

**2021-2023**

**Lincoln**

**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.

# Lincoln Elementary School

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In an effort to facilitate and enhance student achievement at Lincoln 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 Lincoln Elementary. This document is known herein as the Lincoln Improvement Plan (LIP) and the primary goal pages are located on pages 17 and 18. 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.

## Lincoln 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 Public School District is comprised of nine attendance centers: one 9-12 high school, two 6-8 middle schools, and six K-5 elementary buildings. Unique characteristics of the staffing patterns and student population of Lincoln Elementary School are listed below.

Staff FTE	2020-21	2021-22	2022-23	School Improvement Planning Committee	
General Education Teachers	18.00	18.00	16.00	Camille Kaul	Assistant Superintendent
Special Education Teachers	5.50	5.50	6.50	Tasha Gatzemeyer	Principal
Preschool	4.64	4.64	4.64	Sara Tennant	Title I Teacher
Title I	1.00	1.00	1.00	Leanne Bad Moccasin	Reading Tutor
Physical Education	1.00	1.00	1.00	Joan Peterson	Parent
Music	1.00	1.00	1.00	Kathy Kulm	Special Education Teacher
Orchestra	0.07	0.07	0.07	Rachelle Retzer	Kindergarten Teacher
Art	1.00	1.00	1.00	Shannon Scheel	Grade 1 Teacher
Speech	4.00	4.00	4.00	Jessica Sommers	Grade 2 Teacher
OT	1.60	1.60	1.60	Katie Anderson	Grade 3 Teacher
Counselor	1.00	1.00	1.00	Jennifer Phillips	Grade 4 Teacher
				Amanda Mayer	Grade 5 Teacher
				Rich Wilson	Music Teacher
				Ashley Seeklander	Counselor
				Jordan Varilek	State Support Team Member

Lincoln - Grades 3-5				Lincoln - Grades 3-5			
Number of Students				Percentage of Student Population			
	2019-20	2020-21	2021-22		2019-20	2020-21	2021-22
<b>Total Gr 3-5</b>	139	135	140				
<b>White</b>	104	84	94	<b>White</b>	74.82%	62.20%	67.14%
<b>Black</b>	0	1	1	<b>Black</b>	0%	0.74%	0.71%
<b>Asian</b>	8	14	16	<b>Asian</b>	5.76%	10.30%	11.43%
<b>Nat American</b>	9	11	7	<b>Nat American</b>	6.47%	8%	5%
<b>Hispanic</b>	13	14	13	<b>Hispanic</b>	9.35%	10.30%	9.29%
<b>Two or More</b>	5	0	0	<b>Two or More</b>	3.6%	0%	0%
<b>PI</b>	0	11	9	<b>PI</b>	0%	8.50%	6.43%
<b>Econ Dis</b>	69	53	34	<b>Econ Dis</b>	50.6%	39.26%	25.00%
<b>SpEd</b>	31	32	41	<b>SpEd</b>	22.30%	23.70%	29.29%
<b>LEP</b>	15	18	20	<b>LEP</b>	10.79%	13.33%	14.29%
<b>Migrant</b>	1	0	0	<b>Migrant</b>	.72%	0%	0%

## School Improvement Timeline

	Reading	Math	Notes
<b>2012-13</b>	Progressing	Progressing	<ul style="list-style-type: none"> <li>Implementation of CCSS for K-1</li> </ul>
<b>2013-14</b>	N/A	N/A	<ul style="list-style-type: none"> <li>Implementation for CCSS for ELA and math</li> <li>Implementation of <i>Investigations</i> math curriculum</li> </ul>
<b>2014-15</b>	Progressing	Progressing	<ul style="list-style-type: none"> <li>Piloting SLO and Teacher Effectiveness Model</li> <li>PE/Health curriculum study begins</li> </ul>
<b>2015-16</b>	Progressing	Progressing	<ul style="list-style-type: none"> <li>Full implementation of Teacher Effectiveness Model</li> <li>Science curriculum study begins</li> <li>Webb leveling: specific instruction and utilization</li> </ul>
<b>2016-17</b>	Met AMO	Did Not Meet AMO	<ul style="list-style-type: none"> <li>Social Studies curriculum study begins</li> <li>Added an additional elementary site</li> </ul>
<b>2017-18</b>	NA	NA	<ul style="list-style-type: none"> <li>K-5 Language Arts curriculum review</li> <li>6-12 World Language, ITech and Computer curriculum review</li> </ul>
<b>2018-19</b>	54 SPI	54 SPI	<ul style="list-style-type: none"> <li>6-12 Language Arts curriculum review</li> <li>K-5 Implement new Language Arts curriculum</li> <li>Co-teaching model pilot in grade 1 for ELL students</li> </ul>
<b>2019-20</b>	NA	NA	<ul style="list-style-type: none"> <li>K-12 Math curriculum review</li> <li>Addition of Night School at Central High School</li> <li>Distance Learning Implemented due to COVID-19</li> </ul>
<b>2020-21</b>	NA	NA	<ul style="list-style-type: none"> <li>COVID Protocol</li> <li>Distance Learning Implemented due to COVID</li> <li>Implemented new math curriculum</li> </ul>
<b>2021-22</b>	56 SPI	56 SPI	<ul style="list-style-type: none"> <li>Implemented new PE and health curriculum</li> <li>Implemented SEL curriculum, Everyday Speech</li> </ul>

# Comprehensive Needs Assessment

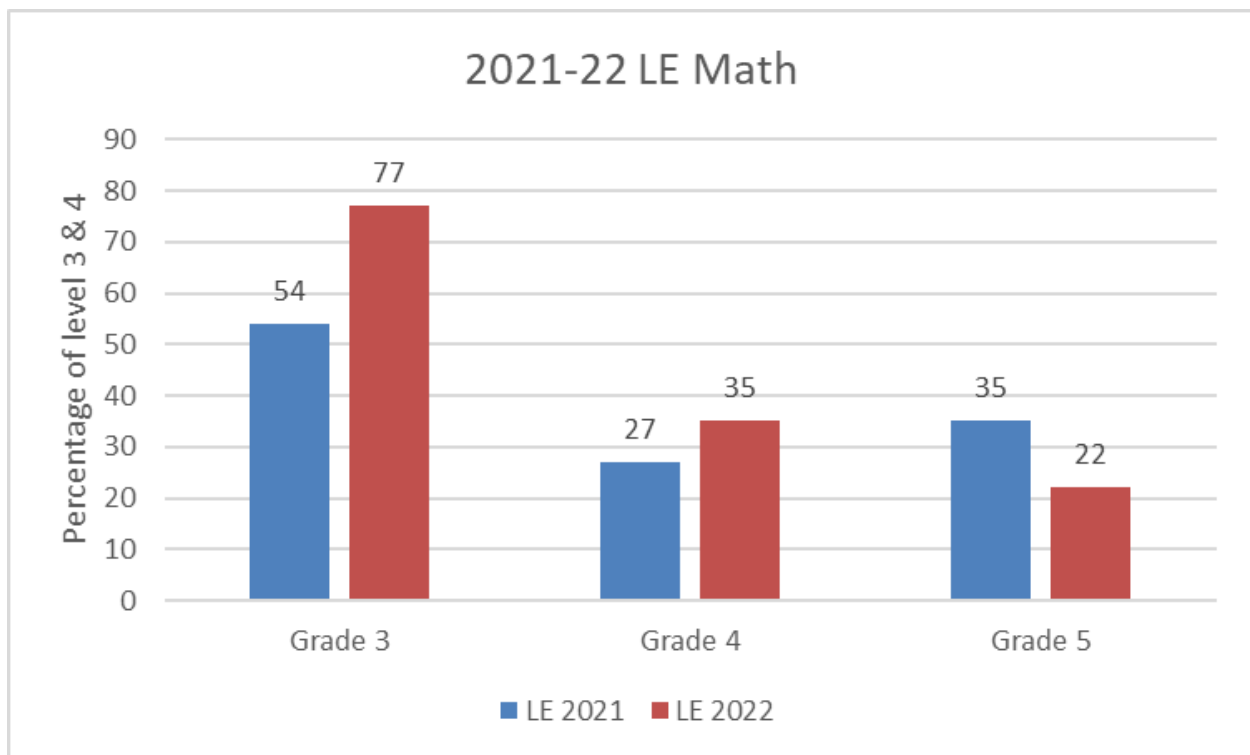
On August 17, 2022, staff members gathered to complete a comprehensive needs assessment of the entire school. Qualitative and quantitative data was reviewed based on the four areas of the CNA, leadership, curriculum and instruction, talent development and family engagement/culture. Data sources included 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.

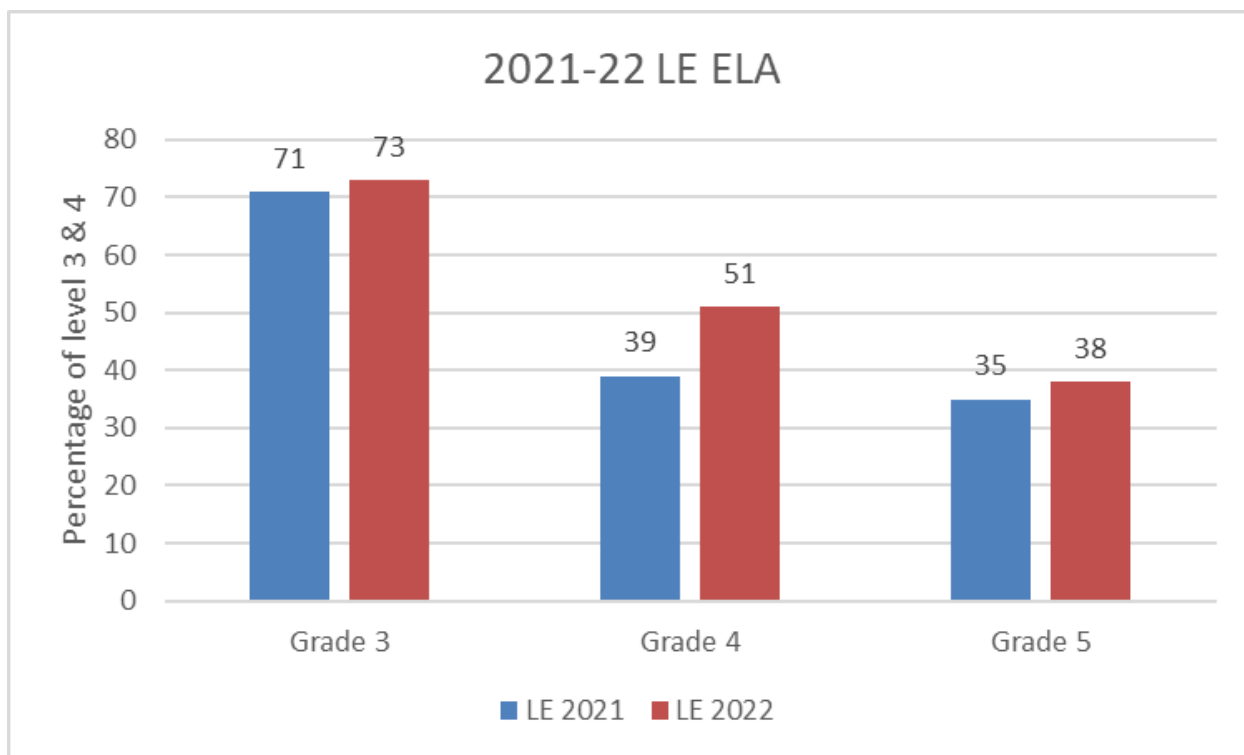
The School Improvement Committee met on the afternoon of August 17, 2022, finalized the action plan statements, and refined the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary resources. 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:** 2021 student performance assessment data was compared to 2019 data as a result of no statewide testing due to the COVID-19 data during the 2019-2020 school year. Student performance on the 2021 SBAC assessment showed that student scores in reading decreased slightly in grades 3 and 5, and increased slightly in grade 4. Reasons for the drop in grades 3 and 5 are unclear; however, the learning targets indicate there are performance concerns in ELA with areas of writing and research/inquiry. Students performed highest in the listening and speaking category. Math scores in grades 3 and 4 decreased from 2019 to 2021, but scores in 5<sup>th</sup> grade increased significantly. The strongest math area was problem solving and data analysis, followed by communicating reasoning and lastly concepts and procedures. Individual student data indicates that our special education students perform significantly lower in math and reading than their peers. The school's ELL students are 35% on track, with 31% of students growing but not on target. 19% of ELL students exited early.

**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. SBAC and AIMSweb data were used to determine reading goals, and SBAC data and classroom data were used to determine math 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 <sup>st</sup> Grade – Oral Reading Fluency			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	NA	45%	68%	% Average Or Above Average	39%	50%	NA

2 <sup>nd</sup> Grade - RCBM				3 <sup>rd</sup> Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	54%	76%	NA	% Average Or Above Average	75%	86%	NA

4 <sup>th</sup> Grade - RCBM				5 <sup>th</sup> Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	81%	88%	NA	% Average Or Above Average	88%	90%	NA

**Analysis of Data:** Grades kindergarten through 3<sup>rd</sup> showed improvement in AIMSweb scores from the fall to spring benchmarks. Grades 4 and 5 saw a slight drop in scores, but both grades had a significantly high percentage of students average or above average to begin with. This data will be used to help improve strategies and teaching methods in the upper elementary grades, to ensure that students needs are being met through the reading intervention program.

## Implications from Data:

- Letter naming will be used for Kindergarten as it sets the stage for reading.
- 1<sup>st</sup> 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.
- 95% curriculum will be used for students who are identified as being at a high probability of benefiting from the program.
- 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. We cross-referenced the information in the Climate Survey with CHS student discipline data. Climate Surveys are conducted every other year.

LE Student Survey (86)		
Question	Agree	Disagree
I understand what I am learning in school (CI.2)	95%	5%
I understand what quality work looks like (CI.2).	83%	17%
Learning is fun (CI.2)	81%	19%
I feel safe at school (FCC.1).	88%	12%
I feel like I belong at school (FCC.1)	81%	19%
My classroom teacher helps me with my learning (FCC.1)	98%	2%
I feel I do well with my school work (FCC.1)	78%	22%
There are opportunities to participate in after-school activities (FCC.1)	70%	30%
I feel my family culture is respected at school (FCC.1)	87%	13%
The school and my parents work together to support my learning (FCC.2)	94%	6%

LE Parent Survey (37)				
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)	35%	57%	8%	0%
My children are safe at school (FCC.1)	41%	57%	2%	0%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	24%	73%	3%	0%
Teachers care about my children (FCC.1)	49%	49%	2%	0%
The environment of the school is friendly and welcoming (FCC.2)	54%	41%	2%	1%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	35%	54%	8%	3%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	24%	70%	3%	3%
I am well informed regarding my child's attendance through out the year (FCC.2)	43%	54%	3%	0%

### 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%
Rsources 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 postitive (FCC.1)	85%	15%

### LE Certified Staff (24)

Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	63%	27%	0%	10%		
I provide or list daily learning targets for students (C1.3)	32%	50%	9%	9%		
I use assessment results to determine my next instructional steps (C1.1)	42%	58%	0%	0%		
School goals are addressed by the principal (EL.1)	42%	54%	4%	0%		
The principal establishes, communicate, and routinely supervises implementation of clear and consistent expectations, routines, and procedures (EL.2)	46%	54%	0%	0%		
The principal provides feedback regarding my performance (TD.1)	33%	67%	0%	0%		
I feel supported by my principal (FCC.1)	71%	29%	0%	0%		
I know how to access a variety of professonal development resources (TD.2)					100%	0%
The overall school culture/climate is postivie (FCC.1)					96%	4%
I know the process for selecting and approving curriculum (C1.3)					77%	13%

#### Analysis of Survey:

A strong percentage of all survey results were positive. The highest percentage of disagreement was students identifying after-school opportunities that were available to them. The parent surveys had no category where there was a negative response receiving a percentage greater than single digits. The percentage of staff that felt the school culture was positive has increased significantly from the last time a survey was conducted.

## 2021-23 School Success Action Plan

<p><b>Theory of Action (If, Then, And Statement)</b> Expresses the focus/direction:          If we cultivate a school-based climate and culture that fosters a sense of solidarity amongst administrators, teachers, students, and families, then our understanding of students' needs will deepen leading to improved levels of support and learning.</p> <p><b>What potential implementation challenges need to be addressed?</b>          Language barriers for families</p>			
<b>Action Plan</b> What actions/tasks will be used to achieve this milestone? What resources are required to implement the plan?	<b>Timeline</b>	<b>Participation and Commitments</b> Who is involved and what role do they play?	<b>Completion Date</b>
<p><b>Action 1:</b> Students in grades 3-5 will increase their score in the area of communicating reasoning to at least 73% at or near the standard on the SD Math Assessment by the 2023-2024 school year.</p> <p><b>Resources Required:</b> District-approved curriculum, technology, collaboration time, assessments, manipulatives</p>	2021-22 school year	<p><b>Certified staff:</b> Plan and implement quality, differentiated lessons  <b>Educational support staff:</b> Assist certified staff in delivering quality instruction  <b>Administration:</b> Aid in curriculum selection and instructional coaching of staff  <b>Parents:</b> Reinforce concepts at home</p>	Spring 2022
<p><b>Action 2:</b> Students in grades 3-5 will increase their score in the area of writing to at least 77% at or near the standard on the SD Language Arts Assessment by the 2023-2024 school year.</p> <p><b>Resources Required:</b> District-approved curriculum, professional development, technology</p>	2021-22 school year	<p><b>Certified staff:</b> Plan and implement quality, differentiated lessons  <b>Educational support staff:</b> Assist certified staff in delivering quality instruction  <b>Administration:</b> Aid in curriculum selection and instructional coaching of staff  <b>Parents:</b> Reinforce writing concepts at home</p>	Spring 2022
<p><b>Action 3:</b> The school's PTA will increase engaged members by consistently having at least 10 members present at monthly meetings.</p>	2021-22 school year	<p><b>Staff:</b> Communicate to families on meeting times, plan reward activities, and utilize Seesaw</p>	Spring 2022

<b>Resources Required:</b> Daycare provided for parents attending meetings, Seesaw/technology, social media, prizes as rewards		<b>Administration:</b> Communicate to families on meeting times, plan reward activities, and utilize Seesaw <b>Parents:</b> Attend meetings and provide support for school events	
<b>Expected Outcomes by the end of the school year:</b> An increase in state assessment scores, a higher level of participation with parents on the web-based Seesaw platform, and a higher number of parents actively participating in our PTA.			
<b>Evidence of Progress:</b>  State testing results and number of parents attending PTA meetings.			
<b>End of the Year Summary on Each Action Step:</b>  Action 1: The school made gains toward achieving this goal. In 4 <sup>th</sup> grade 61% of students were proficient in the area of communicating reasoning and in 3 <sup>rd</sup> grade 82% of students were proficient.  Action 2: Growth was attained toward this step. In 4 <sup>th</sup> grade 71% were near, at, or above the writing standard. In 3 <sup>rd</sup> grade 89% of students were near, at, or above the writing standard.  Action 3: Although toward the end of the school year we did see a slight dip in attendance numbers, we did average at least 10 people attending out PTA meetings this school year.			

<p><b>Action 1:</b> MAP testing scores: Students in red will increase RIT score by 10%, students in orange will increase RIT score by 8%, yellow 6%, green 4%, and blue by 2%.</p> <p><b>Resources Required:</b> District-approved curriculum, technology, collaboration time, MAP assessments, intervention plans</p>	2022-23 school year	<p><b>Certified staff:</b> Plan and implement quality, differentiated lessons <b>Educational support staff:</b> Assist certified staff in delivering quality instruction <b>Administration:</b> Aid in curriculum selection and instructional coaching of staff <b>Parents:</b> Reinforce concepts at home</p>	
<p><b>Action 2:</b> All teachers will connect with families or facilitate student posts via Seesaw at minimum once a week.</p> <p><b>Resources Required:</b> Technology, Seesaw platform</p>	2022-23 school year	<p><b>Staff:</b> Post content and messaging information to parents, and facilitate student Seesaw posts <b>Administration:</b> Communicate to families the importance of utilizing Seesaw, comment on staff and student content when possible <b>Parents:</b> Interact with posts and messaging shared on Seesaw</p>	
<p><b>Action 3:</b> Teachers will meet as a grade-level team once a month with the principal to meet to discuss intervention/small group work, which will provide each student 30 minutes of intervention or enrichment time each day.</p> <p><b>Resources Required:</b> District approved curriculum, professional development, “Win Time” text, collaborative planning time</p>	2022-23 school year	<p><b>Staff:</b> Plan intervention and enrichment activities, participate in “WIN Time” book study <b>Administration:</b> Facilitate grade-level meetings and lead discussion of “WIN Time” <b>Parents:</b> Reinforce concepts at home</p>	
<p><b>Expected Outcomes by the end of the school year:</b> An increase in state assessment scores, a higher level of participation with parents on the web-based Seesaw platform, and teachers implementing instructional strategies introduced in the book “WIN Time” in to their lesson plans.</p>			

<b>Evidence of Progress:</b>			
<b>2022-23 End of the Year Summary on Each Action Step:</b>			

Tasha Gatzemeyer  
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

Lincoln 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.

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

<b>2022-23</b> <b>Staff Development Schedule</b>	
<b>August 15</b>	8:00-12:00 New Teacher Orientation 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Individual Technology Training
<b>August 16</b>	8:00-10:00 Welcome Back, CHS 10:00 -12:00 Building Staff Meeting 1:00-3:30 Building Meetings
<b>August 17</b>	8:00-12:00 NSU, Monica Washington 1:00-3:30 Data Retreat
<b>August 22</b>	8:00 -3:30 Clevertouch Board Training
<b>August 23</b>	8:00-11:30 School in Session 1:00-3:30 Individual/Team Planning
<b>October 7</b>	8:00-3:30 First Aid Mental Health (EAs) @ CCL 8:00 -3:30 Clevertouch Board Training
<b>November 23</b>	8:00-11:45 School in Session 12:45-3:30 Individual/Team Planning
<b>January 3</b>	8:00-10:00 Winter Address @ CHS
<b>January 16</b>	8:00-3:00 SPED Break-out Sessions (EAs)
<b>February 17</b>	8:00-3:30 First Aid Mental Health (EAs) @ CCL Flexible Staff Development Day
<b>March 10</b>	8:00-3:30 First Aid Mental Health (EAs) @ CCL Flexible Staff Development Day
<b>May 19</b>	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 qualified in their current position. Staff have two years to complete all the Department of Education requirements to become highly qualified.

<b>Date of Hire</b>	<b>Staff</b>	<b>Course Taught</b>
August 1, 2022	Cassandra Peterson	Special Education

# Parent Involvement in Education

Lincoln Elementary School parents are provided directions to access the School Improvement Plan through the Aberdeen School District Web site in the Lincoln Elementary Parent & Student Handbook (page 6) and occasionally in the monthly newsletter. In addition, the Lincoln 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.

## 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 2022-2023 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 build 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