

2023-2025

Holgate Middle School

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.

Holgate Middle School

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In an effort to facilitate and enhance student achievement at Holgate Middle 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 Holgate Middle School. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure that all students succeed.

Holgate Middle 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 is comprised of 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 Holgate Middle School are listed below:

Staff FTE	2020-21	2022-23	2023-24	School Improvement Planning Committee	
Art	1.00	1.00	1.00	Camille Kaul	Assistant Superintendent
Computer	1.00	1.00	1.00	Bo Beck	Principal
Counselor	1.50	1.50	1.50	Peggy Cox	Assistant Principal
FACS	1.00	1.00	1.00	Kari Brenner	Counselor
Language Arts	4.66	4.66	4.66	Corinne Anderson	Grades 6 Team
Math	3.50	3.50	3.50	Mike Swenson	Grade 7 Team
Music	2.83	2.83	2.83	Dena Sievers	Grade 8 Team
PE/Health	3.00	3.00	3.00	Crystal Nash	Special Education
Science	2.66	2.66	2.66	Tanya Dargatz	HMS Parent Rep
Social Studies	2.66	2.66	2.66	Summer Eisenbraun	DOE SST Specialist
Spanish	0.33	0.00	0.00		
SPED	4.00	4.00	4.00		
Tech Education	1.00	1.00	1.00		
Directed Study	2.69	2.69	2.69		

Sub-Group Breakdown of Tested Students							
HMS Grades 6- 8							
	2020-21	2021-22	2022-23		2020-21	2021-22	2022-23
Total 6-8 Grades	537	504	512				
White	429	391	392	White	80%	78%	76.5%
Black	14	10	11	Black	2.60%	1.98%	2.15%
Asian	12	13	10	Asian	2.23%	2.58%	1.95%
Nat Am	32	37	34	Nat Am	5.96%	7.34%	6.64%
Hispanic	24	24	32	Hispanic	4.47%	4.76%	6.05%
Two or More	25	29	33	TR	4.66%	5.75%	6.45%
Pacific Islander	1	0	1	Pacific Island	0.19%	0.00%	0.2%
Econ Dis	133	101	158	Econ Dis	24%	20%	30.8%
SpEd	80	72	77	SpEd	14.90%	14.29%	15%
LEP	12	8	18	LEP	2.23%	1.59%	3.52%

Analysis of School Profile: The populations that have shown growth are the Hispanic population, the Special Education population and a large growth in the Economic disadvantaged category. The Economic disadvantaged category has grown by 10% since last year.

Implication of Data: The implications of this data is that there may be more of a need for support in the three areas that have increased. The economically disadvantaged may need support for supplies and other items at school. With the increase in our Hispanic population there may be more need for language translation support and community support. We have already added more support for our Special Education population by adding an additional half time position.

Administrative Waivers

Aberdeen School District hereby applies for a waiver from certain South Dakota administrative rules that govern school accreditation, using the procedures outlined in § 24:43:08. It is the intent of the School District to implement the strategies for continued school improvement as outlined herein, and to annually report on the implementation of those strategies as described in § 24:43:08:08. The Aberdeen School Board of Education has held a public hearing and approved the following applications. At the end of each waiver term, a report must be completed and submitted to the Department of Education.

Administrative Rule Waived: 24:43:11:01 Credit Before Grade Nine

Academic Years Being Reported On: 2020-2025

Course(s) to Which Waiver Applies: Algebra I, Algebra II, and Geometry

School Year	Students Attempting Exam	Students Receiving Credit
2018-19	118	113
2019-20	127	126
2020-21	116	114
2021-22	120	119
2022-23	106	106

School Improvement Timeline

Year	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>Big Ideas</i> math curriculum • Exploration of the flipped lessons/flipped learning concept • Expanded use of Blackboard.com • Continue After School Program/ICU • Use wiki space for parent/student communication
2014-15	Progressing	Progressing	<ul style="list-style-type: none"> • Piloting SLO and Teacher Effectiveness Model • PE/Health curriculum study begins • Use of Common Core State Standards for ELA and math • Continue After School Program/ICU • Continued use of wiki space for parent/student assignment communication
2015-16	Progressing	Progressing	<ul style="list-style-type: none"> • Full implementation of Teacher Effectiveness Model • Science curriculum study begins
2016-17	Met AMO	Met 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	69 SPI	69 SPI	<ul style="list-style-type: none"> • 6-12 Language Arts curriculum review • K-5 Implement new language arts curriculum
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-19 • Implemented new math curriculum
2021-22	66 SPI	66 SPI	<ul style="list-style-type: none"> • Implemented new Health curriculum
2022-23	63 SPI	63 SPI	<ul style="list-style-type: none"> • Implement CORE Project • Incorporate 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 at subsequent SIP meetings.

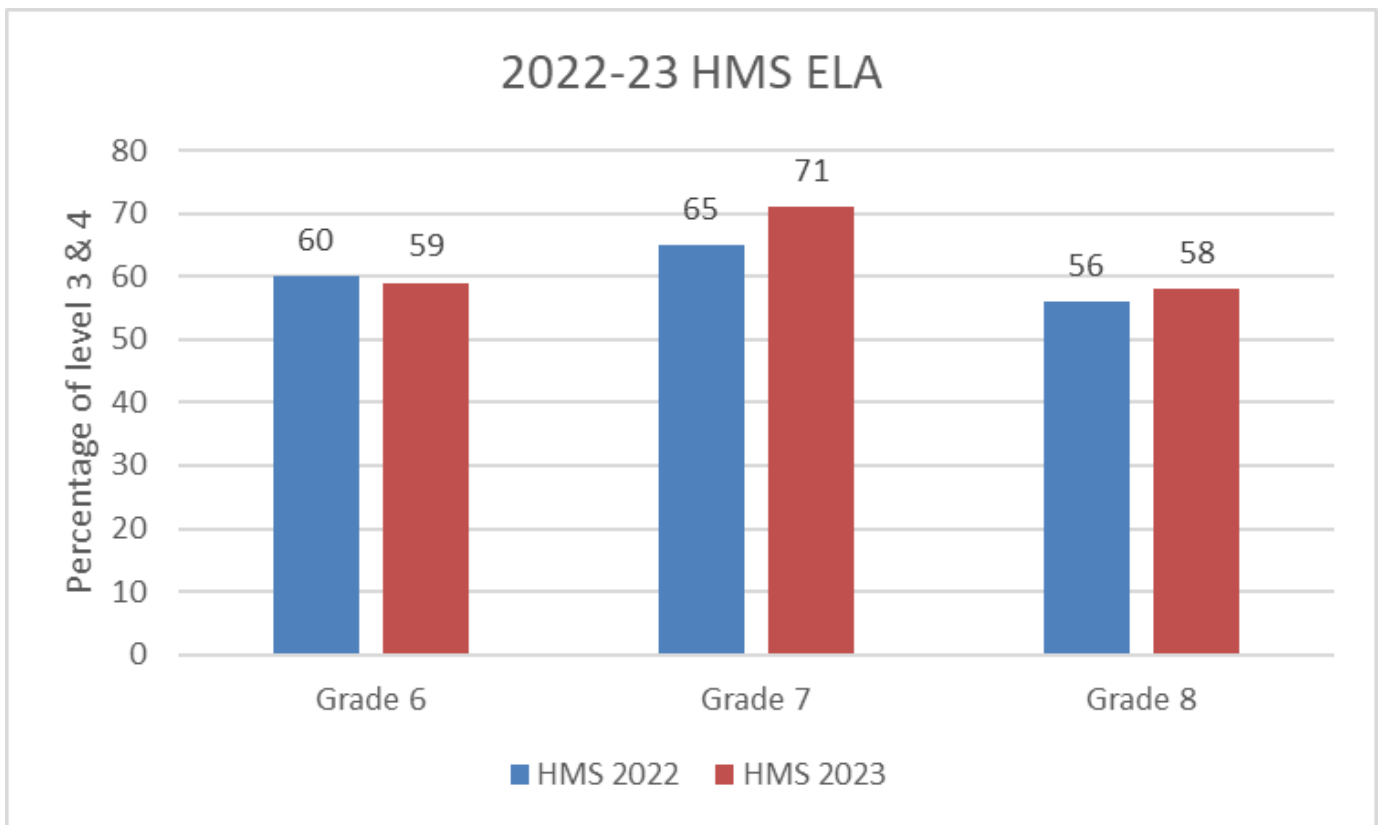
The School Improvement Committee met on the afternoon of August 17, 2023 and finalized the action plan statements and refined the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary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

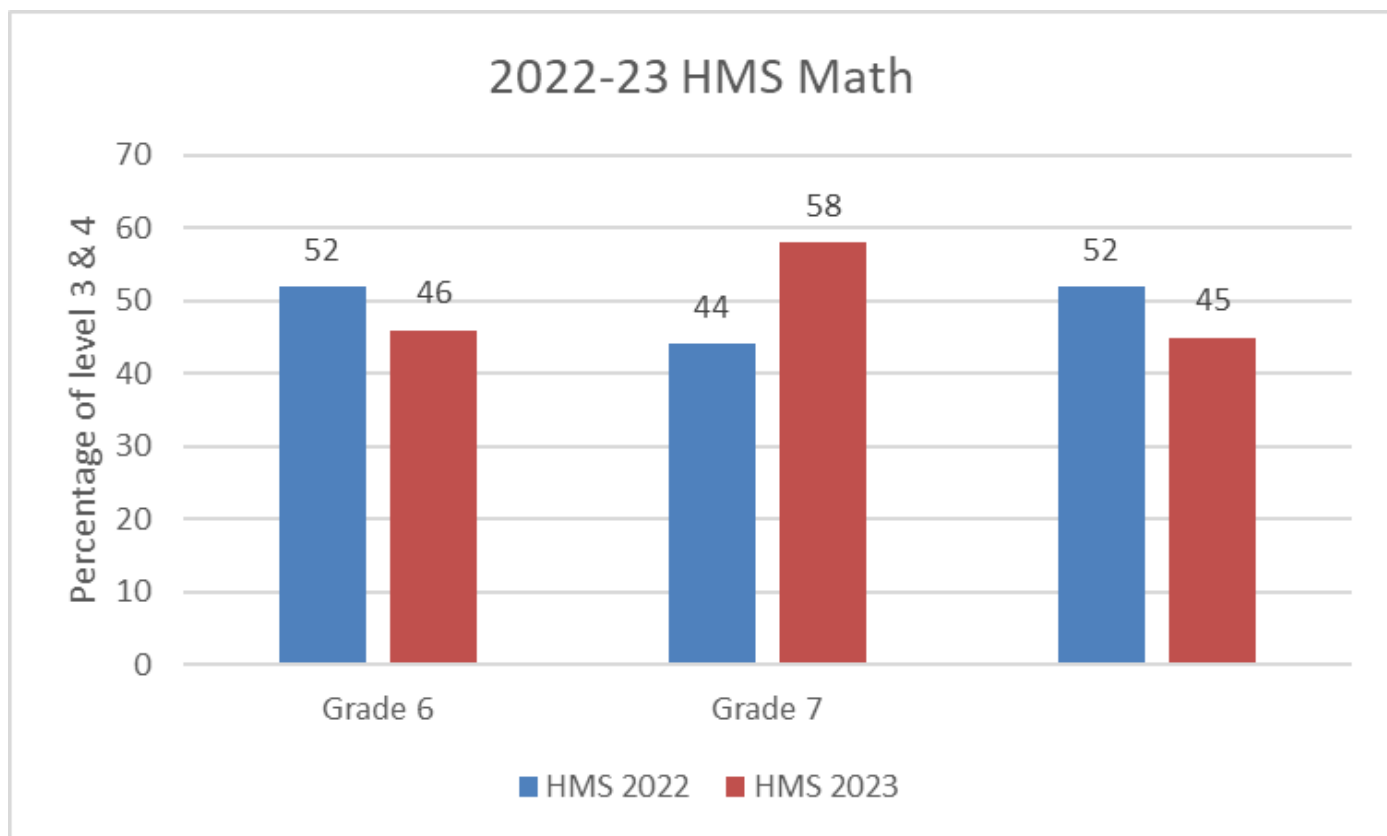
On August 21, 2023, staff members gathered to complete a review of all the quantitative data from the 2022-23 school year. This is year two of our CNA plan. Teams identified academic strengths and needs, updated their School Improvement Plan (SIP). Teachers used the academic data to develop their Student Learning Objectives (SLOs) for the 2023-24 school year.

South Dakota State Assessment Results

Beginning in 2017, in compliance with 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 South Dakota Assessment. This test assesses student achievement in the areas of math and reading. A student's score on each subtest places him or her in one of four achievement categories: Level 1, Level 2, Level 3, or Level 4. Students are deemed proficient when scoring Level 3 or Level 4. South Dakota's overarching goal for Student Achievement is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. AMO targets were set following the results of the Smarter Balanced assessment in the 2014-15 school year. In 2018 AMO targets were removed and a new growth model was adopted. 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: The Language Arts scores average for the 22-23 school year were higher than the year before. The largest increase was in 7th grade. The math scores average was slightly higher as compared to scores from 21-22. The largest increase was in 7th grade. Scores did drop slightly in math in 6th and 8th grade but there was a large increase in 7th grade.

Implications from Data: Increasing scores is always a priority as we work to gain back any learning losses from the Covid pandemic educational disruptions. Students have slowly been gaining back learning losses and continue to acclimate to in class learning and completing homework assignments. We know there are areas that we can improve. Staff will analyze the areas of biggest need and focus extra attention on them as well as strive to improve in all areas. All grade levels have block scheduling for math and language arts, which allow for more concentrated time with students. The ICU and after school programs will continue to be available for additional support and instruction.

Holgate Middle School Discipline Infractions

	17-18	18-19	20-21	21-22	22-23	17-18	18-19	20-21	21-22	22-23	17-18	18-19	20-21	21-22	22-23	17-18	18-19	20-21	21-22	22-23
	6	6	6	6	6	7	7	7	7	7	8	8	8	8	8					
Attendance	NA	NA	NA	NA	378	NA	NA	NA	NA	322	NA	NA	NA	NA	488	NA	NA	NA	NA	1188
Away from assigned area	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Bullying	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0
Cell Phone Violation	0	0	0	12	0	0	0	2	7	0	2	0	0	16	0	2	0	2	35	0
Cheating	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	7	0
Deception	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	0	0
Disrespectful	20	135	122	294	30	13	114	42	224	154	23	37	141	280	336	66	286	305	798	520
Disruptive classroom behavior	2	5	8	32	0	5	1	7	21	30	8	6	4	32	0	15	12	21	85	30
Drugs, other than Alcohol	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	2	0	0	0	0
Fighting	3	0	3	12	0	1	0	4	0	14	1	0	6	104	24	5	0	13	116	38
Inappropriate Behavior	0	0	0	0	0	0	0	0	0	0	0	0	0	56	0	0	0	0	56	0
Inappropriate Dress	0	3	0	0	0	2	0	0	0	0	0	1	0	0	0	2	4	0	0	0
Inappropriate Tech Use	1	0	5	54	0	0	0	4	7	0	1	0	0	8	8	2	0	9	69	8
Insubordination	16	80	93	178	0	13	54	23	168	42	0	31	110	88	40	29	165	226	434	82
Larceny/Theft	0	0	0	0	0	0	0	0	0	0	3	0	1	0	24	3	0	1	0	24
Lunch Room	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Name calling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Profanity	1	6	9	32	0	0	21	0	49	0	0	5	8	112	0	0	33	25	193	0
Physical Aggression	0	6	6	6	6	0	11	6	42	0	0	0	11	0	0	0	17	23	48	6
Sexual Harassment	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Threat/ Intimidation	0	1	4	6	0	1	1	2	49	0	0	0	1	24	8	1	2	7	79	8
Tobacco	0	1	1	0	0	0	0	0	14	7	1	1	3	8	0	1	2	4	22	7
Vandalism	0	0	3	7	0	0	0	0	6	0	2	1	5	0	0	2	1	8	13	0
Weapons- No Malicious Intent	1	0	0	0	0	0	0	0	0	0	0	0	1	0	8	1	0	1	0	8
Total Infractions	54	44	275	634	414	38	244	90	594	570	42	117	292	728	936	313	137	636	2075	1920

Analysis of Discipline Data:

Disrespectful behavior and Insubordination are the two categories with the most infractions. They would include things such as failure to complete a task assigned by a teacher, offensive language or gesture, and communication or actions that demonstrate a lack of respect toward others.

Implications:

We will continue to strive to have high expectations for behavior and communicate those expectations clearly, consistently and frequently to the students. We have begun to implement behavior plans with positive rewards for our students with the highest occurrences of behaviors. We have added CORE lessons to our homerooms that teach respect and responsibility. Administration will follow the school district's progressive discipline plan.

Staff are expected to be present in the hallways during all passing times and before and after school. This presence decreases negative behaviors.

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 also 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.

HMS Parent Survey (199)				
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)	37%	61%	2%	0%
My children are safe at school (FCC.1)	37%	61%	2%	0%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	25%	73%	2%	0%
Teachers care about my children (FCC.1)	37%	60%	3%	0%
The environment of the school is friendly and welcoming (FCC.2)	30%	66%	4%	0%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	23%	61%	14%	2%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	30%	60%	10%	0%
I am well informed regarding my child's attendance throughout the year (FCC.2)	39%	58%	3%	0%

Middle School Support Staff Survey (20)		
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)	100%	0%
I have received training specific to my duties in the district/school (TD.1)	100%	0%
I am required to participate in district level training for, Safe School and ALICE (TD.1)	90%	5%
My direct supervisor support enhances my professional growth through the evaluation process, coaching and feedback, and collaborative dialogue (TD.2)	90%	10%
Resources are available to support the achievement of identified professional learning (TD.2)	95%	5%
School staff members support one another, and the school climate is positive (FCC.1)	100%	0%

HMS Student Survey (6-8)										
Question	Strongly Agree	Agree	Disagree	Strongly Disagree	All Classes	Some Classes	No Classes	All Teachers	Some Teachers	No Teachers
The principal communicates consistent expectations, routines, and procedures that promote safety (EL.2).	106	260	7	1						
I am engaged in learning (I participate, interact, am on topic, take ownership, ask questions, etc.) (CI.2).					219	153	2			
I understand the classroom learning goals/targets (CI.2).					290	75	9			
I understand what quality work looks like (CI.2).	0	367	7	0						
What I am learning is purposeful and relevant (CI.2).	0	331	43	0						
I feel safe at school (FCC.1).	139	216	15	4						
I feel like a valued member of the school community (FCC.2).	82	247	42	3						
My teachers assist and support my learning (FCC.1).								313	60	1
The level of difficulty of my assignments is appropriate and manageable (FCC.1).					234	135	5			
I have an opportunity to participate in extra-curricular programs (FCC.1).	145	212	16	1						
I feel staff respect and honor all cultures at school (FCC.1).	168	190	16	0						
The school and my parents/family work as partners to support my success at school (FCC.2).	158	199	15	2						

HMS Certified Staff (38)						
Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	67%	28%	5%	0%		
I provide or list daily learning targets for students (C1.3)	16%	68%	16%	0%		
I use assessment results to determine my next instructional steps (C1.1)	51%	49%	0%	0%		
School goals are addressed by the principal (EL.1)	33%	38%	27%	2%		
The principal establishes, communicate, and routinely supervises implementation of clear and consistent expectations, routines, and procedures (EL.2)	33%	38%	28%	0%		
The principal provides feedback regarding my performance (TD.1)	28%	31%	31%	10%		
I feel supported by my principal (FCC.1)	49%	31%	20%	0%		
I know how to access a variety of professional development resources (TD.2)					90%	10%
The overall school culture/climate is positive (FCC.1)					85%	15%
I know the process for selecting and approving curriculum (C1.3)					95%	5%

Analysis of Survey:

Our two highest ranking categories are: I feel respect and honor all cultures at school and The school and my parents/family work as partners to support my success at school. We feel this is strengthened by our homeroom activities and our various forms of communication with our families. Our two lowest categories are What I am learning is purposeful and relevant and I feel like a valued member of school and community. We will incorporate ways to strengthen these two areas throughout the school year with more communication in the classroom and team building activities

2023-25 School Success Action Plan

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

If Staff collaborate within their departments, then they can identify strengths, concerns and needs and improve in areas of need.

What potential implementation challenges need to be addressed?

Staff will need to be committed to meeting monthly and stay focused to the task at hand.

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: Departments will meet monthly to go through data and resources. Resources required:	Oct - Mar	Math/ELA/SPED teachers HMS Admin	April 2025
Action 2: Curriculum will be analyzed for gaps and weaknesses in SPED, ESL and gap groups. Resources required: data from tests	Oct - Mar	Same as above	April 2025
Action 3: Curriculum and plans will be adjusted to strengthen weak areas. Resources required:	Oct - Mar	Same as above	April 2025
Expected Outcomes by the end of the school year: Increase in test scores on interim and final assessments.	Oct - Mar	Same as above	May 2025
Evidence of Progress: Noted modifications in curriculum, improved test scores, feedback from students and staff, cohesion in curriculum and teaching practices.	April	Same as above	April 2025
End of the Year Summary on Each Action Step:			

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

If staff continue to use IXL and interim assessments, then they can use this data to find strengths and weaknesses in math and ELA. Staff will strive for a 2% overall increase in the GAP groups.

What potential implementation challenges need to be addressed?

Staff will need to commit to using the assessments and take the time to analyze results.

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: IXL training will be provided to Math/ELA/SPED staff as needed Resources required: training modules and staff development time.	Oct - Mar	Math/ELA/SPED teachers HMS Admin	April 2025
Action 2: Interim assessment training will be provided for any staff that needs it. Resources required: training modules and staff development time.	Oct - Mar	Same as above	April 2025
Action 3: Inclusion of IXL and interim assessments into daily activities. Documented use into lesson plans. Resources required: training modules and staff development time.	Oct - Mar	Same as above	April 2025
Expected Outcomes by the end of the school year: Documented use of IXL in Math/ELA.	Sept - Mar	Same as above	May 2025
Evidence of Progress: Tracked usage of IXL and interim assessments. Increased Math and ELA scores.			
End of the Year Summary on Each Action Step:			

Theory of Action (If, Then, And Statement) Expresses the focus/direction: If the staff analyze the survey and find the top areas of concern, then they can implement strategies to improve those areas. Staff will strive for a 2% overall increase in the GAP groups. What potential implementation challenges need to be addressed? Staff will need to be committed to developing a plan and implementing it.			
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: Surveys will be compiled and analyzed for areas of concern. Resources required: Survey results	Oct - Dec	HMS Admin and staff	Dec 2023
Action 2: The top 2 areas of concern will be identified, and a plan developed to improve in those areas. Resources required:	Jan 2024	HMS Admin and staff	Jan 2024
Action 3: Speakers and other resources will be scheduled to support areas of need. CORE lessons and Rachel's challenge will be implemented. Resources required:	Oct - Mar	HMS Admin and staff	April 2024
Expected Outcomes by the end of the school year: Areas of need will be identified, and various supports will be implemented.	Oct - Apr	HMS Admin and staff	April 2025
Evidence of Progress: Feedback from parents, students and staff	Spring 2025	HMS Admin and staff	April 2025
End of the Year Summary on Each Action Step:			

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

If Staff have continued training on SPED and IEP process and ELL students, then they will better understand how to make accommodations and modifications and will be able to make additional changes when needed.

What potential implementation challenges need to be addressed?

Teachers will need to work closely with SPED/ELL teachers in this process.

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: SPED staff will take time to explain the SPED process and how modifications and accommodations are done. Resources required:	Oct - Apr	All staff	May 2025
Action 2: ELL staff will take time to explain the ELL process and best practices for making ELL accommodations. Resources required:	Oct - Apr	All staff	May 2025
Expected Outcomes by the end of the school year: Teachers and SPED staff work cohesively on plans for individual students.	Oct - Apr	All staff	May 2025
Evidence of Progress: Feedback will be gathered from staff.	April 2025	All staff	May 2025
End of the Year Summary on Each Action Step:			

Bo Beck

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
7/1/2022	James Brown	Science

School Enrichment Activities

The school offers a variety of different activities to enrich and strengthen all aspects of the school. Teachers use methods and instructional strategies that strengthen the academic program in the school, increase the amount of quality of learning time, and help provide an enriched and accelerated curriculum to provide a well-rounded education, such activities include:

- After school program with students where teachers provide additional teaching and guidance with school work
- Tutoring during school and after school provided by other students and/or staff
- mentoring for staff and students
- ICU - students work to make up work or receive additional guidance provided during and after school
- Student led conferences where students develop binders/portfolios for parents and lead the conference

The above strategies and activities will be evaluated for effectiveness by gathering feedback from students, staff, and parents.

Parent Involvement in Education

Parents/guardians play a vital role in supporting student achievement. The PTA is an active and dynamic organization which assists the school by promoting effective parent involvement.

Parents are provided with staff development opportunities through the Back to School orientation, strategies that are presented in monthly newsletters, and a lending library which is available to provide parents with information and resources to increase their involvement in their child's education.

The administration and staff communicate with parents through newsletters, the district website, team meetings, open houses, and teacher's web pages. Conferences are held twice a year to provide parents/guardians with information regarding academic skill development. Midterm reports and report cards are distributed four times a year and provide an overall view of student achievement. The Infinite Campus Parent Portal is an excellent tool for parents/guardians to review online grades, attendance, and discipline referrals from home. In addition, the school counselor provides an additional avenue for parent communication.

In an effort to promote additional parent involvement and to build a stronger knowledge base of the requirements, attempts will be made to review test scores with parents in small group meetings and individual test results are mailed home. Parents were provided written notice of the school's improvement needs in the monthly newsletter. In addition, the school improvement plan was discussed at PTA meetings, School Board meetings, and district-wide listening sessions.

Transition Processes

Transition activities for incoming sixth graders begin with a principal visit to fifth grade classrooms in our elementary feeder schools for the purpose of registration. This is usually done in February. Fifth graders visit and tour the middle schools in April. The program includes musical entertainment, snacks, and small group time with eighth grade leaders.

Special education teachers meet from the two levels to transition students on IEPs. This includes some parent meetings as well. Student Assistance Team coordinators also meet from the two levels to transition students of concern. Middle school WEB students visit fifth grade classrooms in May and present scenes that prompt discussion of middle school issues.

WEB (Welcome Everybody) orientation is a half day of activities at the middle schools that incoming sixth graders attend the week before school starts in the fall. Eighth graders are trained as WEB leaders and work with the sixth graders in small groups, lead tours, and meet with their WEB groups throughout the school year. One final activity that occurs right before school starts is an evening orientation for sixth grade students and parents where they meet staff, receive schedules, and purchase necessary school supplies.

Transition activities for eighth grade students begin with the CHS counselors visiting the middle schools to present information about classes at CHS in January. During the following week, middle school counselors and teachers work with students to complete their registration forms. The CHS registrar then comes to the middle schools to check and collect the students' registration forms. Eighth graders take a tour at CHS and meet teachers in March. Special education teachers meet from the two levels to transition students on IEPs and to register these students for appropriate classes. Principals meet to transition students of concern. LINK CREW orientation is a half day of activities at CHS that incoming ninth graders attend the week before school starts in the fall. Upperclassmen are trained as LINK Leaders and work with the ninth graders in small groups, lead tours, and facilitate activities during that orientation. CHS holds parent/student orientation sessions before the start of the school year. 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 colleges.

Monitoring and Support

Students who experience difficulty are referred to the Student Assistance Team (SAT) by parents, teachers, or students. SAT members meet to discuss academic progress of students bimonthly. Student needs are evaluated by the team with recommendations made to help rectify the problems identified.

Recommendations may include before or after school tutoring, placement in the HMS After School Program, behavior management plans, an outside mentor, permanent placement at grade level study table sessions, 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 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 plan. 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
- General fund for after school program

District Level-

- General fund allocations for WEB stipends
- Great Plains grant 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