

2023-25

May Overby Elementary

School Improvement Plan



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Aberdeen School District

Mission, Vision, and Beliefs

Mission

Empowering all students to succeed in a changing world.

Vision

To provide all students with the knowledge and skills necessary to reach their potential in a global community through high expectations of academic achievement, diverse educational opportunities and community involvement in a safe environment.

Beliefs

- All students can succeed when given the opportunity to learn through appropriate instruction, academic experiences and involvement in activities.
- All students benefit from a safe and nurturing learning environment.
- All students benefit from positive role models.
- Student progress is achieved by holding all students, parents and the school district accountable.
- Students' success is enhanced when the school, parents and community work together as partners.

Goals

- To meet AYP in all schools in the areas of math and reading.
- Provide a safe and supportive learning environment for all students and staff.
- Provide equitable access to current and developing technology tools for all students and teachers.
- Ensure a positive climate/culture that promotes collegiality among/between staff, parents and students.
- Promote active partnerships within the community.

May Overby Elementary School

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Mike Neubert, Principal

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In an effort to facilitate and enhance student achievement at May Overby 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 May Overby Elementary. This document is known herein as the May Overby Improvement Plan (MOIP) 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.

May Overby 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 about 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	18.0	18.0	18.0	Camille Kaul	Assistant Superintendent
Special Education Teachers	3.00	4.00	5.00	Mike Neubert	Principal
Title I	1.00	1.00	1.00	Michyl Cahoy	2 nd Grade Teacher
Physical Education	1.00	1.00	1.00	Lisa Jaspers	5 th Grade Teacher
Music	1.00	1.00	1.00	Erin Gutjahr	Resource Room
Orchestra	0.07	0.07	0.07	Kelli Helms	Reading Specialist
Art	1.00	1.00	1.00	Jessica Appl	4 th Grade Teacher
Speech	1.00	1.00	1.00	Amber Frericks	PTA /Parent
Counselor	1.00	1.00	1.00	Summer Eisenbraun	DOE SST Rep

Sub-Group Breakdown of Tested Students							
May Overby - Grades 3-5				May Overby - Grades 3-5			
	2020-21	2021-22	2022-23		2020-21	2021-22	2022-23
Total Gr 3-5	186	176	173				
White	123	115	107	White	66.13%	65.34%	61.85%
Black	5	7	9	Black	2.70%	3.98%	5.20%
Asian	9	7	7	Asian	4.84%	3.98%	4.05%
Nat Am	16	16	12	Nat Am	8.60%	9.09%	6.94%
Hispanic	19	16	18	Hispanic	10.22%	9.09%	10.40%
PI	0	0	2	PI	0%	0%	1.16%
TR	14	15	18	TR	7.53%	8.52%	10.40%
Econ Dis	69	48	81	Econ Dis	37.10%	27.27%	46.82%
SpEd	34	34	36	SpEd	18.28%	19.32%	20.81%
LEP	12	8	12	LEP	6.45%	4.55%	6.94%
Migrant	2	2	0	Migrant	1%	1%	0%

Analysis of School Profile: The economically disadvantaged rate is 46.82% which is comparable to pre-pandemic rates. 2020-2022 school lunch and breakfast was free for all students, so less families filled out the paperwork for financial support for their students.

Implication of Data: Due to many students' families qualifying for economic disadvantage, it is important for the teachers, staff, and volunteers to understand that many students may be struggling to meet Maslow's Hierarchy of Needs which will impact their academic, behavioral, and social/emotional development.

School Improvement Timeline

	Reading	Math	Notes
2013-14	N/A	N/A	<ul style="list-style-type: none"> ● Implementation of Common Core State Standards for English language arts and math ● Implementation of <i>Investigations</i> math curriculum
2014-15	Progressing	Progressing	<ul style="list-style-type: none"> ● Piloting SLO and Teacher Effectiveness Model ● PE/Health curriculum study begins
2015-16	Progressing	Progressing	<ul style="list-style-type: none"> ● Full implementation of Teacher Effectiveness Model ● Science curriculum study begins
2016-17	Did Not Meet AMO	Did Not Meet AMO	<ul style="list-style-type: none"> ● Social Studies curriculum study begins ● Added an additional elementary site
2017-18	NA	NA	<ul style="list-style-type: none"> ● K-5 Language Arts curriculum review ● 6-12 World Language, ITech, and Computer curriculum review
2018-19	Designated TSI	Designated TIS	<ul style="list-style-type: none"> ● Elementary schools iPad initiative ● New ELA Wonders Curriculum implemented
2018-19	Designated TSI	Designated TSI	<ul style="list-style-type: none"> ● Elementary schools iPad initiative. ● New ELA Wonders Curriculum.
2019-20	TSI School	TSI School	<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	TSI School	TSI School	<ul style="list-style-type: none"> ● COVID Protocol ● Distance Learning Implemented due to COVID ● Implemented new math curriculum
2021-22	55 SPI TSI School	55 SPI TSI School	<ul style="list-style-type: none"> ● Implemented new PE and health curriculum ● Implemented SEL curriculum, Everyday Speech
2022-23	52 SPI TSI School	52 SPI TSI School	<ul style="list-style-type: none"> ● Implement attendance strategies ● Implemented a new science curriculum

Comprehensive Needs Assessment

On August 17, 2023, 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.

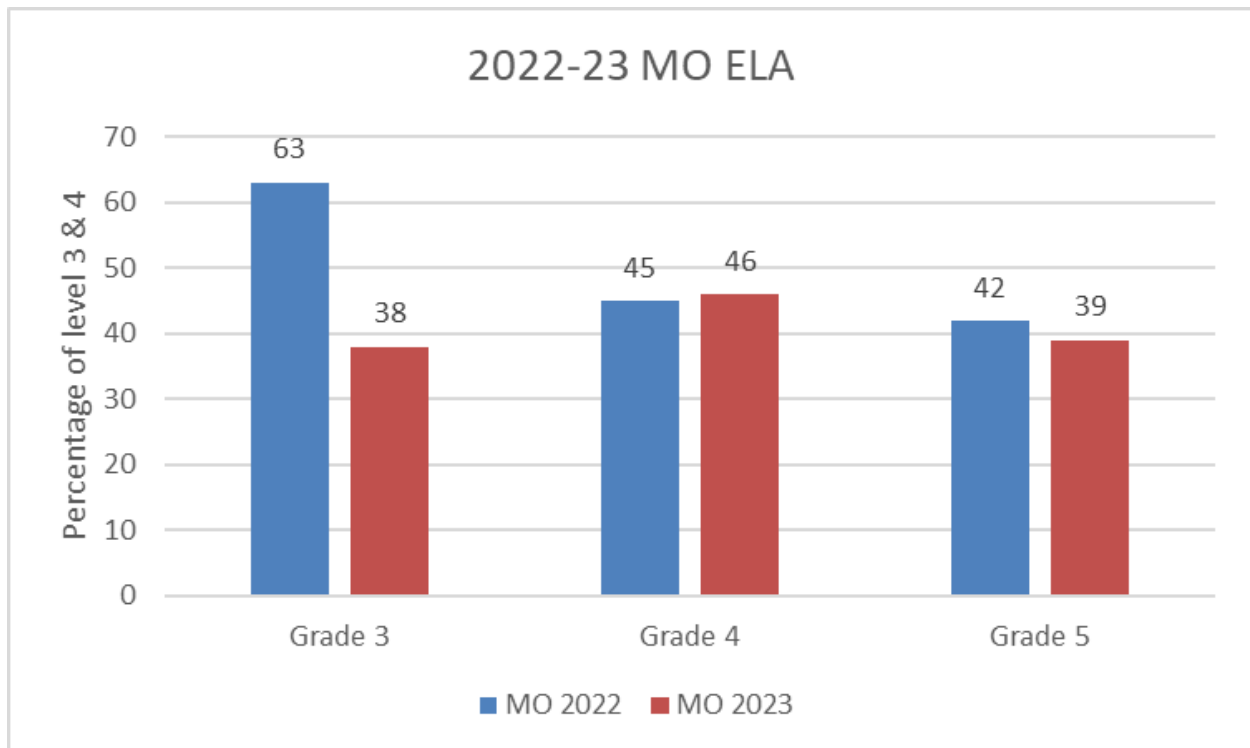
The School Improvement Committee met on the afternoon of August 17, 2023, finalized the action plan statements, and refined the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary resources. Follow-up conversations and emails were held with Sub-Committee Chairpersons. The sub-committees other than the School Improvement Committee will handle most of the specific details and refining for the action plan. The details of the action plan will be reviewed on an on-going basis with modifications made, as the school improvement committee deems necessary. Staff, students, and parents will complete surveys in October of 2023. This information will be analyzed and changes to the action plan will be done in January of 2024 if necessary.

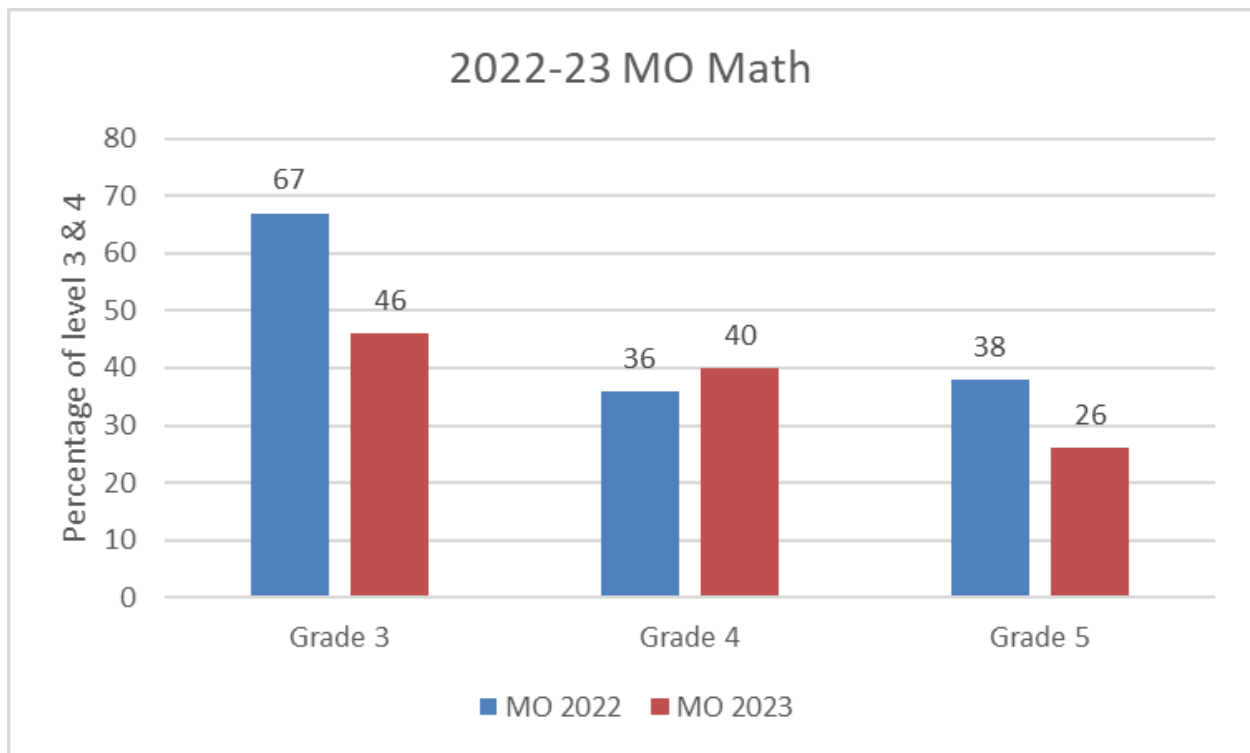
On August 21, 2023, staff members gathered to complete a review of all the quantitative data from the 2022-23 school year. This is year two of our CNA plan. Teams identified academic strengths and needs, updated their School Improvement Plan (SIP). Teachers used the academic data to develop their Student Learning Objectives (SLOs) for the 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. In addition, the Smarter Balanced Assessment was replaced by South Dakota State Assessment.

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: In ELA 3rd grade decreased the percentage of level 3 & 4 by 25% when comparing years 2022 and 2023. 4th grade increased by 1% from the years 2022 and 2023. 5th grade decreased their ELA level 3 & 4 scores by 3% when comparing years 2022 and 2023. In Math 3rd grade decreased the percentage level 3 & 4 by 21% when comparing years 2022 and 2023. 4th grade increased their level 3 & 4 math scores by 4% when comparing years 2022 and 2023. 5th grade decreased their math level 3 & 4 scores by 12% when comparing 2022 and 2023.

Implications from Data: Teachers will continue to use South Dakota State Standards, the Danielson model (teacher effectiveness), SLOs, Webb leveling, formative assessments, and MAP Growth results to guide and inform instruction. Addressing the significant needs of all students is a priority, and research-based strategies specific to the needs of all will be utilized. SD Assessment and MAP Growth data were used to determine reading goals, and SD Assessment data and classroom data were used to determine math goals. There were 13 snow days prior to the assessment which would have decreased the amount of contact hours and instruction.

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.

May Overby 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	24%	19%	30%	18%	9%
Grade 2	7%	24%	45%	15%	9%
Grade 3	26%	26%	23%	8%	17%
Grade 4	6%	19%	15%	33%	27%
Grade 5	14%	27%	23%	20%	16%
May Overby 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	18%	18%	16%	35%	13%
Grade 1	30%	26%	15%	20%	9%
Grade 2	22%	37%	22%	15%	4%
Grade 3	26%	25%	19%	19%	11%
Grade 4	21%	21%	19%	23%	16%
Grade 5	27%	30%	23%	13%	7%

Analysis of Data: Kindergarten data cannot be analyzed as they do not take the fall assessment. In grades one and two, the fall scores were higher than in the spring. Third grade scores stayed essentially the same from fall to spring. Fourth and fifth grade decreased scores.

Implications from Data: In first and second grade, the fall test focuses on a different set of standards and skills than the spring test, which was likely the cause of the drop in scores as the tests are not comparable. The third, fourth and fifth grade tests likely dropped as the students had taken tests for two months straight prior to this and were experiencing test fatigue. The students had 13 less instructional days due to snow days between the fall and spring MAPS assessment.

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. Climate Surveys are conducted every other year. **Climate surveys will be conducted in spring of 2024.**

Elementary Support Staff Survey (54)		
Question	Agree	Disagree
My direct supervisor establishes, communicates, and routinely supervises the implementation of clear and consistent expectations, routines, and procedures that promote safety (EL.2)	88%	12%
I have received training specific to my duties in the district/school (TD.1)	88%	12%
I am required to participate in district level training for, Safe School and ALICE (TD.1)	100%	0%
My direct supervisor support enhances my professional growth through the evaluation process, coaching and feedback, and collaborative dialogue (TD.2)	88%	12%
Resources are available to support the achievement of identified professional learning (TD.2)	83%	17%
School staff members support one another and the school climate is positive (FCC.1)	85%	15%

MO Certified Staff (12)						
Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	75%	25%	0%	0%		
I provide or list daily learning targets for students (C1.3)	8%	50%	42%	0%		
I use assessment results to determine my next instructional steps (C1.1)	8%	92%	0%	0%		
School goals are addressed by the principal (EL.1)	8%	58%	34%	0%		
The principal establishes, communicates, and routinely supervises the implementation of clear and consistent expectations, routines, and procedures that promote safety (EL.2)	0%	75%	16%	9%		
The principal provides feedback regarding my performance (TD.1)	8%	75%	17%	0%		
I feel supported by my principal (FCC.1)	25%	75%	0%	0%		
I know how to access a variety of professional development resources (TD.2)					92%	8%
The overall school culture/climate is positive (FCC.1)					100%	0
I know the process for selecting and approving curriculum (C1.3)					84%	16%

MO Student Survey (105)		
Question	Agree	Disagree
I understand what I am learning in school (CI.2)	95%	5%
I understand what quality work looks like (CI.2).	90%	10%
Learning is fun (CI.2)	83%	17%
I feel safe at school (FCC.1).	93%	7%
I feel like I belong at school (FCC.1)	80%	20%
My classroom teacher helps me with my learning (FCC.1)	96%	4%
I feel I do well with my school work (FCC.1)	84%	16%
There are opportunities to participate in after-school activities (FCC.1)	74%	26%
I feel my family culture is respected at school (FCC.1)	90%	10%
The school and my parents work together to support my learning (FCC.2)	93%	7%

MO Parent Survey (62)				
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)	45%	55%	0%	0%
My children are safe at school (FCC.1)	56%	44%	0%	0%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	34%	65%	1%	0%
Teachers care about my children (FCC.1)	55%	44%	1%	0%
The environment of the school is friendly and welcoming (FCC.2)	61%	39%	0%	0%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	45%	55%	0%	0%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	47%	53%	0%	0%
I am well informed regarding my child's attendance throughout the year (FCC.2)	58%	42%	0%	0%

Analysis of Survey:

20% of students do not feel like they belong at school. 100% of certified staff answered that the climate of the school is positive. Parents agreed or strongly agreed nearly 100% of the time for every category. 17% of support staff do not believe there are enough professional development opportunities.

Implications from Data:

Students might respond based on how they are feeling that particular day due to a variety of environmental factors. Parent surveys results could be due to additional intention to reach out and involve parents at school. We note the percentage of support staff desiring more professional development, and understand that this is not something delegated at the school level

2023-25 School Success Action Plan

Theory of Action (If Then, And Statement) Expresses the focus/direction:

1. If students are low in math, then teachers will identify skills needed for intervention and increase proficiency by 10% on state assessment.
2. If there is low family engagement in the classroom, then teachers will use outreach strategies to involve parents and increase parental involvement by 50% school wide.
3. If students are low in reading, then teachers will identify skills needed for intervention and decrease students in tier 3 by 5% on the MAPS assessment.
4. If staff members consistently enforce and communicate school wide rules, then we will create a safer learning environment and decrease discipline referrals by 10%.

What potential implementation challenges need to be addressed?

1. Accountability with identifying needs and using classroom interventions.
2. Difficulty involving parents without face-to-face interactions.
3. Following through with phonics, timing of assessments, reading best practices and using classroom interventions
4. Consistent implementation & maintaining new procedures.

Action Plan What actions/tasks will be used to achieve this milestone? What resources are required to implement the plan?	Timeline	Participation and Commitments Who is involved and what role do they play?	Completion Date
Action 1: Students in grades 3-5 will increase the average of proficiency by 10% on the state assessment in the area of math. Resources Required: South Dakota State Assessment data	2023-2024 School Year	All classroom teachers and educational support staff. Teachers provide direct and small group classroom instruction. Support staff guide within their roles.	May 2024
Action 2: Through classroom outreach once per semester, we will attain 50% cumulative school-wide family/guardian involvement. (Using a parent checklist for each activity in the classroom) Resources Required: Parent checklist with every classroom; technology through classroom usage	2023-2024 School Year	All classroom teachers and 50% student families/guardians. Teachers provide direct opportunities for families to be involved within the classroom.	May 2024
Action 3: Students in grades 1-5 will improve their reading proficiency on the MAPS assessment in Spring of 2024 by decreasing the percentage of students in Tier three and four combined by 5%. Resources Required: MAPS data assessment benchmark data	2023-2024 School Year	All classroom teachers and educational support staff. Teachers provide direct and small group classroom instruction. Support staff guide within their roles.	May 2024
Expected Outcomes <ol style="list-style-type: none"> 1. Increase the proficiency of math by 10% on the state assessment 2. attain 50% school wide family/guardian involvement 3. decreasing the percentage of students in Tier 3 by 5% 			

Mike Neubert

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 T
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
7/1/2023	Anne Marie Giffin	Music

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, 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, Historical Society learning kits, NSU student athlete volunteers, SADD and adult mentors, Conflict Managers, Student Council, partnership with Dakota Prairie Museum, 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

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

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 building teams. Release time will be provided for building teams to meet to review their current school improvement plan, review their school's data and to add new strategies to use for instructional purposes.

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

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

Financial Resources Available:

Building Level –

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

District Level –

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

Ongoing Program Development

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

The improvement plan will be presented to the Aberdeen School Board for final approval in November of 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