

2023-2025

Simmons 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.

Simmons Middle School

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In an effort to facilitate and enhance student achievement at Simmons 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 Simmons 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.

Simmons 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 nine attendance centers: one 9-12 high school, two 6-8 middle schools, and six elementary buildings. Unique characteristics of the staffing patterns and student population of Simmons 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	Summer Eisenbraun	DOE SST
Counselor	1.20	1.20	1.20	Dr. Colleen Murley	Principal
FACS	1.00	1.00	1.00	Kelsey Scarborough	Assistant Principal
Language Arts	5.32	5.32	5.32	Angel Sampson	Counselor
Math	5.32	5.32	5.32	Amy Thompson	7 th Grade Math
Music	2.50	2.50	2.50	Kristen Ottenbacher	8 th Grade Reading/LA
PE/Health	3.00	3.00	3.00	Jenn Anderson	SPED
Science	2.66	2.66	2.66	Melledy Rostad	Electives
Social Studies	2.66	2.66	2.66	Jenna Hansen	Electives
SPED	4.00	4.00	4.00	Dave Hagen	Electives
Tech Education	2.00	2.00	2.00	Christine Lepkowski	Parent
Directed Study	2.69	2.69	2.69		

Sub-Group Breakdown of Tested Students							
SMS - Grades 6-8				SMS - Grades 6-8			
	2020-21	2021-22	2022-23		2020-21	2021-22	2022-23
Total Gr 6-8	546	501	467				
White	392	355	342	White	71.80%	70.30%	73.23%
Black	7	10	7	Black	1.28%	1.98%	1.50%
Asian	18	21	18	Asian	3.30%	4.16%	3.85%
Nat Am	49	44	33	Nat Am	8.97%	8.71%	7.07%
Hispanic	52	44	40	Hispanic	9.52%	8.71%	8.57%
Two or More	26	29	24	TR	4.76%	5.74%	5.14%
Pacific Islander	2	2	3	PI	0.37%	.40%	.64%
Econ Dis	204	122	203	Econ Dis	37.36%	24.16%	43.47%
SpEd	91	87	79	SpEd	16.67%	17.23%	16.92%
ELL	31	27	23	ELL	5.68%	5.35%	4.93%

Analysis of School Profile: The demographic breakdown of Simmons Middle School indicates that our student population is predominantly white, with 15% of the students indicating a Native American or Hispanic background. Our percentage of economically disadvantaged students is growing as well, while our English Language Learner and Special Education populations remain steady.

Implication of Data: We need to be aware of the increasing number of students who are classified as economically disadvantaged. We will need to scaffold information that may not be familiar to students, as they have not all had the same life experiences as we may have had growing up. Additionally, it is important to make sure our students have had access to food and shelter in order to be better prepared to learn.

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

	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
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	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"> Applied Arts curriculum study begins
2018-19	66 SPI	66 SPI	<ul style="list-style-type: none"> 6-12 Language Arts curriculum review K-5 Implement new language arts curriculum New School Report Card System
2019-20	NA	NA	<ul style="list-style-type: none"> New math curriculum was adapted Students completed virtual learning starting on 3/13/20 No state assessment was administered
2020-21	NA	NA	<ul style="list-style-type: none"> COVID Protocol Distance Learning Implemented due to COVID Implemented new math curriculum
2021-22	55 SPI	55 SPI	<ul style="list-style-type: none"> New PE and Health Curriculum Restorative Discipline Participated in TSI activities for attendance
2022-23	55 SPI TSI School	55 SPI TSI School	<ul style="list-style-type: none"> Implement CORE Project Implement attendance strategies

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.

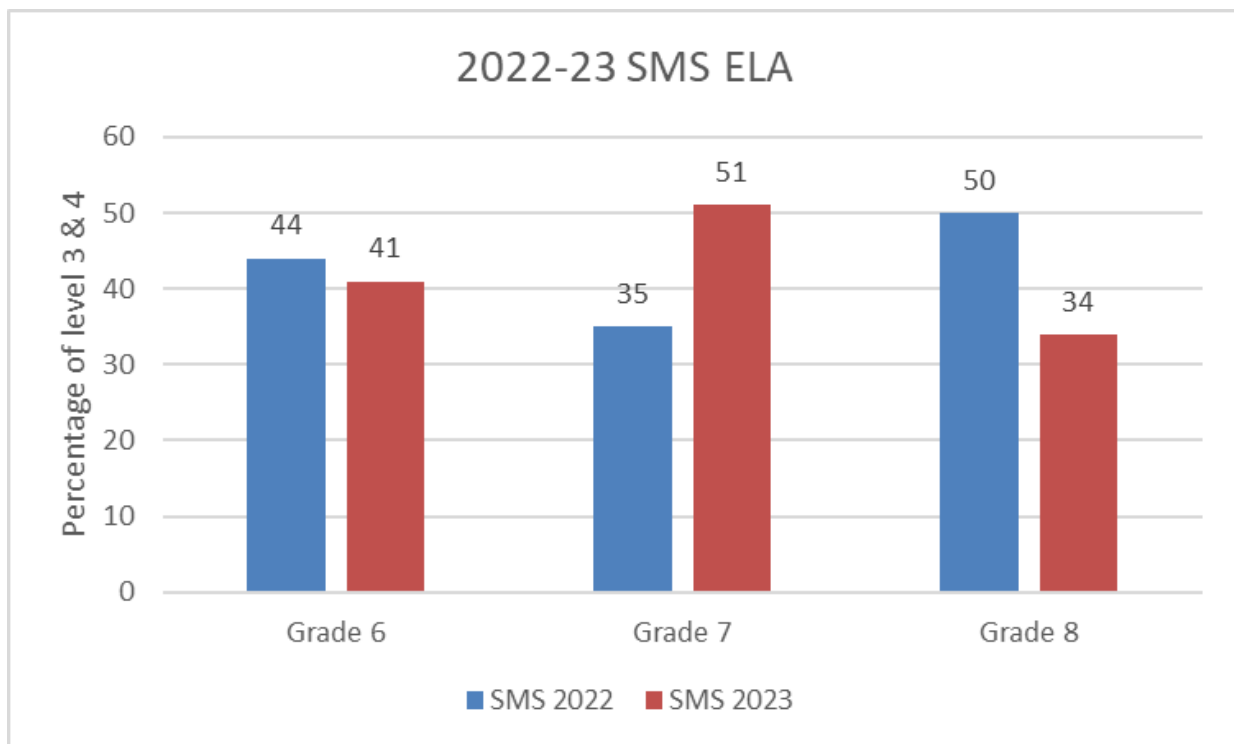
The School Improvement Committee met on the afternoon of August 17, 2023, to finalize the action plan statements and to refine the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary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

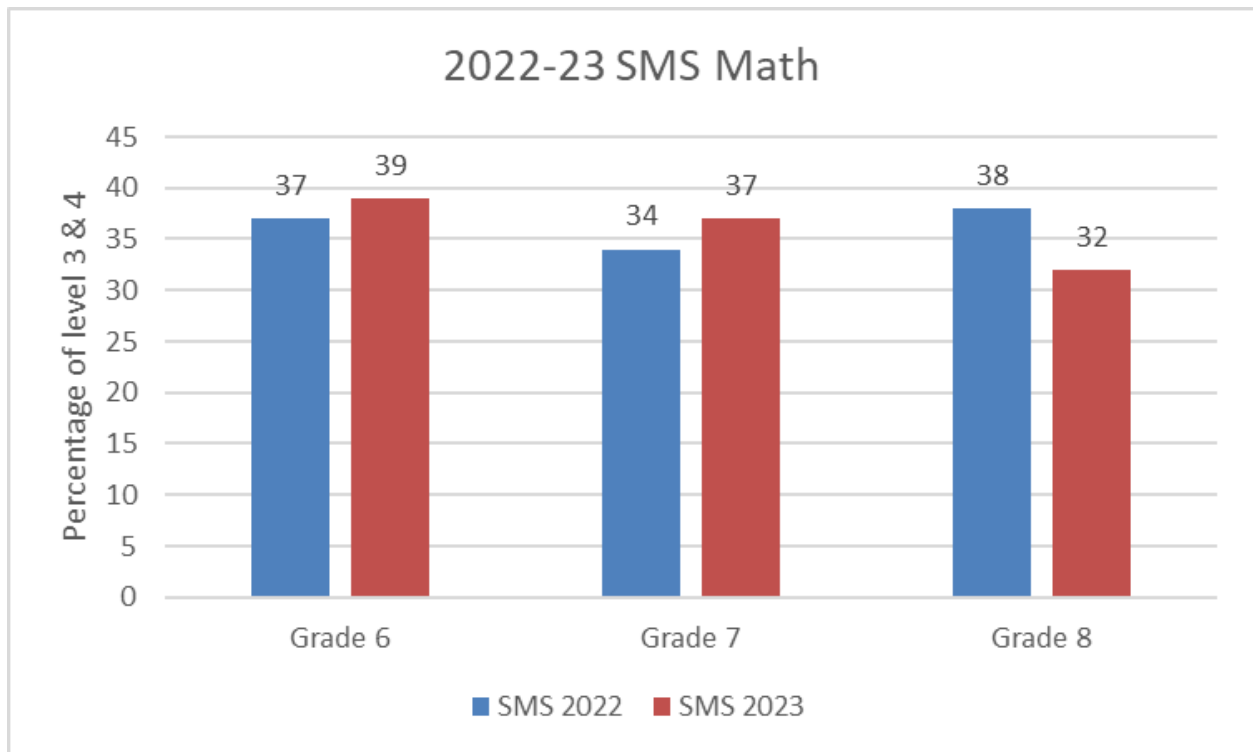
On August 21, 2023, staff members gathered to complete a review of all the quantitative data from the 2022-23 school year. This is year two of our CNA plan. Teams identified academic strengths and needs, updated their School Improvement Plan (SIP). Teachers used the academic data to develop their Student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

South Dakota State Assessment Results

Beginning in 2017, in compliance with the Every Student Succeeds Act (ESSA), the state of South Dakota required all students in grades 3-8 and 11 to take a computer adaptive test called the Smarter Balanced Assessment (SBA). The SBA assesses student achievement in the areas of math and reading. A student's score on each subtest places him or her in one of four achievement categories: Level 1, Level 2, Level 3, or Level 4. Students are deemed proficient when scoring Level 3 or Level 4. South Dakota's overarching goal for Student Achievement is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. AMO targets were set following the results of the Smarter Balanced assessment in the 2014-15 school year. In 2018 AMO targets were removed and a new growth model was adopted. 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 students seem to be making gains in language arts from 6th grade to 7th grade and held steady from 7th grade to 8th grade. In math the students remained steady from 6th to 7th grade and decreased two points from 7th grade to 8th grade.

Implications from Data: This year's data retreat focused on identifying which specific standards were strengths and needs for a class as a whole. Teachers have been tasked with identifying those standards and focusing in on a few of them to improve student scores in specific targets areas of claims on the assessment. Each teacher identified standards for focus and standards that other subject areas could help with. Each teacher of a non-tested subject then chose one of the identified standards and made a plan for how to address it.

SMS 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					
Away from Assigned Area	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Breaking Building Rules	0	0	0	0	0	0	0	0	4	0	0	0	1	0	0	0	0	1	4	0
Bullying	1	0	0	0	2	2	0	1	0	2	0	0	0	0	5	3	0	1	0	9
Bus Violation	1	0	0	0	0	0	0	5	0	0	0	0	0	0	0	1	0	5	0	0
Cell Phone Violation	12	20	4	16	13	12	12	0	24	30	14	8	14	17	62	38	40	18	57	105
Disrespect	18	15	24	19	36	8	12	15	42	39	4	10	24	14	43	30	37	63	75	118
Disruptive classroom behavior	22	12	11	6	0	3	9	5	2	0	4	1	11	4	0	31	0	27	12	0
Drugs	0	0	0	0	0	2	0	0	1	0	0	1	0	0	1	2	1	0	1	1
Fighting	3	6	3	4	5	7	3	2	6	0	5	1	0	2	1	15	10	5	12	6
Harass/Hazing	0	0	4	0	0	1	0	2	0	0	0	0	6	2	1	1	0	12	2	1
Inappropriate Dress	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	2	0	0	0	0
Inappropriate Tech Use	0	0	7	2	13	0	0	4	2	1	0	0	2	2	6	0	0	13	6	15
Insubordination	33	10	7	6	7	8	10	0	4	2	0	3	8	9	9	41	23	15	19	18
Name Calling	0	0	0	0	0	0	0	0	0	0	0		0	1	0	0	0	0	1	0
Pornographic Material	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0
Profanity	0	3	14	17	27	11	8	13	31	34	4	5	18	12	54	15	16	45	50	115
Physical Aggression	10	10	21	17	29	0	7	13	12	9	0	7	7	9	16	10	24	41	38	54
Sexual Harassment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Skiping class	2	0	0	4	2	3	0	2	7	8	2	0	5	0	13	7	0	7	11	23
Threat/Intimidation	5	0	7	2	4	2	0	0	2	3	0	0	1	2	10	7	0	8	6	17
Tobacco	0	1	2	0	0	0	2	0	3	1	3	8	6	2	1	3	11	8	5	2
Tardy	0	0	33	84	49	0	0	17	169	65	0	0	45	37	91	0	0	95	290	205
Vandalism	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	2	0
Weapons	1	2	1	1	0	1	0	0	4	0	0	1	0	0	0	2	3	1	6	0
Total Infractions	109	79	138	178	187	60	68	79	315	194	38	46	148	114	313	209	169	365	598	689

Analysis of Data:

There were significantly more behavior violations in the 8th grade than 6th or 7th. Taking tardiness and cell phones out of the equation, our biggest areas are profanity and disrespectful behavior. Explicit instruction and correction in the moment in these two categories would go a long way toward curbing this behavior.

Implications:

All staff need to have routines, procedures, high expectations for behavior and a well-structured classroom. We continue to place an emphasis on positive behavior referrals and building relationships with students. As negative behaviors decrease, more time can be spent on academic interventions which should result in an increase in academic achievement. We have implemented a positive behavior referral system and utilized push-ins (in class behavior modification by another adult) as interventions to office referrals.

All staff need to be present in the hallways between each class as well as at the end of the day. Lunch supervisors need to make sure to walk the area constantly in an effort to reduce the opportunities for inappropriate behaviors. Administration will work to consistently apply the school discipline plan to tardies in an effort to decrease them.

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 survey was 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.**

SMS 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).	110	321	29	4						
I am engaged in learning (I participate, interact, am on topic, take ownership, ask questions, etc.) (CI.2).					200	255	9			
I understand the classroom learning goals/targets (CI.2).					259	199	6			
I understand what quality work looks like (CI.2).	0	435	29	0						
What I am learning is purposeful and relevant (CI.2).	0	469	95	0						
I feel safe at school (FCC.1).	115	285	53	11						
I feel like a valued member of the school community (FCC.2).	71	278	91	18						
My teachers assist and support my learning (FCC.1).								302	159	3
The level of difficulty of my assignments is appropriate and manageable (FCC.1).					210	240	14			
I have an opportunity to participate in extra-curricular programs (FCC.1).	130	292	34	8						
I feel staff respect and honor all cultures at school (FCC.1).	145	250	54	15						
The school and my parents/family work as partners to support my success at school (FCC.2).	153	262	40	9						

SMS Parent Survey (88)				
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)	43%	52%	5%	0%
My children are safe at school (FCC.1)	36%	59%	5%	0%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	27%	69%	4%	0%
Teachers care about my children (FCC.1)	39%	58%	2%	0%
The environment of the school is friendly and welcoming (FCC.2)	34%	59%	7%	0%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	28%	58%	13%	1%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	34%	52%	14%	0%
I am well informed regarding my child's attendance throughout the year (FCC.2)	44%	51%	5%	0%

SMS Certified Staff (31)						
Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	74%	23%	3%	0%		
I use assessment results to determine my next instructional steps (C1.1)	47%	44%	6%	3%		
School goals are addressed by the principal (EL.1)	40%	50%	6%	4%		
The principal establishes, communicates, and routinely supervises the implementation of clear and consistent expectations, routines, and procedures that promote safety (EL.2)	31%	66%	3%	0%		
The principal provides feedback regarding my performance (TD.1)	35%	59%	6%	0%		
I feel supported by my principal (FCC.1)	53%	38%	6%	3%		
I know how to access a variety of professional development resources (TD.2)					97%	3%
The overall school culture/climate is positive (FCC.1)					75%	25%
I know the process for selecting and approving curriculum (C1.3)					84%	16%

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%

Analysis of Survey: A majority of students feel that they are engaged in learning, they understand the relevance of their learning, and understand the quality expectations. A large majority of students feel safe at school and feel that the staff supports their learning and culture. 95% of parents agree or strongly agree with nearly every area of the survey. The school could improve communication of student learning according to the survey. School staff feel they are trained well and that they are able to identify standards and targets for student learning.

2023-25 School Success Action Plan

Theory of Action (If, Then, And Statement) Expresses the focus/direction: If staff have training on IXL and interim assessments then they can use this data to find strengths and weaknesses in math and ELA. What potential implementation challenges need to be addressed? Implementation challenges: Time - assessing students and analyzing accompanying data take time, and teachers have little of 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: IXL refresher training provided to all grade level teams Resources Required: training modules and staff development time	Oct 2023-Jan 2024	All team teachers/SMS Admin	Jan 2024
Action 2: Interim assessment training will be provided for any staff who need it Resources Required: training modules and staff development time	Oct 2023-Jan 2024	Math/ELA/Sci teachers/SMS Admin	Jan 2024
Action 3: Inclusion of IXL and interim assessments into daily routines. Document use in lesson plans Resources Required: accountability for usage	Oct 2023-May 2025	All team teachers/SMS Admin	May 2025
Expected Outcomes by the end of the school year: Increased use of IXL and Interim Assessment data to inform instruction			
Evidence of Progress: Improvement in ELA/Math/Sci scores on the state assessment			
End of the Year Summary on Each Action Step:			

Theory of Action (If, Then, And Statement) Expresses the focus/direction: If staff collaborate within and across departments then they can identify strengths and needs and improve in areas of need by 5%.

What potential implementation challenges need to be addressed? Implementation challenges: Staff need to be committed to assisting with tested subjects even when they don't specifically teach a tested subject.

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 and analyze data from state assessments to determine standards which are more challenging for our students. They will identify standards they need to spend more time on, and standards other teachers can help with. Resources Required: claim and target date from the state assessments and corresponding standards	Aug-Sept 2023	Math/ELA/Sci teachers/ SMS admin	Jan 2024
Action 2: Teachers of non-tested subjects will choose a standard identified by the department groups and create an action plan for helping to teach this standard. Resources Required: identified standards	Aug-Sept 2023	Non-Math/ELA/Sci teachers/SMS Admin	Jan 2024
Action 3: Curriculum and plans will be adjusted to strengthen weak areas Resources Required:	Oct 2023-May 2025	All teachers/SMS Admin	May 2025
Expected Outcomes by the end of the school year: Increased in test scores on interim and final assessments			
Evidence of Progress: Noted modifications in curriculum, improved test scores, feedback from students and staff, cohesion in curriculum and teaching practices			
End of the Year Summary on Each Action Step:			

<p>Theory of Action (If, Then, And Statement) Expresses the focus/direction: If families are more involved with the school, they will be better advocates for school and academics, attendance for our subgroups and behavior overall should improve by 3%.</p> <p>What potential implementation challenges need to be addressed? Developing ideas that uniquely engage families to come into the school in a less formal way than parent/teacher conferences, getting staff to volunteer their time, funding</p>			
<p>Action Plan What actions/tasks will be used to achieve this milestone? What resources are required to implement the plan?</p>	<p>Timeline</p>	<p>Participation and Commitments Who is involved and what role do they play?</p>	<p>Completion Date</p>
<p>Action 1: Create a family engagement committee Resources Required: staff volunteers</p>	<p>Oct 2023-Jan 2024</p>	<p>Teacher volunteers</p>	<p>Jan 2024</p>
<p>Action 2: Plan events and activities that engage families either electronically or face to face Resources Required: potentially funding for some activities; time</p>	<p>Oct 2023 - May 2025</p>	<p>Family Engagement Committee/SMS Admin</p>	<p>May 2025</p>
<p>Expected Outcomes by the end of the school year: Increased traffic of families in the building</p>			
<p>Evidence of Progress: Improvement academics, attendance, and behaviors</p>			
<p>End of the Year Summary on Each Action Step:</p>			

Dr. Colleen Murley
Principal Signature

Camille Kaul
Superintendent/Designee Signature

2023-24 Aberdeen School District Staff Development Plan

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) 8:00-9:00 SIP Review Flexible Staff Development Day	8:00-3:00 EA Mental Health First Aid (DSC) 8:00-9:00 SIP Review Flexible Staff Development Day	8:00-3:00 EA Mental Health First Aid (DSC) 8:00-9:00 SIP Review 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	Mariah William	PLTW
7/1/2023	Lauren Brendel	Language Arts

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 the Homework Academy (ICU) program for struggling students, Native American tutoring, peer mentoring for new staff and students, and staff development activities focused around a comprehensive needs assessment. Additionally, the school incorporates SEL initiatives into homerooms to boost school climate and emphasizes community outreach through Youth Power, Student Senate, and homeroom activities. 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 opportunities to be engaged through the Back to School orientation, parent/teacher conferences, and strategies that are presented in monthly newsletters.

The administration and staff communicate with parents through mail, newsletters, brochures, the district website, team meetings, conferences, open houses, individual phone calls, Thrillshare, and Remind. Conferences are held twice a year to provide parents/guardians with information regarding academic skill development. Midterm reports and report cards are published eight 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 an effort to promote additional parent involvement and to build a stronger knowledge base of the requirements of ESSA, attempts will be made to review test scores with parents in small group meetings. 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 ed teachers meet from the two levels to transition students on IEP's. This includes some parent meetings as well. Student Assistance Team coordinators also meet from the two levels to transition students of concern. Middle school improv troupes 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. Special ed teachers meet from the two levels to transition students on IEP's 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 CREW 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 college.

Monitoring and Support

Weekly monitoring is accomplished through our Intensive Care Unit for grades program. Each week students with missing assignments are tracked and assignment completion is monitored. Students attend ICU daily Tuesday through Friday and are required to stay after school on Mondays and Wednesdays. Once all work is completed, they are removed from ICU. ICU is staffed by certified staff on Mondays and Wednesdays after school and educational assistants during the morning.

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

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

The School Improvement Committee will review the plan 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-

- General fund allocations for WEB stipends
- General Fund for extended school day (ICU)
- JOM funds for support to our American Indian students

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