

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Karen Colleen Heyden

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Robert Bennis Elementary School

(As it should appear in the official records)

School Mailing Address 2001 South Sioux Boulevard

(If address is P.O. Box, also include street address.)

City Brandon State SD Zip Code+4 (9 digits total) 57005-1705

County Minnehaha County

Telephone (605) 582-8010 Fax (605) 582-8012

Web site/URL http://brandonvalley.k12.sd.us/rbe/ E-mail Kristin.Hofkamp@K12.sd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr Jarod Larson E-mail Jarod.larson@k12.sd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brandon Valley School District 49-2 Tel. (605) 582-2049

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Renee Ullom
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	4	17
K	37	43	80
1	57	42	99
2	48	44	92
3	53	47	100
4	51	50	101
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	259	230	489

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2015	554
(5) Total transferred students in row (3) divided by total students in row (4)	0.036
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 16 %
Total number students who qualify: 77
8. Students receiving special education services: 12 %
60 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 6 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 3 Mental Retardation
- 3 Multiple Disabilities
- 0 Orthopedic Impairment
- 6 Other Health Impaired
- 17 Specific Learning Disability
- 24 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 15
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	20
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	94%	86%	97%	97%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No
If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.
We will prepare our students to be life long learners and productive citizens through a positive learning environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Robert Bennis Elementary (RBE) was built in 2003 on a plot of land donated by a community member who shared the vision of excellence in education. Brandon, SD, is a suburb of Sioux Falls, SD, located in the southeast corner of the state. We serve over 450 children and are one of four elementary schools in the Brandon Valley School District. The student body consists of Junior Kindergarten through fourth grade. RBE is the only school in our district that is not a Title One school; however, we have learned to accomplish and achieve more with less resources. RBE has created a legacy of academic success and has maintained these results for over a decade.

The mission of Brandon Valley is to prepare our students to be lifelong learners and productive citizens through a positive learning environment with the cooperation of students, educational staff, parents, guardians, and community. In order to achieve these goals, we focus on empowering the students to be responsible members of society through community outreach programs. Teachers in our school focus on teaching the whole child and to foster the social, emotional, and academic needs of our students. We have created the climate and culture of being a unified family.

Robert Bennis offers a variety of academic and learning opportunities to enrich the lives of children. In addition to academics, we have numerous programs that gear towards meeting the needs of our students. Our students are able to participate in orchestra, music competitions, Veteran's Day programs, Duck Stamp contests, and Artist in Residence. In addition, they can participate in Jump Rope for Heart, Fuel Up to Play 60, student council, spelling bees, Junior Achievement, and Robotics. Our students also meet the needs of our community by contributing to the area food pantry, a backpack program, visiting retirement homes, and having an angel tree around the holidays. These outreach programs enrich and support the lives of our students and school.

Parent communication is key to our success. Robert Bennis Elementary has built a trusting relationship between home and school. Monthly school newsletters are available to parents and staff, as well as frequent communication from the classroom teachers. Parent-teacher conferences are held twice a year. PTA meetings are hosted each month to keep parents informed and involved in their child's education. Volunteering by parents is highly encouraged in the classroom. We would not be as successful as we are today without the support of our parents and community.

Lifelong learning is held in high esteem at Robert Bennis. Robert Bennis staff members are gratified but never satisfied, and always striving to improve. A local university provides extension opportunities and graduate credits. Staff members are self motivated and achieve their goals through district-sponsored professional development opportunities, attendance at national conventions, book studies, advancement in degrees, and actively pursuing outside learning to advance their craft.

Robert Bennis Elementary encompasses the qualities of excellence worthy of National Blue Ribbon recognition.

We have a shared vision that involves students, parents, community, and staff with high expectations for professionalism to continue to excel in meeting the needs of students academically, emotionally, and socially.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The mission statement of Robert Bennis Elementary is to prepare our students to be lifelong learners and productive citizens through positive learning environments with the cooperation of the students, educational staff, parents, guardians, and community. We are proud of our strong, rich heritage of excellence. We are in the business of creating learning environments that result in success for all of our students. We have consistently maintained a learning environment based on rigor and intentional instruction that has aligned with the Common Core State Standards (CCSS). Additionally, we achieve this goal by providing a solid foundation using research-based explicit instruction. Our professional learning community is working upon maintaining exemplary education learning environments through precision and research-based best practices.

Our literacy program encompasses the five key building blocks of phonemic awareness, phonics, vocabulary, fluency, and comprehension—all of which creates a balanced framework. The approach to success focuses on direct instruction with the gradual release of responsibility to enhance student learning in reading and writing. Students enhance literacy skills by utilizing a S.M.A.R.T. (Stimulating, Maturity, Accelerated, Readiness, Training) room and “Walk to Read” program. In addition, students in grades K-2 all receive small group instruction in Sonday, a researched based phonemic awareness and phonics program. Students in grades 3-4 participate in Response to Intervention small groups in addition to Accelerated Reader. These literacy programs continually spiral with our curriculum to create learning environments that result in success.

On a typical day, students engage in whole group instruction which the teacher explicitly directs. Students then have opportunities to work in small group settings, pairs, or one-on-one with a teacher while they work towards achieving content mastery.

Our math instruction is based upon the CCSS. The areas of study include Numbers and Operations in Base Ten, Operations and Algebraic Thinking, Geometry, and Measurement and Data. We use the research-based framework of CGI (Cognitively Guided Instruction) to question and listen to children’s explanation of their mathematical thinking. This in turn guides the teacher’s instruction, which leads to higher level thinking and questioning. Students understand that there are multiple ways to solve a problem and draw upon knowledge of real-life application.

Robert Bennis Elementary is in the process of transitioning to the Next Generation Science Standards (NGSS). Science units include life, physical, and Earth science. Students are encouraged to explore science through hands-on experiments based on the scientific method. Social Studies instruction focuses on responsible citizenship starting with communities, geography, history, and economics. Both of these subjects are taught across the curriculum. Through the use of leveled readers, students engage in science and social studies concepts at a reading level appropriate to their needs. Hands-on experiments are incorporated into lessons to create questioning and exploration to engage students in their learning. Students have the option to participate in the Science Fair each spring. Project-based learning is integrated into social studies and science along with opportunities to collaborate with peers and utilize technology.

Students participate in robust learning opportunities to acquire strong foundational skills. Using Common Core as a blueprint, our teachers focus on a team approach to achieve mastery in the four core curriculum areas to meet the needs of all learners at Robert Bennis Elementary.

2. Other Curriculum Areas:

Robert Bennis Elementary encourages the unique talents of all of our students through a variety of programs to develop the whole child. All students participate in art, music, health, physical education, nurse services, child nutrition, guidance lessons, library instruction, and digital literacy. These other curriculum areas keep the students’ curiosity alive. We meet the needs of our students who have physical and cognitive challenges through the Special Education services, occupational therapy, physical therapy, speech therapy, and adaptive

PE. Through these programs, we are meeting the individual needs of all learners at Robert Bennis Elementary.

Students in special educational services receive small group instruction along with specialized support by teachers and therapists in a collaborative manner. Research-based strategies are used to support students' needs and assist them with their educational goals. Curriculum is aligned to Common Core State Standards and is aligned to meet the needs of each learner. Our SPED program ensures that all students experience inclusion and are exposed to appropriately challenging tasks.

Our youngest students have the opportunity to experience Junior Kindergarten if they are age eligible. Students are eligible if their birthday is late spring or summer in addition to having a low cut score during kindergarten screening. Our program's mission focuses on being ready for each child, not the child being ready for us. Children receive almost three hours of class time each day. The curriculum is developmentally appropriate and encourages social, functional, and problem-solving skills through a play-based approach. Beginning academics such as alphabet instruction, phonemic awareness, and early number sense are the main focus. Our program uses the South Dakota Early Learning Guidelines. The Junior Kindergarten program prepares students to be successful with the Common Core State Standards the following year in kindergarten.

Robert Bennis Elementary shows great pride in our physical education program by following the South Dakota state physical education standards. We have made a strong effort to make fitness and healthy eating a priority. Our school has participated in Fuel Up to Play 60 (the National Dairy Council in conjunction with the National Football League). To make physical education a part of our comprehensive educational program, students participate in a writing contest every year. Their message must convey the importance of a healthy diet. K-4 student winners have their pictures taken and displayed in the school lunchroom. Jump Rope for Heart has been a program we take great pride in partnering alongside, with all donations being given to the American Heart Association.

Our music program develops students appreciation and enthusiasm for instrumental, vocal, and music history. Instruction takes place through orchestra, recorders, technology, dance, and a variety of games. Students help to foster music appreciation through the performance of a Veteran's Day program, caroling at various assisted living centers, and various grade level musical programs. RBE students are afforded the opportunity to try out and perform in the yearly talent show. Many RBE students showcase their musical abilities for the student body and parents.

The curriculum used to teach at Robert Bennis Elementary is designed around the South Dakota and National Fine Arts Standards. The projects at each grade level are created using the Elements and Principles of Art. Vocabulary, artist introductions, and specific skills are introduced and then expanded upon over the 5 years the students attend RBE. The students are given opportunities at school to use their artistic abilities through painting seasonal murals on the windows in the cafeteria, helping design logos for the school district, and participating in various community enhancement projects. Through the Artist-in-Residence program students are exposed to various artistic mediums.

The guidance program is in correlation with the American School Counselor Association (ASCA). Our full-time guidance counselor offers K-4 students bi-weekly whole group instruction, provides individual counseling, and facilitates small group social skill development.

Technology is used as a bridge between school and home. Teachers can utilize assessments that are communicated to families using multiple online platforms. Through the use of technology, our students are becoming prepared for the 21st century to be lifelong learners. Digital citizenship and internet safety are taught in grades 2-4. Our district also utilizes a Technology Integrationist to bring new advancements in technology to the classroom.

3. Instructional Methods, Interventions, and Assessments:

Robert Bennis Elementary utilizes a multi-tiered comprehensive Response to Intervention (RtI) program that analyzes data to drive our instruction. This program includes multiple instructional strategies, tiered assistance, and ongoing assessment. Teachers meet quarterly with a team consisting of the principal, special education services, reading specialist, and grade level teachers to dissect the data to ensure we are meeting the needs of all students in all tiers.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The Robert Bennis Elementary School climate and culture is best reflected through the rapport built between students, staff, and administration. Character Counts is a program in which our foundation is built to provide a safe and positive school culture. Students in our building are able to earn rewards for emulating these character traits. We provide a positive environment that supports the student's academic, social, and emotional growth.

Staff members like to establish positive relationships with students through a variety of different incentives, programs, and activities. We celebrate these relationships by hosting dodgeball tournaments, celebrating homecoming, Read Across America with dress-up days, and various other activities. Our fourth grade students conduct Fitness Thursday with every grade level as another incentive.

Each week students enjoy “positive buddy” activities with a different grade level classroom. Older students team up with younger students to build upon reading and math skills. They collaborate on art projects that are then displayed and share written stories with their peers.

The RBE staff is like a second family. Staff members help each other grow professionally with a competitive and creative nature. Staff morale is kept high through constant positive interactions and a great sense of humor. It is not uncommon for the staff to socialize in the teacher’s lounge while enjoying weekly treats provided by scheduled staff members. Our Sunshine Club is funded by the staff for a minimal contribution that provides support to staff members during both difficult times and times of celebration.

School improvement efforts are sustained through our School Improvement Plan (SIP). The SIP examines and determines our student’s greatest academic needs, which then directs our annual goal writing to address the areas of concern. Teachers meet monthly to address students who are at risk, as well as, to discuss enrichment strategies for the more advanced students. We also discuss social needs of students and are fortunate to have a counselor on staff to meet individually or in small group settings during a “lunch bunch” group. Student achievement is the utmost important job for everyone in our building.

2. Engaging Families and Community:

As a school, we embrace the importance of giving back to the community. Throughout the holidays, our students created wreaths, scarecrows, turkeys, and hearts that were distributed at a nearby hospice center. Each year, we also create cards for the veterans at the Veteran’s Hospital.

We are committed to meeting the needs of our students even when they are not at school. We participate in a Backpack Program which provides food for needy students each weekend of the school year. The school day begins before 8 a.m. to provide a nutritious breakfast to jumpstart the student’s day. Starting summer 2017, the district will offer a free noon meal to any citizen of Brandon. Our student council donates to an “angel fund” to help purchase bus passes, lunches, Christmas gifts, and warm clothing for our students who are in need.

Robert Bennis Elementary takes great pride in the connections we have created between our parents and community. Robert Bennis Elementary has a strong PTA that works parallel with the school to enrich the lives of our students. The PTA meets once a month to discuss ways to support our school, some examples being: family fun night, monthly roller skating parties, bingo night, meals for teachers during parent/teacher conferences, book fairs, teacher appreciation week, the South Dakota Arts Council, Box Top collections, and a 4th grade send off party at the end of the year. The PTA invites guest speakers to their monthly meetings to inform on curriculum, staffing, and nutrition.

Communication is a key component to building collaborative relationships between parents and teachers to meet the needs of students and teachers alike. Weekly newsletters consisting of upcoming events are

emailed to all parents. Teachers use a variety of technological tools to communicate such as: email, web pages, Google Drive, Google Classroom, Class Dojo, and Skyward. All these have proven effective in keeping a strong healthy communication line between parents and teachers. We have an open door policy for parents to stop in or call any time they would like to discuss their child.

3. Professional Development:

Our district values professional development. Over the past 10 years, our staff development team has met regularly to discuss the current needs of the teachers. The development team for the district plans year-long projects. Collaborative professional learning at Robert Bennis Elementary takes many forms, including Ed Camps, various speakers such as Todd Whitaker and Dave Burgess, BV Literacy, 21st Century skills, CGI, and multiple book studies. New teachers in our district meet multiple times throughout their first year to be supported by peers through our mentor program. They also spend an extra two days in the fall learning procedures and assessments. Technology coaches within the building provide support to the teachers on a daily basis. A main focus for technological development this year has been focusing on digital citizenship. A code of conduct, in which all students in grades K-12 are held accountable, was implemented this fall.

Teachers are allowed extra time and pay during the summer to work on curriculum needs. They are also encouraged to take time away from the building to learn at national conferences. Almost every year, teachers at Robert Bennis Elementary have attended national conferences in both math and reading. In the past two years, four staff members have attended conferences in San Antonio and Boston. In the past five years, the principal has attended national conferences in curriculum and leadership in Wyoming and California. Teachers are encouraged to take advantage of these opportunities.

Staff development time has been spent aligning our curriculum to the Common Core state standards. A scope and sequence curriculum map/path has been created by teachers for reading, math, science, social studies, and health.

Also within our building, we conduct grade level data meetings held three times a year (fall, winter, spring) that take place to systematically review universal screening data and check for gaps and overlaps, growth, and development. At these meetings, classroom teachers collaborate with resource teachers, principal, and reading specialist to determine if current interventions are working for students. Changes are made if needed and new intervention and enrichment groups are formed. Data collection from progress monitoring (done weekly) further drives decision making and allows teachers to have timely and relevant information to drive instruction. At this time, we also discuss our growth towards our goals within our School Improvement Plan.

4. School Leadership:

Since the school opened in 2003, the school community has been enhanced by the strong leadership of our principal. Every year, our principal along with her staff shape a vision for the year based on our school improvement plan. Our plan is a result of a team effort that is developed based on analyzed data and our school needs. The implementation and monitoring of the plan is nurtured by the positive climate that she has developed with her staff. She cultivates leadership in each member of the staff so they feel empowered in realizing their part in the school's vision. Staff observations are used as a tool to cultivate the unique gifts in each of us. As a team, we are committed to focusing on student outcomes, and improving instruction for the best possible outcomes.

We have many examples of shared leadership within our school. A team of elected students make up a student council. This group finds ways to improve our school and community. For several years, this motivated group has created murals on large metal trash cans to be placed around the community. The student council was paramount in implementing the Fuel Up to Play 60 program. By shining the spotlight on health and fitness, the council encourages the student population to become more active. Our efforts were rewarded with a visit from Minnesota Vikings Linebacker Ben Leber.

The Parent-Teacher Association (PTA) is greatly involved and committed to the success of the school.

Their willingness to put books in our students' hands helps us reach our end goal of student success. They are willing to support and encourage teachers in any way possible. Robert Bennis Elementary is fortunate to have a highly involved group of parents.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Robert Bennis Elementary has consistently achieved distinguished/exemplary status for over the past decade. We believe this success has contributed to the school's commitment to becoming reflective data decision makers.

We first began by holding grade level data meetings which included teams of teachers, administrators, Special Education teachers and the reading specialist who would analyze and reflect upon our data. We would use this data to drive our decision making process. This data has also been used to hold teachers accountable for creating a positive and effective learning environment. It has also been used to create and monitor our grouping of students. Over the years, the assessments that we have used have developed and evolved. We value assessment and are fortunate that the Brandon Valley School Board has devoted a monetary value to our continued success. We are able to track our students 4 times a year in both reading and math. We also use this data to compare our RBE students to students across the nation using Renaissance. This data provides us with a Student Growth Percentile (SGP). We use this to track our RBE students who begin at the same level across the nation, then ranks their growth. A nice feature of the Renaissance SGP is that it parallels the scores we receive on the Smarter Balance assessment. We use this data to identify any areas of need.

This is a practice we believe we must continue to maintain our student's high achievement.

To meet the needs of these students, including our special education population, we have implemented the following programs in response to assessment performance: purchased the DIBELS assessment system, Response to Intervention (RtI), Read Live (formerly Read Naturally), Differentiated Instruction (DI), SonaDay System Learning to Read Program, Walk to Read Implementation, Reading Mastery, and the Renaissance Program. Students receive one or more of these programs at least three times a week. In addition, we began integrating technology into the classrooms. Teachers have utilized technology in their assessment process. A cart of thirty devices has been given to each grade level. Our goal is to become a one-to-one school in the next five years.

The mission of Brandon Valley is to prepare our students to be lifelong learners and productive citizens through a positive learning environment with the cooperation of students, educational staff, parents, guardians, and community. In order to achieve these goals, we focus on empowering the students to be responsible members of society through community outreach programs. Teachers in our school focus on teaching the whole child and to foster the social, emotional, and academic needs of our students. We have created the climate and culture of being a unified family. Our hope is also to be bestowed with a National Blue Ribbon Award.