

2017-2019

**C.C. Lee
Elementary**

**School Improvement
Plan**



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Aberdeen School District

Mission, Vision, and Beliefs

Mission

Empowering all students to succeed in a changing world.

Vision

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

Beliefs

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

Goals

- To meet AMO 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.

C.C. Lee Elementary School

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In an effort to facilitate and enhance student achievement at C.C. Lee Elementary School, parents, teachers, and administrators have joined to form a School Improvement Planning Committee. The committee's findings are found in this document, which is a tool that will enable stakeholders to sustain the school improvement focus at C.C. Lee Elementary. 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.

C.C. Lee Elementary School Profile

Aberdeen is located in northeastern South Dakota, a primarily rural state. It is the third largest city in the state with a population of 25,000. Aberdeen has two post-secondary institutions, Northern State University and Presentation College. Its main employers are the schools, the hospitals, Molded Fiberglass, 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 C.C. Lee Elementary School are listed below:

Staff FTE	2015-16	2016-17	2017-18	School Improvement Planning Committee	
General Education Teachers	18.0	18.0	18.0	Camille Kaul	Assistant Superintendent
Special Education Teachers	2.00	2.00	2.00	Christopher Osborn	Principal
Physical Education	1.00	1.00	1.00	Breanne Kraft	Kindergarten teacher
Music	1.00	1.00	1.00	Jessica Hed	1 st grade teacher
Orchestra	0.10	0.10	0.10	Susan Casper	2 nd grade teacher
Art	0.78	0.78	0.78	Jeanette Drapeaux	3 rd grade teacher
Speech	1.00	1.00	1.00	Jackie Bindenagel	4 th grade teacher
Counselor	1.00	1.00	1.00	Chandra Johnson	5 th grade teacher
				Amber Nguyen	Speech/language
				Katherine Hansen	PE Teacher
				Jennifer Aman	PTA president
				Lisa Jorgenson	PTA treasurer
				Elizabeth Castro	PTA vice president
				Priscilla Nelson	PTA secretary
				Vera Tipton	SST Dept. of Ed.

Sub-Group Breakdown of Tested Students

C C Lee - Grades 3-5				C C Lee - Grades 3-5			
	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
Total Gr 3-5	234	294	220				
White	204	239	190	White	87.2%	81%	86.40%
Black	5	11	6	Black	2.1%	3%	2.70%
Asian	3	5	4	Asian	1.3%	1.70%	1.82%
Nat American	6	10	7	Nat American	2.6%	3%	3.18%
Hispanic	6	9	4	Hispanic	2.6%	3%	1.82%
Two or More	10	20	8	Two or More	4.3%	6%	3.64%
PI	0	0	1	PI	0	0%	0.45%
Econ Dis	52	47	46	Econ Dis	22.2%	16%	20.90%
SpEd	28	35	25	SpEd	12.0%	12%	11.36%
LEP	6	4	3	LEP	2.6%	1.30%	1.30%
Migrant	0	1	0	Migrant	0.0%	0.30%	0%

School Improvement Timeline

	Reading	Math	Notes
2005-06	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Grades 5, 8, and 11 science assessment added to DakotaSTEP • Assessed on new South Dakota math content standards
2006-07	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Implementation of new grades K-5 district math curriculum
2007-08	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status
2008-09	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Implementation of new grades K-5 district science curriculum • Assessed on new South Dakota reading content standards
2009-10	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Implementation of new grades K-5 district social studies curriculum • Added Smart Board Technology
2010-11	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Language arts curriculum study begins
2011-12	NCLB Waiver	NCLB Waiver	<ul style="list-style-type: none"> • Implementation of <i>Reading Street</i> language arts curriculum and AIMSweb assessment
2012-13	Progressing	Progressing	<ul style="list-style-type: none"> • Math curriculum study begins • CGI Staff Development sessions
2013-14	N/A	N/A	<ul style="list-style-type: none"> • Implementation of <i>Investigations</i> math curriculum • Implementation of Common Core State Standards for English language arts and math
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	Pending	Pending	<ul style="list-style-type: none"> • K-5 Language Arts curriculum review • 6-12 World Language, ITech, and Computer curriculum review
2018-19			<ul style="list-style-type: none"> • Elementary schools ipad initiative. • New ELA Wonders Curriculum.

Comprehensive Needs Assessment

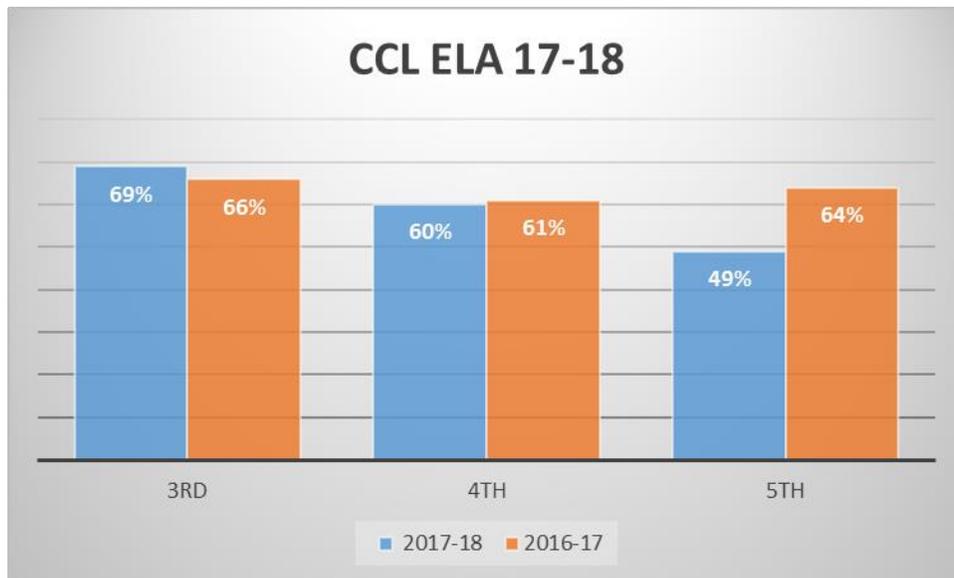
On August 20, 2018, staff members gathered to complete a comprehensive needs assessment of the entire school. Data was reviewed based on student, program and structure, professional practices, and family and community information. Data sources included Smarter Balanced, AIMSweb, demographics, attendance, and climate surveys, discipline reports. Data retreat participants identified strengths and areas of concern and identified key areas in math and reading in need of improvement. Data is reviewed for all subgroup, gap, and non-gap groups. During the month of September, SIP team members reviewed the draft and offered feedback. All teachers identify research-based interventions to use in the classroom.

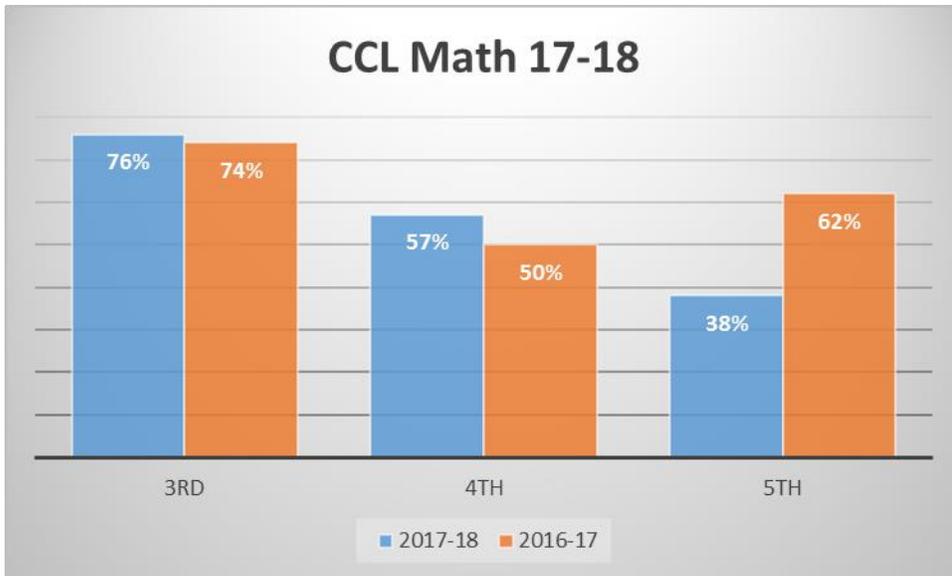
Core team teachers were also provided with student rosters and their level of proficiency in reading and math on the Smarter Balanced Assessment. Review of this data allowed staff members to develop effective prescriptions for students based on educational needs. The school improvement committee identified goals to work towards throughout the school year. The plan will be reviewed on an on-going basis with modifications made as the school improvement committee deems necessary.

Smarter Balanced Results

Beginning in 2016, 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.

The following table displays the percentage of students who scored proficient (Level 3 or Level 4) for the 2016-17 school year and the 2017-18 school year.





Analysis of Data: The students of C.C. Lee are showing consistent marks in the areas of ELA. The scores improved in the fourth and fifth grade with a decline in the third grade. The third grade students continue to be strong in the area of Math and ELA with 76% and 69% of student testing. Students are still performing at a higher rate than the State average.

The Math scores at C.C. Lee did have a decrease in the 3rd and 4th grades, but a big step forward in the 5th grade. The 4th grade is very concerning that only half of the kids are meeting standard in Math.

Implications from Data: We will continue to offer support for students that are struggling with Math and Language Arts. The Language Arts are stable scores, but we would like to see improvement. The Math scores are not showing the same stabilizing effect. We will continue to monitor and offer After School program to improve performance on Math and ELA tests.

AIMSweb Reading Assessments

Description of Data: AIMSweb is a formative assessment system that informs the teaching and learning process by providing continuous student performance data and reporting improvement to enable evidence-based evaluation and data-driven instruction. AIMSweb provides a 3 Tier Progress Monitoring and Response to Intervention system which assesses students' general reading achievement. AIMSweb utilizes Curriculum Based Measurement (CBM), an approved and standardized assessment practice based on over 25 years of scientific research. Specific skills assessed include reading comprehension and early literacy skills (phonics and phonological awareness). The AIMSweb system allows frequent monitoring of students who are at-risk for academic failure or currently below grade level by using general outcome measures in any of these areas. This system allows educators to determine if the current curriculum and instruction of core programs or interventions is having the intended effect on student progress.

K – Letter Naming				1 st Grade – Oral Reading Fluency			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	56%	83%	80%	% Average Or Above Average	32%	78%	93%

2 nd Grade - RCBM				3 rd Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	80%	91%	92%	% Average Or Above Average	87%	95%	95%

4 th Grade - RCBM				5 th Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	77%	95%	88%	% Average Or Above Average	95%	95%	87%

Analysis of Data:

Our Kindergarten letter naming scores showed great improvement from 56% to 83% but then a decline to 80%. The 1st grade scores of oral reading fluency show a dramatic change during the year. The assessment in the fall is the first time the students are assessed in this manner so the low scores were not surprising. The continued growth throughout was a positive outcome. The 2nd – 5th grade assess Reading Comprehension and the 2nd and 3rd grade showed improvement throughout the year finishing with a 92% proficiency and 95% proficiency. The 4th and 5th showed high scores with extremely high scores in the winter.

Implications from Data:

Nearly 90% of our 4th and 5th grade students performed at or above standard. The 4th and 5th grade students do not receive interventions, so their high performance is really good. The 2nd and 3rd grade students are also performing at a very high level when it comes to comprehension when reading. The 2nd and 3rd grade students were 92% and 95% average or above average for reading comprehension. This skill is going to enable many opportunities for the future. The 1st

grade students started the year off with an oral reading fluency assessment, the first of their young lives. The beginning year score is normally low, but the growth is phenomenal. The 1st grade recorded have 93% of the students at the average to above average reading fluency. Kindergarten students have a letter naming fluency assessment and must identify letters in a given amount of time. Only 80% were at or above average for letter naming fluency.

These scores help us create intervention groups and become very successful. Our intervention groups assisted over 40 students in their pursuit of a solid foundation to their academic career. The groups in K-2 meeting 30 minutes a day five days a week. The progress that they make is very impressive.

2017-18 Goals, Objective, and Evidence-Based Strategies for Reading

(When developing goals be sure to include information regarding subgroups of students.)

Goal 1: Students will apply strategies to improve AIMSweb scores in Kindergarten (LNF), 1st (ORF), and 2-5 (RC).	
Objective 1: 76% of kindergarten students will score in Tier 1 or Tier 2.	
Objective 2: 80% of 1 st grade students will score in Tier 1 or Tier 2 by the spring benchmark.	
Objective 3: 80 % of 2-5 grade students will be in score Tier 1 or Tier 2 by the spring benchmark.	
List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:	How will the strategies be evaluated for effectiveness:
<ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers • Read alouds • Differentiated instruction • Homework • Student Practice • Native American Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction • After School Tutoring 	<ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Reading Checks • Progress Monitoring
Time frame: August 2017 – May 2018	
Budget Implication: Portions of \$4,000 After school tutoring and general funds	

Summary of Results- The kindergarten students at C.C. Lee Elementary did surpass the objective of having 76% of the class at or above average. The 1st grade student also surpassed the spring benchmark as well. The goal for our 2nd – 5th grade students was to have 80% but the students were closer to 90% at or above average.

Goal 2: Students will meet ELA AMO expectations for the 2017-18 school year.	
Objective 1: Students in Grades 3-5 will obtain 64% proficiency on Smarter Balance Assessment.	
Objective 2: Students will improve in the writing level on the SBA with 80% of 3-5 students At/Near or Above Standard.	
Objective 3: ELA students will be 70% in the writing area At/Near or Above Standard.	
List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:	How will the strategies be evaluated for effectiveness:
<ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers 	<ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests

<ul style="list-style-type: none"> • Read Aloud • Differentiated instruction • Homework • Student Practice • Native American Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction • After School Tutoring 	<ul style="list-style-type: none"> • Fluency Checks • Partner Discussions • Daily Assignments/checks • Reading Checks • Progress Monitoring • Rubrics
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Time frame: August 2017-May 2018

Budget Implication: Portions of \$4,000 After school tutoring and general funds

Summary of Results- The 3-5 students fell just short of the 64% proficiency on the SBAC Assessment. The student rate of proficiency was just below at 63% proficient. The students at C.C. Lee did however perform very well on the target area of writing, scoring 83% at or above average for Writing score. Our GAP students however, did not reach our goal of 70%. This will be a focus in the future.

2017-18 Goals, Objective, and Evidence-Based Strategies for Math

(When developing goals be sure to include information regarding subgroups of students.)

Goal 1: Students will continue to apply mathematical procedures, problem solving, and communicating math reasoning.	
Objective 1: Students in 3-5 will meet or exceed AMO proficiency goals on SBA. (64% of students)	
Objective 2: ELL students will have a proficiency goal of 60% or better.	
List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards: <ul style="list-style-type: none"> • Direct Instruction • Reteach • Individualized Instruction • Graphic Organizers • Read Aloud • Differentiated instruction • Homework • Student Practice • Native American Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction • After School Tutoring • Investigation Math Games • Game Night • District Math Expert Tutoring 	How will the strategies be evaluated for effectiveness: <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Math Investigation Games • Game Night •
Time frame: August 2017-May 2018	
Budget Implication: Portions of \$4,000 After school tutoring and general funds	

Summary of Results- Our Math goal was well short of our anticipation, our students performed well below the 64% proficiency rate for our AMO. The third grade and fourth grade could not raise the overall average high enough. Our GAP students also unfortunately were shy of the goal.

Goal 2: Using Mathematical strategies students will improve mathematical concepts, procedures, and analysis.	
Objective 1: All students will attain an 80% or better on an End-of-the-Year Math Assessment.	
Objective 2: ELL students will attain 70% or better on an End-of-the-Year Math Assessment.	
List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards: <ul style="list-style-type: none"> • Direct Instruction 	How will the strategies be evaluated for effectiveness: <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments

<ul style="list-style-type: none"> • Reteaching • Individualized Instruction • Graphic Organizers • Read alouds • Differentiated instruction • Homework • Student Practice • Native American Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction • After School Tutoring • Investigation Math Games • Game Night • District Math Expert Tutoring 	<ul style="list-style-type: none"> • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Math Investigation Games • Game Night • Peer Games
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Time frame: Aug. 2017 – May 2018

Budget Implication: Portions of the \$4,000 After School Tutoring

Summary of Results-
 The students perform very well on the End of the Year Assessment in our Math curriculum. 90 % of our students perform at an 80% rate on the end of the year assessment. Our GAP students performed very well also, scoring 80% proficient on the end of the year assessment.

2018-19 Goals, Objective, and Evidence-Based Strategies for ELA

(When developing goals be sure to include information regarding subgroups of students.)

Goal 1: Students will apply strategies to improve AIMSweb scores in Kindergarten (LNF), 1st (ORF), and 2-5 (RC).	
Objective 1: 80% of kindergarten students will score at or above average by the spring benchmark.	
Objective 2: 85% of 1 st grade students will score at or above average by the spring benchmark.	
Objective 3: 85 % of 2-5 grade students will score at or above average by the spring benchmark.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers • Read alouds • Differentiated instruction • Homework • Student Practice • Native American Tutoring, After School Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Reading Checks • Progress Monitoring • Reading Interventions
Time frame: August 2018 – May 2019	
Budget Implication: Portions of \$4,000 After school tutoring and general funds	

Goal 2: Students will meet ELA AMO expectations for the 2018-19 school year.	
Objective 1: Students in Grades 3-5 will obtain 70% proficiency on Smarter Balance Assessment (SBA).	
Objective 2: Students will improve in the writing level on the SBA with 84% of 3-5 students At/Near or Above Standard.	
Objective 3: ELL students will be 70% in the writing area At/Near or Above Standard.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers • Read Aloud • Differentiated instruction • Homework • Student Practice • Native American Tutoring, After School Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Reading Checks • Progress Monitoring • Rubrics • Reading Interventions
Time frame: August 2018-May 2019	
Budget Implication: Portions of \$4,000 After school tutoring and general funds	

2018-19 Goals, Objective, and Evidence-Based Strategies for Math

(When developing goals be sure to include information regarding subgroups of students.)

Goal 1: Students will continue to apply mathematical procedures, problem solving, and communicating math reasoning.	
Objective 1: Students in 3-5 will meet or exceed AMO proficiency goals on SBA.	
Objective 2: ELL students will have a proficiency goal of 60% on the SBA.	
List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards: <ul style="list-style-type: none"> • Direct Instruction • Reteach • Individualized Instruction • Graphic Organizers • Read Aloud • Differentiated instruction • Homework • Student Practice • Native American Tutoring • Webb Level Questioning • Setting Goals and Expectations • Scaffolding Instruction • After School Tutoring • Investigation Math Games • Game Night • District Math Expert Tutoring 	How will the strategies be evaluated for effectiveness: <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Math Investigation Games • Game Night •
Time frame: August 2018-2019	
Budget Implication: Portions of \$4,000 After school tutoring and general funds	

Goal 2: Using Mathematical strategies students will improve mathematical concepts, procedures, and analysis.	
Objective 1: All students will attain an 80% or better on the SBA.	
Objective 2: ELL students will attain 70% or better on the SBA.	
List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards: <ul style="list-style-type: none"> • Direct Instruction • Reteaching • Individualized Instruction • Graphic Organizers • Read alouds • Differentiated instruction • Homework • Student Practice • Native American Tutoring • Webb Level Questioning 	How will the strategies be evaluated for effectiveness: <ul style="list-style-type: none"> • Checklists • Exit tickets • Informal assessments • Observation • Think/Pair/Share • Unit Tests • Fluency Checks • Partner Discussions • Daily Assignments/checks • Math Investigation Games • Game Night • Peer Games

<ul style="list-style-type: none">• Setting Goals and Expectations• Scaffolding Instruction• After School Tutoring• Investigation Math Games• Game Night• District Math Expert Tutoring	
Time frame: Aug. 2018 – May 2019	
Budget Implication: Portions of the \$4,000 After School Tutoring	

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 tutoring, flexible seating, peer reading programs, reading interventions, Native American Tutoring at school & bi-weekly evening meetings.

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

Professional Development

Throughout the year, staff members will be engaged in a variety of activities to help them build capacity with the two identified goals. Additionally, staff will attend appropriate national, state, and regional conferences that will support the school-wide goals.

Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction. During monthly staff meetings, instructional leadership is provided. In addition to this, the staff members share information and strategies that have shown effective in their own classrooms, giving staff ownership in their professional development opportunities. Finally, CC Lee Elementary’s professional library is constantly being upgraded in the areas of effective strategies for math and reading instruction, building positive relationships with parents and students, and ways to integrate technology effectively into instruction.

2017-18	
Staff Development Schedule	
August 14	8:00-12:00 New Teacher Orientation 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Building Meetings
August 15	8:00-10:00 Welcome Back, CHS Theater 10:00-12:00 Building Staff Meeting 1:00-3:30 Individual/Team Planning 2:00-3:30 SPED meeting, HMS Theater
August 16	8:00-12:00 NSU Presenter, JFAC TeachingWorks, Dr. Francesca Forzani & Dr. Nicole Garcia 1:00-3:30 Individual/Team Planning
August 21	8:00-12:00 Data Retreat 1:00-3:30 Grade Level Data Analysis
August 22	8:00-11:30 School In Session 12:30-3:30 Individual/Team Planning
November 22	8:00-11:30 School In Session 12:00-3:30 Transforming Classroom Grading, Chapter 6
January 2	8:00-10:00 Winter Address 10:00-3:30 Back mapping Assessments
January 3	8:00-12:00 Evaluate and Write Assessment Gaps 1:00-3:30 Building Planning 8:30-3:30 SPED EA Retreat
February 16	8:00-11:30 Tom Schimmer@ CHS 12:30-3:30 Individual/Team Planning
March 29	8:00-12:00 Finalization of Assessments 1:00-3:30 Individual/Team Planning
April 30	8:00-12:00 ELA Curriculum Review 1:00-3:30 ELA Curriculum Review
May 24	1:00-3:30 Individual/Team Planning

2018-19 Staff Development Schedule	
August 13	8:00-12:00 New Teacher Orientation 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Building Meetings (new staff)
August 14	8:30-11:30 NSU Alex Kajitani, JFAC 11:30-12:30 lunch 1:00-3:30 Building Meetings
August 15	8:00-10:00 Back to School, CHS Theatre 10:00-12:00 Individual/Team Planning 1:00-3:30 Individual/Team Planning 2:00-3:30 SPED, HMS Theatre
August 20	8:00-11:30 Data Retreat 12:30-3:30 Individual/Team Planning (SE,LE, MO) 1:00-3:30 ALICE Training, OMT, Library 1:00-3:30 ALICE Training, CCL/MME @ CCL
August 21	8:00-11:30 School In Session 12:30-3:30 Individual/Team Planning(CCL, MME, OMT) 1:00-3:30 ALICE Training, SE, Art Room 1:00-3:30 ALICE Training, LE, Art Room 1:00-3:30 ALICE Training, MO, Art Room
October 5	8:00-3:30 Wonders/ Technology Training
November 21	8:00-11:30 School In Session 12:30-3:30 Individual/Team Planning
January 2	8:00-10:00 Winter Address 10:00-12:00 SPED/EL Grading 1:00-3:30 Individual/Team Planning
February 15	8:00-11:30 KG-2, Technology Training 8:00-11:30 3-5, Individual/Team Planning 12:30-3:30 3-5, Technology Training 12:30-3:30 KG-2, Individual/Team Planning
March 13	8:00-12:00 Equitable Grading 1:00-3:30 Individual/Team Planning
April 18	8:00-12:00 ELA Assessment Writing 1:00-3:30 Individual/Team Planning
May 17	1:00-3:30 Individual/Team Planning

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.

Parent Involvement in Education

C.C. Lee Elementary School 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 and School Board meetings. Our school improvement plan is posted on the Web Page. C. C. Lee PTA sponsors the following to promote parent involvement: Open House, Book Fair, Family Night, Conference Meals and teacher appreciation. Finally, quarterly report cards and mid-term grades are shared with parents, as well as, an opportunity to sign up for the Infinite Campus Parent Portal.

Transition Processes

The registration process for incoming kindergarten students begins in January at each elementary school. Parents are encouraged to provide the school with the child's name, birth certificate and immunization records to complete the registration process. In the spring, the kindergarten round-up is held for registered students to introduce the parents and students to the teachers, classroom areas, and overall school building. At the start of the new school year, the teachers meet with parents to provide them with information regarding the expectations for kindergarten. Students begin the year by attending school in small groups to become better acquainted with their environment and daily schedule.

Transition activities for fifth graders moving to the middle school begin with a visit from the middle school principal in February. During this session, the principal provides an overview of the middle school experience and distributes registration materials. Fifth grade students visit and tour the middle schools in April. The program includes musical entertainment, school tour, snacks, and small group discussion time with eighth grade student leaders. The middle school improv troupes visit fifth grade classrooms in May to present scenes that prompt further discussion of middle school issues.

New students are welcomed to the school with an orientation provided by the principal, school counselor and/or administrative assistant. Periodically, new student groups are formed to provide students with an opportunity to meet other new students and express their concerns in a small group setting.

All high school students are provided opportunities for career exploration, options for postsecondary education, vocational training, and work force information. High school students may participate in Advance Placement courses and dual credit courses through the local college.

Monitoring and Support

Students who experience difficulty are referred to the Student Assistance Team (SAT) by parents, teachers, or students. 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 a formal evaluation of academic and/or psychological needs. Evaluation processes and Child Find requirements are followed under the Individuals with Disability Act. After the evaluation has been completed, the team communicates the results to staff members and the child's parents. Recommendations may include services in Special Education.

The School Improvement Committee will review the plan in August/September during the 2018-19 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. SIP goals are included in weekly Friday Notes to staff and posted in the teachers' lounge.

Fiscal Requirement

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

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

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

Financial Resources Available:

Building Level-

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

District Level-

- Title I allocation for reading teacher and tutors' salaries
- Great Plains Grant & general fund for extended school day tutoring program

Ongoing Program Development

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

The improvement plan will be presented to the Aberdeen School Board for final approval in November of 2018. 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 2018-19 school year.

July	Preliminary results identified by the DOE
Completed by August 20	Building data compiled and team members identified
August 20	Building data retreats held with all staff members
Completed by September 7	Building leadership teams meet to refine goals and strategies
Completed by September 14	Finalize requirements of building school improvement plans and submit to Assistant Superintendent
September 24	Smarter Balanced scores presented to the school board
September 26	District school improvement meeting-conduct peer reviews of building plans
October 12	Building school improvement plan revisions due back to the Assistant Superintendent
October 22	School improvement plans submitted to school board for first reading
November 12	School improvement plans submitted to school board for final approval
Completed by January 25	Building leadership teams meet to review student progress and make necessary adjustments to school improvement plan
Completed by April 19	Building leadership teams meet to conduct annual assessment of school improvement plans and make adjustments as necessary