

2023-25

Lincoln Elementary

School Improvement Plan



Table of Contents

Section 1: District Mission, Vision, and Beliefs.....	1
Section 2: School Profile.....	2
School Improvement Timeline.....	4
Section 3: Comprehensive Needs Assessment.....	5
South Dakota State Assessment	6
NWEA MAPS.....	8
Climate Survey.....	9
Section 4: 2023-25 School Success Action Plan.....	11
Section 5: Professional Development.....	12
Section 6: Highly Qualified Staff.....	13
Pursuing Certification.....	13
Section 7: Enrichment Activities.....	13
Section 8: Parent Involvement in Education.....	13
Section 9: Transition Processes	14
Section 10: Monitoring and Support.....	14
Section 11: Fiscal Requirement.....	15
Section 12: Ongoing Program Development.....	16

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.

Lincoln Elementary School

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“Where Everybody is Somebody”

In an effort to facilitate and enhance student achievement at Lincoln 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 Lincoln Elementary. This document is known herein as the Lincoln Improvement Plan (LIP) and the primary goal pages are located on pages 17 and 18. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure that no child will be left behind.

Lincoln Elementary School Profile

Aberdeen is located in northeastern South Dakota, a primarily rural state. It is the third largest city in the state with a population of 28,000. Aberdeen has one post-secondary institution, Northern State University. Its main employers are the schools, the hospitals, and 3M. Agriculture is still the community's predominant industry. Grain terminals, livestock sale barns, a grain inspection service, and related agribusiness help support the area.

The Aberdeen Public School District is comprised of nine attendance centers: one 9-12 high school, two 6-8 middle schools, and six K-5 elementary buildings. Unique characteristics of the staffing patterns and student population of Lincoln Elementary School are listed below.

Staff FTE	2021-22	2022-23	2023-24	School Improvement Planning Committee	
General Education Teachers	18.00	16.00	16.00	Camille Kaul	Assistant Superintendent
Special Education Teachers	5.50	5.50	6.50	Tasha Gatzemeyer	Principal
Preschool	4.64	4.64	4.64	Sara Tennant	Title I Teacher
Title I	1.00	1.00	1.00	Leanne Bad Moccasin	Reading Tutor
Physical Education	1.00	1.00	1.00	Joan Peterson	Parent
Music	1.00	1.00	1.00	Cindy Lockett	Special Education Teacher
Orchestra	0.07	0.07	0.07	Rachelle Retzer	Kindergarten Teacher
Art	1.00	1.00	1.00	Shannon Scheel	Grade 1 Teacher
Speech	4.00	4.00	4.00	Jessica Sommers	Grade 2 Teacher
OT	1.60	1.60	1.60	Katie Anderson	Grade 3 Teacher
Counselor	1.00	1.00	1.00	Jennifer Phillips	Grade 4 Teacher
				Amanda Mayer	Grade 5 Teacher
				Ashley Seeklander	Counselor
				Ashley Fink	Music Teacher
				Summer Eisenbraun	State Support Member

Sub-Group Breakdown of Tested Students							
Lincoln - Grades 3-5				Lincoln - Grades 3-5			
	2020-21	2021-22	2022-23		2020-21	2021-22	2022-23
Total Gr 3-5	135	140	118				
White	84	94	71	White	62.20%	67.14%	60.17%
Black	1	1	0	Black	0.74%	0.71%	0%
Asian	14	16	17	Asian	10.30%	11.43%	14.41%
Nat American	11	7	7	Nat American	8%	5%	5.93%
Hispanic	14	13	13	Hispanic	10.30%	9.29%	11%
Two or More	11	9	10	Two or More	8.5%	6.43%	8.47%
PI	0	0	0	PI	0%	0%	0%
Econ Dis	53	34	65	Econ Dis	39.26%	25.00%	55.08%
SpEd	32	41	39	SpEd	23.70%	29.29%	33.05%
LEP	18	20	20	LEP	13.33%	14.29%	16.95%
Migrant	0	0	1	Migrant	0%	0%	0.85%

Analysis of School Profile:

Our student enrollment has decreased with a reduction of 2 sections in the building, with our demographics relatively unchanged. The percentage of students receiving special education services increased by almost 10% over the three-year span. The percentage of economically disadvantaged students decreased in 2021-22, but then rose significantly in 2022-23.

Implication of Data:

We will continue to focus on providing services and support to our special education students and staff. We will also continue to offer our Back Sack Program to aid students who need help with food items on the weekends.

School Improvement Timeline

	Reading	Math	Notes
2013-14	N/A	N/A	<ul style="list-style-type: none"> ● Implementation for CCSS for ELA and math ● Implementation of <i>Investigations</i> math curriculum
2014-15	Progressing	Progressing	<ul style="list-style-type: none"> ● Piloting SLO and Teacher Effectiveness Model ● PE/Health curriculum study begins
2015-16	Progressing	Progressing	<ul style="list-style-type: none"> ● Full implementation of Teacher Effectiveness Model ● Science curriculum study begins ● Webb leveling: specific instruction and utilization
2016-17	Met AMO	Did Not Meet 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	54 SPI	54 SPI	<ul style="list-style-type: none"> ● 6-12 Language Arts curriculum review ● K-5 Implement new language arts curriculum ● Co-teaching model pilot in grade 1 for ELL students
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
2020-21	NA	NA	<ul style="list-style-type: none"> ● COVID Protocol ● Distance Learning Implemented due to COVID ● Implemented new math curriculum
2021-22	56 SPI	56 SPI	<ul style="list-style-type: none"> ● Implemented new PE and health curriculum ● Implemented SEL curriculum, Everyday Speech
2022-23	65 SPI	65 SPI	<ul style="list-style-type: none"> ● Implemented a new science curriculum ● Implemented strategic WIN time for reading intervention time slots ● Piloted Reflex Math

Comprehensive Needs Assessment

On August 17, 2021, 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, 2021, finalized the action plan statements, and refined the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary resources. Follow-up conversations and emails were held with Sub-Committee Chairpersons. The sub-committees other than the School Improvement Committee will handle most of the specific details and refining for the action plan. The details of the action plan will be reviewed on an on-going basis with modifications made, as the school improvement committee deems necessary. Staff, students, and parents completed surveys in October of 2021. This information was analyzed and changed to the action plan we did in January of 2022.

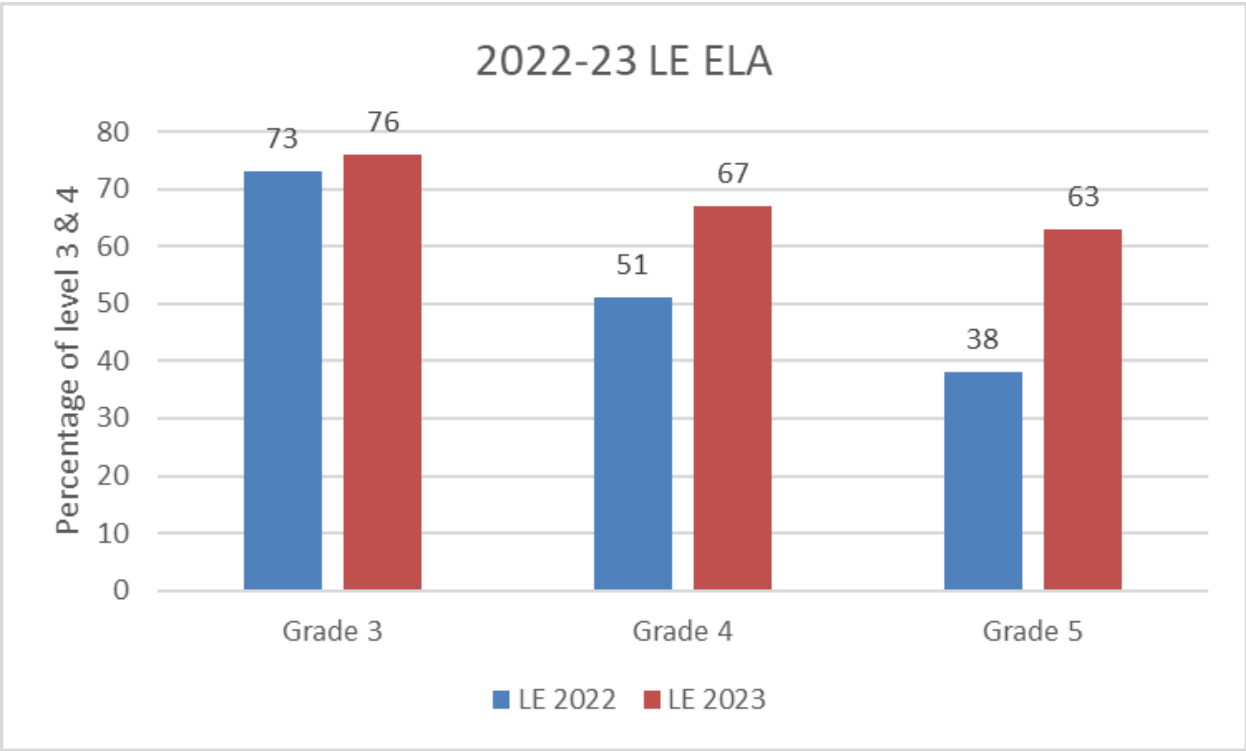
On August 21, 2022, staff members gathered to complete a review of all the quantitative data from the 2021-22 school year. This was year two of our CNA plan. Teams identified academic strengths and needs, updated their School Improvement Plan (SIP). Teachers used the academic data to develop their Student Learning Objectives (SLOs) for the 2022-23 school year.

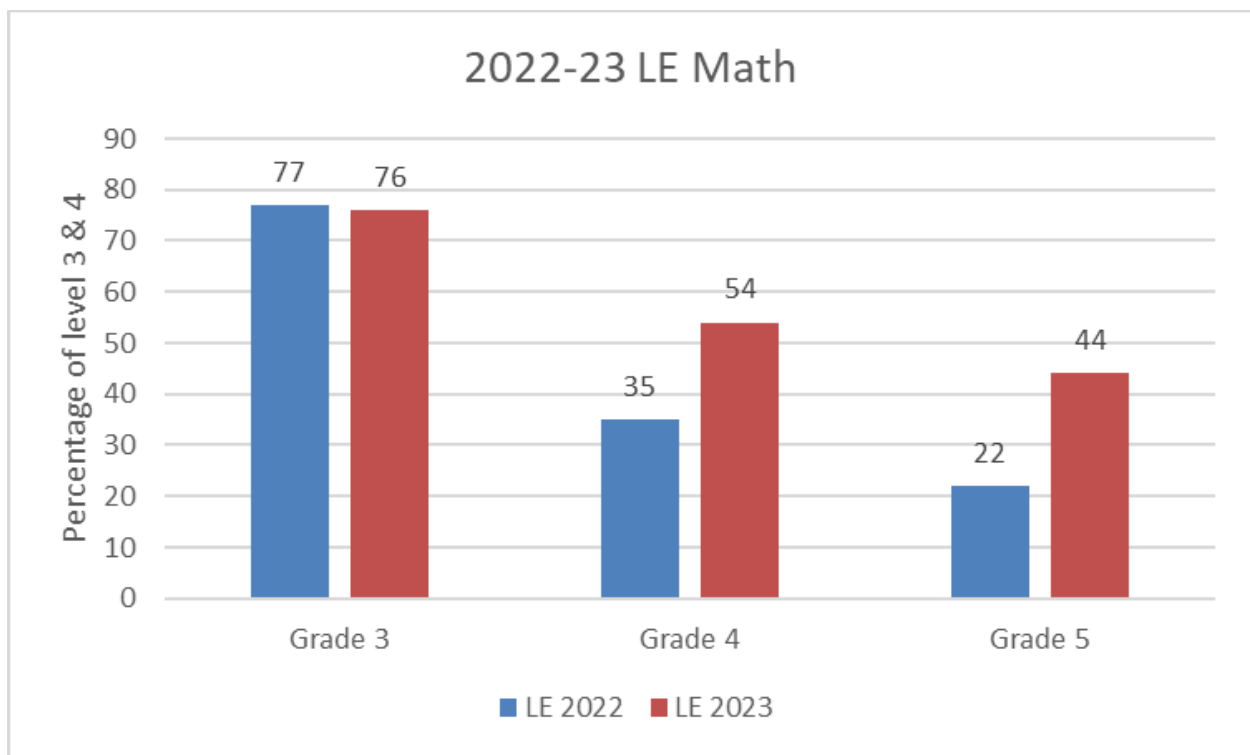
In August of 2023 members of the School Improvement Team met on three separate occasions to discuss the direction of action plan statements for the 2023-24 school year, using data gathered from the 2022-23 school year. Teachers reviewed data to help develop their SLOs for the 2023-24 school year.

South Dakota State Assessment

Beginning in 2017, in compliance with the Every Student Succeeds Act (ESSA), the state of South Dakota required all students in grades 3-8 and 11 to take a computer adaptive test called the Smarter Balanced Assessment (SBA). The SBA assesses student achievement in the areas of math and reading. A student’s score on each subtest places him or her in one of four achievement categories: Level 1, Level 2, Level 3, or Level 4. Students are deemed proficient when scoring Level 3 or Level 4. South Dakota’s overarching goal for Student Achievement is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school’s subgroups started in terms of student proficiency and to support continuous improvement. AMO targets will be set following the results of the Smarter Balanced assessment in the 2014-15 school year. In 2018 AMO targets were removed, and a new growth model was adopted.

The following table displays the percentage of students who scored proficient (Level 3 or Level 4) for the 2021-22 school year and the 2022-23 school year.



**Analysis of Data:**

Overall, there were significant gains in almost every area when comparing 2022 data to 2023. The only area that decreased was in Grade 3 Math, but high achievement scores make a one percentage drop statistically insignificant. In all other areas the gains ranged from 9-25 percentage points.

Implications from Data:

Teachers will continue to use our state standards, the Danielson model (teacher effectiveness), SLOs, Webb leveling, formative assessments, and MAPS results to guide and inform instruction. Addressing the significant needs of all students is also a priority, and research-based strategies specific to the needs of all will be utilized. SBAC, MAPS, and IXL data were used to determine reading and math goals. Our school is piloting adding a math intervention time this year, with a focus on grouping students by areas where they are identified needing extra support.

NWEA MAPS Growth Assessment

All Aberdeen elementary schools transitioned from using AIMS WEB Plus to NWEA MAPS Growth Assessment for the 2022-23 school year. This assessment evaluated students' reading abilities in decoding, reading comprehension, and oral fluency. Grades 1-5 are assessed three times a year and Kindergarten students are assessed twice a year. The purpose of the assessment is to help identify students' strengths and needs in reading, develop specific skills needed for intervention, and track students' progress.

Lincoln Fall					
Grade	1 st to 20 th Percentile	21 st to 40 th Percentile	41 st to 60 th Percentile	61 st to 80 th Percentile	>80 th Percentile
Kindergarten	NA	NA	NA	NA	NA
Grade 1	13%	31%	25%	9%	22%
Grade 2	27%	20%	32%	19%	2%
Grade 3	30%	14%	28%	14%	14%
Grade 4	11%	14%	16%	32%	27%
Grade 5	19%	8%	17%	28%	28%
Lincoln Spring					
Grade	1 st to 20 th Percentile	21 st to 40 th Percentile	41 st to 60 th Percentile	61 st to 80 th Percentile	>80 th Percentile
Kindergarten	14%	23%	28%	19%	16%
Grade 1	13%	31%	28%	12%	16%
Grade 2	25%	27%	29%	29%	7%
Grade 3	17%	16%	25%	28%	14%
Grade 4	16%	6%	35%	19%	24%
Grade 5	14%	17%	19%	25%	25%

Analysis of Data: Grades K-3 increased the number of students at grade-level from fall to spring. While 4th and 5th grade percentages dropped in MAPS, both grade levels had significant increases in their ELA scores on the state assessment. The MAPS test was conducted after the state assessment at the end of the year, so it is possible that scores were affected by testing fatigue.

Implications from Data: The principal and Title teacher attended a national conference in Atlanta over the summer. Using MAPS data to guide intervention time with differentiated instruction activities for students will be a focus during the 2023-24 school year.

Climate Surveys

In January 2022, school climate surveys were administered to all students in grades 3 through 12 in the Aberdeen School District. The school climate surveys were provided to all district parents, teachers and other school staff. The purpose of the survey is to collect information to be used along with other data to improve our educational programs and for school accreditation purposes. We cross-referenced the information in the Climate Survey with CHS student discipline data. Climate Surveys are conducted every other year. **Climate surveys will be conducted in spring of 2024.**

LE Student Survey (86)		
Question	Agree	Disagree
I understand what I am learning in school (CI.2)	95%	5%
I understand what quality work looks like (CI.2).	83%	17%
Learning is fun (CI.2)	81%	19%
I feel safe at school (FCC.1).	88%	12%
I feel like I belong at school (FCC.1)	81%	19%
My classroom teacher helps me with my learning (FCC.1)	98%	2%
I feel I do well with my school work (FCC.1)	78%	22%
There are opportunities to participate in after-school activities (FCC.1)	70%	30%
I feel my family culture is respected at school (FCC.1)	87%	13%
The school and my parents work together to support my learning (FCC.2)	94%	6%

LE Parent Survey (37)				
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)	35%	57%	8%	0%
My children are safe at school (FCC.1)	41%	57%	2%	0%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	24%	73%	3%	0%
Teachers care about my children (FCC.1)	49%	49%	2%	0%
The environment of the school is friendly and welcoming (FCC.2)	54%	41%	2%	1%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	35%	54%	8%	3%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	24%	70%	3%	3%
I am well informed regarding my child's attendance throughout the year (FCC.2)	43%	54%	3%	0%

Elementary Support Staff Survey (54)

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

LE Certified Staff (24)

Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	63%	27%	0%	10%		
I provide or list daily learning targets for students (C1.3)	32%	50%	9%	9%		
I use assessment results to determine my next instructional steps (C1.1)	42%	58%	0%	0%		
School goals are addressed by the principal (EL.1)	42%	54%	4%	0%		
The principal establishes, communicates, and routinely supervises the implementation of clear and consistent expectations, routines, and procedures that promote safety (EL.2)	46%	54%	0%	0%		
The principal provides feedback regarding my performance (TD.1)	33%	67%	0%	0%		
I feel supported by my principal (FCC.1)	71%	29%	0%	0%		
I know how to access a variety of professional development resources (TD.2)					100%	0%
The overall school culture/climate is positive (FCC.1)					96%	4%
I know the process for selecting and approving curriculum (C1.3)					77%	13%

Analysis of Survey:

A strong percentage of all survey results were positive. The highest percentage of disagreement was students identifying after-school opportunities that were available to them. The parent surveys had no category where there was a negative response receiving a percentage greater than single digits. The percentage of staff that felt the school culture was positive has increased significantly from the last time a survey was conducted

2023-25 School Success Action Plan

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: Piloting Math WIN Time (Math Intervention time) Resources Required: District-approved curriculum, technology, collaboration time, MAP assessments, IXL data, intervention plans	2023-24 school year	Certified staff: Plan and implement quality, differentiated lessons Educational support staff: Assist certified staff in delivering quality instruction Administration: Aid in curriculum selection and instructional coaching of staff, and providing extra collaborative planning time for grade-level teachers Parents: Reinforce concepts at home	May 2024
Action 2: Host three family engagement events throughout the school year to engage families and reinforce the climate of our school community.	2023-24 school year	Certified staff: Help plan events Educational support staff: Help plan event Administration: Help plan events, including seeking donations of items and publicizing events to families Parents: Attend events	May 2024

Tasha Gatzemeyer

 Principal Signature

Camille Kaul

 Superintendent/Designee Signature

2023-24 Aberdeen School District Staff Development Plans

Date	Elementary Staff	Middle School Staff	High School Staff
Monday, August 14 (new cert.staff only)	8:00-10:00 New Teacher Orientation (HMS Library) 10:00-11:30 Technology 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Meet with Building Principal	8:00-10:00 New Teacher Orientation (HMS Library) 10:00-11:30 Technology 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Meet with Building Principal	8:00-10:00 New Teacher Orientation (HMS Library) 10:00-11:30 Technology 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Meet with Building Principal
Tuesday, August 15	8:00-10:00 Welcome Back, CHS Theater 10:00-12:00 Building Staff Meeting 1:00-3:30 Building Directed	8:00-10:00 Welcome Back, CHS Theater 10:00-12:00 Building Staff Meeting 1:00-3:30 Building Directed	8:00-10:00 Welcome Back, CHS Theater 10:00-11:00 Building Staff Meeting 11:00-12:00 Responsibility Centered Discipline (RDC) 1:00-2:00 RDC Core Values 2:00-3:30 Individual/Team Planning
Wednesday, August 16	8:00-12:00 NSU Back to School (Todd Nesloney) 1:00-3:30 Data Retreat	8:00-12:00 NSU Back to School (Todd Nesloney) 1:00-3:30 Data Retreat	8:00-12:00 NSU Back to School (Todd Nesloney) 1:00-3:30 Data Retreat
Thursday, August 17 (new cert.staff only)	8:00- 12:00 Meet with Building Principal 1:00-2:00 District Mentoring Program (SMS Library) 2:00-3:30 Technology Assistance	8:00- 12:00 Meet with Building Principal 1:00-2:00 District Mentoring Program (SMS Library) 2:00-3:30 Technology Assistance	8:00- 12:00 Meet with Building Principal 1:00-2:00 District Mentoring Program (SMS Library) 2:00-3:30 Technology Assistance
Monday, August 21	8:00-3:30 Building Directed 2:00-3:30 SPED Department @ HMS Theater	8:00-3:30 Building Directed 2:00-3:30 SPED Department @ HMS Theater	8:00-3:30 Building Directed 2:00-3:30 SPED Department @ HMS Theater
Tuesday, August 22	8:00-11:30 School in Session 12:30-3:30 Building Directed 1:00-3:30 Reading Teachers/Title Training (DSC)	8:00-11:45 School in Session 12:45-3:30 Building Directed	8:00-12:00 Freshman Orientation/ Team Planning 12:15-3:20 Classes in Session
Friday, October 6	8:00-11:00 K-2 & Specials Math Book Study 8:00-11:00 3-5 Building Directed 12:00-3:00 3-5 Math Book Study 12:00-3:00 K-2 & Specials Building Directed 8:00-3:00 EA Mental Health First Aid (DSC)	8:00-3:00 EA Mental Health First Aid (DSC)	8:00-3:00 EA Mental Health First Aid (DSC) 8:00 - 3:00 Larry Thompson - RCD booster training
Wednesday, November 22	8:00-11:30 School in Session 12:30-3:30 Building Directed Flexible Staff Development Day	8:00-11:30 School in Session 12:30-3:30 Building Directed Flexible Staff Development Day	8:00-11:45 School in Session 12:45-3:30 Building Directed Flexible Staff Development Day
Tuesday, January 2	8:00-11:00 Molly Hudgens/Winter Address @ CHS	8:00-11:00 Molly Hudgens/ Winter Address @ CHS	8:00-11:00 Molly Hudgens/ Winter Address @ CHS
Monday, January 15	8:00-10:00 SIP Review	8:00-10:00 SIP Review	8:00-10:00 SIP Review
Friday, February 16	8:00-3:00 EA Mental Health First Aid (DSC) Flexible Staff Development Day	8:00-3:00 EA Mental Health First Aid (DSC) Flexible Staff Development Day	8:00-3:00 EA Mental Health First Aid (DSC) Flexible Staff Development Day
Thursday, March 7	8:00-3:00 EA Mental Health First Aid (DSC) Flexible Staff Development Day	8:00-3:00 EA Mental Health First Aid (DSC) Flexible Staff Development Day	8:00-3:00 EA Mental Health First Aid (DSC) Flexible Staff Development Day
Friday, May 17	12:30 -3:30 Building Directed Flexible Staff Development Day	12:45 -3:30 Building Directed Flexible Staff Development Day	12:45-3:30 Building Directed Flexible Staff Development Day

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. To promote and retain certified staff the district offers a mentorship program for two years, in addition, we assist in providing professional learning opportunities for credits, and provide additional stipends for those who advance their degrees.

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	

School Enrichment Activities

The school offers a variety of different activities to enrich and strengthen all aspects of the school. Teachers use methods and instructional strategies that strengthen the academic program in the school; increase the amount of quality of learning time; and help provide an enriched and accelerated curriculum to provide a well-rounded education, such activities include: Field trips to concerts, plays, and other fine arts events, school musical performed in the spring, orchestra, All City Choir select group, field trip to the Water Festival, special topics speakers, Junior Achievement program, School Counselor instruction in classrooms, specialized tutoring during the school day and after school, tutoring for Native American students, computer coding, walking club, dance at recess, Historical Society learning kits, NSU student athlete volunteers, SADD and adult mentors, Conflict Managers, foster grandmas, Fuel Up to Play 60 activities, Student Council, and parent nights.

The above strategies and activities will be evaluated for effectiveness by gathering feedback from students, staff, and parents, monitoring participation rates, noting academic improvement for some activities, and observing student engagement levels.

Parent Involvement in Education

Lincoln Elementary School parents are provided directions to access the School Improvement Plan through the Aberdeen School District Web site in the Lincoln Elementary Parent & Student Handbook (page 6) and occasionally in the monthly newsletter. In addition, the Lincoln Elementary School Improvement Plan is discussed at PTA meetings, School Board meetings, and district-wide School Board listening sessions.

Testing results are sent to parents annually, along with general information about the testing process and an interpretation guide. Parents are invited to contact their child's teacher or the principal if they have questions about the testing process or results. Parents are provided with a Parent Involvement Letter and Lincoln Elementary welcomes parents and families to an Open House during the first week of school. Parent-Teacher conferences are scheduled in the fall and spring, and Parent University (parent education and student activity) is conducted each fall.

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

Transition Processes

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

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

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

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

Monitoring and Support

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

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

The School Improvement Committee will review the plan quarterly during the 2023-24 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 build teams. Release time will be provided for building teams to meet to review their current school improvement plan, review their school's data and to add new strategies to use for instructional purposes.

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

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

Financial Resources Available:

Building Level –

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

District Level –

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

Ongoing Program Development

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

The improvement plan will be presented to the Aberdeen School Board for final approval in November 2023. 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 2023-24 school year.

August 15-22	Building data retreats held with all staff members
Completed by September 8	Building leadership teams meet to refine goals and strategies
Completed by September 8	Finalize requirements of building school improvement plans and submit to Assistant Superintendent
September 19	District school improvement meeting-conduct peer reviews of building plans
October 6	Building school improvement plan revisions due back to the Assistant Superintendent
October 23	School improvement plans submitted to the school board for first reading
November 13	School improvement plans submitted to school board for final approval
Completed by January 15	Building leadership teams meet to review student progress and make necessary adjustments to school improvement plan
Completed by March 7	Building leadership teams meet to conduct annual assessment of school improvement plans and make adjustments as necessary