Continuous throughout the 2025-2026 school year.
 - e. Resources: Teacher and staff feedback, MTSS meetings, parent trainings, data dives
 - f. Persons Responsible: All staff (administration, certified, and classified)

Highly Qualified Staff

The Tripp-Delmont School District attracts highly qualified professionals through a variety of recruiting methods and job notifications. We advertise job openings within the school, the local newspapers, and through the Associated School Board website, as well as contacting higher education institutions. If necessary, we will attend teacher job fairs to recruit highly qualified teachers. All applicants must submit an application, references, and transcripts. All teachers, paraprofessionals, support staff and substitutes, must also complete a background check before working with children.

For the 2023-2024 school year, 95% of our teachers are highly qualified and one is seeking Alternative Certification. All special education paraprofessionals meet the highly qualified paraprofessional requirements of ESSA.

In 2023-2024 teacher certification is broke down as follows:

Bachelor's Degrees – 85%

Master's Degrees – 10%

In process of Alt. Certification – 5%

In 2024-2025 administration certification is broke down as follows:

Master's Degrees – 50%

Specialist's Degrees – 50%

Focus Areas for 2024-2027

- Provide more time for staff to collaborate with their PLC teams, both vertical and interdisciplinary teams
- Provide targeted professional development to support Tier 1 instruction
- Increasing family and community engagement
- Promoting a positive staff and student culture
- STEM and Technology integration
- Build CTE program and increase CTE offerings for secondary students

