2021-2023
May Overby 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.

May Overby Elementary School

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In an effort to facilitate and enhance student achievement at May Overby 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 May Overby Elementary. This document is known herein as the May Overby Improvement Plan (MOIP) 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.

May Overby 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 about 28,000. Aberdeen has two post-secondary institutions, Northern State University and Presentation College. Its main employers are the schools, the hospitals, Molded Fiberglass, 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	18.0	18.0	18.0	Camille Kaul	Assistant Superintendent
Special Education Teachers	3.00	3.00	3.00	Mike Neubert	Principal
Title I	1.00	1.00	1.00	Michyl Cahoy	2nd Grade Teacher
Physical Education	1.00	1.00	1.00	Lisa Jaspers	5th Grade Teacher
Music	1.00	1.00	1.00	Erin Gutjahr	Resource Room
Orchestra	0.07	0.07	0.07	Kelli Helms	Reading Specialist
Art	1.00	1.00	1.00	Jessica Appl	4Th Grade Teacher
Speech	1.00	1.00	1.00	Jena German	PTA /Parent
Counselor	1.00	1.00	1.00	Jordan Verilek	DOE SST Rep

Sub-Group Breakdown of Tested Students

May Overby - Grades 3-5				May Overby - Grades 3-5			
	2019-20	2020-21	2021-22		2019-20	2020-21	2021-22
Total Gr 3-5	183	186	176				
White	130	123	115	White	71.04%	66.13%	65.34%
Black	5	5	7	Black	2.73%	2.70%	3.98%
Asian	7	9	7	Asian	3.83%	4.84%	3.98%
Nat Am	14	16	16	Nat Am	7.65%	8.60%	9.09%
Hispanic	15	19	16	Hispanic	8.20%	10.22%	9.09%
PI	1	0	0	PI	.55%	0%	0%
TR	11	14	15	TR	3.01%	7.53%	8.52%
Econ Dis	75	69	48	Econ Dis	40.98%	37.10%	27.27%
SpEd	29	34	34	SpEd	15.85%	18.28%	19.32%
LEP	7	12	8	LEP	3.83%	6.45%	4.55%
Migrant	1	2	2	Migrant	.55%	1%	1%

School Improvement Timeline

|	Reading	Math	Notes
2012-13	Progressing	Progressing	● Math Curriculum Study Begins
2013-14	NA	NA	● Implementation of Common Core State Standards for English language arts and math ● Implementation of *Investigations* math curriculum
2014-15	Progressing	Progressing	● Piloting SLO and Teacher Effectiveness Model ● PE/Health curriculum study begins
2015-16	Progressing	Progressing	● Full implementation of Teacher Effectiveness Model ● Science curriculum study begins
2016-17	Did Not Meet AMO	Did Not Meet 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 review
2018-19	TSI Designation	TSI Designation	● Elementary schools iPad initiative ● New ELA Wonders Curriculum implemented
2018-19	TSI Designation	TSI Designation	● Elementary schools iPad initiative. ● New ELA Wonders Curriculum.
2019-20	NA	NA	● K-12 Math curriculum review ● Addition of Nigh School at Central High School ● Distance Learning Implemented due to COVID-19
2020-21	NA	NA	● COVID Protocol ● Distance Learning Implemented due to COVID ● Implemented new math curriculum
2021-22	TSI Designation 55 SPI	TSI Designation 55 SPI	● Implemented new PE and health curriculum ● Implemented 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 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 Level4) for the 2020-21 school year and the 2021-22 school year.

2021-22 MO ELA

2021-22 MO Math
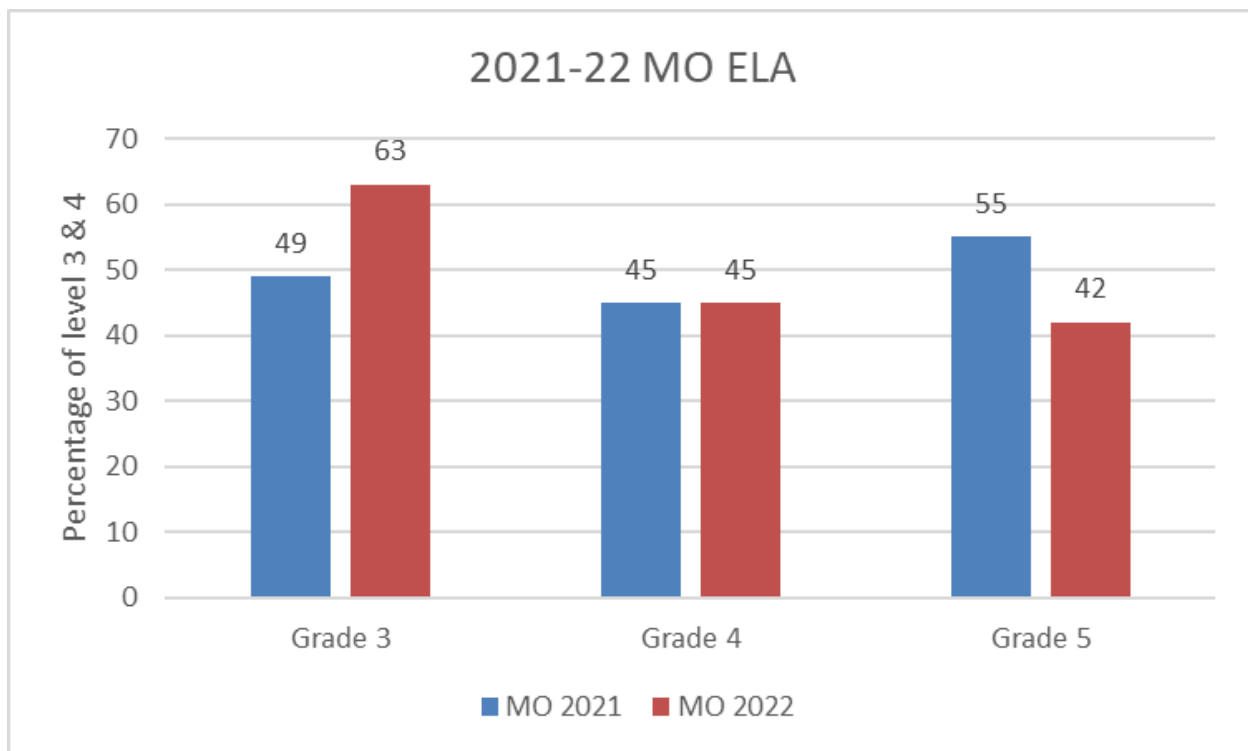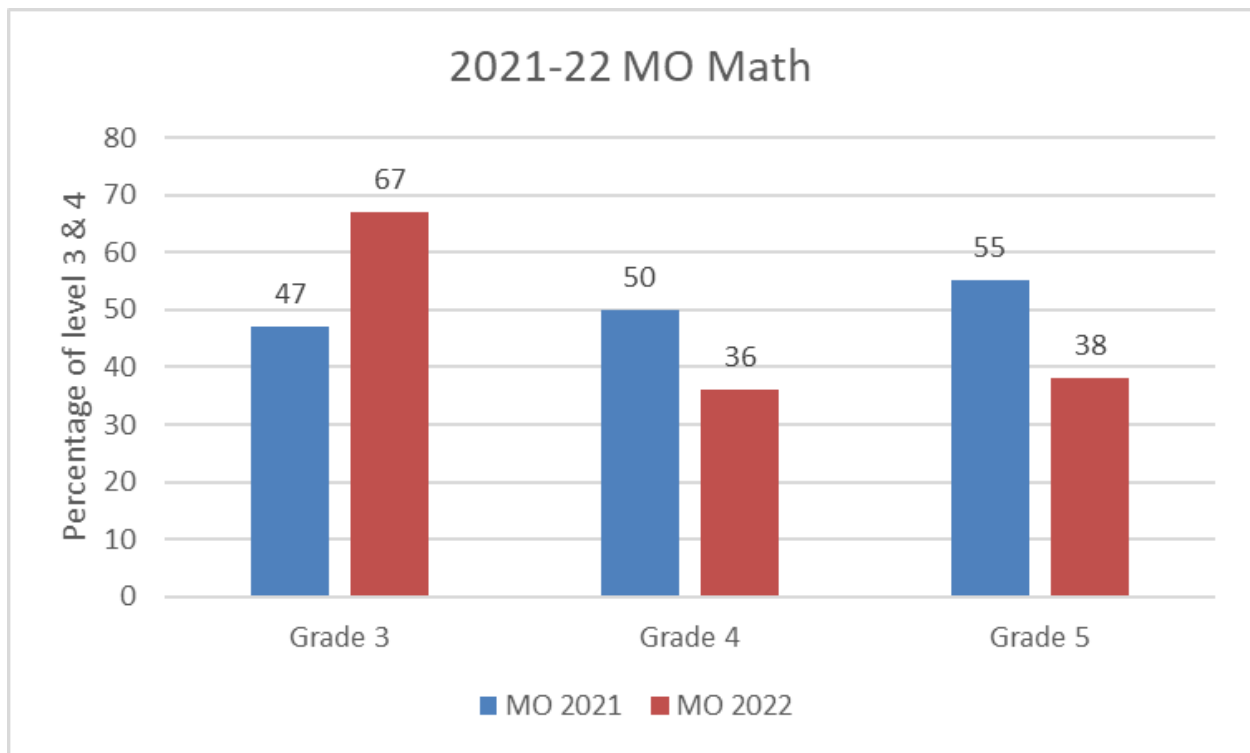
Analysis of Data:

In ELA 3rd grade increased the percentage of level 3 & 4 by 14% when comparing years 2021 and 2022. 4th grade stayed the same from the years 2021 and 2022. 5th grade decreased their ELA level 3 & 4 scores by 13% when comparing years 2021 and 2022. In Math 3rd grade increased the percentage level 3 & 4 by 20% when comparing years 2021 and 2022. 4th graded decreased their level 3 & 4 math scores by 14% when comparing years 2021 and 2022. 5th grade increased their math level 3 & 4 scores by17% when comparing 2021 and 2022.

Implications from Data: Teachers will continue to use CCSS, the Danielson model (teacher effectiveness), SLOs, Webb leveling, formative assessments, and MAP Growth 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. SD Assessment and MAP Growth data were used to determine reading goals, and SD Assessment 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				1st Grade – Oral Reading Fluency			
	Fall	**Winter**	**Spring**		**Fall**	**Winter**	**Spring**
% Average Or Above Average	NA	44%	64%	**% Average Or Above Average**	29%	54%	NA

2nd Grade - RCBM				3rd Grade RCBM			
	Fall	**Winter**	**Spring**		**Fall**	**Winter**	**Spring**
% Average Or Above Average	57%	74%	NA	**% Average Or Above Average**	86%	88%	NA

4th Grade - RCBM				5th Grade RCBM			
	Fall	**Winter**	**Spring**		**Fall**	**Winter**	**Spring**
% Average Or Above Average	73%	83%	NA	**% Average Or Above Average**	86%	89%	NA

Analysis of Data:

In grades K-5 students showed improvement in AIMSweb scores from fall to winter/winter to spring benchmarks. The Spring Benchmark test was no longer given in grades 1-5. This data will be used to help continue using effective strategies and teaching methods in all grades, to ensure that students needs are being met through the reading intervention program. AIMSweb testing has been replaced by MAP Growth testing.

Implications of Data:

▪ Teachers will collaborate regarding grade level performance from last school year.
▪ Some SLO growth goals will be determined based MAP Growth testing.
▪ 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.

Elementary Support Staff Survey (54)		
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	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 postivie (FCC.1)	85%	15%

MO Certified Staff (12)						
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)	8%	50%	42%	0%		
I use assessment results to determine my next instructional steps (C1.1)	8%	92%	0%	0%		
School goals are addressed by the principal (EL.1)	8%	58%	34%	0%		
The principal establishes, communicate, and routinely supervises implementation of clear and consistent expectations, routines, and procedures (EL.2)	0%	75%	16%	9%		
The principal provides feedback regarding my performance (TD.1)	8%	75%	17%	0%		
I feel supported by my principal (FCC.1)	25%	75%	0%	0%		
I know how to access a variety of professonal development resources (TD.2)					92%	8%
The overall school culture/climate is postivie (FCC.1)					100%	0
I know the process for selecting and approving curriculum (C1.3)					84%	16%

MO Student Survey (105)

Question	Agree	Disagree
I understand what I am learning in school (CI.2)	95%	5%
I understand what quality work looks like (CI.2).	90%	10%
Learning is fun (CI.2)	83%	17%
I feel safe at school (FCC.1).	93%	7%
I feel like I belong at school (FCC.1)	80%	20%
My classroom teacher helps me with my learning (FCC.1)	96%	4%
I feel I do well with my school work (FCC.1)	84%	16%
There are opportunities to participate in after-school activities (FCC.1)	74%	26%
I feel my family culture is respected at school (FCC.1)	90%	10%
The school and my parents work together to support my learning (FCC.2)	93%	7%

MO Parent Survey (62)

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)	45%	55%	0%	0%
My children are safe at school (FCC.1)	56%	44%	0%	0%
The level of difficulut with my child's assignments is appropriate and manageable (FCC.1)	34%	65%	1%	0%
Teachers care about my children (FCC.1)	55%	44%	1%	0%
The environment of the school is friendly and welcoming (FCC.2)	61%	39%	0%	0%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	45%	55%	0%	0%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	47%	53%	0%	0%
I am well informed regaring my child's attendance through out the year (FCC.2)	58%	42%	0%	0%

Analysis of Survey:
- 20% of students do not feel like they belong at school.
- 100% of certified staff answered that the climate of the school is positive.
- Parents agreed or strongly agreed nearly 100% of the time for every category.
- 17% of support staff do not believe there are enough professional development opportunities.

2021-23 School Success Action Plan

Theory of Action (If, Then, And Statement) Expresses the focus/direction:
1. If students are low in math, then teachers will identify skills needed for intervention and increase proficiency by 10% on state assessment.
2. If there is low family engagement in the classroom, then teachers will use outreach strategies to involve parents and increase parental involvement by 50% school wide.
3. If students are low in reading, then teachers will identify skills needed for intervention and decrease students in tier 3 by 5% on the AimsWeb Plus assessment.
4. If staff members consistently enforce and communicate school wide rules, then we will create a safer learning environment and decrease discipline referrals by 10%.

What potential implementation challenges need to be addressed?
1. Accountability with identifying needs and using classroom interventions.
2. Difficulty involving parents without face to face interactions.
3. Following through with phonics, timing of assessments, reading best practices and using classroom interventions
4. Consistent implementation & maintaining new procedures.

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: Students in grades 3-5 will increase the average of proficiency by 10% on the state assessment in the area of math. **Resources Required:** South Dakota State Assessment data	**School year 2021-2022**	All classroom teachers and educational support staff. Teachers provide direct and small group classroom instruction. Support staff guide within their roles.	**May 2022**
Action 2: Through classroom outreach once per semester, we will attain 50% cumulative school-wide family involvement. (Using a parent checklist for each activity in the classroom) **Resources Required:** Parent checklist with every classroom; technology through classroom usage	**School year 2021-2022**	All classroom teachers and 50% student families. Teachers provide direct opportunities for families to be involved within the classroom.	**May 2022**
Action 3: Students in grades 1-5 will improve their reading proficiency on the AimsWeb assessment in Winter of 2021 by decreasing the percentage of students in Tier three by 5%.	**Fall and Winter 2021**	All classroom teachers and educational support staff. Teachers provide direct and small group classroom instruction. Support staff guide within their roles.	**Winter 2021**

Resources Required: AimsWeb data assessment benchmark data			
Action 4: All students and staff are consistently communicated the rules and expectations and enforced school wide including staff expectations for best practices measured by a decrease of discipline referrals by 10%. **Resources required:** rules and procedures slideshow	**School year 2021-2022**	All classroom teachers and educational support staff. Teachers provide direct and small group classroom instruction. Support staff guide within their roles.	**May 2022**
Expected Outcomes by the end of the school year: 1. Increase the average of proficiency by 10% on the state assessment in the area of math. 2. Attain 50% cumulative school-wide family involvement 3. Decreasing the percentage of students in Tier three by 5%. 4. Decrease of discipline referrals by 10%.			
Evidence of Progress: 1. South Dakota State Assessment 2. AimsWeb Plus winter benchmarks 3. Teacher attendance checklist of parental involvement 4. Infinite Campus data of discipline referrals			
End of the Year Summary on Each Action Step: At the end of the 2021-2022 school year, math was not met. However, action steps referring to family involvement, AimsWeb, and discipline referrals were met.			

2022-23 School Year			
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: Students in grades 3-5 will increase the average of proficiency in concepts and procedures for the Math portion of the SD Assessment by 5%. **Resources Required:** South Dakota State Assessment data	**School year 2022-2023**	All classroom teachers and educational support staff. Teachers provide direct and small group classroom instruction. Support staff guide within their roles.	**May 2023**

Action 2: Students in grades 3-5 will increase the average of proficiency in Writing Performance for the ELA portion of the SD Assessment by 5%. **Resources Required:** South Dakota State Assessment data	**School year 2022-2023**	All classroom teachers and educational support staff. Teachers provide direct and small group classroom instruction. Support staff guide within their roles.	**May 2023**
Action 3: Culture will improve through a sense of belonging per student survey by 5%. **Resources Required:** Student Climate Survey	**School Year 2022-2023**	All classroom teachers and educational support staff. Teachers provide direct and small group classroom instruction. Support staff guide within their roles.	**May 2023**

Expected Outcomes by the end of the school year:
   5. Increase the average of proficiency by 5% on concept and procedures in math on SD Assessment
   6. Increase the average of proficiency by 5% on writing performance in ELA on SD Assessment
   7. Increase the average by 5% on the student climate survey for sense of belonging			

Evidence of Progress:
   5. South Dakota State Assessment
   6. Student Climate Survey			

End of the Year Summary on Each Action Step:			

Mike Neubert_____

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 family 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

May Overby 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 SIP 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, Dorina Sackman-Ebuwa, JFAC 1:00-3:30 Building Meetings
August 18	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
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 Hamish Brewer, CHS Kelly 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 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 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 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 -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 qualified 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

May Overby Elementary School parents are provided directions to access the School Improvement Plan through the Aberdeen School District Web site in the May Overby Elementary Parent & Student Handbook (page 6) and occasionally in the monthly newsletter. In addition, the May Overby Elementary School Improvement Plan is discussed at PTA meetings, School Board meetings, and district-wide School Board listening sessions. Seesaw is used for communication between parent/guardians and teachers as well as to provide announcements from the principal. Peach Jar is used to communicate events with parents that are school sponsored and non-school sponsored.

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 workforce 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 adjust as necessary