

2021-2023

Simmons

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.

Simmons Elementary School

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In an effort to facilitate and enhance student achievement at Simmons 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 Simmons Elementary. 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.

Simmons 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 is comprised of eight attendance centers: one 9-12 high school, two 6-8 middle schools, and six elementary buildings. Unique characteristics of the staffing patterns and student population of Simmons 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	5.00	5.00	5.00	Kim Aman	Principal
Title I	1.00	1.00	1.00	Lisa Lambrechts	Fifth Grade
Physical Education	1.00	1.00	1.00	Darren Neely	PE Teacher
Music	1.00	1.00	1.00	Ashley Dunham	Art Teacher
Orchestra	1.00	1.00	1.00	Tonya Senger	Kindergarten
Art	.07	.07	.07	Darren Neely	Administrative Intern
Speech	1.00	1.00	1.00	Kyla Schuster	First Grade
Counselors	2.00	2.00	2.00	Amber Skinner	Parent
Deaf Education	1.00	1.00	1.00	Jordan Varilek	DOE SST

Simmons Elementary - Grades 3-5				Simmons Elementary - Grades 3-5			
	2019-20	2020-21	2021-22		2019-20	2020-21	2021-22
Total Gr 3-5	203	198	195				
White	152	139	140	White	74.88%	70.20%	71.79%
Black	1	2	2	Black	.49%	1%	1%
Asian	6	10	10	Asian	2.96%	5%	5%
Nat Am	17	15	17	Nat Am	8.37%	7.58%	8.72%
Hispanic	15	14	9	Hispanic	7.39%	7%	5%
TR	11	2	0	TR	5.42%	1%	0%
PI	1	16	17	PI	.49%	8%	9%
Econ Dis	86	80	44	Econ Dis	42.36%	40.40%	22.56%
SpEd	30	32	35	SpEd	14.78%	16.16%	17.95%
LEP	11	15	12	LEP	5.42%	7.58%	6.15%
Migrant	1	1	0	Migrant	0.50%	.49%	0.00%

School Improvement Timeline

	Reading	Math	Notes
2012-13	Progressing	Progressing	<ul style="list-style-type: none"> Math curriculum study begins
2013-14	N/A	N/A	<ul style="list-style-type: none"> Implementation of Common Core State Standards for English language arts and math Implementation of <i>Investigations</i> math curriculum
2014-15	Progressing	Progressing	<ul style="list-style-type: none"> Piloting SLO and Teacher Effectiveness Model PE/Health curriculum study begins
2015-16	Progressing	Progressing	<ul style="list-style-type: none"> Full implementation of Teacher Effectiveness Model Science curriculum study begins
2016-17	Did Not Meet AMO	Did Not Meet AMO	<ul style="list-style-type: none"> Social Studies curriculum study begins Added an additional elementary site
2017-18	NA	NA	<ul style="list-style-type: none"> K-5 Language Arts curriculum review 6-12 World Language, ITech, and Computer curriculum review
2018-19	66 SPI	66 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 Additional of Nigh School at Central High School Distance Learning Implemented due to COVID-19
2020-21	NA	NA	<ul style="list-style-type: none"> COVID-19 Protocol Distance Learning continued due to COVID-19 Implement new Math curriculum
2021-22	56 SPI	56 SPI	<ul style="list-style-type: none"> Implement new PE and Health curriculum Implement new SEL curriculum, Everyday Speech

Comprehensive Needs Assessment

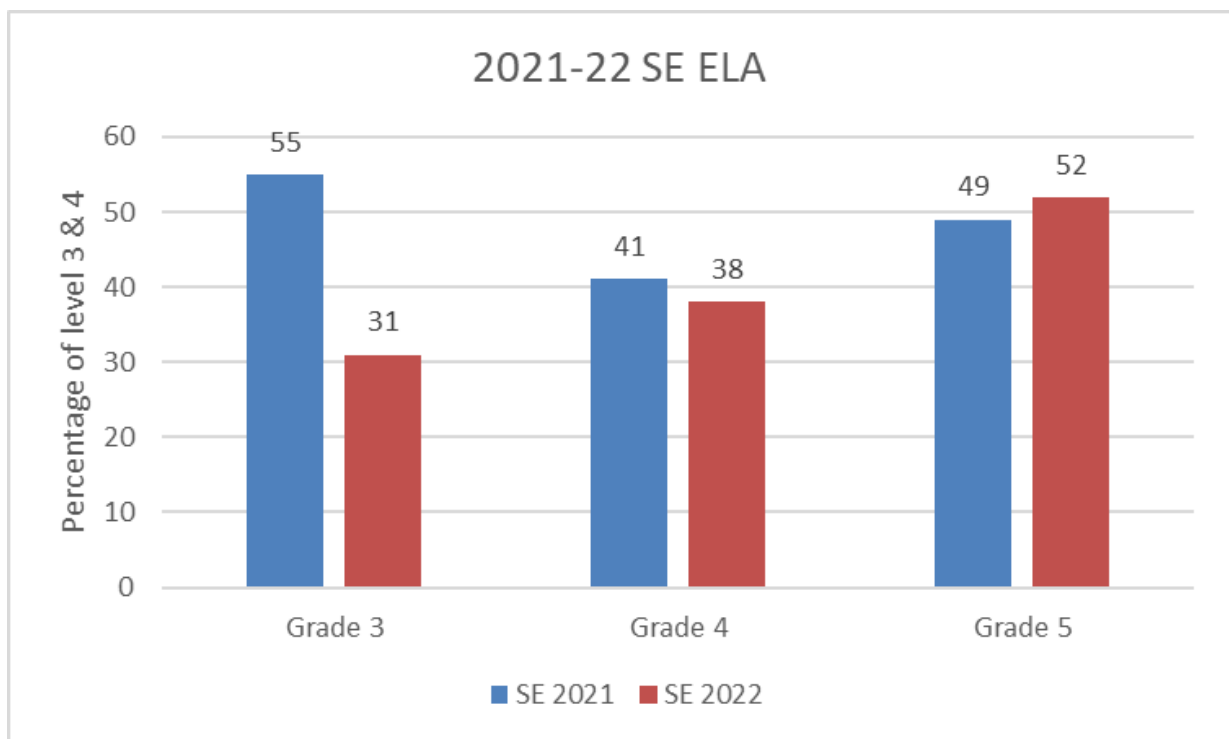
On August 17, 2022, staff members gathered to complete a comprehensive needs assessment of the entire school. Qualitative and quantitative data was reviewed based on the four areas of the CNA, leadership, curriculum and instruction, talent development and family engagement/ culture. Data sources included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

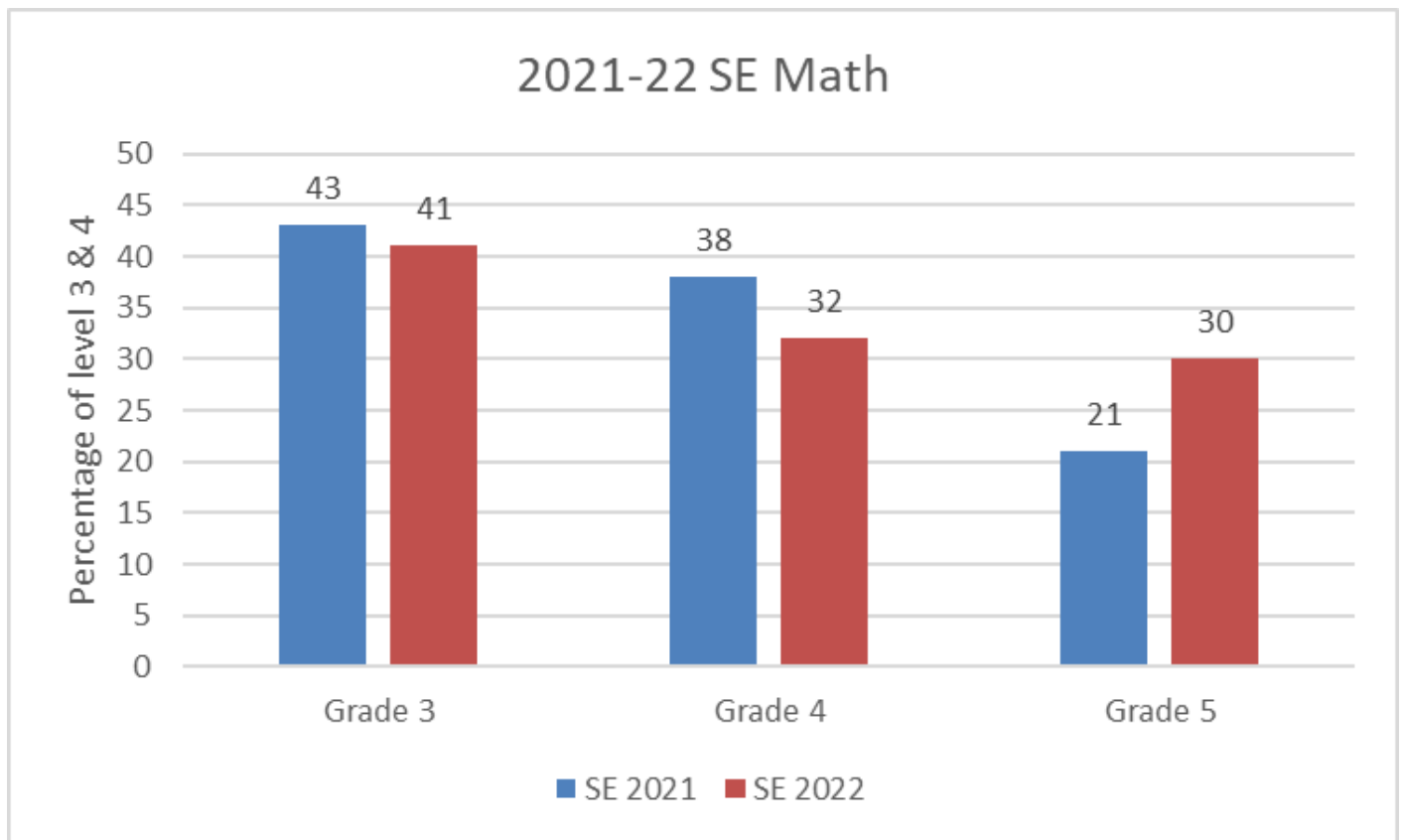
The School Improvement Committee met on the afternoon of August 17, 2022, finalized the action plan statements, and refined the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary resources. 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 Level 4) for the 2020-21 school year and the 2021-22 school year.





Analysis of Data: Student performance on the 2022 SBAC assessment showed that student scores in reading decreased significantly in grade 3, but declined slightly in grades 4. The ELA scores for 5th grade increased by a few points. The math scores showed slight decreases in 3rd & 4th grade but 5th grade showed an increase over the previous year. Reasons for this drop are unclear; however, the learning targets indicate there are performance concerns in ELA with areas of writing, especially in the area of research, and in math with problem solving and understanding place value.

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.

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 st Grade – Oral Reading Fluency			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	NA	59%	71%	% Average Or Above Average	40%	69%	NA

2 nd Grade - RCBM				3 rd Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	64%	77%	NA	% Average Or Above Average	73%	80%	NA

4 th Grade - RCBM				5 th Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	77%	84%	NA	% Average Or Above Average	85%	87%	NA

Analysis of Data: All grades showed improvement in AIMSweb scores from the fall to winter benchmarks. 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: All classrooms will work on Reading Stamina daily. Each classroom will set goals and track progress throughout the year. All classrooms will continue daily reading groups.

Climate Surveys

In January of 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.

SE Parent Survey (133)				
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)	47%	29%	10%	14%
My children are safe at school (FCC.1)	45%	36%	3%	16%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	36%	42%	0%	18%
Teachers care about my children (FCC.1)	54%	26%	2%	23%
The environment of the school is friendly and welcoming (FCC.2)	53%	26%	3%	18%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	44%	34%	4%	18%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	38%	36%	6%	18%
I am well informed regarding my child's attendance through out the year (FCC.2)	50%	28%	3%	19%

SE Student Survey (143)		
Question	Agree	Disagree
I understand what I am learning in school (CI.2)	95%	5%
I understand what quality work looks like (CI.2).	85%	15%
Learning is fun (CI.2)	75%	25%
I feel safe at school (FCC.1).	92%	8%
I feel like I belong at school (FCC.1)	85%	15%
My classroom teacher helps me with my learning (FCC.1)	99%	1%
I feel I do well with my school work (FCC.1)	83%	17%
There are opportunities to participate in after-school activities (FCC.1)	75%	25%
I feel my family culture is respected at school (FCC.1)	92%	8%
The school and my parents work together to support my learning (FCC.2)	92%	8%

SE Certified Staff (27)						
Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	73%	23%	4%	0%		
I provide or list daily learning targets for students (C1.3)	20%	65%	15%	0%		
I use assessment results to determine my next instructional steps (C1.1)	20%	65%	15%	0%		
School goals are addressed by the principal (EL.1)	73%	27%	0%	0%		
The principal establishes, communicate, and routinely supervises implementation of clear and consistent expectations, routines, and procedures (EL.2)	73%	19%	8%	0%		
The principal provides feedback regarding my performance (TD.1)	72%	26%	2%	0%		
I feel supported by my principal (FCC.1)	85%	12%	3%	0%		
I know how to access a variety of professional development resources (TD.2)					100%	0%
The overall school culture/climate is positive (FCC.1)					89%	11%
I know the process for selecting and approving curriculum (C1.3)					85%	15%

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: Parent survey numbers were mostly positive with 75% or more falling in the agree or strongly disagree area for all categories. The highest area of disagreement from the parent survey fell under the principal communication of policies area with 24%. Student survey numbers were very positive with 85% of students landing in the agree category for the majority of the questions. The staff survey is very positive in the high majority of the categories.

2021-23 School Success Action Plan

Theory of Action (If, Then, And Statement) Expresses the focus/direction: **If Simmons Elementary staff improves our instructional, behavioral, and cultural strategies, then 3-5 grade students will show positive growth on the South Dakota State Assessment for the 21-22 & 22-23 school years, and we will accomplish this by the following actions.**

What potential implementation challenges need to be addressed? Staff training, cohesiveness, gaps in learning due to COVID-19, restrictions on instructional methods due to COVID-19.

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: Simmons staff will construct a practice test schedule for all 3-5 grade classrooms to follow. Staff will also model test taking skills. Grades 1-2 will administer curriculum assessments to build testing stamina. Simmons staff will create a testing guide for all staff to implement for collaboration. Resources Required: Curriculum assessments, Interim assessments, Student IPADs	September 2021-March 2022	All classroom teachers will follow the testing guide and practice schedule.	March 2022
Action 2: Simmons staff will encourage students to build their reading stamina by having students read a developmentally appropriate text for up to 30 mins a day. This activity will help our students perform at a higher level on daily reading tasks and the South Dakota State Assessment. Resources Required: Developmentally appropriate books in all classrooms	September 2021-May 2022	All classroom teachers, and Title teachers will have all students work on reading stamina daily.	May 2022

Action 3: Simmons Staff will focus on teaching, developing, and modeling perseverance, emotional regulation, and stress management. Resources Required: Everyday Speech Curriculum, Inner Explorer, Read Aloud, Staff knowledge and relationships	September 2021-May 2022	All Simmons staff members will focus on and model these concepts daily in all areas of the school.	May 2022
Expected Outcomes by the end of the school year: A majority of students will show positive growth on South Dakota State Assessments.			
Evidence of Progress: Scores on the South Dakota State Assessments.	May 2022		May 2022
End of the Year Summary on Each Action Step: 5th grade showed growth in ELA and math on the standardized testing. Both 3rd & 4th grade showed decreases in both areas. Classroom teachers reported progress in the area of Reading Stamina across all grade levels. Many students showed positive growth in the area of social emotional learning.			
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: Simmons Staff will focus on introducing and infusing more non-fiction literature into the curriculum. Each grade level will schedule nonfiction writing projects on a regular basis with a research component included for grades 2-5. Each grade level will focus on nonfiction writing during our PLC time Resources Required: A variety of nonfiction books available in each classroom, library databases	September 2022-May 2023	All Simmons Elementary classroom teachers. Carla Clark the district elementary librarian. Teachers will schedule nonfiction writing projects on a regular basis with a research component included for grades 2-5. Each grade level will focus on nonfiction writing during our PLC time	May 2023

<p>Action 2: Simmons Staff will focus on preparing our students for the logistics of the state test. Students will learn and practice using all of the tools on the IPAD. Each teacher will designate keyboard time each week. Each classroom teacher will implement the program Typing.com within the classroom.</p> <p>Resources Required: IPADs, Typing.com program, keyboards</p>	September 2022-May 2023	All Simmons Elementary classroom teachers and classroom support staff. Teachers will teach using all of the tools on the IPAD. Each teacher will designate keyboard time each week. Each teacher will implement the program Typing.com within the classroom.	May 2023
<p>Action 3: Simmons Staff will focus on teaching all of the math concepts that are connected to the priority standards. If a student is struggling to master these math concepts, then intervention tutoring time will be recommended for these students.</p> <p>Resources Required: Staff to provide math interventions after school</p>	September 2022-May 2023	All Simmons Elementary classroom teachers and classroom support staff. Teachers will deliver the prescribed math curriculum with fidelity to their students. Students who are struggling mastering the math standards will be referred for afterschool tutoring.	May 2023

Kim Aman

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, Read for the Record, One Book, One School, 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

Simmons Elementary staff will continue to be engaged in a variety of activities emphasizing the two identified goals. Additionally, staff will attend appropriate national, state, and regional conferences that will support the LIP school-wide goals.

Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction. A mentor is assigned to each new staff member in our building. The mentor will assist new teachers with building expectations and routines, electronic attendance and grading, locating materials, etc. Finally, Lincoln's professional library is constantly being upgraded in the areas of effective strategies for math and reading instruction.

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 9	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 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
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 9	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
August 1, 2021	Lucky Peterson	Deaf Education

Parent Involvement in Education

Simmons Elementary School parents are provided directions to access the School Improvement Plan through the Aberdeen School District Web site in the Simmons Elementary Parent & Student Handbook (page 6) and occasionally in the monthly newsletter. In addition, the Simmons 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 Simmons Elementary welcomes parents and families to an Open House during the first week of school.

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 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 make adjustments as necessary