

**2023-25**

# **Mike Miller 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.

# Mike Miller Elementary School

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**Brennan Goehring, Principal**

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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 School. 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.

## 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 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 School District comprises eight 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	2020-21	2022-23	2023-24	School Improvement Planning Committee	
General Education Teachers	12.00	12.00	12.00	Camille Kaul	Assistant Superintendent
Special Education Teachers	2.00	2.00	3.00	Brennan Goehring	Principal
Physical Education	.60	.60	.60	Summer Eisenbraun	SST Dept. of Ed.
Music	.60	.60	.60	Hope Joachim	Title Reading Teacher
Orchestra	.46	.46	.46	Kayla Krause	Grade 2 Teacher
Art	.45	.45	.45	Megan Maple	Grade 5 Teacher
Speech	.3	.3	.3	Elizabeth Kaan	Art Teacher
Counselor	.67	.67	.67	Kalli Fliehs	Counselor
				Carly Evans	Parent Representative

Mike Miller - Grades 3-5				Mike Miller - Grades 3-5			
Number of Students				Percentage of Student Population			
	2020-21	2021-22	2022-23		2020-21	2021-22	2022-23
<b>Total Gr 3-5</b>	114	118	111				
<b>White</b>	85	89	82	<b>White</b>	74.56%	75.42%	73.87%
<b>Black</b>	3	2	1	<b>Black</b>	2.60%	1.69%	0.90%
<b>Asian</b>	5	7	8	<b>Asian</b>	4.40%	5.93%	7.21%
<b>Nat American</b>	8	5	6	<b>Nat American</b>	7%	4%	5.41%
<b>Hispanic</b>	6	4	5	<b>Hispanic</b>	5.26%	3.39%	4.50%
<b>Two or More</b>	1	1	1	<b>Two or More</b>	0.88%	0.85%	0.90%
<b>PI</b>	6	10	8	<b>PI</b>	5.26%	8.47%	7.21%
<b>Econ Dis</b>	29	22	40	<b>Econ Dis</b>	25.44%	18.64%	36.04%
<b>SpEd</b>	31	34	30	<b>SpEd</b>	27.19%	28.81%	27.03%
<b>LEP</b>	6	8	6	<b>LEP</b>	5.26%	6.78%	5.41%
<b>Migrant</b>	1	0	1	<b>Migrant</b>	0.88%	0.00%	0.90%

**Analysis of School Profile:** Mike Miller Elementary’s school profile is similar to years past. Our demographics have stayed mostly consistent in regards to subgroups including ethnicity and special education. However, we have seen an increase with students who are considered economically disadvantaged. We have also added an enrichment classroom to better suit the needs of our district students.

**Implication of Data:** Teachers will continue to use CCSS, 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 and MAPS data were used to determine reading goals, and SBAC data and classroom data were used to determine math goals. District-wide, standards-based common assessments will continue to be utilized to assess student mastery and guide instruction.

## School Improvement Timeline

	Reading	Math	Notes
<b>2017-18</b>	NA	NA	<ul style="list-style-type: none"> <li>• K-5 Language Arts curriculum review</li> <li>• 6-12 World Language, ITech, and Computer curriculum review</li> </ul>
<b>2018-19</b>	63 SPI	63 SPI	<ul style="list-style-type: none"> <li>• 6-12 Language Arts curriculum review</li> <li>• K-5 Implement new Language Arts curriculum</li> </ul>
<b>2019-20</b>	NA	NA	<ul style="list-style-type: none"> <li>• K-12 Math curriculum review</li> <li>• Addition of Night School at Central High School</li> <li>• Distance Learning Implemented due to COVID-19</li> </ul>
<b>2020-21</b>	NA	NA	<ul style="list-style-type: none"> <li>• COVID Protocol</li> <li>• Distance Learning Implemented due to COVID-19</li> <li>• Implemented new Math curriculum</li> </ul>
<b>2021-22</b>	65 SPI	65 SPI	<ul style="list-style-type: none"> <li>• Implemented new PE and health curriculum</li> <li>• Implemented SEL curriculum, Everyday Speech</li> </ul>
<b>2022-23</b>	62 SPI	62 SPI	<ul style="list-style-type: none"> <li>• Implemented a new science curriculum</li> </ul>

# 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, 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 was 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 during subsequent SIP meetings.

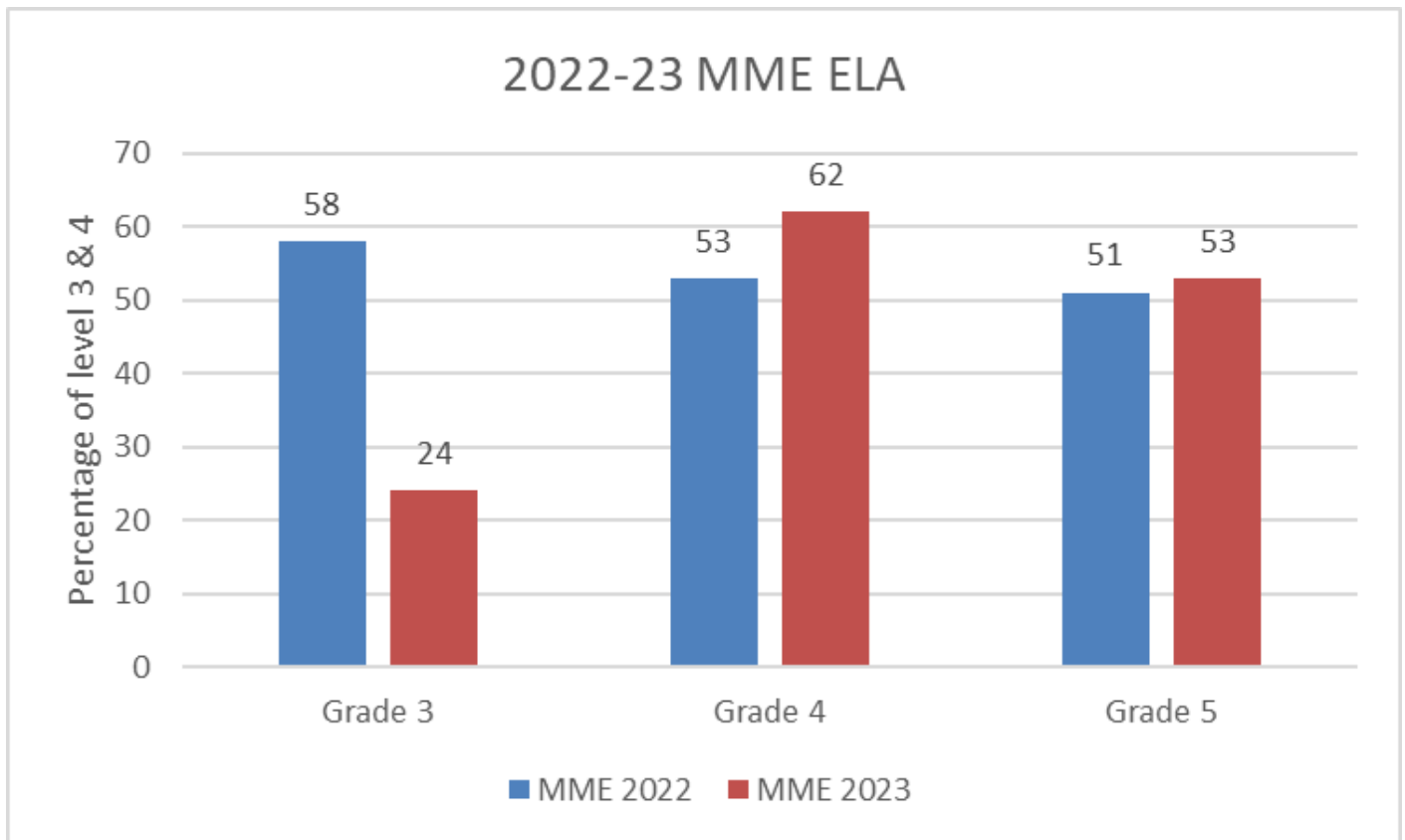
The MME staff met on the afternoon of August 17, 2023, to finalize the action plan statements and refine the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary resources. Follow-up conversations and emails were held with Sub-Committee Chairpersons. 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 completed in January of 2024 if necessary.

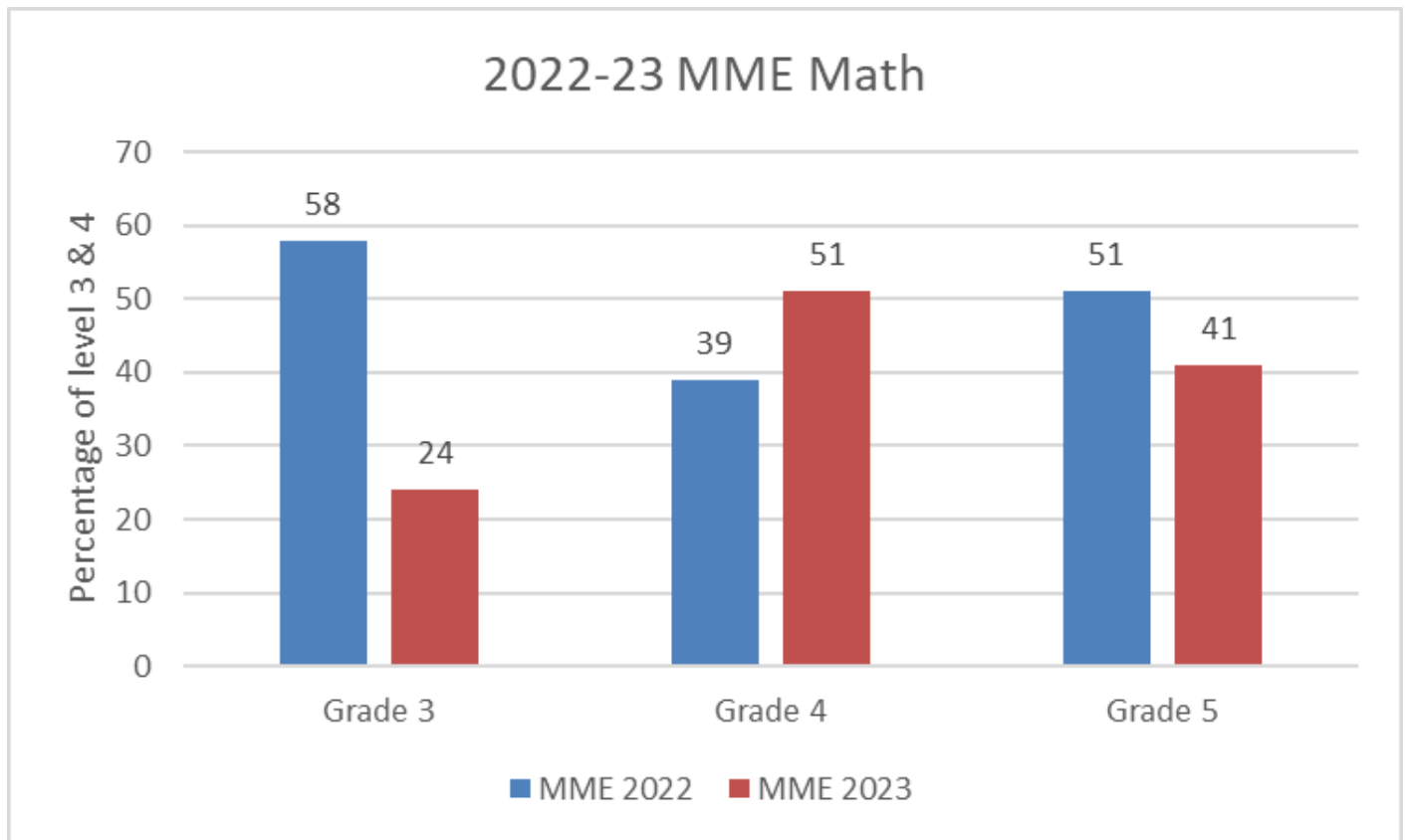
On August 21, 2023, staff members gathered to complete a review of all the quantitative data from the 2022-23 school year. This is year two of our CNA plan. Teams identified academic strengths and needs, updated their School Improvement Plan (SIP). Teachers used the academic data to develop their Student 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 were set following the results of the Smarter Balanced assessment from 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:** Student performance on the 2022-23 SBAC assessment showed that student scores in grade 3 dipped significantly compared to the previous cohort in the areas of ELA and math. This has caused urgency among our 4th grade staff to come up with new ways of helping this cohort close learning gaps and be provided with the necessary support they need to grow academically. Our scores for 4th and 5th grade math and ELA stayed closer with some improvements and regression in their respective areas.

**Implications from Data:** Teachers will continue to use CCSS, 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 and MAPS data were used to determine reading goals, and SBAC data and classroom data were used to determine math goals. District-wide, standards-based common assessments will continue to be utilized to assess student mastery and guide instruction. As a school, we have met to discuss how to better prepare our students for the SBAC assessments. We have come up with many ideas including spending more time on test taking skills, reading and writing stamina, and adjusting our testing schedule to better set our students up for success.



# 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.

Mike Miller Fall					
Grade	1 <sup>st</sup> to 20 <sup>th</sup> Percentile	21 <sup>st</sup> to 40 <sup>th</sup> Percentile	41 <sup>st</sup> to 60 <sup>th</sup> Percentile	61 <sup>st</sup> to 80 <sup>th</sup> Percentile	>80 <sup>th</sup> Percentile
Kindergarten	NA	NA	NA	NA	NA
Grade 1	13%	27%	29%	20%	11%
Grade 2	3%	20%	31%	26%	20%
Grade 3	5%	18%	33%	18%	26%
Grade 4	11%	20%	8%	22%	39%
Grade 5	16%	16%	15%	25%	28%
Mike Miller Spring					
Grade	1 <sup>st</sup> to 20 <sup>th</sup> Percentile	21 <sup>st</sup> to 40 <sup>th</sup> Percentile	41 <sup>st</sup> to 60 <sup>th</sup> Percentile	61 <sup>st</sup> to 80 <sup>th</sup> Percentile	>80 <sup>th</sup> Percentile
Kindergarten	27%	31%	19%	17%	6%
Grade 1	16%	18%	33%	20%	13%
Grade 2	5%	10%	31%	23%	31%
Grade 3	28%	23%	21%	20%	8%
Grade 4	11%	17%	22%	22%	28%
Grade 5	12%	37%	16%	16%	19%

**Analysis of Data:** After analyzing the data as a team, we found that while many grades showed improvement from fall to spring, some grades showed regression. Specifically, grades 3, 4, and 5 showed regression within the top tier from fall to spring. This aligns with concerns we had from the SBAC which means our plans to help our students improve on the MAPS assessment will align well with the SBAC assessment.

**Implications from Data:** We will continue with our plan formed earlier this school year that will look at each cohort's needs individually. We will be focusing on spending more time on test taking skills, reading stamina, and test scheduling adjustments. Based on teacher observations, we know there is high-level instruction taking place in our classrooms, but we need to supplement this and add in additional student support to help show the growth our students do make throughout the 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. 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%
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 positive (FCC.1)	85%	15%

## MME Parent Survey (38)

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)	63%	37%	0%	0%
My children are safe at school (FCC.1)	63%	37%	0%	0%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	47%	53%	0%	0%
Teachers care about my children (FCC.1)	68%	29%	3%	0%
The environment of the school is friendly and welcoming (FCC.2)	66%	31%	3%	0%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	58%	37%	5%	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)	59%	41%	0%	0%

MME Certified Staff (16)						
Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	88%	12%	0%	0%		
I provide or list daily learning targets for students (C1.3)	25%	31%	38%	6%		
I use assessment results to determine my next instructional steps (C1.1)	38%	56%	6%	0%		
School goals are addressed by the principal (EL.1)	50%	38%	12%	0%		
The principal establishes, communicates, and routinely supervises the implementation of clear and consistent expectations, routines, and procedures that promote safety (EL.2)	56%	44%	0%	0%		
The principal provides feedback regarding my performance (TD.1)	56%	38%	6%	0%		
I feel supported by my principal (FCC.1)	67%	20%	13%	0%		
I know how to access a variety of professional development resources (TD.2)					81%	19%
The overall school culture/climate is positive (FCC.1)					75%	25%
I know the process for selecting and approving curriculum (C1.3)					69%	31%

MME Student Survey (102)		
Question	Agree	Disagree
I understand what I am learning in school (CI.2)	91%	9%
I understand what quality work looks like (CI.2).	89%	11%
Learning is fun (CI.2)	88%	12%
I feel safe at school (FCC.1).	95%	5%
I feel like I belong at school (FCC.1)	95%	5%
My classroom teacher helps me with my learning (FCC.1)	81%	19%
I feel I do well with my school work (FCC.1)	81%	19%
There are opportunities to participate in after-school activities (FCC.1)	80%	20%
I feel my family culture is respected at school (FCC.1)	95%	5%
The school and my parents work together to support my learning (FCC.2)	97%	3%

**Analysis of Survey:** Overall, we are pleased with the data collected from the surveys shown above. Our staff mostly feels like they are supported and given the tools to grow and succeed within their respective professions. While looking at the parent survey, an area of potential concern was providing families with ideas they can use at home to help their child succeed. This was discussed and communication and compilation of at-home ideas were considered. For our certified staff, we will prioritize addressing school goals and supporting our certified staff in ways that we haven't previously. Better communication and collaboration will be key with all members of our staff this year.

## 2023-25 School Success Action Plan

<b>Theory of Action (If, Then, And Statement)</b> 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			
<b>Action Plan</b> What actions/tasks will be used to achieve this milestone? What resources are required to implement the plan?	<b>Timeline</b>	<b>Participation and Commitments</b> Who is involved and what role do they play?	<b>Completion Date</b>
<b>Action 1:</b> Improve writing proficiency by 10% according to the data provided from our SBAC assessments.	9/1/2023-5/17/2024	<b>MME Staff:</b> Increase the times students are asked to write. We will also increase our expectations for our school-wide weekly writing activity of Mike Miller Messages to help our students slowly build up the necessary stamina to write longer passages without becoming frustrated or starting to rush. This will include our subgroup of students in special education and ESL.	5/17/24
<b>Action 2:</b> Improve math problem solving by 10% according to the data provided from our SBAC assessments.	9/1/2023-5/17/2024	<b>MME Staff:</b> We will be adding family math days where families are going to come in throughout the year to participate in instructional math games that can be used at home. We will also increase our use of WIN time, our tutoring program, to help students who are in need of additional support. This will include our subgroup of students in special education and ESL.	5/17/24
<b>Action 3:</b> Improve listening scores by 10% according to the data provided from our SBAC assessments.	9/1/2023-5/17/2024	<b>MME Staff:</b> We will be using different classroom assessments to better track the comprehension of students after listening to passages be read aloud. We are also going to partner students through various times, such as buddies time, to increase the amount of times that students are listening to a book be read to them. Finally, we are going to challenge families to have more reading time at home. This will include our subgroup of students in special education and ESL.	5/17/24

<p><b>Expected Outcomes by the end of the school year:</b></p> <ol style="list-style-type: none"> <li>1. Students will show growth in the area of writing proficiency by 10% by the end of the year.</li> <li>2. Students will show growth in the area of math problem solving by 10% by the end of the year.</li> <li>3. Students will show growth in the area of listening score by 10% by the end of the year.</li> </ol> <p><b>Evidence of Progress:</b></p> <p><b>End of the Year Summary on Each Action Step:</b></p>			
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Brennan Goehring  
Principal Signature

Camille Kaul  
Superintendent/Designee Signature

## 2023-24 Aberdeen School District Staff Development Plans

Date	Elementary Staff	Middle School Staff	High School Staff
<b>Monday, August 14</b> (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
<b>Tuesday, August 15</b>	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
<b>Wednesday, August 16</b>	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
<b>Thursday, August 17</b> (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
<b>Monday, August 21</b>	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
<b>Tuesday, August 22</b>	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
<b>Friday, October 6</b>	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
<b>Wednesday, November 22</b>	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
<b>Tuesday, January 2</b>	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
<b>Monday, January 15</b>	8:00-10:00 SIP Review	8:00-10:00 SIP Review	8:00-10:00 SIP Review
<b>Friday, February 16</b>	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
<b>Thursday, March 7</b>	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
<b>Friday, May 17</b>	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, all staff either need to be highly qualified or must currently be 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. At this time, there are no Mike Miller Elementary School staff members who are currently pursuing this certification, as all staff are highly qualified in their positions.

Date of Hire	Staff	Course Taught
NA	NA	NA

## School Enrichment Activities

Mike Miller Elementary 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 learning time in classrooms, and help provide an enriched and accelerated curriculum to provide a well-rounded education. Such activities include:

- \*Classroom iPad programming and Makerspace activities and challenges to increase differentiation and enrichment for all students.
- \*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.
- \*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, SOAR slips, and Leadership Assemblies.
- \*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.
- \*Field Trips to concerts and other fine arts activities.
- \*All-City Chorus and Student Leadership Team comprised of 4<sup>th</sup> and 5<sup>th</sup> grade students.
- \*Mindfulness strategies taught and practiced through inner Explorer throughout the school day at every grade level.
- \*The social-emotional curriculum, Everyday Speech, will be directly taught to all 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.

## Parent Involvement in Education

Mike Miller Elementary School parents are provided directions to access the School Improvement Plan through the Aberdeen School District website, in the Mike Miller Elementary Parent & Student Handbook (page 6), and occasionally in the monthly newsletter. In addition, the Mike Miller 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 Mike Miller 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 parents may schedule a meeting with teachers at any time during the school year to discuss their child's educational program. Additionally, the MME Family Engagement Champions Committee provides a variety of activities for families to participate in throughout the school year.

## 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, in 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 Advanced 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 teachers' 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. This 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