

2023-25

Central High 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.

Central High School

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In an effort to facilitate and enhance student achievement at Central High 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 Central High School. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure compliance with Every Student Succeeds Act (ESSA) and the Next Generation Accountability Model.

Central High 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 Central High School are listed below:

Staff FTE	2021-22	2022-23	2023-24	School Improvement Planning Committee	
Art	3.00	3.00	3.00	Camille Kaul	Assistant Superintendent
Business/Comp. Sc.	3.59	3.59	3.59	Summer Eisenbraun	DOE SST
FACS	3.00	3.00	3.00	Jason Uttermark	Principal
Foreign Language	2.37	2.37	1.33	Jake Phillips	Assistant Principal
ILC	1.00	1.00	1.00	Gordon Tree Top	Indian Education Coord.
Language Arts	9.91	10.91	10.67	Shannon Knuppe	Counselor
Math	9.00	9.00	9.00	Mendy Jones	Sp. Ed. Teacher
Music	4.67	4.67	5.00	Brad Christenson	Math Committee
PE/Health	5.33	5.33	5.33	Jennifer Lofswold	Literacy Committee
Science	8.00	8.00	7.67	Charles Hermansen	Science Committee
Social Studies	7.33	7.33	7.33	Kent Hansen	Leadership Committee
SPED	7.00	7.00	11.00	Kerry Konda	Leadership Committee
Counselor	4.00	4.00	4.00	Jeremy Schutter	Leadership Committee
Deaf Education	0.25	0.25	0.25	Stephanie Daly	Leadership Committee
Building Trades	1.00	1.00	1.00	Elizabeth Ketterling	CTE Committee
Health Sciences	.67	.67	.67	Barb Nygaard	Sped Committee
Welding/Machine	1.00	1.00	0.00	Jessica Pruitt	Parent
AV Arts	1.00	1.00	1.00		
Networking	0.33	0.33	0.33		
Automotive	1.24	1.24	1.24		
Ag Science	1.00	1.17	1.17		
Academic Success		1.00	1.00		

Sub-Group Breakdown of Tested Students

Central High School-Grade 11				Central High School-Grade 11			
	2020-21	2021-22	2022-23		2020-21	2021-22	2022-23
Grade 11	346	328	305				
White	270	268	235	White	78%	82%	77%
Black	5	5	3	Black	1.45%	1.52%	.98%
Asian	8	16	10	Asian	2.30%	4.88%	3.28%
Nat Am	23	13	14	Nat Am	6.65%	3.96%	4.59%
Hispanic	26	17	26	Hispanic	7.50%	5.18%	8.52%
PI	1	1	1	PI	0.29%	0.30%	0.33%
TR	13	8	16	TR	3.76%	2.44%	5.25%
Econ Dis	79	64	89	Econ Dis	22.80%	19.51%	29.18%
SpEd	30	29	30	SpEd	8.67%	8.84%	9.84%
LEP	11	11	7	LEP	3.10%	3.35%	2.30%
Migrant	2	2	1	Migrant	0.58%	0.61%	0.33%

Graduation Breakdown

On Time Graduation				High School Completion			
	2020-21	2021-22	2022-23		2020-21	2021-22	2022-23
All Students	84.37%	82.88%	82%	All Students	93.91%%	90.6%	84%
White	87.14%	87.7%	89%	White	95.09%	93.9%	89%
Black	57.14%	42.86%	67%	Black	100%	100%	50%
Asian	88.89%	71.43%	100%	Asian	87.5%	100%	100%
Nat Am	78.95%	68%	31%	Nat Am	93.75%	72%	46%
Hispanic	61.11%	74.07%	17%	Hispanic	71.43%	80.77%	26%
PI	NA	100%	100%	PI	NA	100%	100%
TR	66.67%	64.29%	86%	TR	100%	76.92%	78%
Econ Dis	69.88%	47.83%	61%	Econ Dis	90.77%	70.27%	69%
SpEd	60.87%	72%	48%	SpEd	94.44%	100%	87%
LEP	71.43%	91.67%	NA	LEP	90%	92.31%	20%
Migrant	NA	50%	NA	Migrant	NA	50%	NA

Analysis of School Profile: The majority of the student body is made up of white students. About a third of the students are economically disadvantaged. Graduation rates were down for the 22-23 school year. High school completion percentages dropped in most areas from 21-22 to 22-23. On time graduation rates for all students is relatively the same. However, graduation rates decreased drastically with Native American and Hispanic students.

Implication of Data: We believe much of the data can be attributed to the challenges we faced during Covid period. We have made adjustments and we believe we are nicely on the way to recovery, but current numbers definitely do not reflect that. Challenges are still evident based on educational lapses from middle school. We have noticed there are more sections of Basic Classes. We need to continue to work at placing students in the proper courses, get students tutoring as needed, continue with credit recovery efforts, and personalize education as much as possible.

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: 24:43:01:01(53) Units of Credit

Academic Years Being Reported On: 2020-2025

Course(s) to Which Waiver Applies: Algebra I, Algebra II, Geometry, Biology, Chemistry, Physics, World History, US History, Spanish I, Government, Geography

School Year	Students Enrolled in Course	Students Receiving Credit
2018-19	0	0
2019-20	2	2
2020-21	2	0
2021-22	4	3
2022-23	1	0

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

Administrative Rule Waived: 24:43:11:07 Required high school unit offerings

Academic Years Being Reported On: 2023-2028

Course(s) to Which Waiver Applies: Students who participate in Oral Interpretation Class may receive their required .5 Speech credit toward graduation.

School Year	Students Enrolled in Course	Students Receiving Credit
2023-24	15	NA
2024-25		
2025-26		
2026-27		
2027-28		

School Improvement Timeline

	Reading	Math	Notes
2013-14	N/A	N/A	<ul style="list-style-type: none"> ● Implementation of Common Core Standards for English language arts and math ● Implementation of new 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	Met AMO	Did Not Meet AMO	<ul style="list-style-type: none"> ● Social Studies Curriculum study begins ● Added an additional elementary site
2017-18	NA	NA	<ul style="list-style-type: none"> ● K-5 Language Arts curriculum review ● 6-12 World Language, ITech, and Computer curriculum review
2018-19	TSI School	TSI School	<ul style="list-style-type: none"> ● 6-12 Language Arts curriculum review ● K-5 Implement new language arts curriculum
2019-20	TSI School	TSI School	<ul style="list-style-type: none"> ● K-12 Math curriculum review ● Addition of Night School at Central High School ● Distance Learning Implemented due to COVID
2020-21	TSI School	TSI School	<ul style="list-style-type: none"> ● COVID Protocol ● Distance Learning Implemented due to COVID ● Implemented new math curriculum
2021-22	72 SPI	72 SPI	<ul style="list-style-type: none"> ● Provide time to math standards alignment ● Provide additional Social Emotional Training ● Implement new PE and health curriculum
2022-23	73 SPI	73 SPI	<ul style="list-style-type: none"> ● Implemented Life Management Course ● Implement The Power of Giving Them Five

Comprehensive Needs Assessment

On August 17 & 22, 2021, staff members gathered to complete a comprehensive needs assessment of the entire school. Qualitative and quantitative data was reviewed based on the four areas of the CNA, leadership, curriculum and instruction, talent development and family engagement/ culture. Data sources included state assessment results, AIMS web results, ACT Test results, ACCESS results, attendance, and discipline reports. Data retreat participants broke down into sub-groups and identified strengths, areas of concern, and key areas in math and reading in need of improvement. Data is reviewed for all subgroups. An action plan was developed and possible strategies were then brainstormed. Detailed notes from all groups were submitted, kept, and referred to subsequent SIP meetings.

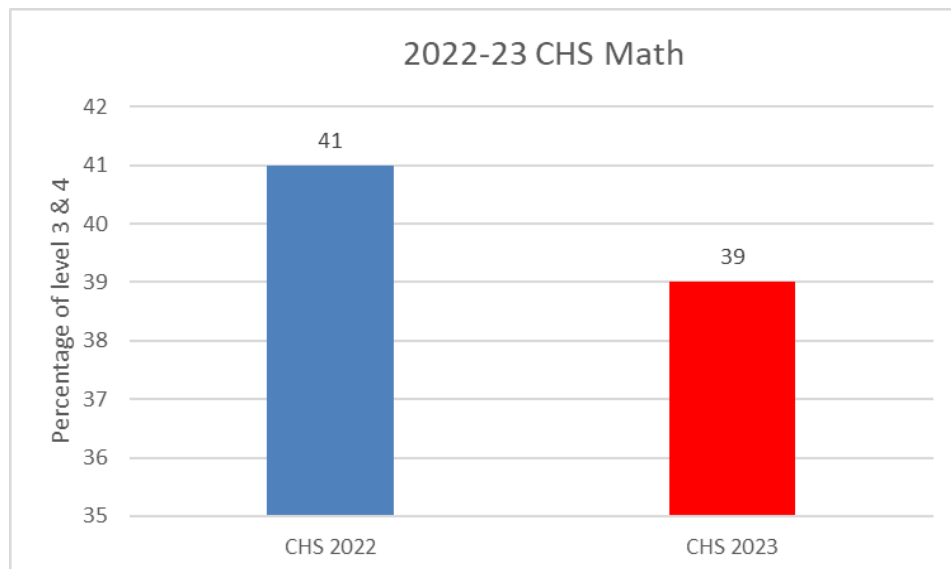
The School Improvement Committee met on the afternoon of August 22, 2023 and finalized the action plan statements and refined the strategies for implementation. After discussing a wide variety of strategies, an action plan was tentatively designed with time frames, persons responsible, and necessary 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.

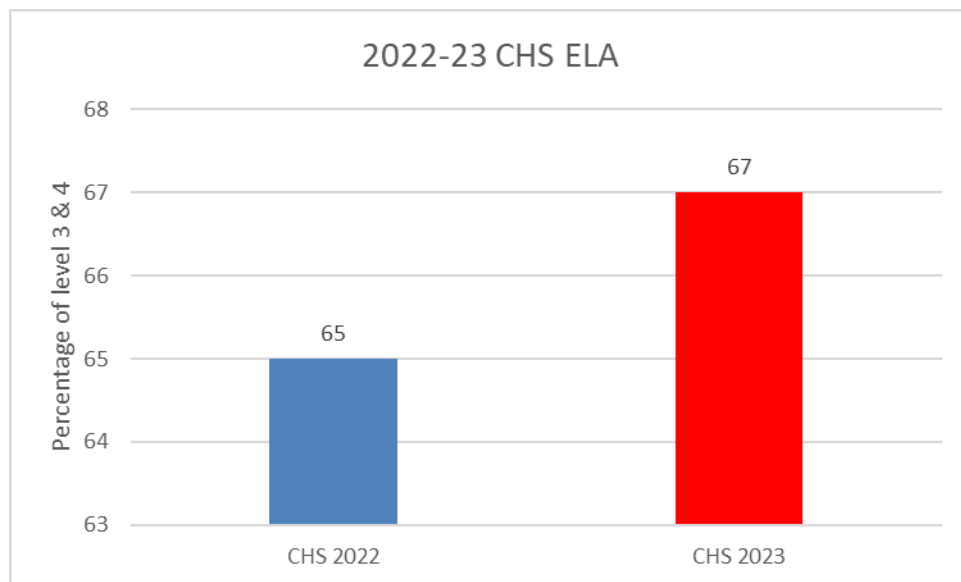
On August 21, 2023, staff members gathered to complete a review of all the quantitative data from the 2022-23 school year. This is year two of our CNA plan. Teams identified academic strengths and needs, updated their School Improvement Plan (SIP). Teachers used the academic data to develop their Student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

South Dakota State Assessment Results

Beginning in 2017, in compliance with 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) now known as South Dakota State Assessment (SDSA). The SDSA 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. 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. 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 data from the State Assessment has now been used since 2017. The CHS Reading scores of the percent of students proficient or advanced have traditionally been above the state average. This year we saw a slight increase in students proficient in language arts and a slight decrease in math. All results for the non-white sub-categories of students fell below the CHS average except for the Asian subgroup. The CHS Math results of the percent of students proficient or advanced decreased by 2. All students in the non-white sub-categories fell below the CHS average.

In the area of math, we found there was a higher number of students getting 1's and 4's went down by approximately 3%. In addition, our 2's went up approximately 5.5% and the 3's by 1%. Concepts and procedures along with problem solving and data analysis claims had the number of students at or near standard increase from 2021-22 to 2022-23.

Implications from Data: Reading scores improved by slightly more than 3%. It is still the lowest percentage of the four ELA categories, and focusing on literacy and reading scores is this year's focus for improvement. The overall math scores were down this past year and continues to be our biggest challenge. Our greatest need for focus is in the areas of Concepts and Procedures. We also need to address the areas of discrepancies in our sub-categories. We have many programs in place to help students in the area of math and we need to diligently use them to the fullest extent.

ACT Results

Trend-Average ACT Scores											
Year	Total Tested	English		Math		Reading		Science		Composite	
	Local	Local	State	Local	State	Local	State	Local	State	Local	State
2011-12	196	21.2	21.0	21.8	21.8	22.6	22.1	22.0	22.0	22.0	21.8
2012-13	175	21.6	20.9	21.9	21.8	22.5	22.1	22.4	22.1	22.3	21.9
2013-14	211	21.3	21.0	21.4	21.8	22.6	22.3	22.1	22.1	22.0	21.9
2014-15	207	21.3	21.0	21.2	21.7	22.6	22.4	21.8	22.1	21.9	21.9
2015-16	188	21.3	20.9	21.3	21.7	22.8	22.4	22.2	22.2	22	21.9
2016-17	195	20.1	20.7	20.7	21.5	21.8	22.3	21.7	22	21.2	21.8
2017-18	404	20.5	20.8	21.1	21.6	22.6	22.4	21.8	22.2	21.6	21.9
2018-19	393	19.5	21	20.2	21.8	21.6	22.8	21.1	22.4	20.5	22.06
2019-20	219	19.2	20.8	20.8	21.8	20.9	22.6	20.09	22.2	20.6	21.9
2020-21	318	20.3	20.6	21.2	21.6	22.2	22.6	21.7	22.2	21.5	21.8
2021-22	273	20.29	20.11	21.26	21.27	22.86	22.14	21.75	21.74	21.93	21.39
2022-23	187	20.33	19.85	21.42	20.93	22.64	21.78	22.14	21.44	21.67	21.07

Analysis of Data: The traditional scores we assess are the percent of ACT-tested students that are college ready. The benchmarks scores represent the percent of students that were declared college ready in each specific area. This particular set of information was not available at the time the report was due. However, the mean scores were available. In our district the mean scores were up in English, Math, and Science and lower in Reading. All of the scores beat the state average. Ironically, our greatest area of strength in comparison to state averages was in the area of Reading. Our lowest area of strength in comparison to the state averages was in the area of English. Number of students taking the ACT exam is down from prior years. We attribute that to the new university rules not requiring the ACT exam for admittance.

Implications from Data: Our overall scores have been solid for several years. We had a one-year downturn, 2018-19, that was disappointing. English and Science have been particularly strong over the years, but English was our lowest mean average this past year. Math scores were a major of concern in the past and those scores were up nicely. We need to improve in the area of math and preparing our students for College Algebra and closely monitor English scores for future trends.

Climate Surveys/Discipline Data

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.**

CHS Certified Staff (56)						
Question	Always	Frequently	Seldom	Never	Agree	Disagree
I align lessons to the state standards (C1.1)	62%	36%	2%	0%		
I provide or list daily learning targets for students (C1.3)	27%	51%	15%	7%		
I use assessment results to determine my next instructional steps (C1.1)	10%	73%	15%	2%		
School goals are addressed by the principal (EL.1)	13%	61%	21%	5%		
The principal establishes, communicates, and routinely supervises the implementation of clear and consistent expectations, routines, and procedures that promote safety (EL.2)	13%	43%	40%	4%		
The principal provides feedback regarding my performance (TD.1)	13%	54%	33%	0%		
I feel supported by my principal (FCC.1)	27%	38%	33%	2%		
I know how to access a variety of professional development resources (TD.2)					82%	18%
The overall school culture/climate is positive (FCC.1)					59%	41%
I know the process for selecting and approving curriculum (C1.3)					69%	31%

High School Support Staff Survey (18)		
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)	94%	6%
I have received training specific to my duties in the district/school (TD.1)	94%	6%
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)	89%	11%
Resources are available to support the achievement of identified professional learning (TD.2)	89%	11%
School staff members support one another, and the school climate is positive (FCC.1)	83%	17%

CHS Parent Survey (293)				
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)	29%	62%	7%	2%
My children are safe at school (FCC.1)	24%	64%	9%	3%
The level of difficulty with my child's assignments is appropriate and manageable (FCC.1)	23%	69%	8%	0%
Teachers care about my children (FCC.1)	20%	65%	13%	2%
The environment of the school is friendly and welcoming (FCC.2)	16%	68%	12%	4%
The school has supported me in knowing what I can do at home to support my child's learning (FCC.2)	14%	61%	18%	7%
I am well informed regarding my child's learning and academic progress through the year (FCC.2)	24%	59%	13%	4%
I am well informed regarding my child's attendance throughout the year (FCC.2)	37%	56%	4%	3%

CHS Student Survey (9-12)										
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).	112	318	24	16						
I am engaged in learning (I participate, interact, am on topic, take ownership, ask questions, etc.) (CI.2).					226	228	16			
I understand the classroom learning goals/targets (CI.2).					294	166	10			
I understand what quality work looks like (CI.2).	0	444	26	0						
What I am learning is purposeful and relevant (CI.2).	0	301	169	0						
I feel safe at school (FCC.1).	317	75	54	24						
I feel like a valued member of the school community (FCC.2).	252	125	52	41						
My teachers assist and support my learning (FCC.1).								222	239	9
The level of difficulty of my assignments is appropriate and manageable (FCC.1).					224	228	18			
I have an opportunity to participate in extra-curricular programs (FCC.1).	258	33	170	9						
I feel staff respect and honor all cultures at school (FCC.1).	253	100	87	30						
The school and my parents/family work as partners to support my success at school (FCC.2).	287	64	104	15						

Analysis of Survey: At our January 2022, staff reviewed the surveys produced by staff, students and parents. Below are the highlights.

Strengths:

- Students overall have a good understanding of what quality work looks like and were a valued member of the community
- Students indicated parents and school staff work together to support the student's success
- Over 92% of parents felt as if there was good communication with the school and well informed about attendance
- Staff felt they were supported by their administrator and knew how to access additional PD options when needed

Needs:

- Most parents would like more information on how they can help their child at home
- Most staff are unsure on how to access additional resources for curriculum or know the process for selecting curriculum
- Overall the climate is negative for staff

2023-25 School Success Action Plan

Theory of Action (If, Then, And Statement) If teachers collaborate, then we obtain additional knowledge from each other and have a greater impact on the learning of our students. Our greatest implementation challenge is time. Even during staff development teachers are overwhelmed. Our goal is to continue to work smarter, not harder			
Action Plan What actions/tasks will be used to achieve this milestone? What resources are required to implement the plan?	Timeline	Participation and Commitments Who is involved and what role do they play?	Completion Date
Action 1: Make sure that students including all subgroups are enrolled in the correct math class. Counselors will review 100% of failures at the end of each term and math teachers will make recommendations at the end of each term. A review of rosters by math teachers will take place prior to the third day of each term. Administrators will aid in the communication and review process with counselors in teachers at transitions. Resources Required: N/A	At the transition of every term beginning immediately	Middle school teachers – recommending students for honors and remedial Mr. Howard – checking transcripts Super Study teachers – checking schedules and graduation progress Counselors - Checking transcripts/final grades	Review at transition of every term. First review Oct. 20, 2023
Action 2: Build and reinforce math skills with all students in all subgroups. Math teachers are immediately building this into their lesson plans daily. Administrators will check lesson plans as part of the teacher evaluation process to ensure 100% compliance. Resources Required: collaborative Google drive with problems	Ongoing beginning immediately	High school math teachers – do reviews during class time (can be quick like bell work)	Will review and discuss at October 6, 2023
Action 3: Increase opportunities to help students get extra help in math through advisory tutoring, after-school tutoring, and peer tutoring. Math teacher will make referrals and communicate with parents. The SAT team will make referrals and communicate with parents. Administration participates in SAT meetings. Administration with monitor and review tutoring program weekly by tracking the number of participants with a goal of increased participation by 25% from first term to third term. Special attention will be given to subgroups not on par with the general population. Resources Required:	Ongoing beginning August 28, 2023	Tutors (HS and college) NASA (T/Th Tutoring) Math Teachers (classroom)	Will review and discuss at October 6, 2023
Expected Outcomes: Beyond the specific goals, we expect math test scores to rise, and we expect graduation rate to increase, especially in the subgroups with the biggest challenges.			

Dr. Jason Uttermark

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 Staff Meeting and Department Meetings 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 12:00 - 1:00 Staff Meeting
Monday, January 15	8:00-10:00 SIP Review	8:00-10:00 SIP Review	8:00-10:00 SIP Review 1:00-2:00 Department Meetings for testing
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 AM - Breakout sessions PM - RCD Practice
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 - TBD
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 - TBD

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
7/1/2021	Andre Cobb	Information Technology, Networking, Apps
7/1/2023	Karen DeBrine	Health Careers, Emergency Medical Services
7/1/2023	Kara Flakus	Graphic Design, Digital Photography
7/1/2023	Dan Trefz	Automotive, Diesel
7/1/2023	Evan Brandner	Language Arts
7/1/2023	Alexander Bellefeuille	Business, Web Page Design
7/1/2023	Joni Larson	Counselor
10/16/2023	Michael Lillis	Welding/Machine Tool
10/16/2023	Isaac Kaiser	Technology, Robotics

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 to increase the amount of quality of learning time and help provide an enriched and accelerated curriculum to provide a well-rounded education. Activities will include: bringing in special presenters, such as Kevin Locke who promoted Native American culture, history, language, and the arts; Build Dakota Road Show promoting the Build Dakota Scholarship; hosting the community wide Veterans Day Program; bringing in community leaders and working with our students as part of the Junior Achievement Ethics in Business program; students attending the College and Career Fair on the campus of NSU; supporting over dozen student centered clubs that perform thousands of community service hours; quarterly class meetings; post-secondary representatives are invited into Student Services often; music students working and performing with professional groups; intensive term-long Internship experiences; and inviting in and working with the Aberdeen Police Department to promote their DARE project. These are just a few of the enrichment activities we do. 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. Presentations on current topics are available to parents at each of our four parent-teacher conferences

We have a district wide push to connect to parents better through social media outlets. The district has hired a Media Relations Specialist. At Central High School we have upped our game in promoting our social media outlets and initial usage numbers have increased nicely. We need to keep promoting resources for help, the positive actions of students, enrichment activities, and much more.

The administration and staff communicate with parents through newsletters, brochures, the district website, team meetings, open houses, and parent workshops. Conferences are held four times 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 via the Student Services Website. Here parents can also sign up for a parent listserv for the senior class, where they will receive any email that Student Services sends out to the senior class. The goal is to also add a freshmen, sophomore and junior parent email listserv as well.

In an effort to promote additional parent involvement and to build a stronger knowledge base of the requirements of federal mandates, 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. The school improvement plan was discussed at PTA meetings, School Board meetings, American Indian Parent Advisory meetings and district-wide listening sessions. Parents also serve on our School Improvement Committee to help determine goals and create action plans for school improvement.

Central High School keeps all parents involved in their child's education in several ways. Progress reports are sent out quarterly. Parent/teacher/student conferences are held quarterly. Each child has a teacher advocate that monitors students' grades, attendance, and behaviors and communicates concerns to parents. Advocates are required to contact parents directly at least twice a year. The advocate also provides academic, career and social counseling. Each child has a counselor designated to their case for more professional issues. CHS has a referral process that keeps parents involved via Student Assistance Teams, 504 teams, and IEP teams.

Promoted parent involvement at the first Parent/Teacher Conference in the fall by coordinating with Vocational Rehabilitation services to provide information for more involvement in our Project skills program, TLC program and other adult agencies for students on an IEP. Representatives from those programs and adult agencies will attend to answer questions.

Transition Processes

Transition activities for incoming ninth grade students begin with the CHS counselors visiting the middle schools in January to present information about classes that are available at CHS. During the following week, middle school counselors and teachers work with students to complete their registration forms. The CHS registrar then goes 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. An 8th grade registration night is held at CHS for all incoming freshmen and their parents to advise them on academic planning and the registration process. 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. Counselors aid new students that arrive during the school year. CHS holds a Parent/Student Orientation and Activity Fair session before the start of the school year. Indian Education Office involved within the CHS Activity Fair for parent/student accessibility of program information and support. Visits from various American Indian College Admission departments promote accessibility and program resources that embrace cultural and transition needs of Native American students. 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

Central High School has devised an Academic Intensive Care Unit where students who are failing or have incomplete assignments are assigned to receive extra help.

All students have a teacher advocate that meets with the student daily during Super Study/Advisory Time. The teacher advocate monitors grades, attendance, and behavior of each of their students and also conducts social, career and academic counseling. Students who experience difficulty are referred by their advocate, classroom teacher, or parent to the Student Assistance Team (SAT). Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include counseling, 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. All SAT, SNT, 504, and IEP Plans are reviewed annually by the designated team.

In order to help combat the challenges brought about because of the Covid crisis, in 2022-2023 school year we added an Academic Success Coach position at CHS. We have continued that position in 2023-2024. We experimented a bit last year with how to best use that position and we believe we have made some nice adjustments in our approach to better help students with learning gaps.

CHS administration will review the monitoring and support plan quarterly during the 2023-24 school year to recommend adjustments. As the plan is reviewed and modified, progress will be shared with the School Board on an annual basis.

Fiscal Requirement

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

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

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

Financial Resources Available:

Building Level-

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

District Level-

- General fund allocations for all transition activities stipends, tutoring, and on-line classes.
- American Indian Parent Advisory Committee funding sources (Indian Education Act Title VI and Johnson O'Malley grants)
- United Way donation

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