

2017-2019

Holgate Middle School

School Improvement Plan



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Aberdeen School District

Mission, Vision, and Beliefs

Mission

Empowering all students to succeed in a changing world.

Vision

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

Beliefs

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

Goals

- Meet SBAC benchmarks in all schools in the areas of math and reading.
- Provide a safe and supportive learning environment for all students and staff.
- Provide equitable access to current and developing technology tools for all students and teachers.
- Ensure a positive climate/culture that promotes collegiality among/between staff, parents, and students.
- Promote active partnerships within the community.

Holgate Middle School

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In an effort to facilitate and enhance student achievement at Holgate Middle School, parents, teachers, and administrators have joined to form a School Improvement Planning Committee. The committee's findings are found in this document, which is a tool that will enable stakeholders to sustain the school improvement focus at Holgate Middle School. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure that all students succeed.

Holgate Middle School Profile

Aberdeen is located in northeastern South Dakota, a primarily rural state. It is the third largest city in the state with a population of 25,000. Aberdeen has two post-secondary institutions, Northern State University and Presentation College. Its main employers are the schools, the hospitals, and 3M. Agriculture is still the community's predominant industry. Grain terminals, livestock sale barns, a grain inspection service, and related agribusiness help support the area.

The Aberdeen School District is comprised of eight attendance centers: one 9-12 high school, two 6-8 middle schools, and six elementary buildings. Unique characteristics of the staffing patterns and student population of Holgate Middle School are listed below:

Staff FTE	2016-17	2017-18	2018-2019	School Improvement Planning Committee	
Art	1.00	1.00	1.00	Camille Kaul	Assistant Superintendent
Computer	1.00	1.00	1.00	Bo Beck	Principal
Counselor	1.50	1.50	1.50	Peggy Cox	Assistant Principal
or FACS	1.00	1.00	1.00	Kari Brenner	Principal
Language	4.66	4.66	4.66	Erin Baehler	Counselor
Arts Math	3.50	3.50	3.50	Mike Swenson	or Grades 6 Team,
Music	2.83	2.83	2.83	Dena Sievers	Science Grade 7
PE/Health	3.00	3.00	3.00	Sherri Campbell	Team, Math Grade 8
Science	2.66	2.66	2.66	Becky Snell	Team, Math Special
Social	2.66	2.66	2.66	Vera Tipton	Education
Studies	0.33	0.33	0.33		HMS Parent Representative
Spanish	4.00	4.00	4.00		DOE SST Specialist
SPED	1.00	1.00	1.00		
	2.69	2.69	2.69		

Sub-Group Breakdown of Tested Students

	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
Total 6-8 Grades	513	535	511				
White	434	453	418	White	84.6%	84%	81.8%
Black	11	12	11	Black	2.1%	2.20%	2.15%
Asian	13	16	13	Asian	2.5%	2.90%	2.5%
Nat Am	28	25	24	Nat Am	5.5%	4.60%	4.7%
Hispanic	21	18	24	Hispanic	4.1%	3.30%	4.7%
Two or More	6	11	21	TR	1.2%	2.00%	4.1%
Econ Dis	166	179	161	Econ Dis	32.4%	33.40%	31.5%
SpEd	56	63	6	SpEd	10.9%	11.70%	9.0%
LEP	12	11	7	LEP	2.3%	2.00%	1.37%
Migrant	2	0	0	Migrant	0.4%	0%	0%

School Improvement Timeline

	Reading	Math	• Notes
2009-10	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Review and rewrite goals and objectives for 2009-10 school year. • Review Language Arts curriculum for the school year 2010-11. • Increase our SPED participation into the general classroom from 26% to 86%. • After School Program and Study Table. • Implementation of Smart boards into the classroom. • Staff Development focusing on technology in the classroom and processing verbs related to standards. • New data retreat procedure implemented. • Post state standards in math and reading classrooms.
2010-11	Alert SPED	Alert SPED	<ul style="list-style-type: none"> • Implementation of new language arts curriculum and schedule. • Reading strategies that Work: cross curricular reading staff development to improve student comprehension • Staff development: Higher level questioning strategies using Bloom's taxonomy
2011-12	NCLB Waiver	NCLB Waiver	<ul style="list-style-type: none"> • Review LRE requirement and modifications for SPED students • Reading Strategies that Work: cross curricular reading during staff development to improve student comprehension, with emphasis on informational text. • Common Core standards training • After School Program offered, 3 days per week, grades 6, 7, 8/ICU
2012-13	Implemented	Implemented	<ul style="list-style-type: none"> • Math curriculum study
2013-14	N/A	N/A	<ul style="list-style-type: none"> • Implementation of Common Core State Standards for English language arts and math • Implementation of <i>Big Ideas</i> math curriculum • Exploration of the flipped lessons/flipped learning concept • Expanded use of Blackboard.com • Continue After School Program/ICU • Continued use of wikispace for parent/student assignment communication
2014-15	Progressing	Progressing	<ul style="list-style-type: none"> • Piloting SLO and Teacher Effectiveness Model • PE/Health curriculum study begins • Use of Common Core State Standards for English language arts and math • Continue After School Program/ICU • Continued use of wikispace for parent/student assignment communication
2015-16	Progressing	Progressing	<ul style="list-style-type: none"> • Full implementation of Teacher Effectiveness Model • Science curriculum study begins
2016-17	Met AMO	Met AMO	<ul style="list-style-type: none"> • Social Studies curriculum study begins • Added an additional elementary site
2017-18	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 Scores, science testing results, demographics, attendance, and 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. Goal statements were drafted and possible strategies were then brainstormed. Staff developed lessons using processing verbs stated in the standards and implemented the Smart Board technology.

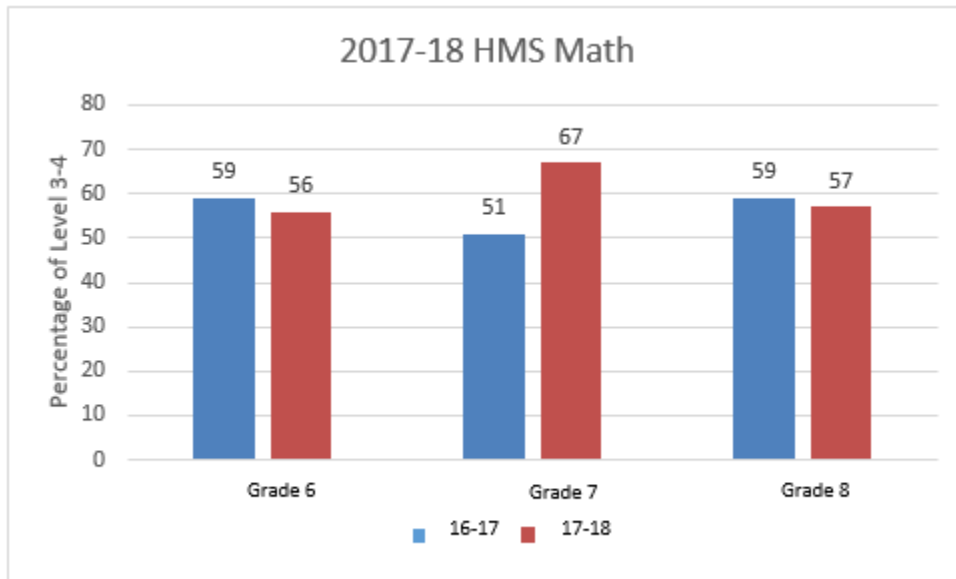
Core team teachers were also provided with student rosters and their level of proficiency in science on the Dakota STEP test. After examining this data, teams identified strengths and areas of improvement for each class period and individual students. Review of this data allowed staff members to develop effective prescriptions for students based on educational needs. The teams will define standards which Holgate will continue to focus on. They will incorporate lessons using these standards, the Smart Board technology, and the processing verbs listed in each standard. After the teams met each individual subject area met to determine if there was standards which the whole school needed to focus on. The teams developed their goals based off the results of today's assessment.

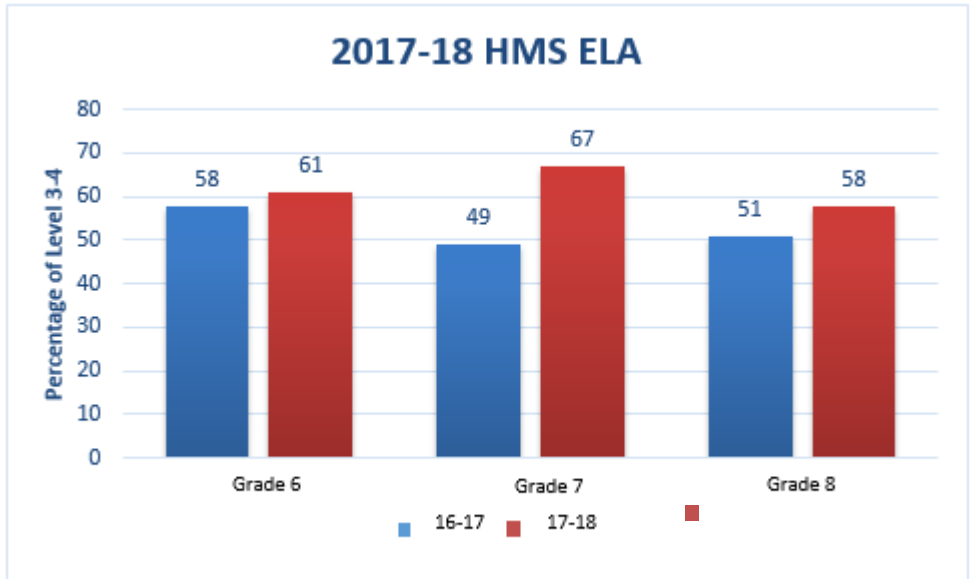
The school improvement committee subsequently met to review the goal statements and to refine the strategies for implementation. After selecting a wide variety of strategies, an action plan was designed with time frames, persons responsible, and necessary resources. The plan will be reviewed on an on-going 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 2017-2018 school year.





Analysis of Data: The Language Arts scores for sixth, seventh, and eighth grade increased this year. The average reading scores were higher than the state average. HMS met their AMO goal in ELA for this year. The math scores in seventh grade increased significantly while the scores in sixth and eighth grade dropped slightly. The scores were higher than the state average and met their AMO goal.

Implications from Data: We believe the data shows an improvement in most areas, with sixth and eighth grade math seeing a slight drop. We believe there is still room for improvement in all categories. The staff will analyze the data to find the lowest areas and concentrate on improving those areas the most. Staff will continue to improve in all areas. All grade levels have block scheduling for math and language arts, which allows for more concentrated time with students. The ICU and after school programs will continue to be available for additional instruction.

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

Goal 1: All students will apply various reading strategies to comprehend, analyze, interpret and evaluate text.	
Objective 1: To improve reading achievement at each grade level so the percentage of students obtaining level 3 or 4 increases to 61.25% as evidenced by the Smarter Balanced Assessment in the spring of 2018.	
Objective 2: To improve reading achievement for sub group students at each grade level so the percentage of students obtaining level 3 or 4 increases to 52.08% as evidenced by the Smarter Balanced Assessment in the spring of 2018.	
<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"> ✓ Plan objectives and lessons using Common Core state standards ✓ Direct instruction ✓ Scaffolding instruction ✓ Individualized instruction ✓ Graphic organizers ✓ Re-teaching ✓ Differentiated instruction ✓ Cooperative learning ✓ Setting goals and expectations ✓ High level questioning ✓ Project based learning ✓ Read alouds ✓ Student practice ✓ Homework ✓ Literature circles 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> ✓ Think/Pair/Share ✓ Observations ✓ Checklists ✓ Teach to your Partner ✓ Reading checks ✓ Exit tickets ✓ Informal check for understanding ✓ Daily assignments ✓ Weekly tests ✓ Unit tests ✓ SBAC
Time frame: 2017-2018	
Budget Implication: General Fund	

Summary of Results: Objective 1: To improve reading achievement at each grade level so the percentage of students obtaining level 3 or 4 increases to 61.25% as evidenced by the Smarter Balanced Assessment in the spring. Objective 2: To improve reading achievement for sub group students at each grade level so the percentage of students obtaining level 3 or 4 increases to 52.08% as evidenced by the Smarter Balanced Assessment in the spring. While 6th and 7th grade was able to meet the goal, 8th grade did not. The overall result was 62%.

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

Goal 1: All students will use mathematical concepts, procedures, and computation skills to solve problems.	
Objective 1: To improve math achievement at each grade level so the percentage of students obtaining level 3 or 4 increases to 54.12% as evidenced by the Smarter Balanced Assessment in the spring of 2018.	
Objective 2: To improve math achievement at each grade level so the percentage of sub group students obtaining 3 or 4 increases to 42.2% as evidenced by the Smarter Balanced Assessment in the spring of 2018.	
<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"> ✓ Plan objectives and lessons using Common Core state standards ✓ Direct instruction ✓ Scaffolding instruction ✓ Individualized instruction ✓ Re-teaching ✓ Differentiated instruction ✓ Modeling ✓ Peer tutoring ✓ Graphic organizers ✓ Cooperative learning ✓ Setting goals and expectations ✓ High level questioning ✓ Project based learning ✓ Student practice ✓ Homework 	<p>How will the strategies be evaluated for effectiveness: Results on SBAC tests</p> <ul style="list-style-type: none"> ✓ Observations ✓ Checklists ✓ Teach to your Partner ✓ Exit tickets ✓ Informal check for understanding ✓ Daily assignments ✓ Weekly tests ✓ Unit tests ✓ SBAC
Time frame: 2017-2018	
Budget Implication: Great Plains Grant, General Fund	

Summary of Results: Objective 1: To improve math achievement at each grade level so the percentage of students obtaining level 3 or 4 increases to 54.12% as evidenced by the Smarter Balanced Assessment in the spring of 2018. Objective 2: To improve math achievement at each grade level so the percentage of sub group students obtaining 3 or 4 increases to 42.2% as evidenced by the Smarter Balanced Assessment in the spring of 2018. All three grade levels exceeded the goal with an overall score of 60%.

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 apply various reading strategies to comprehend, analyze, interpret and evaluate text.	
Objective 1: To improve reading achievement at each grade level so the percentage of students obtaining level 3 or 4 increases to 65.55% as evidenced by the Smarter Balanced Assessment in the spring of 2019.	
Objective 2: : To improve reading achievement for sub group students at each grade level so the percentage of students obtaining level 3 or 4 increases determined by pending data as evidenced by the Smarter Balanced Assessment in the spring of 2019.	
<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"> ✓ Plan objectives and lessons using Common Core state standards ✓ Direct instruction ✓ Scaffolding instruction ✓ Individualized instruction ✓ Graphic organizers ✓ Re-teaching ✓ Differentiated instruction ✓ Cooperative learning ✓ Setting goals and expectations ✓ High level questioning ✓ Project based learning ✓ Read alouds ✓ Student practice ✓ Homework ✓ Literature circles 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> ✓ Think/Pair/Share ✓ Observations ✓ Checklists ✓ Teach to your Partner ✓ Reading checks ✓ Exit tickets ✓ Informal check for understanding ✓ Daily assignments ✓ Weekly tests ✓ Unit tests ✓ SBAC
Time Frame: 2018-2019	
Budget Implication: General Fund	
Summary of Results	

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: To improve math achievement at each grade level so the percentage of students obtaining level 3 or 4 increases to 59.22% as evidenced by the Smarter Balanced Assessment in the spring of 2019.	
Objective 2: To improve math achievement at each grade level so the percentage of sub group students obtaining 3 or 4 increases determined by pending data as evidenced by the Smarter Balanced Assessment in the spring of 2019.	
<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"> ✓ Plan objectives and lessons using Common Core state standards ✓ Direct instruction ✓ Scaffolding instruction ✓ Individualized instruction ✓ Re-teaching ✓ Differentiated instruction ✓ Modeling ✓ Peer tutoring ✓ Graphic organizers ✓ Cooperative learning ✓ Setting goals and expectations ✓ High level questioning ✓ Project based learning ✓ Student practice <p>Homework</p>	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> ✓ Observations ✓ Checklists ✓ Teach to your Partner ✓ Exit tickets ✓ Informal check for understanding ✓ Daily assignments ✓ Weekly tests ✓ Unit tests ✓ SBAC
Time Frame: 2018-2019	
Budget Implication: Great Plains Grant, General Fund	
Summary of Results	

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:

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

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

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.

Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction. Finally, Holgate'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
August 14	8:30-11:30 NSU Alex Kajitani, JFAC 11:30-12:30 lunch 12:30 -3:30 Building Meetings
August 15	8:00-10:00 Back to School, CHS Theatre 10:00-12:00 Data Retreat 1:00-3:30 Individual/Team Planning 2:00-3:30 SPED, HMS
August 20	8:00-11:30 Grade Level Data Analysis 12:30-3:30 Individual/Team Planning, SMS 1:00-3:30 ALICE Training, HMS,
August 21	8:00-11:30 School In Session 12:30-3:30 Individual/Team Planning, HMS 1:00-3:30 ALICE Training, SMS,
October 5	8:00-11:30 Writing Common Assessments 12:30-3:30
November 21	8:00-11:30 School In Session 12:30-3:30 Writing Common Assessments
January 2	8:00-10:00 Winter Address 10:00-12:00 Building Meetings 1:00-3:30 Individual/Team Planning
February 15	8:00-11:30 Writing Common Assessments 12:30-3:30 Writing
March 13	8:00-11:30 Writing Common Assessments 12:30-3:30 Writing Common Assessments
April 18	8:00-12:00 ELA Curriculum Review 1:00-3:30
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

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

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

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

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

Transition Processes

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

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

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

Transition activities for eighth grade students begin with the CHS counselors visiting the middle schools to present information about classes at CHS in January. During the following week, middle school counselors and teachers work with students to complete their registration

forms. The CHS registrar then comes to the middle schools to check and collect the students' registration forms. Eighth graders take a tour at CHS and meet teachers in March. Special education teachers meet from the two levels to transition students on IEP's and to register these students for appropriate classes. Principals meet to transition students of concern. LINK CREW orientation is a half day of activities at CHS that incoming ninth graders attend the week before school starts in the fall. Upperclassmen are trained as LINK CREW leaders and work with the ninth graders in small groups, lead tours, and facilitate activities during that orientation. CHS holds parent/student orientation sessions before the start of the school year.

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

Monitoring and Support

Students who experience difficulty are referred to the Student Assistance Team (SAT) by parents, teachers, or students. SAT members meet to discuss academic progress of students bimonthly. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include before or after school tutoring, placement in the HMS After School Program, behavior management plans, an outside mentor, permanent placement at grade level study table sessions, and/or further review by the team. The team shares this information with the teachers involved with the child as well as the child's parents.

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

Recommendations may include special education services, professional counseling, and/or alternative placement of the child.

The School Improvement Committee will review the plan quarterly during the 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.

Fiscal Requirement

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

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

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

Financial Resources Available:

Building Level-

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

District Level-

- General fund allocations for WEB stipends
- Great Plains grant funds for extended school day tutoring program

Ongoing Program Development

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

The improvement plan will be presented to the Aberdeen School Board for final approval in November of 2017. 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

School Improvement Committee Meetings

Holgate's School Improvement Committee meets quarterly to develop and implement strategies throughout the school year.

Last year's committee met in September and May to visit about the goals for the upcoming year. All work from the committee was done through email for the middle of the year.