

2021-2023

CC Lee

Elementary

School Improvement

Plan



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Aberdeen School District

Mission, Vision, and Beliefs

Mission

Empowering all students to succeed in a changing world.

Vision

To provide all students with the knowledge and skills necessary to reach their potential in a global community through high expectations of academic achievement, diverse educational opportunities and community involvement in a safe environment.

Beliefs

- All students can succeed when given the opportunity to learn through appropriate instruction, academic experiences and involvement in activities.
- All students benefit from a safe and nurturing learning environment.
- All students benefit from positive role models.
- Student progress is achieved by holding all students, parents and the school district accountable.
- Students' success is enhanced when the school, parents and community work together as partners.

Goals

- To meet AYP in all schools in the areas of math and reading.
- Provide a safe and supportive learning environment for all students and staff.
- Provide equitable access to current and developing technology tools for all students and teachers.
- Ensure a positive climate/culture that promotes collegiality among/between staff, parents and students.
- Promote active partnerships within the community.

CC Lee Elementary School

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In an effort to facilitate and enhance student achievement at CC Lee Elementary School, parents, teachers, and administrators have joined to form a School Improvement Planning Committee. The committee's findings are found in this document, which is a tool that will enable stakeholders to sustain the school improvement focus at CC Lee Elementary. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure that no child will be left behind.

CC Lee Elementary School Profile

Aberdeen is located in northeastern South Dakota, a primarily rural state. It is the third largest city in the state with a population of 28,000. Aberdeen has two post-secondary institutions, Northern State University and Presentation College. Its main employers are the schools, the hospitals, and 3M. Agriculture is still the community's predominant industry. Grain terminals, livestock sale barns, a grain inspection service, and related agribusiness help support the area.

The Aberdeen School District is comprised of eight attendance centers: one 9-12 high school, two 6-8 middle schools, and six elementary buildings. Unique characteristics of the staffing patterns and student population of C.C. Lee Elementary School are listed below:

Staff FTE	2020-21	2021-22	2022-23	School Improvement Planning Committee	
General Education Teachers	18.0	18.0	18.0	Camille Kaul	Assistant Superintendent
Special Education Teachers	2.00	2.00	2.00	Christopher Osborn	Principal
Physical Education	1.00	1.00	1.00	Breanne Kraft	Kindergarten teacher
Music	1.00	1.00	1.00	Jessica Hed	1 st grade teacher
Orchestra	0.10	0.10	0.10	Miranda Letze	2 nd grade teacher
Art	0.78	0.78	0.78	Jeanette Drapeaux	3 rd grade teacher
Speech	1.00	1.00	1.00	Jackie Bindenagel	4 th grade teacher
Counselor	1.00	1.00	1.00	Chandra Johnson	5 th grade teacher
				Amber Nguyen	Speech/language
				Katherine Hansen	PE Teacher
				Caitlin Schwan	PTA president
				Susan Casper	PTA treasurer
				Katherine Hansen	PTA vice president
				Jill Malsam	PTA secretary
				Jordan Varilek	SST Dept. of Ed.

CC Lee Elementary - Grades 3-5				CC Lee Elementary - Grades 3-5			
	2019-20	2020-21	2021-22		2019-20	2020-21	2021-22
Total Gr 3-5	187	181	178				
White	163	155	148	White	87.17%	85.60%	83.15%
Black	5	4	5	Black	2.67%	2.20%	2.81%
Asian	1	4	4	Asian	.53%	2.20%	2.25%
Nat Am	0	5	6	Nat Am	0%	2.76%	3.37%
Hispanic	3	3	5	Hispanic	1.6%	1.66%	2.81%
TR	8	10	10	TR	4.28%	5.50%	5.62%
Econ Dis	26	27	17	Econ Dis	13.90%	14.90%	9.55%
SpEd	22	25	28	SpEd	11.40%	11.76%	15.73%
LEP	1	2	0	LEP	0.52%	.53%	0.00%
Migrant	0	0	1	Migrant	0%	0%	1%

School Improvement Timeline

	Reading	Math	Notes
2012-13	Progressing	Progressing	<ul style="list-style-type: none"> Math curriculum study begins
2013-14	N/A	N/A	<ul style="list-style-type: none"> Implementation of Common Core State Standards for English language arts and math Implementation of <i>Investigations</i> math curriculum
2014-15	Progressing	Progressing	<ul style="list-style-type: none"> Piloting SLO and Teacher Effectiveness Model PE/Health curriculum study begins
2015-16	Progressing	Progressing	<ul style="list-style-type: none"> Full implementation of Teacher Effectiveness Model Science curriculum study begins
2016-17	Did Not meet AMO	Met AMO	<ul style="list-style-type: none"> Social Studies curriculum study begins Added an additional elementary site
2017-18	NA	NA	<ul style="list-style-type: none"> K-5 Language Arts curriculum review 6-12 World Language, ITech, and Computer curriculum review
2018-19	Designated TSI	Designated TSI	<ul style="list-style-type: none"> 6-12 Language Arts curriculum review K-5 Implement new language arts curriculum
2019-20	NA	NA	<ul style="list-style-type: none"> K-12 Math curriculum review Addition of Nigh School at Central High School Distance Learning Implemented due to COVID-19
2020-21	NA	NA	<ul style="list-style-type: none"> COVID Protocol Distance Learning Implanted due to COVID-19 Implement new Math curriculum
2021-22	76 SPI	76 SPI	<ul style="list-style-type: none"> Implement new PE and health curriculum Implement SEL curriculum, Everyday Speech

Comprehensive Needs Assessment

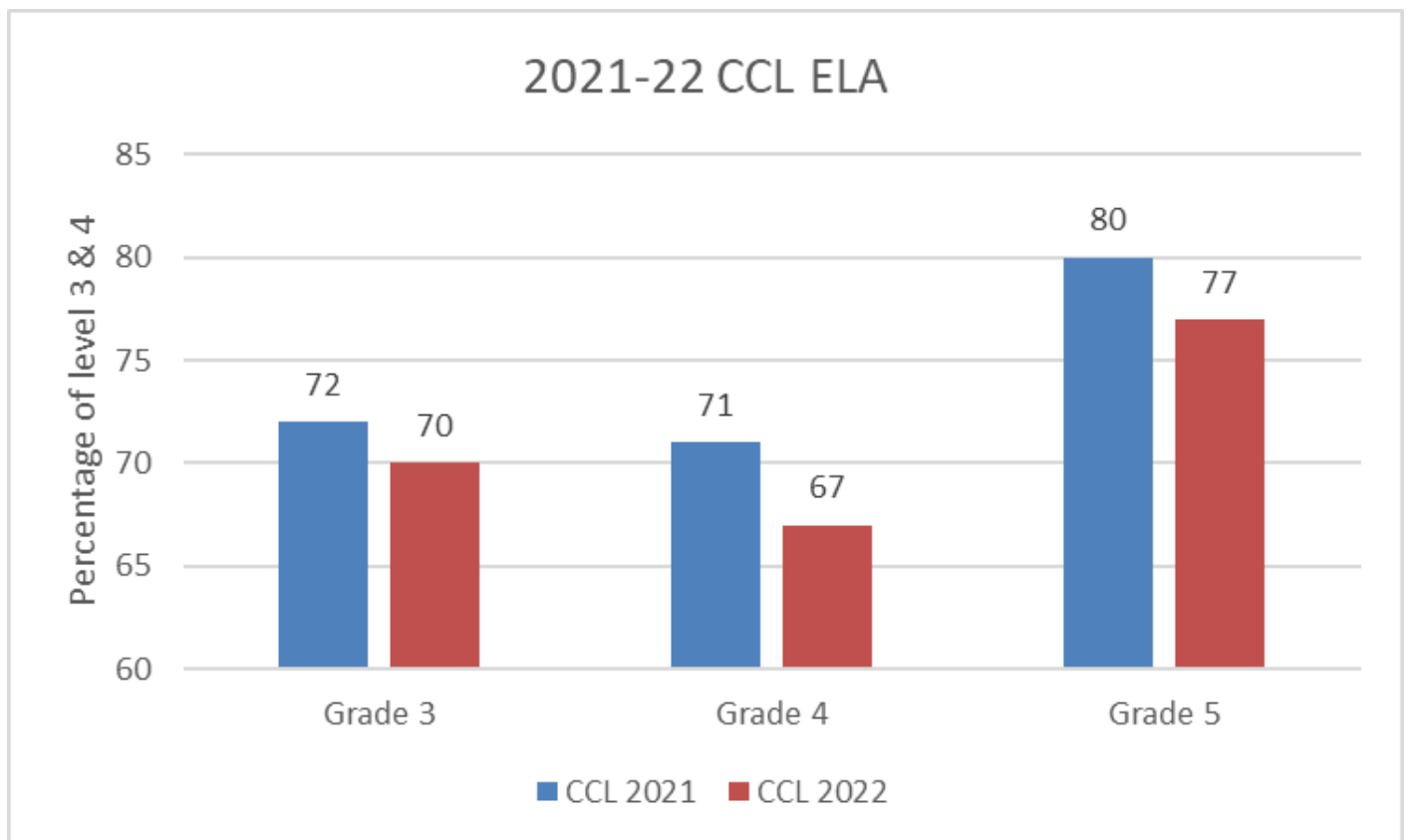
On August 17, 2022, staff members gathered to complete a comprehensive needs assessment of the entire school. Qualitative and quantitative data was reviewed based on the four areas of the CNA, leadership, curriculum and instruction, talent development and family engagement/ culture. Data sources included state assessment results, AIMS web results, ACT Test results, ACCESS results, attendance, and discipline reports. Data retreat participants broke down into sub-groups and identified strengths, areas of concern, and key areas in math and reading in need of improvement. Data is reviewed for all subgroups. An action plan was developed and possible strategies were then brainstormed. Detailed notes from all groups were submitted, kept, and referred to subsequent SIP meetings.

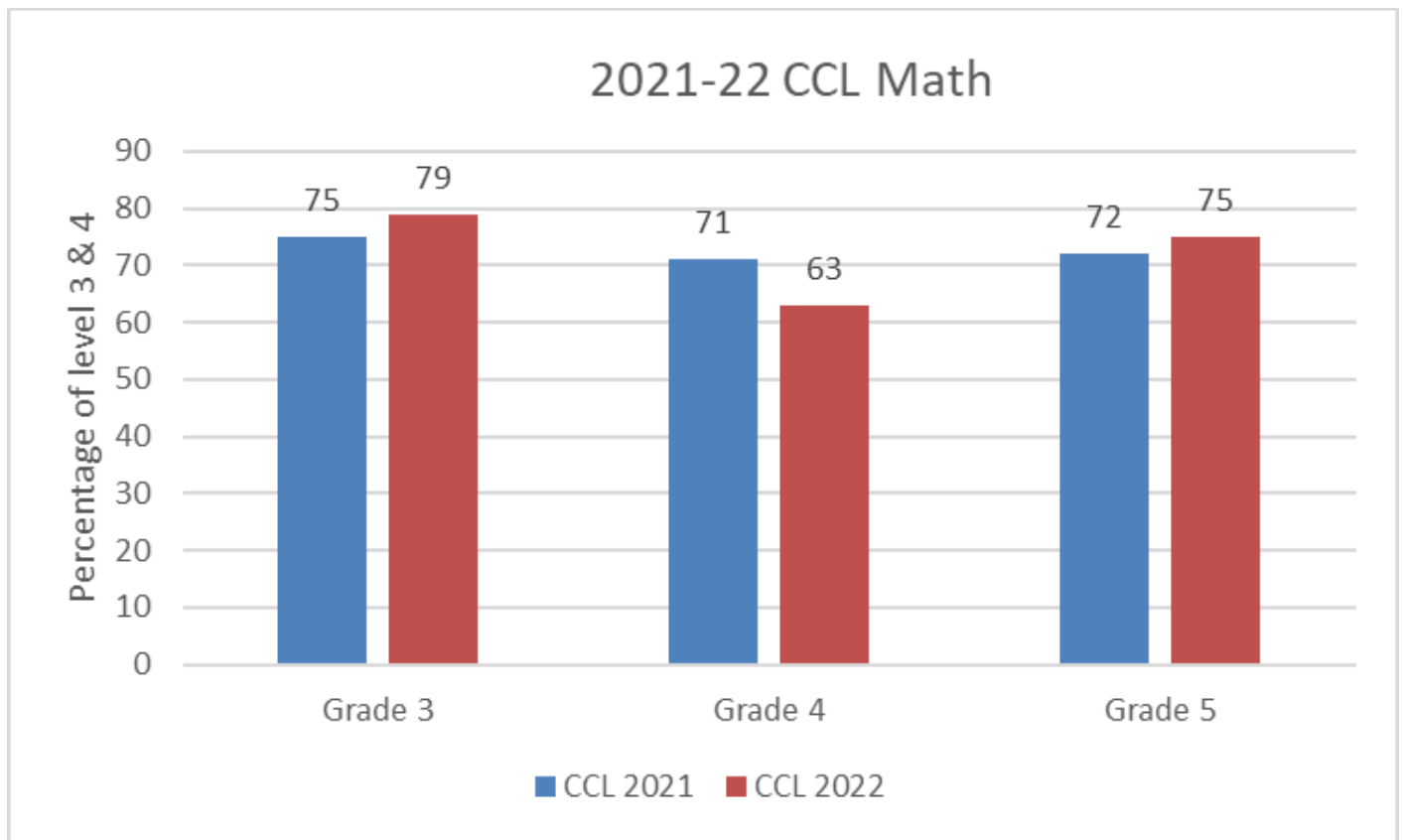
The School Improvement Committee met on the afternoon of August 17, 2022, finalized the action plan statements, and to refined the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary resources. Follow-up conversations and emails were held with Sub-Committee Chairpersons. The sub-committees other than the School Improvement Committee will handle most of the specific details and refining for the action plan. The details of the action plan will be reviewed on an on-going basis with modifications made, as the school improvement committee deems necessary. Staff, students, and parents will complete surveys in October of 2022. This information will be analyzed and changes to the action plan will be done in January of 2023 if necessary.

South Dakota State Assessment

Beginning in 2017, in compliance with the Every Student Succeeds Act (ESSA), the state of South Dakota required all students in grades 3-8 and 11 to take a computer adaptive test called the Smarter Balanced Assessment (SBA). The SBA assesses student achievement in the areas of math and reading. A student's score on each subtest places him or her in one of four achievement categories: Level 1, Level 2, Level 3, or Level 4. Students are deemed proficient when scoring Level 3 or Level 4. South Dakota's overarching goal for Student Achievement is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. AMO targets will be set following the results of the Smarter Balanced assessment in the 2014-15 school year. . In 2018 AMO targets were removed and a new growth model was adopted.

The following table displays the percentage of students who scored proficient (Level 3 or Level 4) for the 2020-21 school year and the 2021-22 school year.





Analysis of Data:

ELA scores in the 3rd grade have settled into the 70% testing proficient in ELA. The score did drop from the previous year by a couple points, but has been pretty consistent around the 70%. The 4th grade score showed a drop of 5%. It also showed a decline compared to the previous year. The 5th grade has show great improvements staying near the 80% proficient in ELA scores. The school improved 6% from when in 4th grade to the test time in the 5th grade.

Math scores are comparing grade levels from the past two years. The scores do show relative sustainability over the last couple years. The 3rd graders' score improved by 4% from the previous year's scores. The 4th grade, which statewide has proven to be very difficult, showed a decline by 12% comparing the same class. The 4th grade scores declined from the previous year's 4th grade class as well. The 5th grade showed an improvement over the past 2, as well as an improvement from the year prior. The teachers are working hard to make sure the work aligns to the standards.

Implications from Data: Teachers will continue to use CCSS, the Danielson model (teacher effectiveness), SLOs, Webb leveling, formative assessments, and AIMSweb results to guide and inform instruction. Addressing the significant needs of all students is also a priority, and research-based strategies specific to the needs of all will be utilized. SDA and AIMSweb data were used to determine reading goals, and SDA data and classroom data were used to determine goals.

AIMSweb Reading Assessments

Description of Data: AIMSweb is a formative assessment system that informs the teaching and learning process by providing continuous student performance data and reporting improvement to enable evidence-based evaluation and data-driven instruction. AIMSweb provides a 3 Tier Progress Monitoring and Response to Intervention system which assesses students' general reading achievement. AIMSweb utilizes Curriculum Based Measurement (CBM), an approved and standardized assessment practice based on over 25 years of scientific research. Specific skills assessed include reading comprehension and early literacy skills (phonics and phonological awareness). The AIMSweb system allows frequent monitoring of students who are at-risk for academic failure or currently below grade level by using general outcome measures in any of these areas. This system allows educators to determine if the current curriculum and instruction of core programs or interventions is having the intended effect on student progress.

K – Letter Naming				1 st Grade – Oral Reading Fluency			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	NA	71%	88%	% Average Or Above Average	39%	87%	NA

2 nd Grade - RCBM				3 rd Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	83%	91%	NA	% Average Or Above Average	87%	93%	NA

4 th Grade - RCBM				5 th Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	87%	92%	NA	% Average Or Above Average	97%	97%	NA

Analysis of Data: This is the first year that our kindergarten was not assessed at the beginning of the school year. Kindergarten did show growth from the Winter testing time to the Spring testing. The 1st grade fluency scores showed great improvement over the school year, an improvement of average/above average from 39% up to 87% by the winter testing. The 2nd grade (RCBM) Reading-Curriculum Based Material was used to show progress moving from 83% to 91%. The 3rd grade showed similar growth from 87% up to 93%. 4th grade showed similar growth with 87% up to 92%. 5th grade did not show improvement, however 97% of the students were showing average to above average scores. Spring testing was not completed for the 1st - 5th, the final testing was done in the winter test time.

Implications from Data:

- Letter naming will be used for Kindergarten as it sets the stage for reading.
- 1st grade will use oral reading fluency (ORF) as the assessment for reading improvement.
- Grades 2-5 will use Reading-Curriculum Based Material (RCBM) as the assessment for reading improvement.
- Teachers will collaborate regarding grade level performance from last school year.
- Some SLO growth goals will be determined based on AIMSweb Plus data.
- Classroom teachers and Interventionists will study data monthly to drive instruction and aid student success.

Climate Surveys

In January 2022, school climate surveys were administered to all students in grades 3 through 12 in the Aberdeen School District. The school climate surveys were provided to all district parents, teachers and other school staff. The purpose of the survey is to collect information to be used along with other data to improve our educational programs and for school accreditation purposes. Climate Surveys are conducted every other year.

CCL Certified Staff (20)						
Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	75%	25%	0%	0%		
I provide or list daily learning targets for students (C1.3)	25%	55%	15%	5%		
I use assessment results to determine my next instructional steps (C1.1)	40%	55%	5%	0%		
School goals are addressed by the principal (EL.1)	35%	45%	20%	0%		
The principal establishes, communicate, and routinely supervises implementation of clear and consistent expectations, routines, and procedures (EL.2)	15%	50%	35%	0%		
The principal provides feedback regarding my performance (TD.1)	25%	20%	55%	0%		
I feel supported by my principal (FCC.1)	20%	45%	25%	10%		
I know how to access a variety of professional development resources (TD.2)					90%	10%
The overall school culture/climate is positive (FCC.1)					65%	35%
I know the process for selecting and approving curriculum (C1.3)					80%	20%

Elementary Support Staff Survey (54)		
Question	Agree	Disagree
My direct supervisor establishes, communicates, and routinely supervises the implementation of clear and consistent expectations, routines, and procedures that promote safety (EL.2)	88%	12%
I have received training specific to my duties in the district/school (TD.1)	88%	12%
I am required to participate in district level training for, Safe School and ALICE (TD.1)	100%	0%
My direct supervisor support enhances my professional growth through the evaluation process, coaching and feedback, and collaborative dialogue (TD.2)	88%	12%
Resources are available to support the achievement of identified professional learning (TD.2)	83%	17%
School staff members support one another and the school climate is positive (FCC.1)	85%	15%

CCL Student Survey (81)		
Question	Agree	Disagree
I understand what I am learning in school (CI.2)	95%	5%
I understand what quality work looks like (CI.2).	96%	4%
Learning is fun (CI.2)	73%	27%
I feel safe at school (FCC.1).	95%	5%
I feel like I belong at school (FCC.1)	85%	15%
My classroom teacher helps me with my learning (FCC.1)	96%	4%
I feel I do well with my school work (FCC.1)	87%	13%
There are opportunities to participate in after-school activities (FCC.1)	79%	21%
I feel my family culture is respected at school (FCC.1)	89%	11%
The school and my parents work together to support my learning (FCC.2)	96%	4%

CCL Parent Survey (68)				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The principal establishes, communicates, and routinely supervises the implementation of clear and consistent expectations, routines, and procedures that promote safety (EL.2)	62%	33%	5%	0%
My children are safe at school (FCC.1)	63%	34%	3%	0%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	40%	60%	0%	0%
Teachers care about my children (FCC.1)	60%	37%	3%	0%
The environment of the school is friendly and welcoming (FCC.2)	53%	38%	7%	2%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	49%	47%	4%	0%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	44%	66%	0%	0%
I am well informed regarding my child's attendance through out the year (FCC.2)	62%	48%	0%	0%

Analysis of Survey:

The staff survey would like better communications and expectations with the staff. Feedback on teacher performance is also sought after in order to make the building a better place to work. The Parent survey showed that the school could improve on being friendly and welcoming. The student survey shared that learning could be more fun. C.C. Lee staff is taking part of a book Study, Engaging Every Family: 5 Simple Strategies in order to correct some of the problems that were identified from the survey.

2021-23 School Success Action Plan

Theory of Action (If, Then, And Statement) Expresses the focus/direction:

The student achievement data indicated a need for more intensive instruction in problem solving in all grade levels. The trend data over the last four years supports this.

What potential implementation challenges need to be addressed?

The use of consistent and rigorous assessments to monitor progress.

Action Plan What actions/tasks will be used to achieve this milestone? What resources are required to implement the plan?	Timeline	Participation and Commitments Who is involved and what role do they play?	Completion Date
Action 1: Grade Level Strategies to solve problems are implemented. Implement Strategies from Bulletproof Problem Solving. Resources Required: Bulletproof Problem Solving by Conn and McLean	2021-23 school year	Classroom Teachers Principal set-up learning the 7 steps.	May 2022
Action 2: Common Grade-Level Assessment to evaluate the students' ability to implement problem solving strategies. Assessments given in October, January, May of that school year. Resources Required: Use Common Assessments to evaluate problem solving strategies.	Sept. 2021 Jan. 2022 May 2023	Classroom Teachers	Jan 2022 May 2022
Action 3: Compare Problem Solving samples on the SDA given to 3-5 students yearly. Comparing and identify the percentage of students falling in the below proficiency level. Resources Required:		SIP Team	

Expected Outcomes by the end of the school year: Smaller percentage of students will perform below standard on the problem-solving section of the South Dakota Assessment. 21/171 were below standard for a percentage for the 20-21 school year (12%).	May 2022	SIP team									
Evidence of Progress: Assessments from January & May. We will compare the previous year's 'Below' numbers to the current years. Increase percentage of our 2, 3, 4's.		SIP Team									
End of the Year Summary on Each Action Step: Action 1 - Staff were inconsistent in one problem solving strategy. We are implementing one strategy next year. Action 2 - Problem Solving on State Assessment was still a lower area. Action 3 -		<p style="text-align: center;">Continued</p> <p>Different Problem-Solving strategies were used by different groups. We will focus this year's problem solving by using the C.U.B.E.S. method.</p> <p>Teachers did not recognize major problems with the assessments taken at the quarter break compared to the state assessment.</p> <table border="1"> <tr> <th></th><th>20-21</th><th>21-22</th><th>22-23</th></tr> <tr> <td>% of students below standard in Problem solving</td><td>18/181 tested below standard (10%)</td><td>24/178 tested below standard (13.5%)</td><td></td></tr> </table>		20-21	21-22	22-23	% of students below standard in Problem solving	18/181 tested below standard (10%)	24/178 tested below standard (13.5%)		
	20-21	21-22	22-23								
% of students below standard in Problem solving	18/181 tested below standard (10%)	24/178 tested below standard (13.5%)									

Chris Osborn
Principal Signature

Camille Kaul
Superintendent/Designee Signature

School Enrichment Activities

The school offers a variety of different activities to enrich and strengthen all aspects of the school. Teachers use methods and instructional strategies that strengthen the academic program in the school; increase the amount of quality of learning time; and help provide an enriched and accelerated curriculum to provide a well-rounded education, such activities include: Field trips to concerts, plays, and other fine arts events, school musical performed in the spring, orchestra, All City Choir select group, field trip to the Water Festival, special topics speakers, Junior Achievement program, School Counselor instruction in classrooms, specialized tutoring during the school day and after school, tutoring for Native American students, computer coding, walking club, dance at recess, Historical Society learning kits, NSU student athlete volunteers, SADD and adult mentors, Conflict Managers, foster grandmas, Student Council, and parent events.

The above strategies and activities will be evaluated for effectiveness by gathering feedback from students, staff, and parents, monitoring participation rates, noting academic improvement for some activities, and observing student engagement levels.

Professional Development

CC Lee Elementary staff will continue to be engaged in a variety of activities emphasizing the two identified goals. Additionally, staff will attend appropriate national, state, and regional conferences that will support the LIP school-wide goals.

Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction. A mentor is assigned to each new staff member in our building. The mentor will assist new teachers with building expectations and routines, electronic attendance and grading, locating materials, etc. Finally, Lincoln's professional library is constantly being upgraded in the areas of effective strategies for math and reading instruction.

2021-22 Staff Development Schedule	
August 16	8:00-12:00 New Teacher Orientation 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Building Meetings
August 17	8:00-12:00 NSU, JFAC 1:00-3:30 Building Meetings
August 18	8:00-10:00 Back to School, CHS Theatre 10:00-12:00 Building Meetings 1:00-3:30 Individual/Team Planning 2:00-3:30 SPED, HMS Theatre
August 23	8:00-9:00 Grade level meeting at designated school 9:00-3:00 Data Retreat/CNA
August 24	8:00-11:30 School in Session 12:30-3:20 Individual/Team Planning
October 8	8:00-3:30 First Aid Mental Health (EAs) @ CCL 8:30-10:00 Tech Talks 10:00-12:00 School Directed Staff Development 1:00 -3:30 Individual/Team Planning
November 24	8:00-11:30 School in Session 12:30-3:30 Individual/Team Planning
January 3	8:00-10:00 Data Retreat 10:00-3:30 Individual/Team Planning
January 17	8:30-3:00 EA Retreat@ ATEC 8:00-11:30 Writers Workshop @ CCL 12:00-3:30 Writers Workshop @ CCL 8:00-3:30 Individual/ Team Planning 8:00-11:30 Technology Training for Specials
February 18	8:00-3:30 Mental Health First Aid (EAs) SE Art Rm 8:00-3:30 Mental Health First Aid, HMS Theatre 8:00-3:30 Writers Workshop @ CCL 8:00-3:30 Clevertouch Boards, K-2
March 10	8:00-3:30 Mental Health First Aid (EAs) SE Art Rm 8:00-3:30 Mental Health First Aid, HMS Theatre 8:00-3:30 Writers Workshop @ CCL
May 20	12:30-3:30 Individual/Team Planning

2022-23 Staff Development Schedule	
August 15	8:00-12:00 New Teacher Orientation 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Individual Technology Training
August 16	8:00-10:00 Welcome Back, CHS 10:00 -12:00 Building Staff Meeting 1:00-3:30 Building Meetings
August 17	8:00-12:00 NSU, Monica Washington 1:00-3:30 Data Retreat
August 22	8:00 -3:30 Clevertouch Board Training
August 23	8:00-11:30 School in Session 1:00-3:30 Individual/Team Planning
October 7	8:00-3:30 First Aid Mental Health (EAs) @ CCL 8:00 -3:30 Clevertouch Board Training
November 23	8:00-11:45 School in Session 12:45-3:30 Individual/Team Planning
January 3	8:00-10:00 Winter Address @ CHS
January 16	8:00-3:00 SPED Break-out Sessions (EAs)
February 17	8:00-3:30 First Aid Mental Health (EAs) @ CCL Flexible Staff Development Day
March 10	8:00-3:30 First Aid Mental Health (EAs) @ CCL Flexible Staff Development Day
May 19	12:45-3:30 Individual/Team Planning

Highly Qualified Staff

The Aberdeen School District requires all staff to be Highly Qualified in their given assignment area. All staff must follow the certification regulations outlined by the South Dakota Department of Education.

Pursuing Highly Qualified Certification

Pursuant to SDCL 24:28:11, the following staff are currently pursuing the proper certification to be highly qualify in their current position. Staff have two years to complete all the Department of Education requirements to become highly qualified.

Date of Hire	Staff	Course Taught
NA	NA	NA

Parent Involvement in Education

CC Lee Elementary School parents are provided directions to access the School Improvement Plan through the Aberdeen School District Web site in the CC Lee Elementary Parent & Student Handbook (page 6) and occasionally in the monthly newsletter. In addition, the CC Lee Elementary School Improvement Plan is discussed at PTA meetings, School Board meetings, and district-wide School Board listening sessions.

Testing results are sent to parents annually, along with general information about the testing process and an interpretation guide. Parents are invited to contact their child's teacher or the principal if they have questions about the testing process or results. Parents are provided with a Parent Involvement Letter and Lincoln Elementary welcomes parents and families to an Open House during the first week of school. Parent-Teacher conferences are scheduled in the fall and spring, and Parent University (parent education and student activity) is conducted each fall.

Parent-teacher conferences are scheduled twice per school year, once in the fall and again in the spring. Parents may schedule a meeting with teachers at any time during the school year to discuss their child's educational program.

Transition Processes

The registration process for incoming Kindergarten students begins in January at each elementary school. Parents are required to provide the school with the child's name, birth certificate, immunization records, and social security card to complete the registration process. In the spring, the Kindergarten Open House is held for registered students to introduce the parents and students to the teachers, classroom areas, and overall school building. At the start of the new school year, the teachers meet with parents to provide them with information regarding the expectations for Kindergarten. Students begin the year by attending school in small groups to become better acquainted with their environment and daily schedule.

In the early spring, transition activities for fifth graders moving to the middle school begin with a visit from the middle school principals. During this session, the principals provide an overview of the middle school experience and distribute registration materials. Later in the spring, fifth grade students visit and tour the middle schools. The program includes musical entertainment, a school tour, snacks, and small group discussion time with eighth grade student leaders. Also, late spring, the middle school Improv Troupes visit fifth grade classrooms to present scenes that prompt further discussion of middle school issues.

New students are welcomed to their designated middle school with an orientation provided by the school counselor and/or representatives of the student council. Periodically, new student groups are formed to provide students with an opportunity to meet other new students and express their concerns in a small group setting.

All high school students are provided opportunities for career exploration, options for postsecondary education, vocational training, and work force information. High school students may participate in Advance Placement courses and dual credit courses through the local college.

Monitoring and Support

Students who experience difficulty are referred to the Student Assistance Team (SAT) by parents or teachers. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include extended school day tutoring, behavior management plans, an outside mentor, and/or further review by the team. The team shares this information with the teachers involved with the child as well as the child's parents.

If problems tend to persist, the student may be referred to the Student Needs Team (SNT) for formal evaluation of academic and/or psychological needs. After the evaluation has been completed, the team communicates the results to staff members and the child's parents. Recommendations may include special education services, professional counseling, and/or alternative placement of the child.

The School Improvement Committee will review the plan quarterly during the 2022-23 school year to analyze updated data and to make adjustments. As the plan is reviewed and modified, progress will be shared with the School Board on an annual basis.

Fiscal Requirement

As this plan is implemented, resources will be available to building teams. Release time will be provided for building teams to meet to review their current school improvement plan, review their school's data and to add new strategies to use for instructional purposes.

District-level administrators will be available to meet with school teams to support the development of school or student improvement plans and also to model effective instructional strategies in the classroom.

School curriculum and supplemental materials will be purchased according to the district curriculum adoption cycle. If additional support materials must be purchased, individual schools may use their building financial allocations to purchase those items.

Financial Resources Available:

Building Level –

- General fund and capital outlay fund allocations
- Special Education allocations for resource rooms and also financial support for after-school tutoring

District Level –

- Title I allocation for reading teacher and tutors' salaries
- Title I and general funds for extended school day tutoring program

Ongoing Program Development

The school improvement plan is part of a dynamic process with periodic evaluation needed to assess progress towards meeting goals. The school improvement plan is a two-year document requiring periodic evaluation to assess progress. The plan was written within three months of identification for state-mandated school improvement. It will be evaluated annually and revised as needed. Future revisions in the plan will be made according to data obtained from assessment results, surveys, state mandates, and student needs. A log will be kept on file of the periodic reviews and revisions.

The improvement plan will be presented to the Aberdeen School Board for final approval in October of 2022. After board approval, the School Improvement Plan will be fully implemented. The school improvement plan will be shared with the staff, parents, and the public through the Aberdeen School District website and copies will be available in the school office for interested patrons.

The timeline below indicates the school improvement activities for the 2022-23 school year.

August 1	Preliminary results identified by the DOE
Completed by August 23	Building data compiled and team members identified
August 16-22	Building data retreats held with all staff members
Completed by September 9	Building leadership teams meet to refine goals and strategies
Completed by September 9	Finalize requirements of building school improvement plans and submit to Assistant Superintendent
September 23	District school improvement meeting-conduct peer reviews of building plans
October 7	Building school improvement plan revisions due back to the Assistant Superintendent
October 24	School improvement plans submitted to school board for first reading.
November 14	School improvement plans submitted to school board for final approval
Completed by January 16	Building leadership teams meet to review student progress and make necessary adjustments to school improvement plan
Completed by March 10	Building leadership teams meet to conduct annual assessment of school improvement plans and make adjustments as necessary