

**2021-2023**

**O.M. Tiffany**

**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.

# O.M. Tiffany Elementary School

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In an effort to facilitate and enhance student achievement at OM Tiffany 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 OM Tiffany Elementary. This document is known herein as the OM Tiffany Improvement Plan (OMTIP) 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.

## OM Tiffany 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	2019-20	2020-21	2022-23	School Improvement Planning Committee	
General Education	18.0	18.0	17.0	Camille Kaul	Asst. Superintendent
Teachers	2.50	2.50	2.50	Jared Ahlberg	Principal
Special Education	2.00	1.00	1.00	Kelli Meister	Kindergarten teacher
Teachers	1.00	1.00	1.00	Amy Erickson	1 <sup>st</sup> grade teacher
Title I	1.00	1.00	1.00	Elizabeth Schiferl	2 <sup>nd</sup> grade teacher
Physical Education	0.07	0.07	0.07	Allison Leach	3 <sup>rd</sup> grade teacher
Music	1.00	1.00	1.00	Carol Otten	4 <sup>th</sup> grade teacher
Orchestra	1.00	1.00	1.00	Jenna Huck	5 <sup>th</sup> grade teacher
Art	1.00	1.00	1.00	Jaime Tiff	Title I Reading teacher
Speech				Marni Lamont	Special Ed teacher
Counselor				Dani Roeker	Parent
Gifted Education				Jordan Varilek	SST

<b>Sub-Group Breakdown of Tested Students</b>							
<b>OM Tiffany - Grades 3-5</b>				<b>OM Tiffany - Grades 3-5</b>			
	<b>2018-19</b>	<b>2020-21</b>	<b>2021-22</b>		<b>2018-19</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Total Gr 3-5</b>	169	167	171				
<b>White</b>	122	120	12	<b>White</b>	72.19%	71.86%	70.18%
<b>Black</b>	4	5	7	<b>Black</b>	2.37%	3%	2%
<b>Asian</b>	6	5	4	<b>Asian</b>	3.55%	3%	2%
<b>Nat Am</b>	11	6	9	<b>Nat Am</b>	6.51%	3.59%	5.26%
<b>Hispanic</b>	14	13	11	<b>Hispanic</b>	8.28%	7.78%	6.43%
<b>PI</b>	12	17	17	<b>PI</b>	7.10%	10.18%	9.94%
<b>TR</b>	0	1	3	<b>TR</b>	0%	0.60%	1.75%
<b>Econ Dis</b>	71	70	57	<b>Econ Dis</b>	42.01%	41.92%	33.33%
<b>SpEd</b>	40	34	33	<b>SpEd</b>	23.67%	20.60%	19.30%
<b>LEP</b>	10	8	9	<b>LEP</b>	6.00%	4.79%	5.26%
<b>Migrant</b>	3	1	0	<b>Migrant</b>	1.78%	0.60%	0.00%

# School Improvement Timeline

	Reading	Math	Notes
<b>2012-13</b>	Progressing	Progressing	<ul style="list-style-type: none"> <li>Math curriculum study begins</li> </ul>
<b>2013-14</b>	N/A	N/A	<ul style="list-style-type: none"> <li>Implementation of <i>Investigations</i> math curriculum</li> <li>Implementation of Common Core State Standards for English language arts and math</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> </ul>
<b>2016-17</b>	Did Not Meet 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>	66 SPI	66 SPI	<ul style="list-style-type: none"> <li>Implementing quarterly assessments in ELA and Math based on priority standards</li> <li>Implementing iPads in grades K-5</li> <li>Implement new Wonders ELA curriculum</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>	TSI Designation 57 SPI	TSI Designation 57 SPI	<ul style="list-style-type: none"> <li>Implemented new PE and health curriculum</li> <li>Implemented SEL course, Everyday Speech</li> </ul>

# Comprehensive Needs Assessment

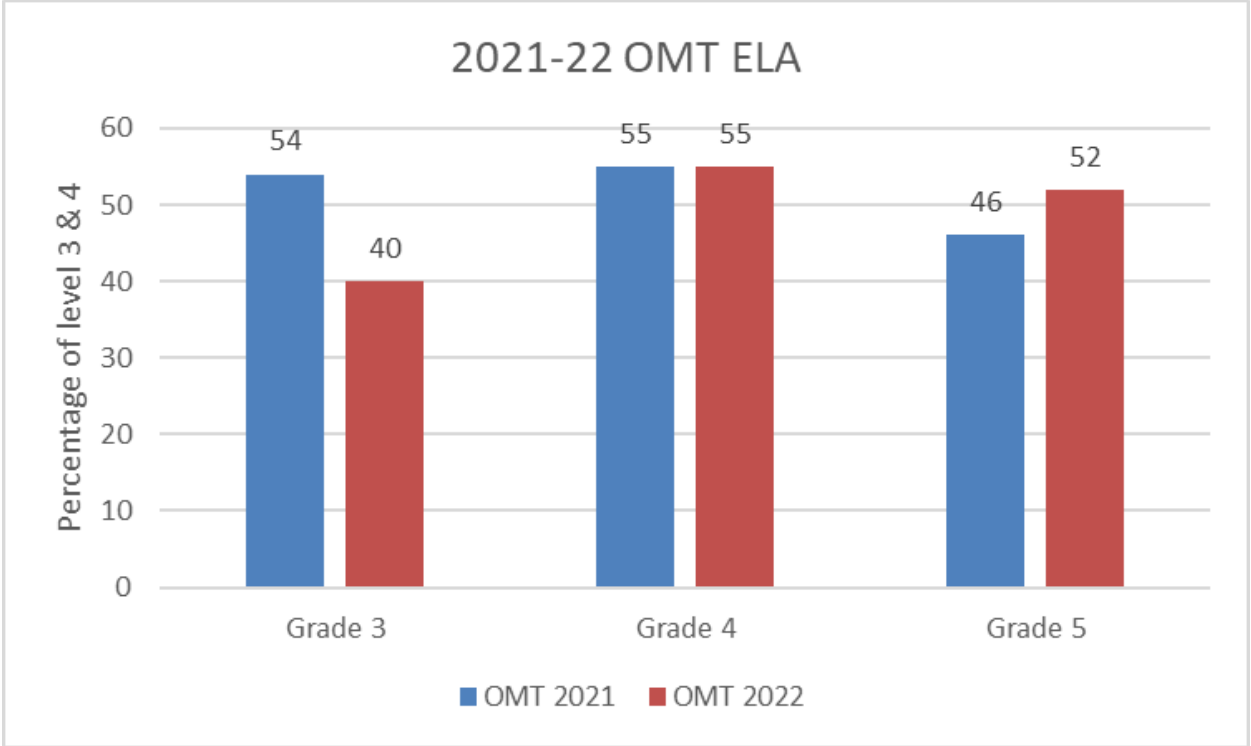
On August 17, 2022, staff members gathered to complete a comprehensive needs assessment of the entire school. Qualitative and quantitative data was reviewed based on the four areas of the CNA, leadership, curriculum and instruction, talent development and family engagement/culture. Data sources included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

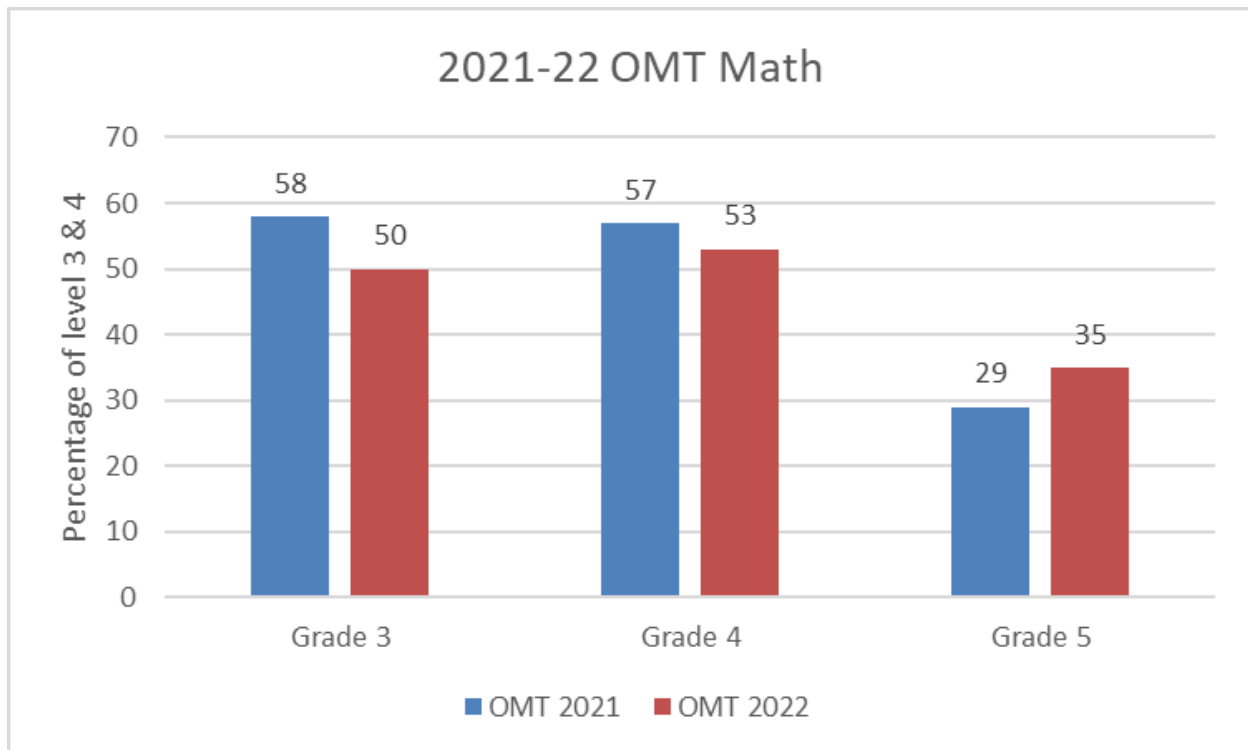
The School Improvement Committee met on the afternoon of August 17, 2022, finalized the action plan statements, and to refine the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary resources. Follow-up conversations and emails were held with Sub-Committee Chairpersons. The 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 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:** Student performance on the 2022 South Dakota Assessment (SDA) showed that student scores in reading scores stayed almost the same within student groups on the ELA test. 3rd grade in '21 to 4th grade in '22 increased by 1%. 4th grade in '21 to 5th grade in '22 decreased by 3%. With transient students, this shows scores stayed the same. In Math, 3rd grade in '21 to 4th grade in '22 decreased by 5%. 4th grade in '21 to 5th grade in '22 decreased by 22%. This is a concerning drop in students scoring proficient in math. During our data retreat an area of concern was students not knowing basic addition, subtraction, multiplication and division math facts. This will be addressed in our SIP goals.

**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. We will be focusing on writing and research in all grades. We are also going to focus on all students knowing basic math facts for their grade level based on SD math standards.

# 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	68%	79%	% Average Or Above Average	43%	70%	NA

2 <sup>nd</sup> Grade - RCBM				3 <sup>rd</sup> Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	63%	70%	NA	% Average Or Above Average	76%	78%	NA

4 <sup>th</sup> Grade - RCBM				5 <sup>th</sup> Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	83%	89%	NA	% Average Or Above Average	89%	89%	NA

**Analysis of Data:** Five of the six grades demonstrated growth and one grade remained the same. from fall to spring. It is typical for scores to be highest during the winter benchmark in most grades. By spring benchmark testing, most kindergarten students are reading and their letter naming fluency scores fall. RCBM cutoff scores for students in grades 3-5 are quite high for words read per minute and most students in those grades do not increase words read per minute. 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.
- Teachers will collaborate regarding grade level performance from last school year.
- Some SLO growth goals will be determined based on AIMSweb Plus data.
- Classroom teachers and Interventionists will study data monthly to drive instruction and aid student success.

# Climate Surveys

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

OMT Parent Survey (147)				
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)	61%	36%	2%	1%
My children are safe at school (FCC.1)	60%	37%	2%	1%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	45%	54%	1%	0%
Teachers care about my children (FCC.1)	62%	36%	2%	0%
The environment of the school is friendly and welcoming (FCC.2)	65%	34%	1%	0%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	51%	45%	3%	1%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	52%	46%	2%	0%
I am well informed regarding my child's attendance through out the year (FCC.2)	63%	34%	2%	1%

OMT Student Survey (136)		
Question	Agree	Disagree
I understand what I am learning in school (CI.2)	95%	5%
I understand what quality work looks like (CI.2).	92%	8%
Learning is fun (CI.2)	77%	23%
I feel safe at school (FCC.1).	95%	5%
I feel like I belong at school (FCC.1)	79%	21%
My classroom teacher helps me with my learning (FCC.1)	99%	1%
I feel I do well with my school work (FCC.1)	82%	18%
There are opportunities to participate in after-school activities (FCC.1)	60%	40%
I feel my family culture is respected at school (FCC.1)	86%	14%
The school and my parents work together to support my learning (FCC.2)	95%	5%

OMT Certified Staff (22)						
Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	59%	41%	0%	0%		
I provide or list daily learning targets for students (C1.3)	9%	64%	27%	0%		
I use assessment results to determine my next instructional steps (C1.1)	23%	68%	9%	0%		
School goals are addressed by the principal (EL.1)	50%	46%	4%	0%		
The principal establishes, communicate, and routinely supervises implementation of clear and consistent expectations, routines, and procedures (EL.2)	50%	50%	0%	0%		
The principal provides feedback regarding my performance (TD.1)	36%	56%	8%	0%		
I feel supported by my principal (FCC.1)	68%	32%	0%	0%		
I know how to access a variety of professional development resources (TD.2)					91%	9%
The overall school culture/climate is positive (FCC.1)					100%	0%
I know the process for selecting and approving curriculum (C1.3)					82%	18%

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

#### Analysis of Survey:

Parents, students and staff all have very favorable views of O.M. Tiffany. We have worked hard to create an environment where staff members work well together and the overall climate is positive. Concern, that 1 in 5 students do not feel learning is fun and they do not feel safe at school.

## 2021-23 School Success Action Plan

<p><b>Theory of Action (If, Then, And Statement)</b> Expresses the focus/direction:  <i>When looking at testing data, we have areas of concern with multiple subgroups. By focusing on specific claims, we expect to have more students performing to grade level standards.</i>            What potential implementation challenges need to be addressed? <i>Staff activity looking for supplemental resources, which takes time and lesson adjustment.</i></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>            Increase student's math grade level performance in the claims area of concepts and procedures on the SDA. 20-21 sy showed 53% of IDEA students and 30% of ALL students below grade level standards in this performance area.</p> <p><b>Resources Required:</b> SD Content Standard Blueprint, lesson and curriculum evaluation, supplemental math materials, hands-on activities, IXL.</p>	2021-22 school year	<p>Classroom teachers will implement strategies, study the blueprint, collaborate on supplemental materials.</p> <p>The principal will review lesson plans, study the blueprint and have monthly grade level meetings to discuss progress.</p>	End of 2021-22 school year
<p><b>Action 2:</b>            Increase students reading grade level performance in the area of writing on the SDA. 20-21 sy showed 50% of IDEA students and 24% of ALL students below grade level standards in this performance area.</p> <p><b>Resources Required:</b> Lessons focused on writing, writing review strategies, traits of writing focus 95% and Reading Club.</p>	2021-22 school year	<p>Classroom teachers will implement strategies, study the blueprint, collaborate on supplemental materials.</p> <p>The reading teacher and tutors will implement 95% with the lowest students and My Sidewalks with other Tier 3 students on AIMSweb.</p> <p>The principal will review lesson plans, study the blueprint and have monthly grade level meetings to discuss progress.</p>	End of 2021-22 school year

<b>Action 3:</b> Implement a SEL program to help decrease behavior referrals in the areas of <i>Disruption</i> and <i>Disrespect and Disobedience</i> by 10%  <b>Resources Required:</b> Everyday Speech SEL program	2021-22 school year	All school employees will complete weekly SEL lessons, monitor student behavior and report as needed.,	End of 2021-22 school year
<b>Expected Outcomes by the end of the school year:</b> Our goal is to increase students at grade level performance in both claims' areas by 20%.  Decrease behavior referrals in targeted areas.	2021-22 school year		
<b>Evidence of Progress:</b> Common assessment scores Discipline referral reports SDA scores and yearly comparisons			
<b>End of the Year Summary on Each Action Step:</b> In Math we improved our ALL students 2% and Writing by 1%. We decreased our Disruption and Disrespect and Disobedience from 67 in 20-21 to 39 in 21-22			

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

*When looking at testing data, we have areas of concern with multiple subgroups. By focusing on specific claims, we expect to have more students performing to grade level standards.*

What potential implementation challenges need to be addressed? *Staff activity looking for supplemental resources, which takes time and lesson adjustment.*

<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>
<b>Action 1:</b> Increase student's math grade level performance in the claims area of concepts and procedures on the SDA by 10%. 21-22 sy data showed 47% of ALL students below grade level standards in this performance area.  <b>Resources Required:</b> SD Content Standard Blueprint, lesson and curriculum evaluation, supplemental math materials, hands-on activities, IXL.	2022-23 school year	Classroom teachers will implement strategies, study the blueprint, collaborate on supplemental materials.  The principal will review lesson plans, study the blueprint and have monthly grade level meetings to discuss progress.	End of 2022-23 school year
<b>Action 2:</b> Increase students reading grade level performance in the area of research/inquiry on the SDA by 7%. 21-22 school year showed 28% of ALL students below grade level standards in this performance area.  <b>Resources Required:</b> Lessons focused on writing, writing review strategies, research strategies, using multiple sources.	2023-23 school year	Classroom teachers will implement strategies, study the blueprint, collaborate on supplemental materials.  The principal will review lesson plans, study the blueprint and have monthly grade level meetings to discuss progress.	End of 2022-23 school year
<b>Action 3:</b> Improving attendance in our Hispanic/Latino and English Learners.  <b>Resources Required:</b>	2022-23 school year	Classroom teachers and principal will encourage students to attend school and give rewards for weekly attendance in these groups.	End of 2022-23 school year

<b>Expected Outcomes by the end of the school year:</b> Our goal is to increase students at grade level performance in Math by 10% and ELS 7% .  Increased attendance in our Hispanic/Latino and English Learners.	2022-23 school year		
<b>Evidence of Progress:</b> Common assessment scores Discipline referral reports SDA scores and yearly comparisons			
<b>End of the Year Summary on Each Action Step:</b>			

Jared Ahlberg  
Principal Signature

Camille Kaul  
Superintendent/Designee Signatu

# 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

OM Tiffany 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, O.M. Tiffany'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 Theatre 10:00-12:00 Building Meetings 1:00-3:30 Individual/Team Planning 2:00-3:30 SPED, HMS Theatre
<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 Theatre 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 Theatre 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 Theatre 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 qualify 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>
NA	NA	NA

# Parent Involvement in Education

OM Tiffany Elementary School parents are provided directions to access the School Improvement Plan through the Aberdeen School District Web site in the OM Tiffany Elementary Parent & Student Handbook (page 6) and occasionally on our social media platforms. In addition, the OM Tiffany 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 O.M. Tiffany 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 a Title I Parent Day is done each school year.

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

## Transition Processes

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

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

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

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

# Monitoring and Support

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

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

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

## Fiscal Requirement

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

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

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

Financial Resources Available:

Building Level –

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

District Level –

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

# Ongoing Program Development

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

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

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

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