

2021-2023

Mike Miller

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.

Mike Miller Elementary School

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Brennan Goehring, Principal

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In an effort to facilitate and enhance student achievement at Mike Miller 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 Mike Miller Elementary School. 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.

Mike Miller Elementary School Profile

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

The Aberdeen School District comprises 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 Mike Miller Elementary School are listed below:

Staff FTE	2019-20	2020-21	2022-23	School Improvement Planning Committee	
General Education Teachers	12.00	12.00	12.00	Camille Kaul	Assistant Superintendent
Special Education Teachers	2.00	2.00	2.00	Brennan Goehring	Principal
Physical Education	.60	.60	.60	Jordan Varilek	SST Dept. of Ed.
Music	.60	.60	.60	Hope Joachim	Kindergarten Teacher
Orchestra	.46	.46	.46	Kayla Krause	Grade 2 Teacher
Art	.45	.45	.45	Megan Maple	Grade 5 Teacher
Speech	.3	.3	.3	Elizabeth Kaan	Reading/Art Teacher
Counselor	.67	.67	.67	Kalli Sandine	Counselor
				Carly Evans	Parent Representative

Mike Miller - Grades 3-5				Mike Miller - Grades 3-5			
Number of Students				Percentage of Student Population			
	2019-20	2020-21	2021-22		2019-20	2020-21	2021-22
Total Gr 3-5	119	114	118				
White	92	85	89	White	77.31%	74.56%	75.42%
Black	2	3	2	Black	1.68%	2.60%	1.69%
Asian	6	5	7	Asian	5.04%	4.40%	5.93%
Nat American	5	8	5	Nat American	4.20%	7%	4%
Hispanic	5	6	4	Hispanic	4.20%	5.26%	3.39%
Two or More	9	1	1	Two or More	7.56%	0.88%	0.85%
PI	0	6	10	PI	0%	5.26%	8.47%
Econ Dis	41	29	22	Econ Dis	34.45%	25.44%	18.64%
SPED	32	31	34	SPED	26.89%	27.19%	28.81%
LEP	7	6	8	LEP	5.88%	5.26%	6.78%
Migrant	0	1	0	Migrant	0%	0.88%	0.00%

School Improvement Timeline

	Reading	Math	Notes
2017-18	NA	NA	<ul style="list-style-type: none"> • K-5 Language Arts curriculum review • 6-12 World Language, I-Tech, and Computer curriculum review
2018-19	63 SPI	63 SPI	<ul style="list-style-type: none"> • 6-12 Language Arts curriculum review • K-5 Implement new Language Arts curriculum
2019-20	NA	NA	<ul style="list-style-type: none"> • K-12 Math curriculum review • Addition of Night School at Central High School • Distance Learning Implemented due to COVID-19
2020-21	NA	NA	<ul style="list-style-type: none"> • COVID Protocol • Distance Learning Implemented due to COVID-19 • Implemented new Math curriculum
2021-22	65 SPI	65 SPI	<ul style="list-style-type: none"> • Implemented new PE and health curriculum • Implemented SEL curriculum, Everyday Speech

Comprehensive Needs Assessment

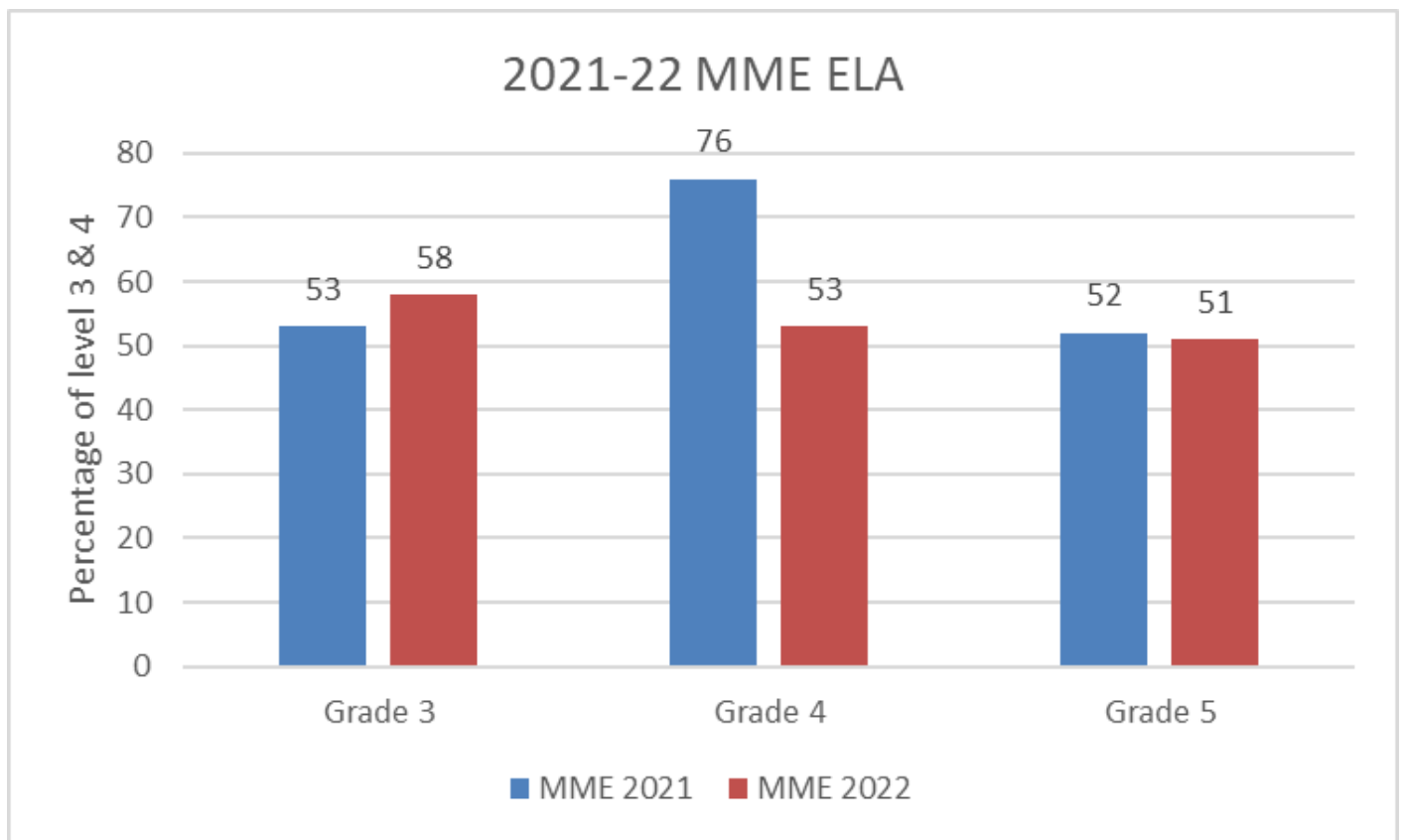
On August 17, 2021, staff members gathered to complete a comprehensive needs assessment of the entire school. Qualitative and quantitative data was reviewed based on the four areas of the CNA, leadership, curriculum and instruction, talent development and family engagement/ culture. Data sources included state assessment results, AIMS web results, 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 was 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 during subsequent SIP meetings.

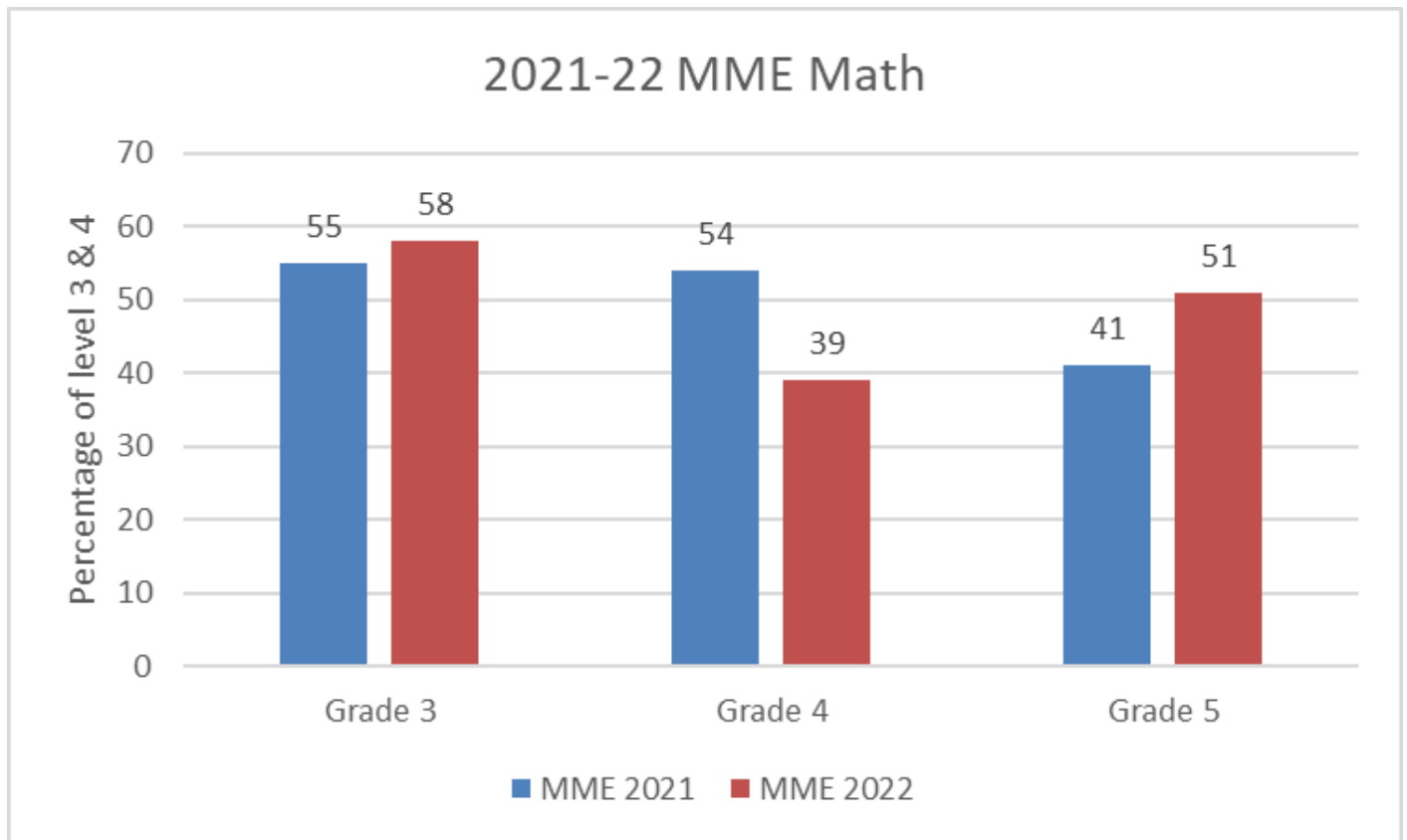
The MME staff met on the afternoon of August 17, 2022, to finalize the action plan statements and refine the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary resources. Follow-up conversations and emails were held with Sub-Committee Chairpersons. The 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 completed in January of 2023 if necessary.

South Dakota State Assessment

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 from 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: Student performance on the 2021-22 SBAC assessment showed that student scores in reading and math decreased in grades 3 through 5 from our 2020-2021 results. Reasons for this drop are unclear; however, the learning targets indicate there are performance concerns in ELA with understanding text structures in informational text and areas of writing, especially the editing process. The highest ELA achievement area for grades 3 and 5 was research and inquiry. Data was viewed and discussed, and goals for student growth and score improvement were developed. Individual student data indicates that our special education students perform significantly lower in math and ELA than their peers. With more experience with our math curriculum, we are optimistic that our math areas of concern will improve. We are also a year further removed from our students missing large amounts of time from in-class instruction due to COVID-19.

Implications from Data: Teachers will continue to use CCSS, the Danielson model (teacher effectiveness), SLOs, Webb leveling, formative assessments, and MAPS 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 MAPS data were used to determine reading goals, and SBAC data and classroom data were used to determine math goals. District-wide, standards-based common assessments will continue to be utilized to assess student mastery and guide instruction.

AIMSWeb Reading Assessments

Description of Data: AIMSWeb Plus 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 Plus provides a 3 Tier Progress Monitoring and Response to Intervention system which assesses students' general reading achievement. AIMSWeb Plus 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 Plus 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. We are transitioning to MAPS for our reading assessments in 2022 and beyond. The following charts provide data from the 2021-22 school year.

K – Letter Naming				1 st Grade – Oral Reading Fluency			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	NA	56%	76%	% Average Or Above Average	40%	80%	NA

2 nd Grade – RCBM				3 rd Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	68%	86%	NA	% Average Or Above Average	88%	91%	NA

4 th Grade – RCBM				5 th Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	68%	69%	NA	% Average Or Above Average	94%	95%	NA

Analysis of Data: All grades showed improvement in AIMSWeb Plus scores from the fall to winter benchmarks and then winter to spring benchmarks, other than grade 5. Students in grade 5 maintained their growth from winter to spring but did not show growth between those benchmark periods. 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.
- Grade 1 will use Oral Reading Fluency (ORF) as the assessment for reading improvement.
- Grades 2-5 will use Reading-Curriculum Based Material (RCBM) as the assessment for reading improvement.
- Teachers will collaborate regarding grade level performance from last school year.
- Some SLO growth goals will be determined based on MAPS data.
- Classroom teachers and Interventionists will study data monthly to drive instruction and aid student success.

Climate Surveys

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

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 positive (FCC.1)	85%	15%

MME Parent Survey (38)

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)	63%	37%	0%	0%
My children are safe at school (FCC.1)	63%	37%	0%	0%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	47%	53%	0%	0%
Teachers care about my children (FCC.1)	68%	29%	3%	0%
The environment of the school is friendly and welcoming (FCC.2)	66%	31%	3%	0%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	58%	37%	5%	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 regarding my child's attendance through out the year (FCC.2)	59%	41%	0%	0%

MME Certified Staff (16)

Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	88%	12%	0%	0%		
I provide or list daily learning targets for students (C1.3)	25%	31%	38%	6%		
I use assessment results to determine my next instructional steps (C1.1)	38%	56%	6%	0%		
School goals are addressed by the principal (EL.1)	50%	38%	12%	0%		
The principal establishes, communicate, and routinely supervises implementation of clear and consistent expectations, routines, and procedures (EL.2)	56%	44%	0%	0%		
The principal provides feedback regarding my performance (TD.1)	56%	38%	6%	0%		
I feel supported by my principal (FCC.1)	67%	20%	13%	0%		
I know how to access a variety of professional development resources (TD.2)					81%	19%
The overall school culture/climate is positive (FCC.1)					75%	25%
I know the process for selecting and approving curriculum (C1.3)					69%	31%

Analysis of Survey: Overall, we are pleased with the data collected from the surveys shown above. Our staff mostly feels like they are supported and given the tools to grow and succeed within their respective professions. While looking at the parent survey, an area of potential concern was providing families with ideas they can use at home to help their child succeed. This was discussed and communication and compilation of at-home ideas were considered. For our certified staff, we will prioritize addressing school goals and supporting our certified staff in ways that we haven't previously. Better communication and collaboration will be key with all members of our staff this year.

2021-23 School Success Action Plan

<p>Theory of Action (If, Then, And Statement) Expresses the focus/direction: <i>If teachers and staff are supported with effective instructional leadership and professional development while utilizing the available data to guide instruction and families are engaged in their students' educational experiences, then students will be supported in these experiences and continue to grow academically, socially, and emotionally.</i></p> <p>What potential implementation challenges need to be addressed? <i>Specific training opportunities and collaboration needs may require additional professional development hours and other resources to be available.</i></p>			
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: Focused instructional leadership & professional development opportunities for staff where 80% or more MME staff members will achieve their staff/professional learning goals. Resources Required: Instructional coaching walkthrough format, staff goal sheets, professional development resources (articles, books, podcasts, etc.) specific to staff goals, time for collaboration & reflection	August 24, 2021 – May 20, 2022; Quarterly	Brennan Goehring, Principal: Instructional Leader – providing instructional feedback through walkthroughs & teacher evaluations, incorporate professional development into staff meetings, guide staff in individual professional goal achievement MME Staff: self-monitoring of goal achievement, collaboration w/others	May 20, 2022
Action 2: Implementation of SEL programming & mindfulness practice to decrease behavior/discipline referrals by 20%. Resources Required: Everyday Speech curriculum	August 24, 2021 – May 20, 2022	MME Staff: implement Everyday Speech in all classrooms while providing a tiered approach to behavior interventions when & how necessary	May 20, 2022
Action 3: Special education students in grades 3-5 will increase proficiency on the ELA & Math portions of the South Dakota Assessment by 10%. Resources Required: ACCESS data, MAPs & 95% data, Special Education data, grade-level common assessment data, Collaboration & Reflection Time for effective teaching strategies	March 1, 2022- May 20, 2022	MME SPED STAFF: provide classroom teachers w/student data, explanation of data, & strategies to assist all students on caseloads in achieving learning goals MME CLASSROOM TEACHERS: incorporate effective strategies as provided by SPED staff, as well as strategies aligning w/other data sources	May 20, 2022

Expected Outcomes by the end of the school year: 1. Professional growth within staff-identified need areas to increase effectiveness of instructional strategies. 2. Decreased behavior/discipline referrals. 3. Effective instructional strategies utilized in all classrooms based on data analysis & student needs to raise SDA scores.			
Evidence of Progress: 1. Student mastery of skills & learning goals – common assessments, progress monitoring, MAPS scores, ACCES scores, SDA scores 2. Decrease in behavior/discipline referrals over the course of the school year – fewer students receiving tiered behavior intervention			
End of the Year Summary on Each Action Step: While more staff hit their professional goals, we didn't meet our goals in our three focus areas. We went into detail on why this might be and identified root causes. After those causes were identified, we looked at what other areas we could focus on to help the overall success of our students and staff.			
Action 4: Improve student attendance by 10%. Resources Required: Parent communication tools, evidence of student attendance and how it impacts student learning, student incentives for coming to school, effective communication with families on where students are at if they are absent.	August 24, 2022 – May 20, 2023; Quarterly	Brennan Goehring, Principal: Main communicator Encourage strong attendance Educate families on attendance data MME Staff: communicate attendance concerns with families, document attendance reasons and look for patterns	May 20, 2023
Action 2: Decrease occurrences of disrespect/defiance by 10%. Resources Required: Everyday Speech curriculum, Inner Explorer program, small social groups.	August 24, 2022 – May 20, 2023	Principal: Use different age-appropriate book series on zones of regulation. Teach and practice restorative circles Counselor: Work with small groups to practice social skills and expectations.	May 20, 2023

		MME Staff: implement Everyday Speech in all classrooms while providing a tiered approach to behavior interventions when & how necessary Use restorative practices.	
Action 3: Identify and fill learning gaps in mathematics caused by COVID-19 years and new curriculum transition. Resources Required: Mathematics curriculum, common assessments, math interventions, small-group lessons, student lead groups, state test scores	March 1, 2022- May 20, 2023	MME SPED STAFF: Use explicit instruction on where the student is currently at to get them to where they need to be through previous grade curriculum or ability level interventions. Use group leaders to help fill in gaps and show their mastery of certain math concepts and skills. MME CLASSROOM TEACHERS: use formal and informal data to identify students who need math assistance.	May 20, 2023
Expected Outcomes by the end of the school year: 1. Student attendance will increase by 10%. 2. Student defiance/disrespect will go down by 10% 3. Students will improve math understanding and catch up from possible learning gaps after being identified earlier in the process.			
Evidence of Progress: 1. Student mastery of skills & learning goals – common assessments, progress monitoring, MAPS scores, ACCES scores, SDA scores 2. Student attendance data from Infinite Campus 3. Decrease in defiance/disrespect referrals over the course of the school year – fewer students receiving tiered behavior intervention			

Brennan Goehring
 Principal Signature

Camille Kaul
 Superintendent/Designee Signature

School Enrichment Activities

Mike Miller Elementary School offers a variety of different activities to enrich and strengthen all aspects of the school. Some activities will be modified to ensure health and safety of all students, staff, and visitors due to the COVID-19 pandemic. Teachers use methods and instructional strategies that strengthen the academic program in the school, increase the amount of quality learning time in classrooms, and help provide an enriched and accelerated curriculum to provide a well-rounded education. Such activities include:

- *Classroom iPad programming and maker space activities and challenges to increase differentiation and enrichment for all students.
- *Brain-based learning activities, including whole-class brain breaks, calm/break areas in classrooms, hands-on/minds-on activities and experiments to promote inquiry, and CGI math strategies.
- *Small social group meetings for new students, students in need of social skills training, etc. in order to ensure a feeling of belonging and social/emotional support for all students, in addition to weekly whole group School Counselor instruction in each classroom.
- *PTA involvement in multiple areas of the school.
- *Conflict managers to increase the social and emotional development of our primary-age students in unstructured, social settings such as recess, as well as providing leadership opportunities for our grade 5 students.
- *Grade-level buddies where each grade level is paired with an older or younger grade level to participate in various activities including partner reading, sight word practice, math games, school-wide procedures practice, etc. This time will be designated CEO (Celebrate Each Other) time, held once a week.
- *Community building activities such as our Monday Morning Motivators, GOLD slips, Student Shout-Outs, Leadership Assemblies, and practice of the 7 Habits of Happy Kids.
- *Standards-based grading professional development and implementation to ensure students are meeting benchmarks from grade level to grade level.
- *Native American tutoring opportunities through the Aberdeen School District's Indian Education Department.
- *Junior Achievement programming available for all classes in grades 3-5.
- *Family Literacy and Math event(s) to promote reading and math activities that can be completed at home, as well as providing parents with various strategies to help students excel in these areas.
- *One Book, One School activities.
- *Field Trips to concerts and other fine arts activities.
- *All-City Chorus and Student Leadership Team comprised of 4th and 5th grade students.
- *Mindfulness strategies taught and practiced through Inner Explorer throughout the school day at every grade level.
- *The social-emotional curriculum, Everyday Speech, will be directly taught to all students, and concepts of the curriculum will be taught school-wide during daily announcements, Monday Morning Motivators, and assemblies.

The above strategies and activities will be evaluated for effectiveness by gathering feedback from students, staff, and parents through various surveys and discussions regarding the programs.

Professional Development

Mike Miller Elementary staff will continue to be engaged in a variety of activities emphasizing the three identified goals. Additionally, staff will attend appropriate national, state, and regional conferences that will support the Mike Miller Elementary 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, Mike Miller Elementary School's professional learning library is constantly being upgraded in the areas of effective strategies for math and reading instruction.

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

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

Highly Qualified Staff

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

Pursuing Highly Qualified Certification

Pursuant to SDCL 24:28:11, all staff either need to be highly qualified or must currently be 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. At this time, there are no Mike Miller Elementary School staff members who are currently pursuing this certification, as all staff are highly qualified in their positions.

Date of Hire	Staff	Course Taught
NA	NA	NA

Parent Involvement in Education

Mike Miller Elementary School parents are provided directions to access the School Improvement Plan through the Aberdeen School District website, in the Mike Miller Elementary Parent & Student Handbook (page 6), and occasionally in the monthly newsletter. In addition, the Mike Miller 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 Mike Miller 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 parents may schedule a meeting with teachers at any time during the school year to discuss their child's educational program. Additionally, the MME Family Engagement Champions Committee provides a variety of activities for families to participate in throughout the school year.

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, in late spring, the middle school Improv Troupes visit fifth grade classrooms to present scenes that prompt further discussion of middle school issues.

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

All high school students are provided opportunities for career exploration, options for postsecondary education, vocational training, and work force information. High school students may participate in Advanced 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. 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 teachers' 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. This 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