

2021-2023

Simmons

Middle School

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 Middle School

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In an effort to facilitate and enhance student achievement at Simmons Middle 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 Middle School. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure that all students succeed.

Simmons Middle 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 nine 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 Middle School are listed below:

Staff FTE	2021-22	2020-21	2022-23	School Improvement Planning Committee	
Art	1.00	1.00	1.00	Camille Kaul	Assistant Superintendent
Computer	1.00	1.00	1.00	Jordan Varilek	DOE SST
Counselor	1.20	1.20	1.20	Dr. Colleen Murley	Principal
FACS	1.00	1.00	1.00	Kelsey Scarborough	Assistant Principal
Language Arts	5.32	5.32	5.32	Angel Sampson	Counselor
Math	5.32	5.32	5.32	Amy Thompson	7 th Grade Math
Music	2.50	2.50	2.50	Cheri Compton	7 th Grade Reading/LA
PE/Health	3.00	3.00	3.00	Vickie Anderson	SPED 7 th grade
Science	2.66	2.66	2.66	Cassidy Schaar	Electives
Social Studies	2.66	2.66	2.66	Kristen Ottenbacher	Parent
SPED	4.00	4.00	4.00		
Tech Education	2.00	2.00	2.00		
Directed Study	2.69	2.69	2.69		

Sub-Group Breakdown of Tested Students

SMS - Grades 6-8				SMS - Grades 6-8			
	2019-20	2020-21	2021-22		2019-20	2020-21	2021-22
Total Gr 6-8	555	546	501				
White	419	392	355	White	75.50%	71.80%	70.30%
Black	6	7	10	Black	1.06%	1.28%	1.98%
Asian	21	18	21	Asian	3.78%	3.30%	4.16%
Nat Am	32	49	44	Nat Am	4.70%	8.97%	8.71%
Hispanic	45	52	44	Hispanic	7.71%	9.52%	8.71%
Two or More	31	26	29	TR	4.14%	4.76%	5.74%
Pacific Islander	1	2	2	PI	.18%	0.37%	.40%
Econ Dis	215	204	122	Econ Dis	38.74%	37.36%	24.16%
SpEd	92	91	87	SpEd	16.58%	16.67%	17.23%
LEP	26	31	27	LEP	4.68%	5.68%	5.35%
Migrant	4	1	1	Migrant	.72%	0.18%	.20%

Administrative Waivers

Aberdeen School District hereby applies for a waiver from certain South Dakota administrative rules that govern school accreditation, using the procedures outlined in § 24:43:08. It is the intent of the School District to implement the strategies for continued school improvement as outlined herein, and to annually report on the implementation of those strategies as described in § 24:43:08:08. The Aberdeen School Board of Education has held a public hearing and approved the following applications. At the end of each waiver term a report must be completed and submitted to the Department of Education.

Administrative Rule Waived: 24:43:01:01(53) Units of Credit

Academic Years Being Reported On: 2016- 2022

Course(s) to Which Waiver Applies: Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, World History, US History, Spanish I, Government, Geography

School Year	Students Attempting Exam	Students Receiving Credit
2016-17	0	0
2017-18	0	0
2018-19	0	0
2019-20	2	2
2020-21	2	0
2021-22	4	3

Administrative Rule Waived: §§ 24:43:11:01 Credit Before Grade Nine

Academic Years Being Reported On: 2016-2022

Course(s) to Which Waiver Applies: Algebra I, Algebra II, and Geometry

School Year	Students Attempting Exam	Students Receiving Credit
2016-17	53	52
2017-18	93	93
2018-19	118	113
2019-20	127	126
2020-21	116	114
2021-22	120	119

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>Big Ideas</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	Met 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"> Applied Arts curriculum study begins
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 New School Report Card System
2019-20	NA	NA	<ul style="list-style-type: none"> New math curriculum was adapted Students completed virtual learning starting on 3/13/20 No state assessment was administered
2020-21	NA	NA	<ul style="list-style-type: none"> COVID Protocol Distance Learning Implemented due to COVID Implemented new math curriculum
2021-22	TSI Designation 55 SPI	TSI Designation 55 SPI	<ul style="list-style-type: none"> New PE and Health Curriculum Restorative Discipline Introduce The Core Project

Comprehensive Needs Assessment

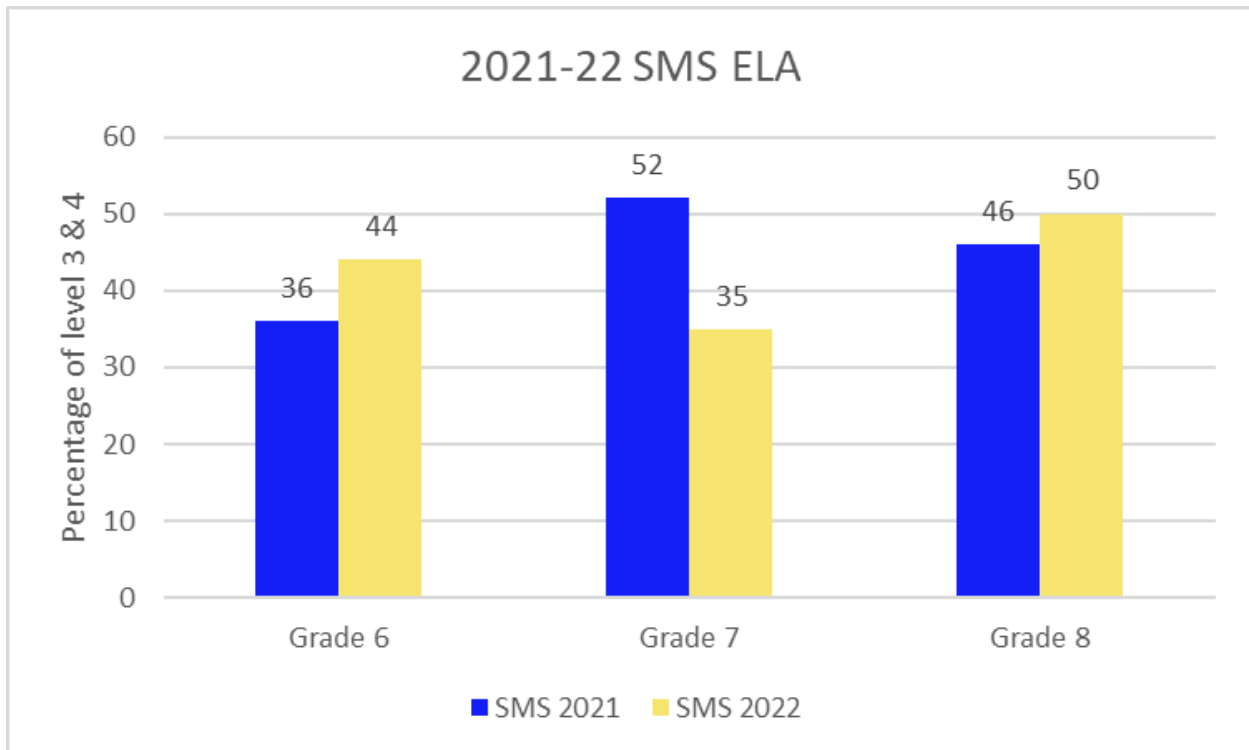
On August 17, 2022, staff members gathered to complete a comprehensive needs assessment of the entire school. Qualitative and quantitative data was reviewed based on the four areas of the CNA, leadership, curriculum and instruction, talent development and family engagement/culture. Data sources included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

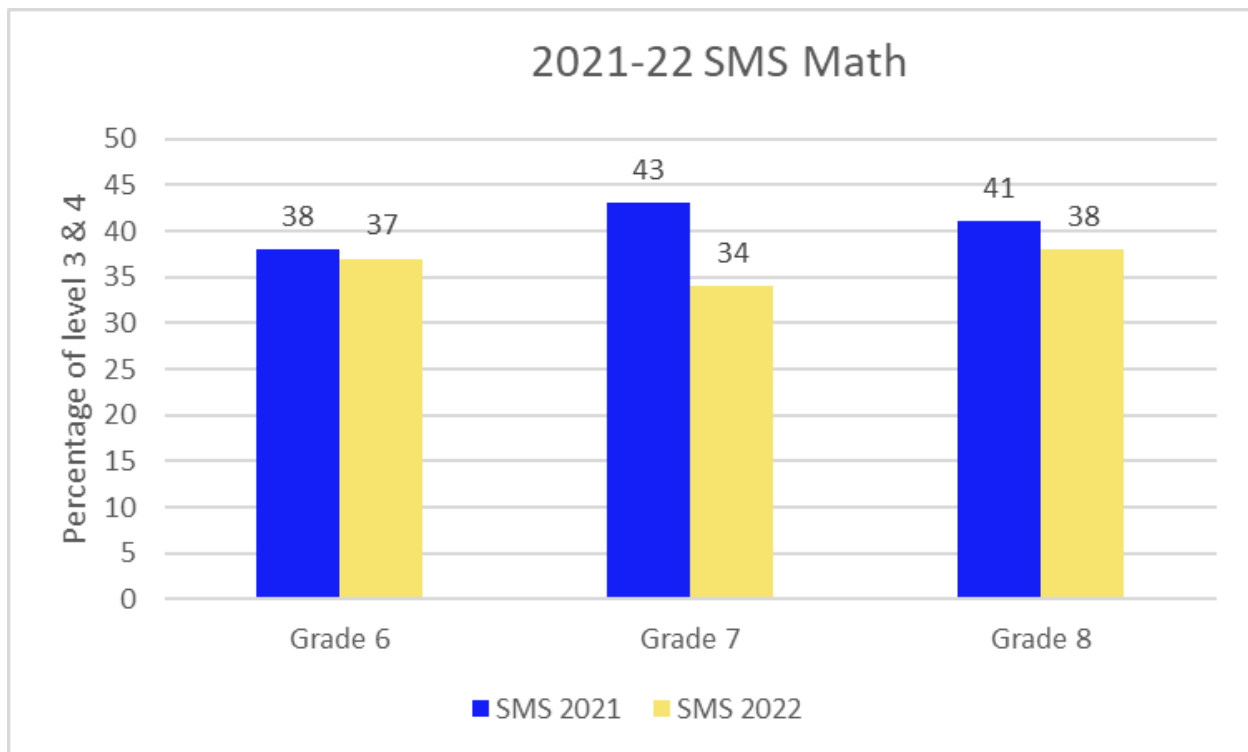
The School Improvement Committee met on the afternoon of August 17, 2022, to finalize the action plan statements and to refine the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary resources. Follow-up conversations and emails were held with Sub-Committee Chairpersons. Most of the specific details and refining for the action plan will be handled by the sub-committees other than the School Improvement Committee. The details of the action plan will be reviewed on an on-going basis with modifications made as the school improvement committee deems necessary. Surveys were completed by staff, students, and parents in January of 2022.

South Dakota State Assessment Results

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 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: We seem to be making gains in ELA in 6th and 8th grade over the previous year's scores. Seventh grade saw a significant decrease as compared to the prior year, and even decreased when looking at the same group of students. When comparing the same group of students, fewer 8th graders were proficient as compared to their 7th grade scores. The same can be said when comparing the same groups of students from 6th to 7th grade and 7th to 8th grade in math. We seem to have fewer students maintaining the academic growth to remain proficient.

Implications from Data: This year's data retreat focused on identifying which claims were strengths and which needed work. Additionally, we identified the types of writing that were strengths at each grade level and which needed additional time and attention. Each grade level identified areas of need and made plans to increase focus on that area in ELA and math classes. They also noted that more work on IXL in core enrichment classes will help students with deficiencies.

SMS Discipline Infractions																				
	16-17	17-18	18-19	20-21	21-22	16-17	17-18	18-19	20-21	21-22	16-17	17-18	18-19	20-21	21-22	16-17	17-18	18-19	20-21	21-22
	6	6	6	6	6	7	7	7	7	7	8	8	8	8		Totals				
Away from Assigned Area	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Breaking Building Rules	0	0	0	0	0	0	0	0	0	4	0	0	0	1	0	0	0	0	1	4
Bullying	0	1	0	0	0	0	2	0	1	0	0	0	0	0	0	0	3	0	1	0
Bus Violation	0	1	0	0	0	0	0	0	5	0	0	0	0	0	0	0	1	0	5	0
Cell Phone Violation	10	12	20	4	16	8	12	12	0	24	23	14	8	14	17	41	38	40	18	57
Disrespect	0	18	15	24	19	0	8	12	15	42	0	4	10	24	14	0	30	37	63	75
Disruptive classroom behavior	0	22	12	11	6	0	3	9	5	2	0	4	1	11	4	0	31	0	27	12
Drugs	0	0	0	0	0	0	2	0	0	1	0	0	1	0	0	0	2	1	0	1
Fighting	0	3	6	3	4	0	7	3	2	6	1	5	1	0	2	1	15	10	5	12
Harass/Hazing	0	0	0	4	0	0	1	0	2	0	0	0	0	6	2	0	1	0	12	2
Inappropriate Dress	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	0	0	0
Inappropriate Tech Use	0	0	0	7	2	0	0	0	4	2	0	0	0	2	2	0	0	0	13	6
Insubordination	0	33	10	7	6	0	8	10	0	4	0	0	3	8	9	0	41	23	15	19
Name Calling	0	0	0	0	0	0	0	0	0	0	0	0		0	1	0	0	0	0	1
Pornographic Material	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1
Profanity	0	0	3	14	17	0	11	8	13	31	0	4	5	18	12	0	15	16	45	50
Physical Aggression	0	10	10	21	17	0	0	7	13	12	0	0	7	7	9	0	10	24	41	38
Sexual Harassment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Skipping class	0	2	0	0	4	0	3	0	2	7	0	2	0	5	0	0	7	0	7	11
Threat/Intimidation	0	5	0	7	2	0	2	0	0	2	0	0	0	1	2	0	7	0	8	6
Tobacco	0	0	1	2	0	0	0	2	0	3	3	3	8	6	2	3	3	11	8	5
Tardy	0	0	0	33	84	0	0	0	17	169	0	0	0	45	37	0	0	0	95	290
Vandalism	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	2
Weapons	0	1	2	1	1	0	1	0	0	4	0	0	1	0	0	0	2	3	1	6
Total Infractions	15	109	79	138	178	9	60	68	79	315	38	38	46	148	114	63	209	169	365	598

Analysis of Data:

There were significantly more cell phone violations and nearly 200 more tardy violations than in previous years. The other areas remained rather consistent. Fighting incidents were up a bit again, but tobacco violations decreased. The number of incidents in the 7th grade was significantly higher than in the 6th and 8th grades.

Implications:

All staff need to have routines, procedures, high expectations for behavior and a well-structured classroom. We continue to place an emphasis on positive behavior referrals and building relationships with students. As negative behaviors decrease, more time can be spent on academic interventions which should result in an increase in academic achievement. We have implemented a positive behavior referral system and utilized push-ins (in class behavior modification by another adult) as interventions to office referrals.

All staff need to be present in the hallways between each class as well as at the end of the day. Lunch supervisors need to make sure to walk the area constantly in an effort to reduce the opportunities for inappropriate behaviors. Administration will work to consistently apply the school discipline plan and to identify recording practices that may have impacted the number of tardy violations.

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 survey was also 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.

SMS Student Survey (6-8)										
Question	Strongly Agree	Agree	Disagree	Strongly Disagree	All Classes	Some Classes	No Classes	All Teachers	Some Teachers	No Teachers
The principal communicates consistent expectations, routines, and procedures that promote safety (EL.2).	110	321	29	4						
I am engaged in learning (I participate, interact, am on topic, take ownership, ask questions, etc.) (CI.2).					200	255	9			
I understand the classroom learning goals/targets (CI.2).					259	199	6			
I understand what quality work looks like (CI.2).	0	435	29	0						
What I am learning is purposeful and relevant (CI.2).	0	469	95	0						
I feel safe at school (FCC.1).	115	285	53	11						
I feel like a valued member of the school community (FCC.2).	71	278	91	18						
My teachers assist and support my learning (FCC.1).								302	159	3
The level of difficulty of my assignments is appropriate and manageable (FCC.1).					210	240	14			
I have an opportunity to participate in extra-curricular programs (FCC.1).	130	292	34	8						
I feel staff respect and honor all cultures at school (FCC.1).	145	250	54	15						
The school and my parents/family work as partners to support my success at school (FCC.2).	153	262	40	9						

SMS Parent Survey (88)				
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)	43%	52%	5%	0%
My children are safe at school (FCC.1)	36%	59%	5%	0%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	27%	69%	4%	0%
Teachers care about my children (FCC.1)	39%	58%	2%	0%
The environment of the school is friendly and welcoming (FCC.2)	34%	59%	7%	0%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	28%	58%	13%	1%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	34%	52%	14%	0%
I am well informed regarding my child's attendance through out the year (FCC.2)	44%	51%	5%	0%

Middle School Support Staff Survey (20)		
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)	100%	0%
I have received training specific to my duties in the district/school (TD.1)	100%	0%
I am required to participate in district level training for, Safe School and ALICE (TD.1)	90%	5%
My direct supervisor support enhances my professional growth through the evaluation process, coaching and feedback, and collaborative dialogue (TD.2)	90%	10%
Resources are available to support the achievement of identified professional learning (TD.2)	95%	5%
School staff members support one another and the school climate is positive (FCC.1)	100%	0%

SMS Certified Staff (31)						
Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	74%	23%	3%	0%		
I provide or list daily learning targets for students (C1.3)	36%	53%	1%	0%		
I use assessment results to determine my next instructional steps (C1.1)	47%	44%	6%	3%		
School goals are addressed by the principal (EL.1)	40%	50%	6%	4%		
The principal establishes, communicate, and routinely supervises implementation of clear and consistent expectations, routines, and procedures (EL.2)	31%	66%	3%	0%		
The principal provides feedback regarding my performance (TD.1)	35%	59%	6%	0%		
I feel supported by my principal (FCC.1)	53%	38%	6%	3%		
I know how to access a variety of professional development resources (TD.2)					97%	3%
The overall school culture/climate is positive (FCC.1)					75%	25%
I know the process for selecting and approving curriculum (C1.3)					84%	16%

Analysis of Survey: A majority of students feel that they are engaged in learning, they understand the relevance of their learning, and understand the quality expectations. A large majority of students feel safe at school and feel that the staff supports their learning and culture. 95% of parents agree or strongly agree with nearly every area of the survey. The school could improve communication of student learning according to the survey. School staff feel they are trained well and that they are able to identify standards and targets for student learning.

2021-23 School Success Action Plan

Theory of Action (If, Then, And Statement) Expresses the focus/direction: If the students are low in academics, then teachers need to renew focus on basic concepts meeting students where they are, and increase proficiency for all groups by 10%.			
What potential implementation challenges need to be addressed? Follow through and accountability, Resources provided in a timely fashion			
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: If SMS students are low in Concepts and Procedures, then math teachers will set aside 10 minutes per week to review concepts and procedures; and this will reinforce fundamental math concepts. Resources Required: Delta Math, IXL	2021-2023 School year	Math Teachers/Core Teachers- Teachers will be responsible for implementing 10 minutes of review per week. Teams will decide how and when.	May 2023
Action 2: If SPED/ELL populations are not showing progress/proficiency, then teachers will implement additional strategies for these groups. Resources Required: IXL, EL strategies, staff development, differentiation strategies	2021-2023 School year	All Staff - implement SPED/EL strategies in the curriculum and instruction. Provide evidence of differentiation.	May 2023
Action 3: If SMS students are low in reading and writing, then ELA teachers will target those students with 10 minutes for remedial lessons and this will review concepts. Resources Required: IXL, SAVVAS, Scope magazines, Common lit* with approval, Newsela* with approval, differentiation strategies	2021-2023 School year	ELA Teachers/Core Teachers- Teachers will be responsible for implementing 10 minutes of review per week. Teams will decide how and when.	May 2023
Expected Outcomes by the end of the school year: Increase by 10% the number of students overall scoring proficient on the state assessment and ACCESS tests Ultimate goal is for all students to score proficient or advanced in their Smarter Balanced scores.			
Evidence of Progress: Interim assessments will be used to monitor progress as well as final state assessments.			
End of the Year Summary on Each Action Step: The team is continuing to work toward these goals, but ACCESS scores seem to be improving. The teams have been using IXL, but will spend more time analyzing interim assessment data.			

Theory of Action (If, Then, And Statement) Expresses the focus/direction: If we are more consistent with our behavior policy, then we will create a safer learning environment and will decrease the number of office behavior referrals. Our goal would be to decrease office referrals by 10%.

What potential implementation challenges need to be addressed?

Time to implement and time to make changes if necessary, maintaining the new procedures

Action Plan What actions/tasks will be used to achieve this milestone? What resources are required to implement the plan?	Timeline	Participation and Commitments Who is involved and what role do they play?	Completion Date
Action 1: PD on Discipline Policy Resources Required: Attendance	Beginning of School Year	<u>All Staff</u> and Admin	October 8, 2021
Action 2: Transition Communication Procedure Resources Required: Email, Slips, Cards, Phone Call, Escort	Ongoing	<u>All Staff</u> and Admin	May 2023
Expected Outcomes by the end of the school year: Clear understanding and consistency among staff in regards to behaviors and discipline and decreased discipline referrals			
Evidence of Progress: A summary of discipline referrals from infinite campus will give evidence of progress.			
End of the Year Summary on Each Action Step: A professional development was held last school year to explain the progressive discipline plan. Admin continues to work on communication of student behaviors when students go back to class.			

Theory of Action (If, Then, And Statement) Expresses the focus/direction: If teachers collaborate, then we obtain additional knowledge from each other and have a greater impact on the learning of our students.

What potential implementation challenges need to be addressed? Implementation challenges: Time - even during staff development teachers are overwhelmed; Giving teachers more work to do - Work smarter, not harder

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: Schedule meeting time during staff development for subject areas to meet across grade level (6-8 ELA, 6-8 Math, etc), and to meet with grades above and below middle level to better align. Resources Required: Chromebooks, Google Sheets/Docs, Textbooks	1 hr during multiple staff dev. days	<ul style="list-style-type: none"> • All teachers meet with their subject areas across grade levels to discuss how they teach similar concepts to ensure similarities in vocabulary and instruction. Electives can meet with HMS counterparts. • Meet 1 hour during a staff dev. to create a shared document to share resources, vocabulary used, and common instruction of content. 	May 2023
Action 2: Technology staff development - teachers teach each other during summer (college credit?). (Google Classroom, G Suite, Infinite Campus, Chrome extensions, Annotate, Frontline, department specific - send out survey) Resources Required: Instructor, Chromebook	Anytime - sign up with tech coaches	<ul style="list-style-type: none"> • 1:1 instruction/small group instruction for those who sign up for technology staff development • Taught by tech coaches, tech coordinator, experienced staff • Schedule meetings and if numerous teachers have a similar question, a small group instruction is scheduled 	May 2023
Action 3: Accommodations/Modifications for students in SPED/ELL - collaborate with expertise in our school, guest speaker, shared document, etc. Resources Required: SPED/ELL teachers, shared document of ideas/accommodations/modifications for priority standards per subject	Throughout year 1 staff dev.	<ul style="list-style-type: none"> • Staff development w/ instruction on accommodations/modifications that work for students in SPED/ELL from experts in our school • Create a shared document over priority standards per grade level with accommodation/modification ideas that meet the standards 	May 2022
Expected Outcomes by the end of the school year: <ul style="list-style-type: none"> • Teachers will use similar and consistent content vocabulary and methodology where relevant to aid in student comprehension, clarity, and consistency. This will reinforce what students learn each year and improve academics. 			

<ul style="list-style-type: none"> Teachers will have the ability to sign up for technology assistance now that we are 1:1 technology. Teachers should feel comfortable with the required technology used in class. Teachers can learn new ways to engage students, aiding in academic achievement. Teachers will gain and share knowledge regarding students in SPED and our ELL population and best practices in meeting priority standards. Sharing a document can allow teachers to collaborate and share what they are doing, have done, and resources used. Helping these students meet standards is the goal of this action. 			
Evidence of Progress: Students will be familiar with vocabulary terms and technology features when they enter each successive grade level.			
End of the Year Summary on Each Action Step: Staff met with special education teachers and developed potential accommodations for specific assignments they had coming up in class. Departments met to develop common vocabulary lists.			

Theory of Action (If, Then, And Statement) Expresses the focus/direction: If the students learn self-management and self-regulation, they are more likely to be prepared to learn. What potential implementation challenges need to be addressed? Students struggle with self-regulation, as they have not always learned these skills at home.			
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: SMS will adopt self-regulation curriculum for use in homeroom 1-2 times per week for the duration of the school year. Resources Required: Core project training and curriculum	2021-2023 School year	Homeroom teachers will need to utilize the lessons with fidelity. Administration will need to provide the necessary resources and support.	May 2023
Action 2: Increase community engagement and communication with parents. Resources Required: Thrillshare, Remind, Talking Points	2021-2023 School year	Administration will utilize talking points to communicate with parents who speak a language other than English	May 2023

		Administration will send a parent survey to see how they are willing to be involved in our school Family Engagement committee will apply to be part of the community heroes cohort.	
Expected Outcomes by the end of the school year: Increase communication with non-English speaking families, and increase their attendance.			
Evidence of Progress: Better attendance from our non-English speaking population.			
End of the Year Summary on Each Action Step:			

Dr. Colleen Murley

 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 the Homework Academy (ICU) program for struggling students, Native American tutoring, peer mentoring for new staff and students, and staff development activities focused around a comprehensive needs assessment. Additionally, the school incorporates SEL initiatives into homerooms to boost school climate and emphasizes community outreach through Youth Power, Student Senate, and homeroom activities. The above strategies and activities will be evaluated for effectiveness by gathering feedback from students, staff, and parents.

Professional Development

Throughout the year, staff members will be engaged in a variety of activities to help them build capacity with the two identified goals. Additionally, staff will attend appropriate national, state, and regional conferences that will support the 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, Simmons'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	8:00-3:30 Data Retreat
August 24	8:00-11:45 School in Session 12:45-3:30 Individual/Team Planning
October 8	8:00-3:30 First Aid Mental Health (EAs) @ CCL 8:00 Progressive Discipline Plan Overview 9:15 IXL Training 10:00 Tech Talks 11:00 Interim Assessment Round Table 1:00 -3:30 Individual Appointments with Tech Coaches
November 24	8:00-11:45 School in Session 12:45-3:30 Individual/Team Planning
January 3	8:00-10:00 Hamish Brewer, CHS 10:00-12:00 Data Retreat/CNA Update 1:00-3:30 Individual/Team Planning
January 17	8:00-3:00 SPED Break-out Sessions (EAs) 8:00 -3:30 CNA Guided Staff Development 8:00 -3:30 Individual Staff Development
February 18	8:00 -3:30 CNA Guided Staff Development 8:00 -3:30 Individual Staff Development
March 10	8:00 -3:30 CNA Guided Staff Development 8:00 -3:30 Individual Staff Development
May 20	12:45-3:30 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	8:00-13:30 CORE Training
August 23	8:00-11:45 School in Session 1:00-3:30 Individual/Team Planning
October 7	8:00-3:30 First Aid Mental Health (EAs) @ CCL 1:00-3:30 Poverty Simulation
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
March 10	8:00-3:30 First Aid Mental Health (EAs) @ CCL 8:00-3:30 Grade level course alignment Flexible Staff Development
May 19	12:45-3:30 Individual/Team Planning

Highly Qualified Staff

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

Pursuing Highly Qualified Certification

Pursuant to SDCL 24:28:11, the following staff are currently pursuing the proper certification to be highly qualified in their current position. Staff have two years to complete all the Department of Education requirements to become highly qualified.

Date of Hire	Staff	Course Taught
NA	NA	NA

Parent Involvement in Education

Parents/guardians play a vital role in supporting student achievement. The PTA is an active and dynamic organization which assists the school by promoting effective parent involvement. Parents are provided with staff development opportunities through the Back to School orientation, parent/teacher conferences, and strategies that are presented in monthly newsletters.

The administration and staff communicate with parents through mail, newsletters, brochures, the district website, team meetings, conferences, open houses, individual phone calls, and School Messenger. Conferences are held twice a year to provide parents/guardians with information regarding academic skill development. Midterm reports and report cards are published eight times a year and provide an overall view of student achievement. The Infinite Campus Parent Portal is an excellent tool for parents/guardians to review online grades, attendance, and discipline referrals from home.

In an effort to promote additional parent involvement and to build a stronger knowledge base of the requirements of ESSA, attempts will be made to review test scores with parents in small group meetings. Parents were provided written notice of the school's improvement needs in the monthly newsletter. In addition, the school improvement plan was discussed at PTA meetings, School Board meetings, and district-wide listening sessions.

Transition Processes

Transition activities for incoming sixth graders begin with a principal visit to fifth grade classrooms in our elementary feeder schools for the purpose of registration. This is usually done in February. Fifth graders visit and tour the middle schools in April. The program includes musical entertainment, snacks, and small group time with eighth grade leaders.

Special ed teachers meet from the two levels to transition students on IEP's. This includes some parent meetings as well. Student Assistance Team coordinators also meet from the two levels to transition students of concern. Middle school improv troupes visit fifth grade classrooms in May and present scenes that prompt discussion of middle school issues.

WEB (Welcome Everybody) orientation is a half day of activities at the middle schools that incoming sixth graders attend the week before school starts in the fall. Eighth graders are trained as WEB leaders and work with the sixth graders in small groups, lead tours, and meet with their WEB groups throughout the school year. One final activity that occurs right before school starts is an evening orientation for sixth grade students and parents where they meet staff, receive schedules, and purchase necessary school supplies.

Transition activities for eighth grade students begin with the CHS counselors visiting the middle schools to present information about classes at CHS in January. During the following week, middle school counselors and teachers work with students to complete their registration forms. The CHS registrar then comes to the middle schools to check and collect the students' registration forms. Special ed teachers meet from the two levels to transition students on IEP's and to register these students for appropriate classes. Principals meet to transition students of concern. LINK CREW orientation is a half day of activities at CHS that incoming ninth graders

attend the week before school starts in the fall. Upperclassmen are trained as LINK CREW leaders and work with the ninth graders in small groups, lead tours, and facilitate activities during that orientation. CHS holds parent/student orientation sessions before the start of the school year.

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

Weekly monitoring is accomplished through our Intensive Care Unit for grades program. Each week students with missing assignments are tracked and assignment completion is monitored. Students attend ICU daily Tuesday through Friday and are required to stay after school on Mondays and Wednesdays. Once all work is completed, they are removed from ICU. ICU is staffed by certified staff on Mondays and Wednesdays after school and educational assistants during the morning.

Students who experience difficulty are referred to the Student Success Team (SST) by parents, teachers, or students. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include before or after school 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-

- General fund allocations for WEB stipends
- General Fund for extended school day (ICU)
- JOM funds for support to our American Indian students

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