

2019-2021

Mike Miller Elementary

School Improvement Plan



Table of Contents

Section 1: District Mission, Vision, and Beliefs	3
Section 2: School Profile	4
Section 3: Comprehensive Needs Assessment	6
South Dakota Assessment.....	7-8
AIMSweb	9
Section 4: Climate Survey Results.....	10
Section 4: Goals, Objectives, & Intervention Strategies.....	11-12
2019-21 ELA Goals, Objectives, and Intervention Strategies.....	11
2019-21 Math Goals, Objectives, and Intervention Strategies.....	12
Section 5: Enrichment Activities.....	13
Section 6: Professional Development.....	14-15
Section 7: Highly Qualified Staff.....	15
Section 8: Parent Involvement in Education	16
Section 9: Transition Processes	16
Section 10: Monitoring and Support	17
Section 11: Fiscal Requirement	17
Section 12: Ongoing Program Development	18

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.

Mike Miller Elementary School

3010 Milwaukee Ave NE, Aberdeen, SD 57401
605.725.7800 (phone) 605.725.7899 (fax)

Nicole Schutter, Principal

Nicole.schutter@k12.sd.us

In an effort to facilitate and enhance student achievement at Mike Miller Elementary School, parents, teachers, and administrators have joined to form a School Improvement Planning Committee. The committee’s findings are found in this document, which is a tool that will enable stakeholders to sustain the school improvement focus at Mike Miller Elementary. 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.

Mike Miller Elementary School Profile

Aberdeen is located in northeastern South Dakota, a primarily rural state. It is the third largest city in the state with a population of 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 Mike Miller Elementary School are listed below:

Staff FTE	2018-19	2019-20	2019-20	School Improvement Planning Committee	
General Education Teachers	12.00	12.00	12.00	Camille Kaul	Assistant Superintendent
Special Education Teachers	2.00	2.00	2.00	Nicole Schutter	Principal
Physical Education	.60	.60	.60	Vera Tipton	SST Dept. of Ed.
Music	.60	.60	.60	Heather Rowen	Kindergarten Teacher
Orchestra	.46	.46	.46	Kayla Krause	Grade 2 Teacher
Art	.45	.45	.45	Brianne Bendewald	Grade 3 Teacher
Speech	.3	.3	.3	Megan Maple	Grade 5 Teacher
Counselor	.67	.67	.67	Theresa Bowden	Counselor
				Allison Spjut	Parent Representative

Sub-Group Breakdown of Tested Students

Mike Miller - Grades 3-5				Mike Miller - Grades 3-5			
Number of Students			Percentage of Student Population				
	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Total Gr 3-5	117	107	119				
White	89	74	92	White	76%	69.16%	77.31%
Black	2	2	2	Black	1.70%	1.87%	1.68%
Asian	4	8	6	Asian	3.40%	7.48%	5.04%
Nat American	13	14	5	Nat American	11.10%	13.08%	4.20%
Hispanic	7	5	5	Hispanic	5.90%	4.67%	4.20%
Two or More	0	0	9	Two or More	0%	0%	7.56%
PI	2	4	0	PI	1.70%	3.74%	0%
Econ Dis	45	45	41	Econ Dis	38.4%0	42.06%	34.45%
SpEd	14	21	32	SpEd	12%	19.63%	26.89%
LEP	6	7	7	LEP	5.10%	6.54%	5.88%
Migrant	0	0	0	Migrant	0%	0%	0%

School Improvement Timeline

	Reading	Math	Notes
2005-06			<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			<ul style="list-style-type: none"> • Distinguished School Status • Implementation of new grades K-5 district math curriculum
2007-08			<ul style="list-style-type: none"> • Distinguished School Status
2008-09			<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			<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			<ul style="list-style-type: none"> • Distinguished School Status • Language arts curriculum study begins
2011-12			<ul style="list-style-type: none"> • Implementation of <i>Reading Street</i> language arts curriculum and AIMSweb assessment
2012-13			<ul style="list-style-type: none"> • Math curriculum study begins • CGI Staff Development sessions
2013-14			<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			<ul style="list-style-type: none"> • Piloting SLO and Teacher Effectiveness Model • PE/Health curriculum study begins
2015-16			<ul style="list-style-type: none"> • Full implementation of Teacher Effectiveness Model • Science curriculum study begins
2016-17			<ul style="list-style-type: none"> • Social Studies curriculum study begins • Added an additional elementary site (Mike Miller)
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	63 SPI	63 SPI	<ul style="list-style-type: none"> • K-5 Implementation of iPads • 6-12 Language Arts curriculum review.
2019-20	NA	NA	<ul style="list-style-type: none"> • K-12 Math curriculum review • Addition of Night School at Central High School • Distance Learning Implemented due to COVID-19

Comprehensive Needs Assessment

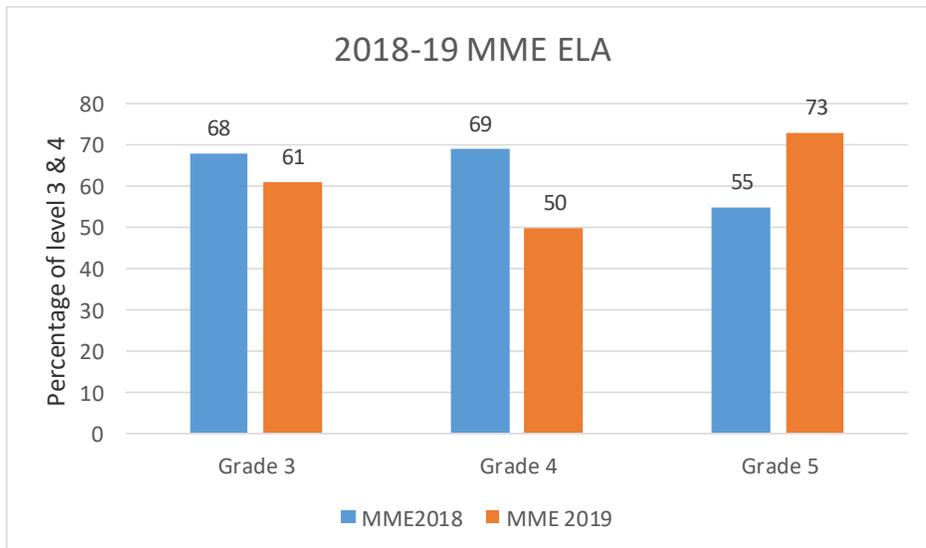
On August 17, 2020, staff members gathered to complete a comprehensive needs assessment of the entire school. Data was reviewed based on student, program and structure, professional practices, and family and community information. Data sources included the South Dakota Assessment, AIMS Web, demographics, attendance, and discipline reports. Data retreat participants identified strengths and areas of concern and identified key areas in math and reading in need of improvement. During the month of September, SIP team members reviewed the draft and offered feedback.

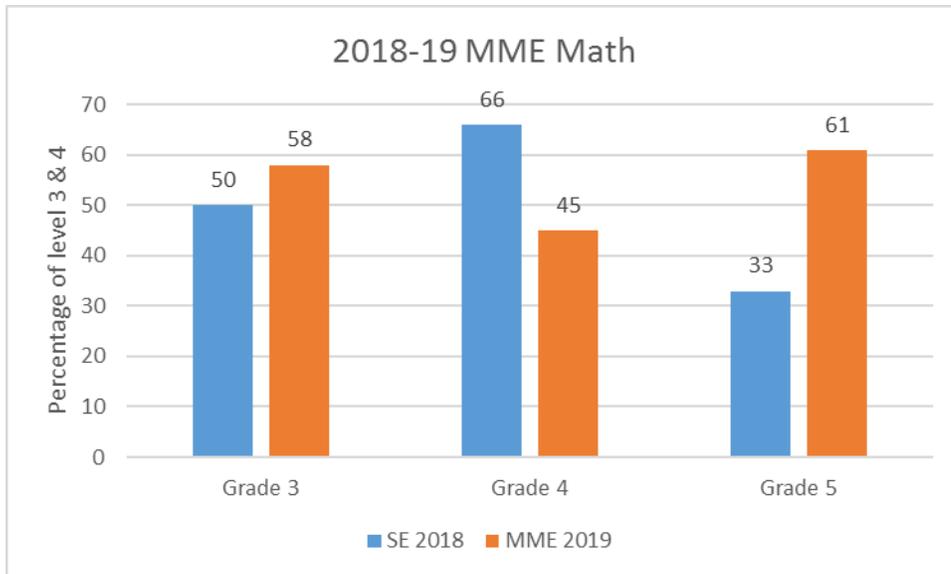
Core team teachers were also provided with student rosters and their level of proficiency in reading and math on the Smarter Balanced Assessment, as well as AIMSweb assessment data. Review of this data allowed staff members to develop effective prescriptions for students based on educational needs. The 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) at their previous school site for the 2017-18 and 2018-19 school year.





Analysis of Data: In both areas of Math and ELA, there was a drop in our Grade 4 scores from the 2017-2018 school year to 2018-2019 school year. In the ELA portion of the SBAC assessment, all three grade levels scored higher than the South Dakota state averages. The Grades 4 and 5 students also scored higher than the Aberdeen School District averages on this portion. In the area of Math, our Grades 3 and 5 students performed above the state averages, and the students in Grades 4 and 5 scored higher than the Aberdeen School District averaged. There was a drop in scores on both the Math and ELA portions of the SBAC assessment for the students in Grades 4.

Implications from Data: Our entire staff will continue to work on increasing all of our students' reading fluency and comprehension. This will be accomplished by utilizing our Wonders curriculum and incorporating nonfiction materials such as Scholastic News into the weekly routine. Students who qualify for additional reading assistance will receive additional instruction daily. The staff will continue to teach our Investigations math curriculum with fidelity. We will also incorporate specific math and reading strategies into our Homework Club time, which is optional for students to attend after school. The staff acknowledges the drop in scores for the Grade 4 students in both areas, so we will be working to address these concerns and look to identify and close gaps within the Investigations and Wonders curricula throughout the school year.

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	50%	58%	NA	% Average Or Above Average	34%	47%	NA

2 nd Grade - RCBM				3 rd Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	64%	71%	NA	% Average Or Above Average	86%	86%	NA

4 th Grade - RCBM				5 th Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	75%	87%	NA	% Average Or Above Average	90%	83%	NA

Analysis of Data: Across all Kindergarten, Grades 1, 2, & 4, we saw an increase in the percentage of students who were identified as average or above average through our AIMSweb testing. This, in turn, means that overall as the school year progressed, we had fewer students school-wide qualifying for intensive reading intervention (Tier 3). These Tier 3 students received additional reading instruction on a daily basis and weekly progress monitoring by our Reading Tutors. There was no change in our total percentage of average or above average student achievement in Grade 3 and a slight decrease in percentage in Grade 5. Overall, approximately 79% of our students ranked average or above average in their reading scores in the Fall, and at Winter Benchmark, 86% of our students were within the average to above average ranking. Our Spring Benchmark in 2020 did not occur due to the COVID-19 pandemic.

Implications from Data: After assessing our data we will continue to provide the AIMSweb benchmark checks to help guide our reading instruction. In addition, we will be utilizing resources such as EdGenuity and iXL to provide additional instruction, practice, and monitoring in all grade levels to all students. Staff will continue focus on improving small group and whole group instruction in this area, and we will continue to teach our language arts curriculum program with fidelity. Reading intervention groups will be kept to no bigger than five students. We have noticed that as the students pass through grade levels year after year fewer students qualify for intervention; for example, the benchmark testing done throughout the 2018-2019 school year displayed a strong majority of our students in Grade 3 – 5 not qualifying for additional reading intervention. This data shows us that early intervention has been effective for our students thus far.

Climate Surveys

In the spring of 2019, school climate surveys were administered to all students in grades 3 through 12 in the Aberdeen School District. The school climate surveys were also provided to all district parents, teachers and other school staff. The purpose of the survey was 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. There was no climate survey conducted in the 2019-20 school year.

2019-20 & 2020-21 Goals, Objective, and Evidence-Based Strategies for Reading

Goal 1: Students will increase in the area reading comprehension during the 2019-2020 school year.	
Objective 1: All students will increase reading achievement so that ninety-two percent of our students will fall into Tier 1 and Tier 2 at the Spring benchmark of AIMSweb.	
Objective 2: Students on an IEP in grades 3-5 will increase their performance within the word meanings area of the SDA to near/above the proficiency standard.	
Objective 3: Native American students in grades 3-5 will increase their performance within the editing area of the SDA to near/above the proficiency standard.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ol style="list-style-type: none"> 1. Additional Reading Instruction – Reading Tutors 2. Additional curricular support w/at-risk students 3. Individual Student Fluency and Comprehension Checks 4. Student conferencing in reading and writing; specific instruction and feedback regarding vocabulary development and editing. 5. Utilizing visual aides to assist all learners, but specifically those with disabilities or who are limited English proficient, in developing word meaning connections and stronger vocabulary usage skills. 6. Individualized instruction through use of leveled resources within our <u>Wonders</u> ELA curriculum 7. Variety of direct instruction, scaffolded instruction, and individualized instruction strategies, including but not limited to: high-level questioning, graphic organizers and foldable, cooperative learning, project-based learning, student practice opportunities, and student conferencing 	<p>How will the strategies be evaluated for effectiveness:</p> <ol style="list-style-type: none"> 1. Benchmark Testing (AIMSweb) completed Fall, Winter, Spring; weekly progress monitoring by Reading Tutors 2. Homework Club, Native American Tutoring (when safely possible) – individualized skill instruction 3. Benchmark Testing (AIMSweb) completed Fall, Winter, Spring; weekly progress monitoring within classrooms, use of iXL and EdGenuity Pathblazers program for reading skills and strategies 4. Writing portfolios in SeeSaw, student journals, and Mike Miller Messages weekly writing 5. Formative assessments and anecdotal notes regarding word usage 6. <u>Wonders</u> assessments (formative and summative) 7. Common formative and summative assessments to be utilized with standards-based grading practices (daily assignments and activities, exit tickets, checklists, observations, Daily 5 data collection, rubric-based assessments for projects, informal checks for understanding)
Time frame: August 2019-May 2021	
Budget Implication: \$4,000 – Title I Funding, Great Plains Foundation Grant money, MME instructional budget	
Evaluation of Goal: Due to COVID-19, all 2019-20 goals will be carried over to the 2020-21 school year.	

2019-20 & 2020-21 Goals, Objective, and Evidence-Based Strategies for Math

Goal 1: Students will increase their math proficiency during the 2019-2020 school year.	
Objective 1: Native American students in grades 3-5 will increase their performance within the geometric measurement area of the SDA to near/above the proficiency standard.	
Objective 2: All students in grades 3-5 will increase their performance within the place value area of the SDA to near/above the proficiency standard.	
Objective 3: Students on an IEP in grades 3-5 will increase their performance within the equivalent fractions area and other related areas of the SDA to near/above the proficiency standard.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ol style="list-style-type: none"> 1. Additional curricular support w/at-risk students – After-school staff (math games, math skill and fact reviews) 2. Differentiated Instruction w/iPads 3. CGI math/Everyday Math curriculum 4. Pattern-specific activities within the Title 1 Literacy & Math Parent Event that will help build skills in the objective areas. 5. Variety of direct instruction, scaffolded instruction, and individualized instruction strategies, including but not limited to: high-level questioning, graphic organizers and foldable, cooperative learning, standards-based instructional strategies, project-based learning, peer conferencing when working through math problems, and student practice opportunities. 	<p>How will the strategies be evaluated for effectiveness:</p> <ol style="list-style-type: none"> 1. Homework and skill assistance through an after-school program available to all students (when safely possible) – quarterly report cards, formative assessments completed by classroom teachers 2. Data collection and data-guided instruction with iXL and EdGenuity Pathblazers programs 3. SDA and Everyday Math Unit Assessment scores 4. Formative assessments and observations 5. Common formative and summative assessments to be utilized with standards-based grading practices (daily assignments and activities, exit tickets, checklists, observations, rubric-based assessments for projects, standards-based grading practices, informal checks for understanding)
Time frame: August 2019-May 2021	
Budget Implication: \$4,000 – Title I Funding, Great Plains Foundation Grant money, MME instructional budget	
Evaluation of Goal: Due to COVID-19, all 2019-20 goals will be carried over to the 2020-21 school year.	

School Enrichment Activities

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

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

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

Professional Development

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, Mike Miller 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.

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 Standards Based Grading
April 19	Cancelled due to COVID-19
May 15	Cancelled due to COVID-19

2020-21 Staff Development Schedule	
August 10	8:00-12:00 New Teacher Orientation 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Building Meetings
August 11	8:00-10:00 Back to School, Virtual 9:00-3:00 Individual/Team Planning 2:00-3:30 SPED, Virtual
August 12	8:00-11:30 NSU, Brian Mendler, Virtual 11:30-12:30 lunch 12:30-3:30 Building Level Meetings
August 17	8:00-3:30 Individual/Team Planning
August 18	8:00-11:30 School In Session 12:00-3:30 Individual/Team Planning
October 9	8:00-11:30 K-2, Math Training @ MME 8:00-11:30 3-5, Individual/Team Planning 12:30-3:30 K-2, Individual/Team Planning 12:30-3:30 3-5, Math Training @ MME
November 25	8:00-11:30 School In Session 1:00-2:00 Tech Talk 2:00-3:30 Individual/Team Planning
January 4	8:00-10:00 Winter Address 10:00-3:30 Individual/Team Planning
January 5	8:00-3:00 SPED Break-out Sessions (EAs) 8:00-3:30 Individual/Team Planning
February 12	8:00-11:30 K-2, The Ripple Effect @ SE 8:00-11:00 3-5, Individual/Team Planning 12:30-3:30, K-2, Individual/Team Planning 12:00-3:30 3-5, The Ripple Effect @ SE
April 1	8:00-12:00 Standards Based Grading 1:00-3:30 Individual/Team Planning
May 19	8:00-11:45 School In Session 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.

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

Mike Miller 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. Mike Miller Elementary PTA sponsors the following to promote parent involvement: Open House, Book Fair, Family Movie Night, Conference Meals, Kindergarten Open House, and teacher appreciation meals. Finally, quarterly report cards and mid-term grades are shared with parents, as well as, an opportunity to sign up for the Infinite Campus Parent Portal.

Information pertaining to the understanding of students' AIMSweb and South Dakota Assessment scores will be shared via newsletter and PTA meetings. Small group sessions to discuss how to understand and interpret these scores will be made available as well.

A majority of our parents are connected to their children's classroom and teachers through our SeeSaw app. This app allows the students and teachers to post work, projects, and messages to parents in real time, allowing the parents to 'like' and comment on the posts. This informs parents of what their students are learning and engaged in throughout the school day.

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 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.

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 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 in August/September during the 2019-20 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 notes to staff and posted in the school workroom.

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-

- Great Plains Grant & general fund for extended school day tutoring program
- Title I allocation for reading teacher and tutors' salaries

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 2020. 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 2020-21 school year.

July	Preliminary results identified by the DOE
Completed by August 17	Building data compiled and team members identified
August 17	Building data retreats held with all staff members
Completed by September 11	Building leadership teams meet to refine goals and strategies
Completed by September 11	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 26	School improvement plans submitted to school board for first reading.
November 9	School improvement plans submitted to school board for final approval
Completed by January 22	Building leadership teams meet to review student progress and make necessary adjustments to school improvement plan
Completed by April 16	Building leadership teams meet to conduct annual assessment of school improvement plans and make adjustments as necessary