

2018-2020

**C.C. Lee
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 AMO 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.

C.C. Lee Elementary School

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In an effort to facilitate and enhance student achievement at C.C. Lee 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 C.C. Lee Elementary. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure compliance with Every Student Succeeds Act (ESSA) and the Next Generation Accountability Model.

C.C. Lee 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 25,000. Aberdeen has two post-secondary institutions, Northern State University and Presentation College. Its main employers are the schools, the hospitals, Molded Fiberglass, and 3M. Agriculture is still the community's predominant industry. Grain terminals, livestock sale barns, a grain inspection service, and related agribusiness help support the area.

The Aberdeen 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 C.C. Lee Elementary School are listed below:

Staff FTE	2016-17	2017-18	2018-19	School Improvement Planning Committee	
General Education Teachers	18.0	18.0	18.0	Camille Kaul	Assistant Superintendent
Special Education Teachers	2.00	2.00	2.00	Christopher Osborn	Principal
Physical Education	1.00	1.00	1.00	Breanne Kraft	Kindergarten teacher
Music	1.00	1.00	1.00	Jessica Hed	1 st grade teacher
Orchestra	0.10	0.10	0.10	Susan Casper	2 nd grade teacher
Art	0.78	0.78	0.78	Jeanette Drapeaux	3 rd grade teacher
Speech	1.00	1.00	1.00	Jackie Bindenagel	4 th grade teacher
Counselor	1.00	1.00	1.00	Chandra Johnson	5 th grade teacher
				Amber Nguyen	Speech/language
				Katherine Hansen	PE Teacher
				Jennifer Aman	PTA president
				Lisa Jorgenson	PTA treasurer
				Kaitlyn Schwan	PTA vice president
				Priscilla Nelson	PTA secretary
				Vera Tipton	SST Dept. of Ed.

Sub-Group Breakdown of Tested Students

C C Lee - Grades 3-5				C C Lee - Grades 3-5			
	2016-17	2017-18	2018-19		2016-17	2017-18	2018-19
Total Gr 3-5	294	220	193				
White	239	190	168	White	81%	86.40%	87.05%
Black	11	6	5	Black	3%	2.70%	2.59%
Asian	5	4	2	Asian	1.70%	1.82%	1.04%
Nat American	10	7	3	Nat American	3%	3.18%	1.55%
Hispanic	9	4	3	Hispanic	3%	1.82%	1.55%
Two or More	20	8	12	Two or More	6%	3.64%	6.22%
PI	0	1	0	PI	0%	0.45%	0%
Econ Dis	47	46	36	Econ Dis	16%	20.90%	18.65%
SpEd	35	25	22	SpEd	12%	11.36%	11.40%
LEP	4	3	1	LEP	1.30%	1.30%	0.52%
Migrant	1	0	0	Migrant	0.30%	0%	0%

School Improvement Timeline

	Reading	Math	Notes
2005-06	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Grades 5, 8, and 11 science assessment added to DakotaSTEP • Assessed on new South Dakota math content standards
2006-07	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Implementation of new grades K-5 district math curriculum
2007-08	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status
2008-09	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Implementation of new grades K-5 district science curriculum • Assessed on new South Dakota reading content standards
2009-10	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Implementation of new grades K-5 district social studies curriculum • Added Smart Board Technology
2010-11	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Language arts curriculum study begins
2011-12	NCLB Waiver	NCLB Waiver	<ul style="list-style-type: none"> • Implementation of <i>Reading Street</i> language arts curriculum and AIMSweb assessment
2012-13	Progressing	Progressing	<ul style="list-style-type: none"> • Math curriculum study begins • CGI Staff Development sessions
2013-14	N/A	N/A	<ul style="list-style-type: none"> • Implementation of <i>Investigations</i> math curriculum • Implementation of Common Core State Standards for English language arts and math
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	Pending	Pending	<ul style="list-style-type: none"> • K-5 Language Arts curriculum review • 6-12 World Language, ITech, and Computer curriculum review
2018-19	Designated TSI	Designated TSI	<ul style="list-style-type: none"> • Elementary schools ipad initiative. • New ELA Wonders Curriculum.

Comprehensive Needs Assessment

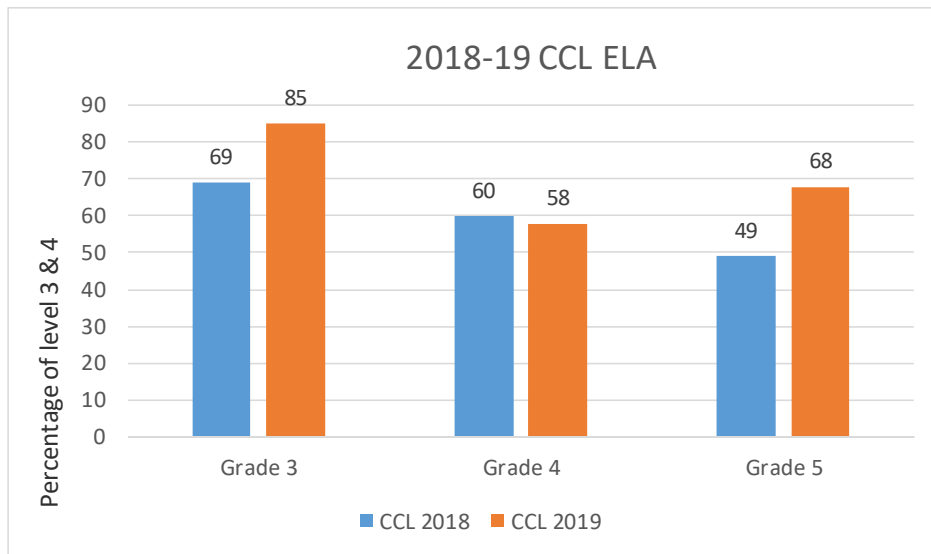
On August 19, 2019, staff members gathered to complete a comprehensive needs assessment of the entire school. Data was reviewed based on student, program and structure, professional practices, and family and community information. Data sources included Smarter Balanced, AIMSweb, demographics, attendance, and climate surveys, discipline reports. Data retreat participants identified strengths and areas of concern and identified key areas in math and reading in need of improvement. Data is reviewed for all subgroup, gap, and non-gap groups. During the month of September, SIP team members reviewed the draft and offered feedback. All teachers identify research-based interventions to use in the classroom.

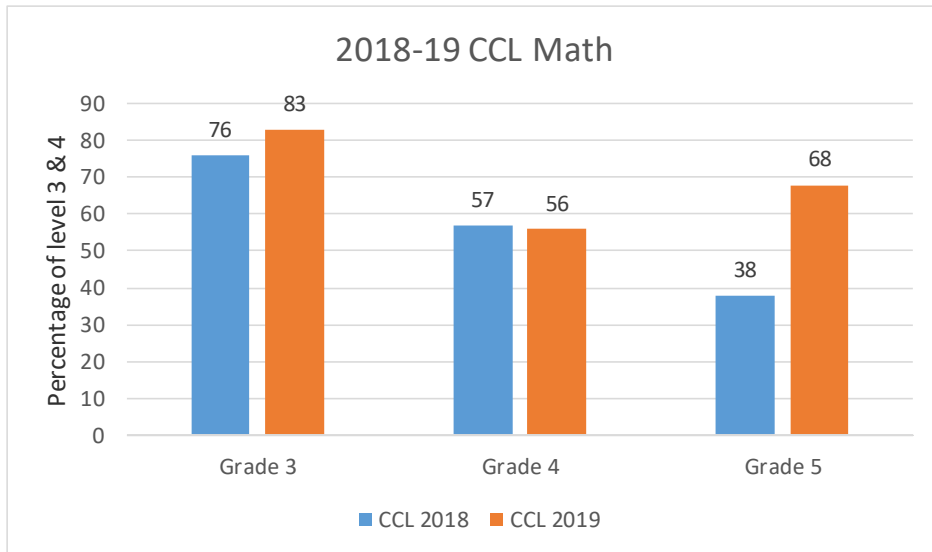
Core team teachers were also provided with student rosters and their level of proficiency in reading and math on the Smarter Balanced Assessment. Review of this data allowed staff members to develop effective prescriptions for students based on educational needs. The school improvement committee identified goals to work towards throughout the school year. The plan will be reviewed on an on-going basis with modifications made as the school improvement committee deems necessary.

Smarter Balanced Results

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 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 2017-18 school year and the 2018-19 school year.





Analysis of Data: The students of C.C. Lee are showing consistent marks in the areas of ELA. The scores improved in the fourth and fifth grade with a decline in the third grade. The third-grade students continue to be strong in the area of Math and ELA with 83% and 85% of student testing proficient. Students at all grade levels are performing at a higher rate than the State average.

The Math scores at C.C. Lee did have a decrease in the 3rd and 4th grades, but a big step forward in the 5th grade. The 4th grade scores have remained consistent and are above the state average. Continual support and work with the 4th grade staff and students will be a focus for the school.

Implications from Data: We will continue to offer support for students that are struggling with Math and Language Arts. The Language Arts are stable scores, but we would like to see improvement. The Math scores are not showing the same stabilizing effect. We will continue to monitor and offer After School program to improve performance on Math and ELA tests.

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	71%	85%	93%	% Average Or Above Average	61%	94%	94%

2 nd Grade - RCBM				3 rd Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	93%	96%	97%	% Average Or Above Average	96%	98%	98%

4 th Grade - RCBM				5 th Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	89%	96%	97%	% Average Or Above Average	94%	97%	95%

Analysis of Data:

Our Kindergarten letter naming scores showed great improvement from 71% to 85% and continual improvement of 93% for the kindergarten students. The 1st grade scores of oral reading fluency show a dramatic change during the year. The assessment in the fall is the first time the students are assessed in this manner, so the low scores were not surprising. The continued growth throughout was a positive outcome.

The 2nd – 5th grade assess Reading Comprehension show improvement throughout the school year. These high marks are show evidence that reading is very important to the students and parents. The kids continue to work hard to show improvement. The 5th grade were the only group to decline from the winter to the spring, but the numbers are still quite high for that area.

Implications from Data:

Two or three students in the 4th and 5th grade did not test proficient by the end of the school year. The 4th and 5th grade students do not receive interventions, so their high performance is exciting for stakeholders to recognize. The 2nd and 3rd grade students are also performing at a very high level when it comes to comprehension when reading. The 2nd and 3rd grade students were 97% and 98% average or above average for reading comprehension. This skill is going to enable many opportunities for the future. The 1st grade students started the year off with an oral reading fluency assessment, the first of their young lives. The beginning year score is normally low, but the growth is phenomenal. The 1st grade recorded have 94% of the students at the average to above average reading fluency. Kindergarten students have a letter naming fluency assessment and must identify letters in each amount of time. Only 80% were at or above average for letter naming fluency.

These scores help us create intervention groups and become very successful. Our intervention groups assisted over 40 students in their pursuit of a solid foundation to their academic career. The groups in K-2 meeting 30 minutes a day five days a week. The progress that they make is very impressive.

2018-19 Goals, Objective, and Evidence-Based Strategies for ELA

(When developing goals be sure to include information regarding subgroups of students.)

Goal 1: Students will apply strategies to improve AIMSweb scores in Kindergarten (LNF), 1st (ORF), and 2-5 (RC).	
Objective 1: 80% of kindergarten students will score at or above average by the spring benchmark.	
Objective 2: 85% of 1 st grade students will score at or above average by the spring benchmark.	
Objective 3: 85 % of 2-5 grade students will score at or above average by the spring benchmark.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers • Read alouds • Differentiated instruction • Homework • Student Practice • Native American Tutoring, After School Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Reading Checks • Progress Monitoring • Reading Interventions
Time frame: August 2018 – May 2019	
Budget Implication: Portions of \$4,000 After school tutoring and general funds	
<p>Summary of Results:</p> <p>The goal for our kindergarten class was to have 80% of the students, but with continual work on letter recognition 93% of the kindergarten students were able to match the goal by the Spring benchmark.</p> <p>The first grade’s goal was also eclipsed easily by the Spring Benchmark. In fact, by the Winter benchmark the students had met the goal.</p> <p>The 2-5 grade levels’ goal was to have 85% of the students at benchmark, again the students surpassed the goal with the grade levels having 94% up to 97% at the proficient level.</p>	

Goal 2: Students will meet ELA AMO expectations for the 2018-19 school year.	
Objective 1: Students in Grades 3-5 will obtain 70% proficiency on Smarter Balance Assessment (SBA).	
Objective 2: Students will improve in the writing level on the SBA with 84% of 3-5 students At/Near or Above Standard.	
Objective 3: ELL students will be 70% in the writing area At/Near or Above Standard.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers • Read Aloud • Differentiated instruction • Homework • Student Practice • Native American Tutoring, After School Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Reading Checks • Progress Monitoring • Rubrics • Reading Interventions
Time frame: August 2018-May 2019	
Budget Implication: Portions of \$4,000 After school tutoring and general funds	
<p>Summary of Results:</p> <p>The 3-5 proficiency score ended up being just shy of our goal of 70%. The students were 69% proficient as a school. We will continue to work on this area to reach our goal of 70% proficiency.</p> <p>The students did write very well as a group having 87.5% of the students have the designation as writing Near/At standard or above. We will be addressing other areas to improve the ELA scores for the following years.</p> <p>One ELL student was tested and he did not reach proficiency this year.</p>	

2018-19 Goals, Objective, and Evidence-Based Strategies for Math

(When developing goals be sure to include information regarding subgroups of students.)

Goal 1: Students will continue to apply mathematical procedures, problem solving, and communicating math reasoning.	
Objective 1: Students in 3-5 will meet or exceed AMO proficiency goals on SBA.	
Objective 2: ELL students will have a proficiency goal of 60% on the SBA.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct Instruction • Reteach • Individualized Instruction • Graphic Organizers • Read Aloud • Differentiated instruction • Homework • Student Practice • Native American Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction • After School Tutoring • Investigation Math Games • Game Night • District Math Expert Tutoring 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Math Investigation Games • Game Night •
Time frame: August 2018-2019	
Budget Implication: Portions of \$4,000 After school tutoring and general funds	
<p>Summary of Results: Student proficiency in Math for the school fell to a 66% proficiency rate. We fell short of the AMO for the year. The greatest deficit for the school overall is the Problem Solving and Analysis. Our ELL student performed well but not at a proficient level.</p>	
Goal 2: Using Mathematical strategies students will improve mathematical concepts, procedures, and analysis.	
Objective 1: 80 % of all students (3-5) will attain an 'at or above' score on the SBA.	
Objective 2: ELL students will attain 70% or better on the SBA.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers • Read alouds 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests

<ul style="list-style-type: none"> • Differentiated instruction • Homework • Student Practice • Native American Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction • After School Tutoring • Investigation Math Games • Game Night • District Math Expert Tutoring 	<ul style="list-style-type: none"> • Fluency Checks • Partner Discussions • Daily Assignments/checks • Math Investigation Games • Game Night • Peer Games
<p>Time frame: Aug. 2018 – May 2019</p>	
<p>Budget Implication: Portions of the \$4,000 After School Tutoring</p>	

2019-20 Goals, Objective, and Evidence-Based Strategies for ELA

(When developing goals be sure to include information regarding subgroups of students.)

Goal 1: Students will apply strategies to improve AIMSweb scores in Kindergarten (LNF), 1st (ORF), and 2-5 (RC).	
Objective 1: 85% of kindergarten students will score at or above average by the spring benchmark.	
Objective 2: 86% of 1 st grade students will score at or above average by the spring benchmark.	
Objective 3: 80 % of 2-5 grade students will score at or above average by the spring benchmark.	
List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards: <ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers • Read alouds • Differentiated instruction • Homework • Student Practice • Native American Tutoring, After School Tutoring • Webb Level Questioning • Setting Goals and Expectations <li style="padding-left: 40px;">Scaffolding Instruction 	How will the strategies be evaluated for effectiveness: <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Reading Checks • Progress Monitoring • Reading Interventions
Time frame: August 2019 – May 2020	
Budget Implication: Portions of the \$3,400 After School Tutoring	
Goal 2: Students will apply strategies to improve AIMSweb scores in Kindergarten (LNF), 1st (ORF), and 2-5 (RC).	
Objective 1: 85% of kindergarten students will score at or above average by the spring benchmark.	
Objective 2: 86% of 1 st grade students will score at or above average by the spring benchmark.	
Objective 3: 80 % of 2-5 grade students will score at or above average by the spring benchmark.	
List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards: <ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers • Read alouds • Differentiated instruction • Homework • Student Practice • Native American Tutoring, After School Tutoring • Webb Level Questioning • Setting Goals and Expectations <li style="padding-left: 40px;">Scaffolding Instruction 	How will the strategies be evaluated for effectiveness: <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Reading Checks • Progress Monitoring • Reading Interventions
Time frame: August 2019 – May 2020	
Budget Implication: Portions of the \$3,400 After School Tutoring	

2019-20 Goals, Objective, and Evidence-Based Strategies for Math

(When developing goals be sure to include information regarding subgroups of students.)

Goal 1: Improve the problem solving skills in mathematics.	
Objective 1: 72% of students in grades 3-5 will demonstrate appropriate mathematical problem solving skills on the 2019-20 SDA. (2018-19 students measured 69%)	
Objective 2: 85% of students in grades 3-5 will demonstrate appropriate mathematical communicating reasoning skills on the 2019-20 SDA. (2018-19 students measured 82%)	
Objective 3: ELL students will test 70% proficient in mathematics.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers • Read alouds • Differentiated instruction • Homework • Student Practice • Native American Tutoring, After School Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Reading Checks • Progress Monitoring • Assessment given three times during course of the school year. • Reading Interventions
Time frame: August 2019 – May 2020	
Budget Implication: Portions of the \$3,400 After School Tutoring	

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; After school tutoring, flexible seating, peer reading programs, reading interventions, Native American Tutoring at school & bi-weekly evening meetings.

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. During monthly staff meetings, instructional leadership is provided. In addition to this, the staff members share information and strategies that have shown effective in their own classrooms, giving staff ownership in their professional development opportunities. Finally, CC Lee Elementary’s professional library is constantly being upgraded in the areas of effective strategies for math and reading instruction, building positive relationships with parents and students, and ways to integrate technology effectively into instruction.

2018-19	
Staff Development Schedule	
August 13	8:00-12:00 New Teacher Orientation 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Building Meetings (new staff)
August 14	8:30-11:30 NSU Alex Kajitani, JFAC 11:30-12:30 lunch 1:00-3:30 Building Meetings
August 15	8:00-10:00 Back to School, CHS Theatre 10:00-3:30 Individual/Team Planning 2:00-3:30 SPED, HMS Theatre
August 20	8:00-11:30 Data Retreat 12:30-3:30 Individual/Team Planning (SE,LE, MO) 1:00-3:30 ALICE Training, for Elementary Schools
August 21	8:00-11:30 School In Session 12:30-3:30 Individual/Team Planning(CCL, MME, OMT) 1:00-3:30 ALICE Training for Elementary Schools
October 5	8:00-3:30 Wonders/ Technology Training
November 21	8:00-11:30 School In Session 12:30-3:30 Individual/Team Planning
January 2	8:00-10:00 Winter Address 10:00-12:00 SPED/EL Grading 1:00-3:30 Individual/Team Planning
February 15	8:00-11:30 KG-2, Technology Training 8:00-11:30 3-5, Individual/Team Planning 12:30-3:30 3-5, Technology Training 12:30-3:30 KG-2, Individual/Team Planning
March 13	8:00-12:00 Equitable Grading 1:00-3:30 Individual/Team Planning
April 18	8:00-12:00 ELA Assessment Writing 1:00-3:30 Individual/Team Planning
May 24	1:00-3:30 Individual/Team Planning

2019-20 Staff Development Schedule	
August 12	8:00-12:00 New Teacher Orientation 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Building Meetings
August 13	8:00-11:30 NSU, Rebecca Mieliwocki, 2012 Teacher of the year, JFAC 1:00-3:30 Building Meetings
August 14	8:00-10:00 Back to School, CHS Theatre 10:00-12:00 Grade Level Meeting 1:00-3:30 Individual/Team Planning 2:00-3:30 SPED, HMS Theatre
August 19	8:00-11:00 Data Retreat 12:00-3:30 Individual/Team Planning
August 20	8:00-11:30 School In Session 12:30-3:30 Individual/Team Planning
October 14	8:00-9:00 Tech Talk 9:00-11:30 Grade level meetings (grading) 9:00-11:30 Art Teacher @ NSU 12:30-1:30 Emergency Drill at each ELEM 1:30-3:30 Individual/Team Planning
November 27	8:00-11:30 School In Session 12:30-1:30 Tech Talk 1:30-3:30 Individual/Team Planning
January 2	8:00-10:00 Winter Address 10:00-11:00 Tech Talk 12:00-3:30 KG-3 rd Individual/Team Planning 12:00-3:30 4 th /5 th Math Training @ MME
January 3	8:00-12:00 Math Training @ Mike Miller 8:00-3:00 SPED Break-out Sessions (EAs)
February 14	8:00-3:30 ACEs Training
April 19	8:00-11:00 3-5, Math Curriculum Training 8:00-9:00 KG-2, Tech Talks 9:00-11:00 KG-2, Individual/Team Planning 12:00-3:00 KG -2 Math Curriculum Training 12:00-1:00 3-5, Tech Talks 1:00-3:00 3-5, Individual/Team Planning
May 15	1:00-3:30 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.

Parent Involvement in Education

C.C. Lee Elementary School 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 and School Board meetings. Our school improvement plan is posted on the Web Page. C. C. Lee PTA sponsors the following to promote parent involvement: Open House, Book Fair, Family Night, Conference Meals and teacher appreciation. Finally, quarterly report cards are shared with parents, as well as, an opportunity to sign up for the Infinite Campus Parent Portal.

Transition Processes

The registration process for incoming kindergarten students begins in January at each elementary school. Parents are encouraged to provide the school with the child's name, birth certificate and immunization records to complete the registration process. In the spring, the kindergarten round-up 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.

Transition activities for fifth graders moving to the middle school begin with a visit from the middle school principal in February. During this session, the principal provides an overview of the middle school experience and distributes registration materials. Fifth grade students visit and tour the middle schools in April. The program includes musical entertainment, school tour, snacks, and small group discussion time with eighth grade student leaders. The middle school improv troupes visit fifth grade classrooms in May to present scenes that prompt further discussion of middle school issues.

New students are welcomed to the school with an orientation provided by the principal, school counselor and/or administrative assistant. 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, teachers, or students. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include counseling, 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 a formal evaluation of academic and/or psychological needs. Evaluation processes and Child Find requirements are followed under the Individuals with Disability Act. After the evaluation has been completed, the team communicates the results to staff members and the child's parents. Recommendations may include services in Special Education.

The School Improvement Committee will review the plan in August/September during the 2018-19 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. SIP goals are included in weekly Friday Notes to staff and posted in the teachers' lounge.

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
- Great Plains Grant & general fund 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 2019. 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 2019-20 school year.

July	Preliminary results identified by the DOE
Completed by August 19	Building data compiled and team members identified
August 19	Building data retreats held with all staff members
Completed by September 13	Building leadership teams meet to refine goals and strategies
Completed by September 13	Finalize requirements of building school improvement plans and submit to Assistant Superintendent
September 24	District school improvement meeting-conduct peer reviews of building plans
October 4	Building school improvement plan revisions due back to the Assistant Superintendent
October 28	School improvement plans submitted to school board for first reading. Share Smarter Balanced Results with School Board.
November 11	School improvement plans submitted to school board for final approval
Completed by January 24	Building leadership teams meet to review student progress and make necessary adjustments to school improvement plan
Completed by April 17	Building leadership teams meet to conduct annual assessment of school improvement plans and make adjustments as necessary