2021-23
Holgate Middle School

School Improvement Plan

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Aberdeen School District Mission, Vision, and Beliefs

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
- Meet SBAC benchmarks 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.

Holgate Middle School

2200 North Dakota Street Aberdeen, SD 57401
605.725.7700 (phone) 605.725.7799 (fax)

Bo Beck, Principal
Bo.Beck@k12.sd.us

Peggy Cox, Assistant Principal
Peggy.Cox@k12.sd.us

In an effort to facilitate and enhance student achievement at Holgate Middle 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 Holgate Middle School. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure that all students succeed.

Holgate Middle 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 Holgate Middle School are listed below:

Staff FTE	2019-20	2020-21	2022-23	School Improvement Planning Committee	
Art	1.00	1.00	1.00	Camille Kaul	Assistant Superintendent
Computer	1.00	1.00	1.00	Bo Beck	Principal
Counselor	1.50	1.50	1.50	Peggy Cox	Assistant Principal
FACS	1.00	1.00	1.00	Kari Brenner	Counselor
Language Arts	4.66	4.66	4.66	Corinne Anderson	Grades 6 Team
Math	3.50	3.50	3.50	Mike Swenson	Grade 7 Team
Music	2.83	2.83	2.83	Dena Sievers	Grade 8 Team
PE/Health	3.00	3.00	3.00	Crystal Nash	Special Education
Science	2.66	2.66	2.66	Jen Deutsch	HMS Parent Rep
Social Studies	2.66	2.66	2.66	Jordan Varilek	DOE SST Specialist
Spanish	0.33	0.00	0.00		
SPED	4.00	4.00	4.00		
Tech Education	1.00	1.00	1.00		
Directed Study	2.69	2.69	2.69		

Sub-Group Breakdown of Tested Students

	2019-20	2020-21	2021-22		2019-20	2020-21	2021-22
Total 6-8 Grades	534	537	504				
White	417	429	391	**White**	78.09%	80%	78%
Black	17	14	10	**Black**	3.18%	2.60%	1.98%
Asian	13	12	13	**Asian**	2.43%	2.23%	2.58%
Nat Am	32	32	37	**Nat Am**	5.99%	5.96%	7.34%
Hispanic	25	24	24	**Hispanic**	4.68%	4.47%	4.76%
Two or More	29	25	29	**TR**	5.43%	4.66%	5.75%
Pacific Islander	1	1	0	**Pacific Islander**	.19%	0.19%	0.00%
Econ Dis	162	133	101	**Econ Dis**	30.34%	24%	20%
SpEd	70	80	72	**SpEd**	13.11%	14.90%	14.29%
LEP	9	12	8	**LEP**	1.69%	2.23%	1.59%
Migrant	1	2	0	**Migrant**	.19%	0.37%	0.00%

Administrative Waivers

Aberdeen School District hereby applies for a waiver from certain South Dakota administrative rules that govern school accreditation, using the procedures outlined in § 24:43:08. It is the intent of the School District to implement the strategies for continued school improvement as outlined herein, and to annually report on the implementation of the of those strategies as described in § 24:43:08:08. The Aberdeen School Board of Education has held a public hearing and approved the following applications. At the end of each waiver term, a report must be completed and submitted to the Department of Education.

Administrative Rule Waived: 24:43:01:01(53) Units of Credit
Academic Years Being Reported On: 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
Course(s) to Which Waiver Applies: Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, World History, US History, Spanish I, Government, Geography

School Year	Students Attempting Exam	Students Receiving Credit
2016-17	0	0
2017-18	0	0
2018-19	0	0
2019-20	2	2
2020-21	2	0
2021-22	4	3

Administrative Rule Waived §§ 24:43:11:01 Credit Before Grade Nine
Academic Years Being Reported On: 2015-16, 2016-17, 2017-18, 2018-19, 2019-20
Course(s) to Which Waiver Applies: Algebra I, Algebra II, and Geometry

School Year	Students Attempting Exam	Students Receiving Credit
2016-17	53	52
2017-18	93	93
2018-19	118	113
2019-20	127	126
2020-21	116	114
2021-22	120	119

School Improvement Timeline

| Year	Reading	Math	Notes
2012-13	Progressing	Progressing	• Math curriculum study
2013-14	N/A	N/A	• Implementation of Common Core State Standards for English language arts and math • Implementation of *Big Ideas* math curriculum • Exploration of the flipped lessons/flipped learning concept • Expanded use of Blackboard.com • Continue After School Program/ICU • Use wikispace for parent/student
2014-15	Progressing	Progressing	• Piloting SLO and Teacher Effectiveness Model • PE/Health curriculum study begins • Use of Common Core State Standards for ELA and math • Continue After School Program/ICU • Continued use of wikispace for parent/student assignment communication
2015-16	Progressing	Progressing	• Full implementation of Teacher Effectiveness Model • Science curriculum study begins
2016-17	Met AMO	Met AMO	• Social Studies curriculum study begins • Added an additional elementary site
2017-18	NA	NA	• K-5 Language Arts curriculum review • 6-12 World Language, ITech, and Computer curriculum
2018-19	69 SPI	69 SPI	• 6-12 Language Arts curriculum review • K-5 Implement new language arts curriculum
2019-20	NA	NA	• K-12 Math curriculum review • Addition of Night School at Central High School • Distance learning implemented due to COVID-19
2020-21	NA	NA	• COVID Protocol • Distance learning implemented due to COVID-19 • Implemented new math curriculum
2021-22	66 SPI	66 SPI	• Implemented new Health curriculum • Review Science curriculum • Incorporate The Core Project

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 a subsequent SIP meetings.

The School Improvement Committee met on the afternoon of August 17, 2022 and finalized the action plan statements and 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. Most of the specific details and refining for the action plan will be handled by the sub-committees other than the School Improvement Committee. The details of the action plan will be reviewed on an on-going basis with modifications made as the school improvement committee deems necessary. Surveys will be completed by staff, students, and parents 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 Results

Beginning in 2017, in compliance with 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 were 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.

2021-22 HMS Math
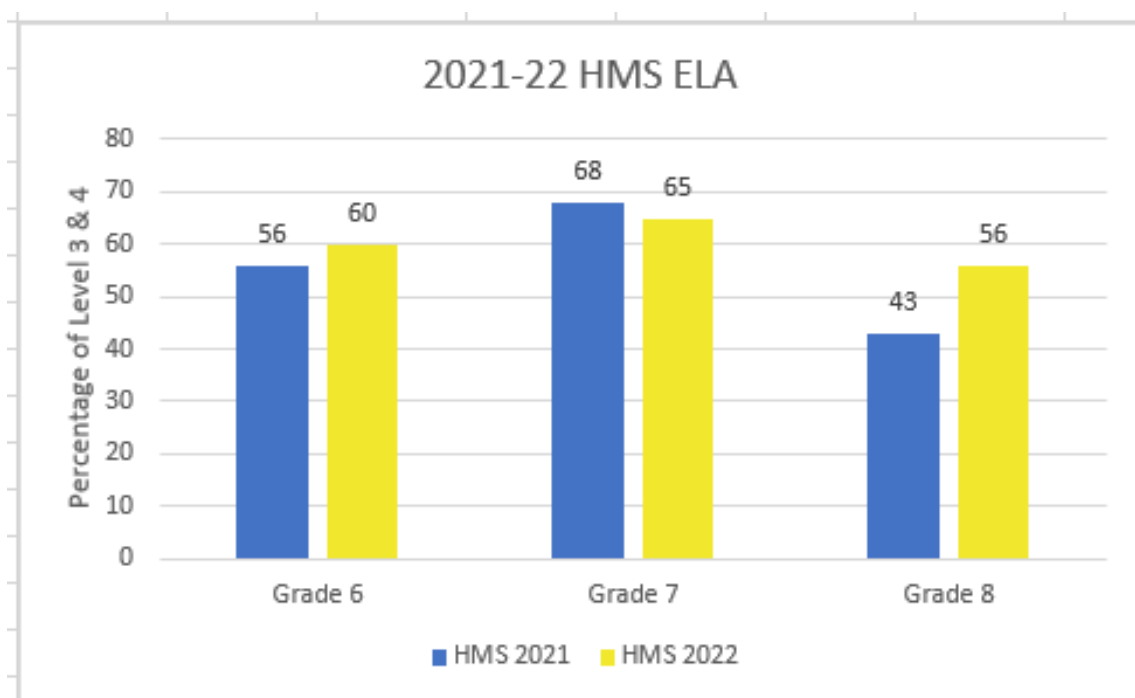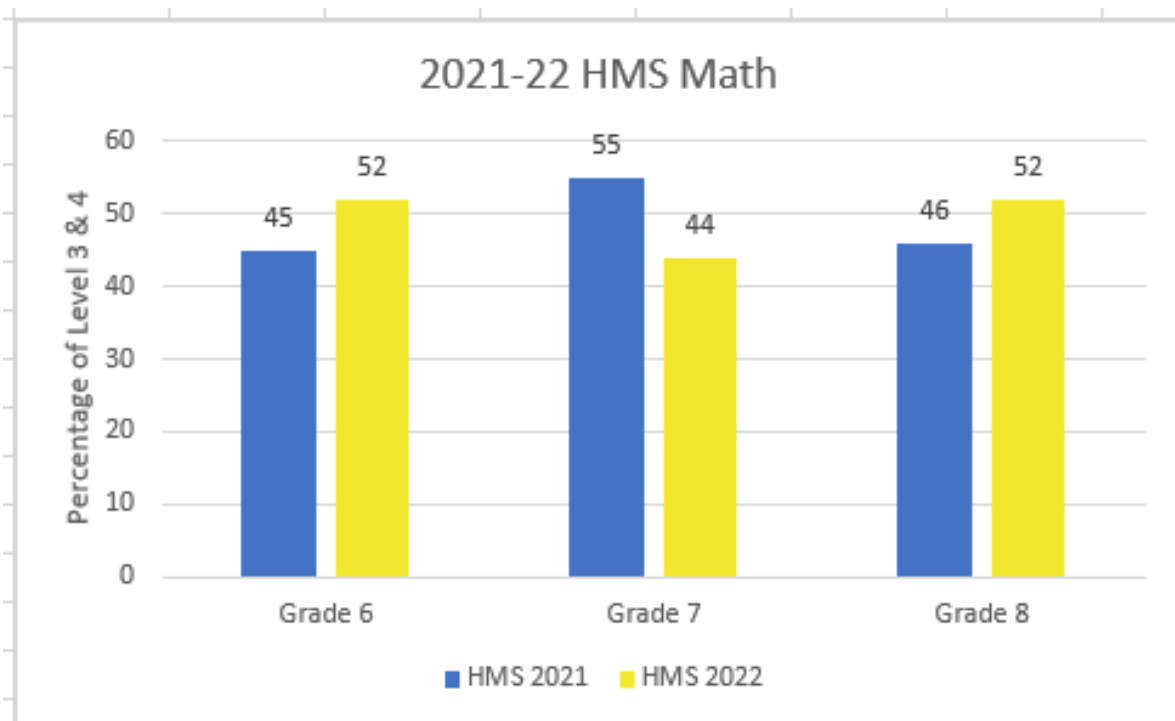
Analysis of Data: The Language Arts scores for the 21-22 school year were higher for 6th and 8th grade from the year before. 7th grade scores were slightly lower than the year before. The biggest increase was in 8th grade. The math scores were higher in 6th and 8th grade and slightly lower in 7th grade than the previous year. The largest increase was in 6th grade.

Implications from Data: The increase in most scores was mostly expected with the school moving back to traditional teaching in the classrooms. Less students were absent because of illnesses and COVID protocols that kept students out of school. We know there are many areas that we can improve. Staff will analyze the areas of biggest need and focus extra attention on them as well as strive to improve in all areas. All grade levels have block scheduling for math and language arts, which allows for more concentrated time with students. The ICU and after school programs will continue to be available for additional instruction.

Holgate Middle School Discipline Infractions

	17-18	18-19	20-21	21-22	17-18	18-19	20-21	21-22	17-18	18-19	20-21	21-22	17-18	18-19	20-21	21-22
	6	6	6	6	7	7	7	7	8	8	8	8				
Away from assigned area	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Battery (Aggravated Assault)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Breaking Building Rules	0	0	0	0	0	2	0	7	0	0	0	0	0	2	0	7
Bullying	0	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0
Bus Violation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cell Phone Violation	0	0	0	12	0	0	2	7	2	0	0	16	2	0	2	35
Cheating	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Deception	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	0
Disrespectful	20	135	122	294	13	114	42	224	23	37	141	280	66	286	305	798
Disruptive classroom behavior	2	5	8	32	5	1	7	21	8	6	4	32	15	12	21	85
Drugs, other than Alcohol	0	0	0	0	1	0	0	0	1	0	0	0	2	0	0	0
Fighting	3	0	3	12	1	0	4	0	1	0	6	104	5	0	13	116
Inappropriate Behavior	0	0	0	0	0	0	0	0	0	0	0	56	0	0	0	56
Inappropriate Dress	0	3	0	0	2	0	0	0	0	1	0	0	2	4	0	0
Inappropriate Tech Use	1	0	5	54	0	0	4	7	1	0	0	8	2	0	9	69
Insubordination	16	80	93	178	13	54	23	168	0	31	110	88	29	165	226	434
Larceny/Theft	0	0	0	0	0	0	0	0	3	0	1	0	3	0	1	0
Lunch Room	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Name calling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Local Board Policy violations	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0
Profanity	1	6	9	32	0	21	0	49	0	5	8	112	0	33	25	193
Physical Aggression	0	6	6	6	0	11	6	42	0	0	11	0	0	17	23	48
Sexual Harassment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Skip detention /Comm Serv.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Skipping Class	0	0	2	0	2	0	0	0	4	0	4	112	6	0	6	112
Threat/ Intimidation	0	1	4	6	1	1	2	49	0	0	1	24	1	2	7	79
Tobacco	0	1	1	0	0	0	0	14	1	1	3	8	1	2	4	22
Unprepared for Class	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vandalism	0	0	3	7	0	0	0	6	2	1	5	0	2	1	8	13
Weapon Possession-All other weapons (not firearms)	1	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0
Total Infractions	54	44	275	634	38	244	90	601	46	117	297	840	313	137	636	2075

Analysis of Discipline Data:
Disrespectful behavior and Insubordination are the two categories with the most infractions. They would include things such as failure to complete a task assigned by a teacher, offensive language or gesture, and communication or actions that demonstrate a lack of respect toward others. Two of the lowest categories are physical aggression and bullying.

Implications:
We will continue to strive to have high expectations for behavior and communicate those expectations clearly, consistently and frequently to the students. We have begun to implement behavior plans with positive rewards for our students with the highest occurrences of behaviors. Administration will follow the school district's progressive discipline plan.

Staff are expected to be present in the hallways during all passing times and before and after school. This presence decreases negative behaviors.

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 also 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.

HMS Certified Staff (38)						
Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	67%	28%	5%	0%		
I provide or list daily learning targets for students (C1.3)	16%	68%	16%	0%		
I use assessment results to determine my next instructional steps (C1.1)	51%	49%	0%	0%		
School goals are addressed by the principal (EL.1)	33%	38%	27%	2%		
The principal establishes, communicate, and routinely supervises implementation of clear and consistent expectations, routines, and procedures (EL.2)	33%	38%	28%	0%		
The principal provides feedback regarding my performance (TD.1)	28%	31%	31%	10%		
I feel supported by my principal (FCC.1)	49%	31%	20%	0%		
I know how to access a variety of professonal development resources (TD.2)					90%	10%
The overall school culture/climate is postivie (FCC.1)					85%	15%
I know the process for selecting and approving curriculum (C1.3)					95%	5%

Middle School Support Staff Survey (20)		
Question	Agree	Disagree
My direct supervisor establishes, communicates, and rountinely supervises the implementation of clear and consistent expectations, routines, and procedures that promote safety (EL.2	100%	0%
I have received training specific to my duties in the district/school (TD.1)	100%	0%
I am required to participate in district level training for, Safe School and ALICE (TD.1)	90%	5%
My direct supervisor support enhances my professional growth through the evaluation process, coaching and feedback, and collaborative dialogue (TD.2)	90%	10%
Rsources are available to support the achievement of identified professional learning (TD.2)	95%	5%
School staff members support one another and the school climate is postitive (FCC.1)	100%	0%

HMS Parent Survey (199)				
Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The principal establishes, communicates, and rountinely superivses the implementation of clear and consistent expectaions, routines, and procedures that promote safety (EL.2)	37%	61%	2%	0%
My children are safe at school (FCC.1)	37%	61%	2%	0%
The level of difficulut with my child's assignments is appropriate and manageable (FCC.1)	25%	73%	2%	0%
Teachers care about my children (FCC.1)	37%	60%	3%	0%
The environment of the school is friendly and welcoming (FCC.2)	30%	66%	4%	0%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	23%	61%	14%	2%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	30%	60%	10%	0%
I am well informed regaring my child's attendance through out the year (FCC.2)	39%	58%	3%	0%

HMS Student Survey (6-8)										
Question	Strongly Agree	Agree	Disagree	Strongly Disagree	All Classes	Some Classes	No Classes	All Teachers	Some Teachers	No Teachers
The principal communicates consistent expectations, routines, and procedures that promote safety (EL.2).	106	260	7	1						
I am engaged in learning (I participate, interact, am on topic, take ownership, ask questions, etc.) (CI.2).					219	153	2			
I understand the classroom learning goals/targets (CI.2).					290	75	9			
I understand what quality work looks like (CI.2).	0	367	7	0						
What I am learning is purposeful and relevant (CI.2).	0	331	43	0						
I feel safe at school (FCC.1).	139	216	15	4						
I feel like a valued member of the school community (FCC.2).	82	247	42	3						
My teachers assist and support my learning (FCC.1).								313	60	1
The level of difficulty of my assignments is appropriate and manageable (FCC.1).					234	135	5			
I have an opportunity to participate in extra-curricular programs (FCC.1).	145	212	16	1						
I feel staff respect and honor all cultures at school (FCC.1).	168	190	16	0						
The school and my parents/family work as partners to support my success at school (FCC.2).	158	199	15	2						

Analysis of Survey:

The two highest categories ranked by the students were the students feel engaged in learning and they understand the classroom learning goals. The students also ranked high that they feel safe at school and they feel the staff respects and honors all cultures at school. The lowest category was students understand what they are learning is purposeful and relevant. Overall the student survey had very positive results. We will continue to focus on the weakest areas to strengthen them.

2021-23 School Success Action Plan

Theory of Action (If, Then, And Statement) Expresses the focus/direction: If staff collaborate across departments then they can identify strengths and needs and improve in areas of need. **What potential implementation challenges need to be addressed?** Staff will need to be committed to meeting monthly and stay focused on the task at hand.			
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: Departments will meet monthly to go through data and resources. **Resources Required:**	October - March	Math/ELA/SPED teachers HMS Admin All will review data and curriculum	April 2023
Action 2: Curriculum will be analyzed for gaps and weaknesses in SPED, ESL and gap groups. **Resources Required:**	October - March	Same as above	April 2023
Action 3: Curriculum and plans will be adjusted to strengthen weak areas **Resources Required:**	October - March	Same as above	April 2023
Expected Outcomes by the end of the school year: Increase in test scores on interim and final assessments	October - March	Same as above	May 2023
Evidence of Progress: Noted modifications in curriculum, Improved test scores, feedback from students and staff, cohesion in curriculum and teaching practices.	April	Same as above	April 2022
End of the Year Summary on Each Action Step: Departments were able to meet during staff development to look at data and make adjustments to their lessons.	October - May	Math/ELA/Sped teachers	May 2022

Theory of Action (If, Then, And Statement) Expresses the focus/direction:
If staff have training on IXL and interim assessments then they can use this data to find strengths and weaknesses in math and ELA.

What potential implementation challenges need to be addressed?
Staff will need to commit to using the assessments and take the time to analyze results.

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: IXL training will be provided to Math/ELA/SPED staff **Resources Required:** training modules and staff development time	Oct – March	Math/ELA/SPED staff HMS Admin	April 2022
Action 2: Interim assessment training will be provided for any staff that needs it. **Resources Required:** training modules and staff development time	Oct – March	Same as above	April 2022
Action 3: Inclusion of IXL and interim assessments into daily activities. Documented use into lesson plans. **Resources Required:** training modules and staff development time	Oct – March	Same as above	April 2022
Expected Outcomes by the end of the school year: Documented use of IXL in math/ELA.			
Evidence of Progress: Tracked usage of IXL and interim assessments. Increased Math and LA scores.			
End of the Year Summary on Each Action Step: Staff used IXL and interim assessments throughout the year to assess students progress and determine areas where reinforcement was needed.	Oct - April		May 2022

Theory of Action (If, Then, And Statement) Expresses the focus/direction:
If the staff/students/parents complete the survey then we can find areas of need and find ways to support them.

What potential implementation challenges need to be addressed?
We will need a high percentage of each group to complete the survey.

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: Surveys will be sent out to each group in the fall. **Resources Required:** Surveys	Oct – Dec	HMS staff, students and parents	Dec 2021
Action 2: Surveys will be compiled and analyzed. **Resources Required:**	January 2022	Staff	Jan 2022
Action 3: Speakers and other resources will be scheduled to support areas of need **Resources Required:**	Oct – Apr	HMS Admin	April 2022
Expected Outcomes by the end of the school year: Areas of need will be identified and various supports will be implemented.	Oct – Apr	HMS Admin and staff	April 2022
Evidence of Progress: Feedback from parents, students and staff.	Spring 2022	HMS Admin and staff	April 2022
End of the Year Summary on Each Action Step: Surveys were completed. Results were analyzed by staff. Resources such as CORE project will be implemented.	Oct - Apr	HMS Admin and staff	May 2022

Theory of Action (If, Then, And Statement) Expresses the focus/direction:
If staff have additional training on the SPED and IEP process and ELL students, then they will better understand how to make accommodations and modifications and will be able to make additional changes when needed.

What potential implementation challenges need to be addressed?
Teachers will need to work closely with SPED/ILL teachers in this process.

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: SPED staff will take time to explain the SPED process and how modifications and accommodations are done. **Resources Required:**	Oct – April	All staff	May 2022
Action 2: ELL staff will take time to explain the ELL process and best practices for making ELL accommodations. **Resources Required:**	Oct – April	All staff	May 2022
Expected Outcomes by the end of the school year: Teachers and SPED staff work cohesively on plans for individual students**.**	Oct – April	All staff	May 2022
Evidence of Progress: Feedback will be gathered from staff.	April 2022	All staff	May 2022
End of the Year Summary on Each Action Step: Sped and ELL staff presented procedures and protocols and answered questions at staff development.	Oct - April	All staff	May 2022

Theory of Action (If, Then, And Statement)
If we implement more handwritten assignments along with typed assignments, then students writing skills will improve.

What potential implementation challenges need to be addressed?
All staff need to be willing to implement handwritten assignments in their classes.

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: Short handwritten paragraphs will be included in homeroom activities. **Resources Required:**	Oct - April	HMS staff	May 2023
Action 2: Teachers will utilize and model writing in order for students to see basic, proficient, and advanced writing samples **Resources Required:**	Oct – April	HMS staff	May 2023
Expected Outcomes by the end of the school year: Students writing scores will improve across all grade levels.	Oct - April	HMS Admin and staff	April 2023
Evidence of Progress: Students writing scores will have improved on standardized test scores.	April 2023	HMS Admin and staff	April 2023
End of the Year Summary on Each Action Step:			

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

If we have a set protocol and incentives in place for families then we can increase attendance for our families that have the highest absence rates.

What potential implementation challenges need to be addressed?

Staff will need to communicate with other staff, families and outside entities.

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: Teachers, then counselors, then Admin will contact child/guardian about student's absence. **Resources Required:**	Oct – May	All staff	May 2023
Action 2: The Indian Education office will contact the family about absences when relevant. Incentives may be offered. **Resources Required:** Gas cards, tutoring, rewards	Oct – May	All staff	May 2023
Expected Outcomes by the end of the school year: Attendance rates will improve for HMS.	Oct – May	All staff	May 2023
Evidence of Progress: Attendance is kept daily. Percentages will be calculated at the end of the year.	May 2023	All staff	May 2023
End of the Year Summary on Each Action Step:			

Bo Beck_____

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:

- After school program with students where teachers provide additional teaching and guidance with school work
- Tutoring during school and after school provided by other students and/or staff
- mentoring for staff and students
- ICU - students work to make up work or receive additional guidance provided during and after school by staff
- Student led conferences where students develop binders/portfolios for parents and lead the conference

The above strategies and activities will be evaluated for effectiveness by gathering feedback from students, staff, and parents.

Professional Development

Throughout the year, staff members will be engaged in a variety of activities to help them build capacity with the two identified goals. Additionally, staff will attend appropriate national, state, and regional conferences that will support the school-wide goals. Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction.

Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction.   Finally, Holgate'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, Dorina Sackman-Ebuwa, 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	8:00-3:30 Data Retreat
August 24	8:00-11:45 School in Session 12:45-3:30 Individual/Team Planning
October 8	8:00-3:30 First Aid Mental Health (EAs) @ CCL 8:00 -3:30 CNA Guided Staff Development 8:00 -3:30 Individual Staff Development
November 24	8:00-11:45 School in Session 12:45-3:30 Individual/Team Planning
January 3	8:00-10:00 Hamish Brewer, CHS Kelly Theatre 10:00-12:00 Data Retreat/CNA Update 1:00-3:30 Individual/Team Planning
January 17	8:00-3:00 SPED Break-out Sessions (EAs) 8:00 -3:30 CNA Guided Staff Development 8:00 -3:30 Individual Staff Development
February 18	8:00 -3:30 CNA Guided Staff Development 8:00 -3:30 Individual Staff Development
March 10	8:00 -3:30 CNA Guided Staff Development 8:00 -3:30 Individual Staff Development
May 20	8:00-11:45 School in Session 12:45-3:30 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 1o:00 -12:00 Building Staff Meeting 1:00-3:30 Building Meetings
August 17	8:00-12:00 NSU, Monica Washington 1:00-33:30 Data Retreat
August 22	8:00-13:30 CORE Training
August 23	8:00-11:45 School in Session 1:00-3:30 Individual/Team Planning
October 7	8:00-3:30 First Aid Mental Health (EAs) @ CCL 1:00-3:30 Poverty Simulation
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
March 10	8:00-3:30 First Aid Mental Health (EAs) @ CCL 8:00-3:30 Grade level course alignment Flexible Staff Development
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

Parents/guardians play a vital role in supporting student achievement. The PTA is an active and dynamic organization which assists the school by promoting effective parent involvement. Parents are provided with staff development opportunities through the Back to School orientation, strategies that are presented in monthly newsletters, and a lending library which is available to provide parents with information and resources to increase their involvement in their child's education.

The administration and staff communicate with parents through newsletters, the district website, team meetings, open houses, and teacher's web pages. Conferences are held twice a year to provide parents/guardians with information regarding academic skill development. Midterm reports and report cards are distributed four times a year and provide an overall view of student achievement. The Infinite Campus Parent Portal is an excellent tool for parents/guardians to review online grades, attendance, and discipline referrals from home.   In addition, the school counselor provides an additional avenue for parent communication.

In an effort to promote additional parent involvement and to build a stronger knowledge base of the requirements, attempts will be made to review test scores with parents in small group meetings and individual test results are mailed home. Parents were provided written notice of the school's improvement needs in the monthly newsletter. In addition, the school improvement plan was discussed at PTA meetings, School Board meetings, and district-wide listening sessions.

Transition Processes

Transition activities for incoming sixth graders begin with a principal visit to fifth grade classrooms in our elementary feeder schools for the purpose of registration. This is usually done in February. Fifth graders visit and tour the middle schools in April. The program includes musical entertainment, snacks, and small group time with eighth grade leaders.

Special education teachers meet from the two levels to transition students on IEPs. This includes some parent meetings as well. Student Assistance Team coordinators also meet from the two levels to transition students of concern. Middle school WEB students visit fifth grade classrooms in May and present scenes that prompt discussion of middle school issues.

WEB (Welcome Everybody) orientation is a half day of activities at the middle schools that incoming sixth graders attend the week before school starts in the fall. Eighth graders are trained as WEB leaders and work with the sixth graders in small groups, lead tours, and meet with their WEB groups throughout the school year. One final activity that occurs right before school starts is an evening orientation for sixth grade students and parents where they meet staff, receive schedules, and purchase necessary school supplies.

Transition activities for eighth grade students begin with the CHS counselors visiting the middle schools to present information about classes at CHS in January. During the following week, middle school counselors and teachers work with students to complete their registration forms. The CHS registrar then comes to the middle schools to check and collect the students' registration forms. Eighth graders take a tour at CHS and meet teachers in March. Special education teachers meet from the two levels to transition students on IEP's and to register these students for appropriate classes. Principals meet to transition students of concern. LINK CREW orientation is a half day of activities at CHS that incoming ninth graders attend the week before school starts in the fall. Upperclassmen are trained as LINK Leaders and work with the ninth graders in small groups, lead tours, and facilitate

activities during that orientation. CHS holds parent/student orientation sessions before the start of the school year. 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 colleges.

Monitoring and Support

Students who experience difficulty are referred to the Student Assistance Team (SAT) by parents, teachers, or students. SAT members meet to discuss academic progress of students bimonthly. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include before or after school tutoring, placement in the HMS After School Program, behavior management plans, an outside mentor, permanent placement at grade level study table sessions, 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 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 plan. 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
- General fund for after school program

District Level-
- General fund allocations for WEB stipends
- Great Plains grant 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 plan as necessary