

2017-2019

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 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 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	2016-17	2017-18	2018-19	School Improvement Planning Committee	
Art	3.00	3.00	2.67	Camille Kaul	Assistant Superintendent
Business/Comp. Sc.	3.59	3.59	3.87	Vera Tipton	DOE SST
FACS	3.00	3.00	3.00	Jason Uttermark	Principal
Foreign Language	2.37	2.37	2.67	Dawn Seiler	Assistant Principal
ILC	1.00	1.00	1.00	Karlie Cooper	Indian Education Coord.
Language Arts	9.58	9.58	9.58	Barry Hehn	Counselor
Math	9.00	9.00	9.00	Mendy Jones	Sp. Ed. Teacher
Music	4.67	4.67	5.00	Barb Glanzer	Math Committee
PE/Health	5.33	5.33	5.00	Brittany Smid	Literacy Committee
Science	8.00	8.00	8.00	Kent Hanson	Comm. Rel. Committee
Social Studies	7.33	7.33	7.67	Hannah Carlson	Health & Well. Committee
SPED	7.00	7.00	7.33	Saundra Anderson	Safety Committee
Counselor	4.00	4.00	4.00	Sheila Sandquist	Parent
Deaf Education	0.25	0.25	1.00	Mikayla Arechigo	Librarian
Building Trades	1.00	1.00	1.00		
Health Sciences	.67	.67	.67		
Welding/Machine	1.00	1.00	1.00		
AV Arts	1.00	1.00	1.00		
Networking	0.33	0.33	0.33		
Automotive	1.24	1.24	1.33		
Ag Science		1.00	1.00		

Central High School - Grade 11				Central High School - Grade 11			
	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
	320	337	325				
White	259	283	265	White	80.9%	84%	82%
Black	10	10	8	Black	3.1%	2.90%	2.40%
Asian	8	12	8	Asian	2.5%	3%	2.40%
Nat Am	34	22	23	Nat Am	10.6%	6.50%	7%
Hispanic	5	13	14	Hispanic	1.6%	3.80%	4.30%
PI	0	2	3	PI	0.0%	0.50%	0.90%
TR	4	5	4	TR	1.3%	1.40%	1.20%
Econ Dis	103	90	93	Econ Dis	32.2%	26.70%	28.60%
SpEd	35	35	26	SpEd	10.9%	10%	8%
LEP	6	10	16	LEP	1.9%	2.90%	4.90%
Migrant	2	5	2	Migrant	0.006%	1.40%	0.60%

School Improvement Timeline

	Reading	Math	Notes
2004-05	Level 1 Met AYP	Level 1 Met AYP	
2005-06	Level 2 SPED	Level 2 SPED	<ul style="list-style-type: none"> Grades 5, 8, and 11 science assessment added to DakotaSTEP Assessed on new South Dakota math content standards
2006-07	Level 2 Met AYP	Level 2 Met AYP	<ul style="list-style-type: none"> Implementation of new grades 6-12 district math curriculum
2007-08	Level 2 Met AYP	Level 3 SPED	<ul style="list-style-type: none"> Implementation of new grades 6-12 district science curriculum
2008-09	Met AYP	Level 3 Met AYP	<ul style="list-style-type: none"> Implementation of new grades 6-12 district social studies curriculum Assessed on new South Dakota reading content standards
2009-10	Met AYP	Level 4 SPED Math	<ul style="list-style-type: none"> Implementation of new grades 9-12 business/computer applications curriculum
2010-11	Met AYP	Met AYP	<ul style="list-style-type: none"> Implementation of new language arts curriculum
2011-12	NCLB Waiver	NCLB Waiver	<ul style="list-style-type: none"> Implementation of Respect, Responsibility, and Caring Committees Implementation of Academic Intensive Care Unit
2012-13	Progressing	Progressing	<ul style="list-style-type: none"> Math Curriculum moving to common core Addition of specialized reading class for Juniors
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	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"> 6-12 Language Arts curriculum review K-5 Implement new language arts 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 results, DakotaSTEP (not available this year), ACT Test results, surveys from parents, students, and staff, survey results, demographics, 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 subgroup, gap, and non-gap groups. Goal statements were discussed and possible strategies were then brainstormed. Detailed notes from all groups were submitted, kept, and referred to a subsequent SIP meetings.

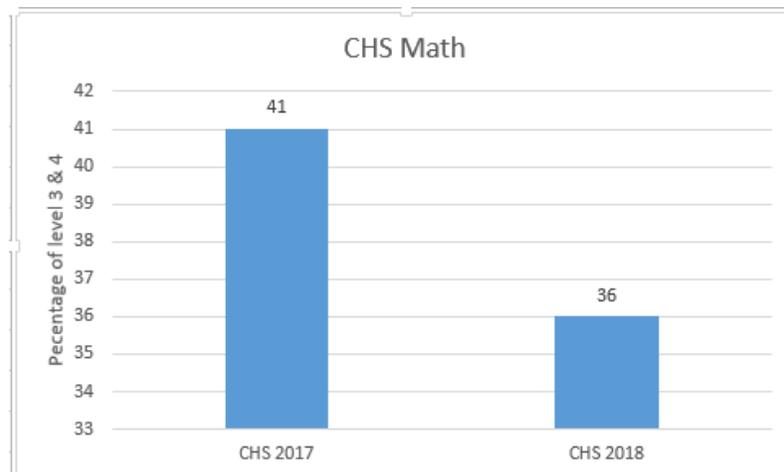
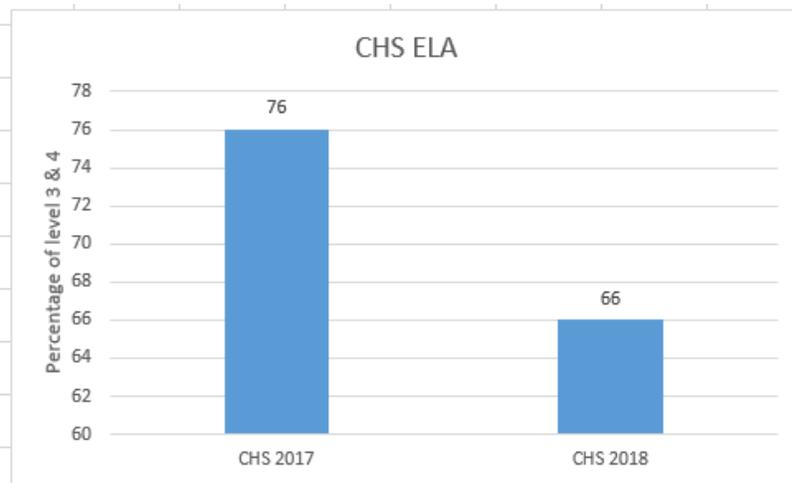
On August 14, 2018 core team teachers were provided with student rosters and student proficiency levels in reading and math on the Smarter Balanced test as well as many other data artifacts. After examining this data, teams identified strengths and areas of improvement for each class and individual students. Review of this data allowed staff members to develop effective plans for students based on educational needs.

The School Improvement Committee met on the afternoon of August 14, 2018 and communicated via email over the next few days finalize the goal 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.

Smarter Balanced 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. 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 will be 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 data from the Smarter Balanced Assessment has now been used for multiple years. The CHS Reading scores of the percent of students proficient or advanced were above the state average and were a decrease of ten percent over the previous year. Upon more detailed analysis females outscored males. Non-gap students significantly outscored all gap categories. The CHS Math results of the percent of students proficient or advanced did decreased by 5 percent, but were below state average. Upon more detail analysis females outscored males. Non-gap students significantly outscored all gap categories.

Implications from Data: Reading scores have traditionally been solid, but with the recent downturn we still need to improve in the areas of Listening and Speaking. We also need to address the areas of discrepancies in our sub-categories. The overall math scores were down this past year and continued to be troubling. 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.

ACT Results

Percent of ACT-Tested Students College Ready										
	College English Comp		College Algebra		College Social Science		College Biology		Meeting all 4	
	Local	State	Local	State	Local	State	Local	State	Local	State
2012-13	78%	72%	53%	53%	55%	52%	49%	46%	32%	32%
2013-14	74%	72%	47%	52%	53%	51%	48%	46%	35%	32%
2014-15	75%	70%	47%	51%	55%	54%	44%	46%	31%	33%
2015-16	72%	70%	44%	51%	52%	53%	44%	46%	34%	33%
2016-17	65%	68%	39%	49%	49%	54%	41%	46%	26%	33%

Analysis of Data: At the time of the writing of this document we have not received updated ACT statistics. We have data from the ACT Test going back dozens of years. The CHS Composite scores were below the state average and were a decrease of .8 over the previous year. The CHS Math score results were below state average and down .6 from the previous year. The Reading scores were below the state average and down 1.0 from the previous year. English scores were below state averages and down 1.2 from the previous year. Science were below the state average and down .5 from the previous year. The benchmarks scores represent percent of students that were declared college in each specific area. The benchmarks in the graph above also comparable to state averages. In our district the percent of students that met all four benchmarks in comparison was above the state average. Our college readiness greatest area of strength in comparison to state averages traditionally has been in the area English, but this past we took quite a dip. Our weakest performing area in comparison to state averages is traditionally in Math.

Implications from Data: Our overall scores have been solid for several years, but the recent downturn was disappointing. English and Science have been particularly strong over the years and we expect it to rebound this coming year. Although reasonable in the past, the overall math scores continued to be concerning. We need to improve in the areas of math and preparing our students for College Algebra.

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

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

<p>Goal 1: All students will apply various reading strategies to comprehend, analyze, interpret, and evaluate text.</p>	
<p>Objective 1: Meet or exceed our Year 4 AMO Target Goal of on the Smarter Balanced with the number of 76.25 % students designated as level 3 or level 4 on the Smarter Balanced Test</p>	
<p>Objective 2: Improve the number of students designated as level 3 or level 4 on the Smarter Balanced Test in GAP groups to meet or exceed 63.44%.</p>	
<p>Objective 3:</p>	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <p>Language arts teachers will evaluate South Dakota Common Core Standards items in relation to the Smarter Balanced Test. We will then adjust the curriculum appropriately. Teachers, counselors, and administration will identify and track junior students' reading comprehension scores based on the practice test of the Smarter Balanced Test or other measure. Once students with possible deficiencies have been identified we will devise an intervention program that meets the student's needs. Extended instructional is available to all students in need before or after school through the ICU program. We encourage pertinent individuals who scored low on the ACT Reading test to take the Accuplacer course. We will identify incoming freshmen who may require special attention in regards to reading and place them in specially designed courses. We will continue to use district funds to provide supplemental and credit recovery on-line reading/literature classes during the summer through Odyssey Ware. Individual student plans that include specific content standard concerns will be developed for students with special needs by case workers to help increase success on the Smarter Balanced Test. Appropriate reading level of textbooks chosen during our curriculum review cycle will be emphasized. Students will be encouraged to read at least once in Super Study and reading will be promoted by our Librarian. Librarian will provide suggested reading lists and sets of articles with the help of the Teen Advisory Board for Super Study. Super Study teachers and junior level language arts</p>	<p>How will the strategies be evaluated for effectiveness:</p> <p>Smarter Balanced results, end-of-course exams data, SLO results and other data are or will be kept in detail for all objectives. That data will be cross referenced with all programs in relationship to the various activities and strategies to determine if the strategies and activities are helping to attain our objectives. Solidifying our transitioning to Common Core Standards will continue and will be updated this year.</p>

teachers will provide practice opportunities for the Smarter Balanced test. A school-wide guided practice session will be scheduled for all juniors in the spring. Finally, ELA teachers will develop Student Learning Objectives and monitor success through the teacher evaluation process.

Time frame: August, 2017 through April, 2018

Budget Implication: Funding has been adjusted and built into the current budget to aid in accomplishing the goals and objectives. Overall budget impact is a slight increase from previous years.

Summary of Results: We fell just a bit short of our goal. We wanted to have 76.25% of our students proficient. Only 66% of students were proficient on the assessment. We believe our strategies are working. We just need to stress the importance of the test and the practice sessions to the students. We have adjusted our strategies so the goal can be met next year.

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

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

Goal 1: All students will use mathematical concepts, procedures, and computation skills to solve problems.	
Objective 1: Meet our Annual Measurable Objective as set by the SD DOE of 57.07% in the number of students Proficient or higher on the Smarter Balanced Test	
Objective 2: Improve number of students designated as level 3 or level 4 on the Smarter Balanced Test in GAP areas to meet or exceed 46.23%	
Objective 3:	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <p>All students will be counseled by administration, counselors, registrar, and teachers on taking coursework that is properly challenging in regards to their ability. Students will be required to take a mathematics course in 11th grade to ensure an ongoing commitment to attaining mathematics skills. In-service time will be used for mathematics teachers to complete content standard Gap analysis, create and update their curricula that are closely linked to the South Dakota State Content Standards and Common Core standards. Mathematics teachers will use Gap analysis results to identify areas of content weakness. We will then adjust curricula and/or teaching techniques appropriately. Teachers, counselors, and administration will identify students in need of assistance with special emphasis taken into consideration for students with special needs in regards to mathematics achievement by studying and cross referencing Smarter Balanced scores and grades. We continue to identify correct placement for incoming students. CHS staff will continue to use the Intensive Care Unit program for students who are academically deficient in their classes. Students are provided tutoring by certified teachers during Super Study. A study night math clinic for Native American students is available for those that qualify. After school tutoring is available in Student Services every Tuesday and Thursday after school. One-on-one peer tutoring is also available. Specific individual student</p>	<p>How will the strategies be evaluated for effectiveness:</p> <p>Identified students that are in need of assistance will be tracked in regards to coursework taken and tutoring or special program received. This information will be cross referenced with various achievement data, including Smarter Balanced scores, SLO results, and other data. Results will be documented and studied to determine if given strategies and/or interventions are helping meet our objectives. We will use checklists to ensure teachers are fulfilling Advisory duties. The teacher evaluation document will be used to help determine teaching technique effectiveness.</p>

plans will be developed for students with special needs by case workers to help increase success on the Smarter Balanced test. All students are now required to have a math class during their 9th, 10th, and 11th grade years and will be highly encouraged to take a math class in 12th grade. Juniors will participate in two Interim Smarter Balanced Assessment Tests under the supervision of math staff. We will continue with staff development to promote increased use of proven teaching strategies in the classroom. We are sending teachers to state and regional conferences. The teacher evaluation system will be embraced for purposes of improvement.

Time frame: March, 2017 through April, 2018

Budget Implication: Funding has been adjusted and built into the current budget to aid in accomplishing the goals and objectives. Overall budget impact is a slight increase from previous years.

Summary of Results:

We did not meet either of our objectives, falling short of 57.07% in the number of students Proficient or higher on the Smarter Balanced Test and improving the number of students designated as level 3 or level 4 on the Smarter Balanced Test in GAP areas to meet or exceed 46.23%.

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

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

Goal 1: All students will use mathematical concepts, procedures, and computation skills to solve problems.	
Objective 1: We will still work to have all students reach the target goal of 76.35% proficient on the Smarter Balanced Assessment.	
Objective 2: American Indian students and LEP students will apply various reading, researching, writing, listening, and speaking skills to comprehend, analyze, interpret, and evaluate text.	
Objective 3:	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <p>Language arts teachers will evaluate South Dakota Common Core Standards items in relation to the Smarter Balanced Test. We will then adjust the curriculum appropriately. Teachers, counselors, and administration will identify and track junior students' reading comprehension scores based on the practice test of the Smarter Balanced Test or other measure. Once students with possible deficiencies have been identified we will devise an intervention program that meets the student's needs. Extended instructional is available to all students in need before or after school through the ICU program, NASA tutoring, and EL programs. We encourage pertinent individuals who scored low on the ACT Reading test to take the Accuplacer course. We will identify incoming freshmen who may require special attention in regards to reading and place them in specially designed courses. We will continue to use district funds to provide supplemental and credit recovery on-line reading/literature classes during the summer through Odyssey Ware. Individual student plans that include specific content standard concerns will be developed for students with special needs by case workers to help increase success on the Smarter Balanced Test. Appropriate reading level of textbooks chosen during our curriculum</p>	<p>How will the strategies be evaluated for effectiveness:</p> <p>End-of-course exams were implemented starting in the fall of 2010. Smarter Balanced results, end-of-course exams data, SLO results and other data are or will be kept in detail for all objectives. That data will be cross referenced with all programs in relationship to the various activities and strategies to determine if the strategies and activities are helping to attain our objectives. Solidifying our transitioning to Common Core Standards will continue and will be updated this year.</p>

review cycle will be emphasized. Students will be encouraged to read at least once in Super Study and reading will be promoted by our Librarian. Librarian will provide suggested reading lists and sets of articles with the help of the Teen Advisory Board for Super Study. Super Study teachers and all level language arts teachers will provide practice opportunities for the Smarter Balanced test. A school-wide guided practice session will be scheduled for all juniors in the spring. Finally, ELA teachers will develop Student Learning Objectives and monitor success through the teacher evaluation process.

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

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

Goal 1: All students will use mathematical concepts, procedures, and computation skills to solve problems.

Objective 1: Meet our Annual Measurable Objective as set by the SD DOE in the number of students Proficient or higher on the Smarter Balanced Test

Objective 2: Improve number of students designated as level 3 or level 4 on the Smarter Balanced Test in GAP areas.

Objective 3:

List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:

All students will continue to be counseled by administration, counselors, registrar, and teachers on taking coursework that is properly challenging in regards to their ability. Students are required to take a mathematics course in 11th grade to ensure an ongoing commitment to attaining mathematics skills. All math teachers will participate in Explicit Instruction Training. They will use this training to modify and enhance instruction to meet the needs of diverse learners. This requires three days of off-site training. Teachers, counselors, and administration will identify students in need of assistance with special emphasis taken into consideration for students with special needs in

How will the strategies be evaluated for effectiveness:

Identified students that are in need of assistance will be tracked in regards to coursework taken and tutoring or special program received. This information will be cross referenced with various achievement data, including Smarter Balanced scores, SLO results, and other data. Results will be documented and studied to determine if given strategies and/or interventions are helping meet our objectives. Math teachers will use a documentation form that tracks interventions for struggling students. We will use checklists to ensure teachers are fulfilling Advisory duties. The teacher evaluation document will be used to help determine teaching technique effectiveness. The math teachers will implement strategies from the Explicit Instruction Training into their instruction.

regards to mathematics achievement by studying and cross referencing Smarter Balanced scores and grades. We continue to identify correct placement for incoming students. Most Algebra 1 classes will be offered first semester so students who need an adjusted placement do not fall a year behind. CHS staff will continue to use the Intensive Care Unit program for students who are academically deficient in their classes. Students are provided tutoring by certified teachers during Super Study. A study night math clinic for Native American students is available for those that qualify. After school tutoring is available in Student Services every Tuesday and Thursday after school. One-on-one peer tutoring is also available. Specific individual student plans will be developed for students with special needs by case workers to help increase success on the Smarter Balanced test. All students are now required to have a math class during their 9th, 10th, and 11th grade years and will be highly encouraged to take a math class in 12th grade. Juniors will participate in four super study math sessions that will focus on concepts and procedures with an emphasis on SB priority clusters. Juniors will also participate in one or two Interim Smarter Balanced Assessment Tests under the supervision of math staff and/or super study teachers. We will continue with staff development to promote increased use of proven teaching strategies in the classroom. We are sending teachers to state and regional conferences. The teacher evaluation system will be embraced for purposes of improvement.

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; 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 the Dallas Brass Quintet; and intensive term-long Internship experiences; and inviting in and working 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.

Professional Development

Throughout the year, staff members will be engaged in a variety of activities to help them build scope 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. Finally, Central’s professional library is constantly being upgraded in the areas of effective strategies for math and reading 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 21	8:00-12:00 Data Retreat 1:00-3:30 Grade Level Data Analysis
August 22	School in Session/ Link Crew
November 22	School in Session
	12:00-3:30 Transforming Classroom Grading, Chapter 6 12:00-3:30 Review of Mastery Learning, Standard Proficiency Check 1:00-3:30 SIP Sub Committee Meetings
January 2	8:00-10:00 Winter Address 10:00-3:30 Grade Level Proficiency Review and Assessment Development 10:00-12:00 Finalization of Standards and writing Mastery Lessons 1:00-2:00 School Improvement Team 2:00-3:30 “Teachers as Advocates”
January 3	8:00-12:00 Grade Level Proficiency Review and Assessment Development 1:00-3:30 Building Planning
February 16	8:00-3:30 Tom Schimmer at CHS Theatre
March 29	8:00-12:00 Finalization of Assessments 1:00-3:30 Individual/Team Planning
April 30	8:00-12:00 Finalization of Assessments 8:00-12:00 Grading From the Inside Out 8:00-10:00 SIP Sub Committee Meetings 1:00-3:30 Individual/Team Planning
May 17	Last Day of School
	1:00-3:30 Building and Collaborative 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 a.m. – 10:00 a.m. Aberdeen School District Welcome Back @ CHS Theatre 1:00-3:30 Individual/Team Planning 2:00-3:30 SPED, HMS Theatre
August 20	8:00-10:00 Data Retreat 10:00-11:30 School Improvement Team 1:00-3:30 ALICE Training, Theatre
August 21	8:00-12:00 Link Crew/ Team Planning 12:00-3:20 Classes in Session
October 5	8:00-11:30 Math Training 12:30 – 3:30 Individual/Team Planning
November 21	8:00-11:45 School In Session 1:00-3:30 SIP Sub Committee Meetings
January 2	8:00-10:00 Winter Address 10:00-11:00 Building Staff Meeting 1:00-3:30 Individual/Team Planning
February 15	8:00-11:30 Spring Scheduling 12:30-3:30 Break Out Sessions
March 13	8:00-11:30 Writing Common Assessments 12:30-3:30 Writing Common Assessments
April 18	8:00-10:00 SIP Sub Committees 1:00-3:30 ELA Curriculum Review
May 17	8:00-12:00 School In Session 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

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

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

In an effort to promote additional parent involvement and to build a stronger knowledge base of the requirements of NCLB, 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 meeting and district-wide listening sessions. Parents also serve on our School Improvement Committees to help determine goals and create action plan 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.

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 work force 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.

CHS administration will review the monitoring and support plan quarterly during the 2018-19 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 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 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 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