

2017-2019

Lincoln Elementary

School Improvement Plan



Table of Contents

Section 1: District Mission, Vision, and Beliefs	2
Section 2: School Profile	3
Section 3: Comprehensive Needs Assessment	6
Smarter Balanced.....	7
AIMSweb	9
Section 4: Goals, Objectives, & Intervention Strategies	10
2017-18 Goals, Objectives, and Intervention Strategies.....	10
2018-19 Goals, Objectives, and Intervention Strategies.....	12
Section 5: Enrichment Activities.....	14
Section 6: Professional Development	15
Section 7: Highly Qualified Staff.....	16
Section 8: Parent Involvement in Education	17
Section 9: Transition Processes.....	17
Section 10: Monitoring and Support	18
Section 11: Fiscal Requirement.....	18
Section 12: Ongoing Program Development	19

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.

Lincoln Elementary School

414 10th Street South, Aberdeen, SD 57401
605.725.7200 (phone) 605.725.7299 (fax)

Lisa McNeely, Principal

Lisa.McNeely@k12.sd.us

Lincoln School Philosophy

“Where Everybody is Somebody”

In an effort to facilitate and enhance student achievement at Lincoln 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 Lincoln Elementary. This document is known herein as the Lincoln Improvement Plan (LIP) and the primary goal pages are located on pages 17 and 18. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure that no child will be left behind.

Lincoln 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 Public School District is comprised of nine attendance centers: one 9-12 high school, two 6-8 middle schools, and six K-5 elementary buildings. Unique characteristics of the staffing patterns and student population of Lincoln Elementary School are listed below.

Staff FTE	2016-17	2017-18	2018-19	School Improvement Planning Committee	
General Education Teachers	18.00	18.00	18.00	Camille Kaul	Assistant Superintendent
Special Education Teachers	5.50	5.50	5.50	Lisa McNeely	Principal
Preschool	4.64	4.64	4.64	Demarie James	Title I Teacher
Title I	1.00	1.00	1.00	Leanne Bad Moccasin	Reading Tutor
Physical Education	1.00	1.00	1.00	Kerri Foss	Parent
Music	1.00	1.00	1.00	Kathy Kulm	Special Education Teacher
Orchestra	0.07	0.07	0.07	Rachelle Retzer	Kindergarten Teacher
Art	1.00	1.00	1.00	Shannon Scheel	Grade 1 Teacher
Speech	4.00	4.00	4.00	Brenda Hansen	Grade 2 Teacher
OT	1.60	1.60	1.60	Katie Anderson	Grade 3 Teacher
Counselor	1.00	1.00	1.00	Jennifer Phillips	Grade 4 Teacher
				Amanda Taylor	Grade 5 Teacher
				Rich Wilson	Music Teacher
				Jenny Hawk-Heirigs	Counselor
				Vera Tipton	State Support Team Member

Sub-Group Breakdown of Tested Students

Lincoln - Grades 3-5				Lincoln - Grades 3-5			
	2015-16	2015-16	2017-18		2015-16	2016-17	2017-18
Total Gr 3-5	213	213	205				
White	171	171	162	White	80.3%	79%	79%
Black	2	2	1	Black	0.9%	0.40%	0.40%
Asian	6	6	8	Asian	2.8%	3.90%	3.90%
Nat American	20	20	12	Nat American	9.4%	5.80%	5.80%
Hispanic	9	9	15	Hispanic	4.2%	7.30%	7.30%
Two or More	0	0	0	Two or More		0%	0%
PI	5	5	7	PI	2.3%	3.40%	3.40%
Econ Dis	110	110	97	Econ Dis	51.6%	47%	47%
SpEd	37	37	42	SpEd	17.4%	20%	20%
LEP	5	5	8	LEP	2.3%	3.90%	3.90%
Migrant	1	1	1	Migrant	0.5%	0.40%	0.40%

School Improvement Timeline

	Reading	Math	Notes
2006-07	Met AYP	Met AYP	<ul style="list-style-type: none"> Implementation of new grades K-5 district math curriculum
2007-08	Met AYP	Met AYP	<ul style="list-style-type: none"> Lincoln School implementation of Math Expressions grades K-5
2008-09	Met AYP	Met AYP	<ul style="list-style-type: none"> Implementation of new grades K-5 district science curriculum Assessed on new South Dakota reading content standards Distinguished School Status
2009-10	Met AYP	Met AYP	<ul style="list-style-type: none"> Distinguished School Status
2010-11	Met AYP	Met AYP	<ul style="list-style-type: none"> Distinguished School Status Language Arts study begins
2011-12	NCLB Waiver	NCLB Waiver	<ul style="list-style-type: none"> Implementation of new grades K-5 district language arts curriculum and assessments
2012-13	Status	Status	<ul style="list-style-type: none"> Implementation of Common Core State Standards for K-1
2013-14	N/A	N/A	<ul style="list-style-type: none"> Implementation for Common Core State Standards for English language arts and math Implementation of <i>Investigations</i> math curriculum
2014-15	Progressing	Progressing	<ul style="list-style-type: none"> Piloting SLO and Teacher Effectiveness Model PE/Health curriculum study begins
2015-16	Progressing	Progressing	<ul style="list-style-type: none"> Full implementation of Teacher Effectiveness Model Science curriculum study begins Webb leveling: specific instruction and utilization
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 Co-teaching model pilot in grade 1 for ELL students

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 Assessment, AIMS Web, demographics, attendance, climate surveys, 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 students, and all subgroups. 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.

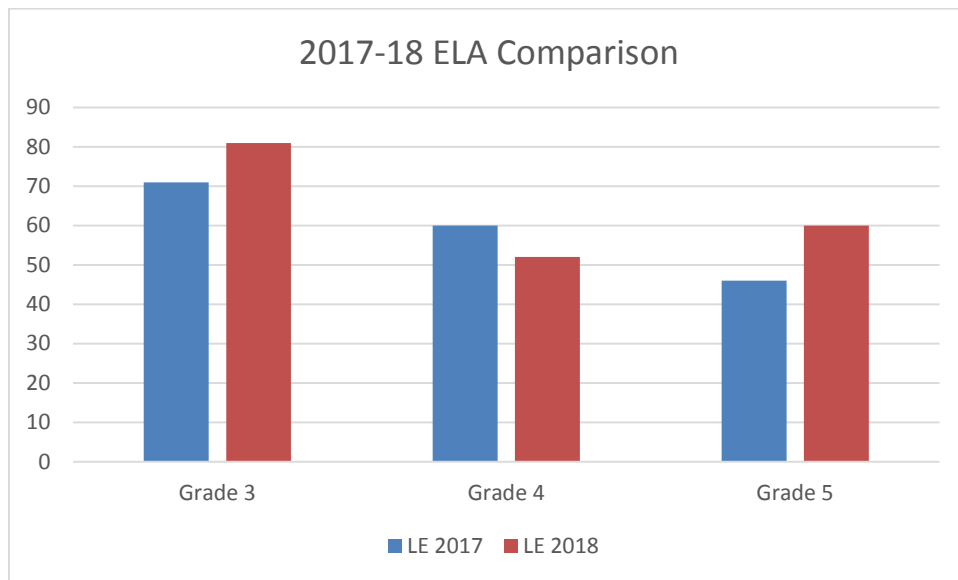
Core team teachers were also provided with student rosters and their level of proficiency in reading and math on the Smarter Balanced Assessment. Review of this data allowed staff members to develop effective prescriptions for students based on educational needs. The school improvement committee identified 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.

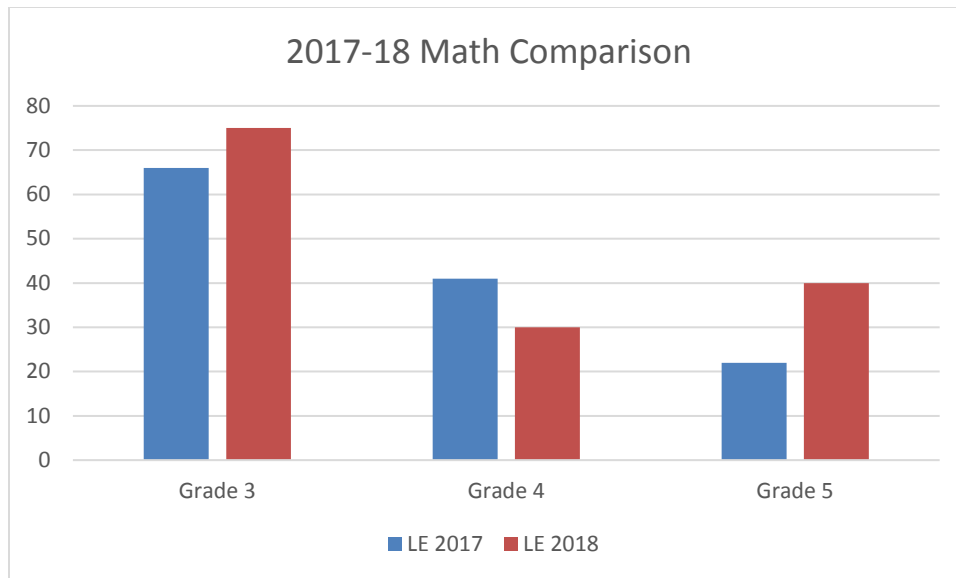
The team decided to have two goals for the 2018-19 school year, one each in reading and math. Grade K-5 teachers will focus on implementing research based strategies to improve scores of students in our lowest performing sub groups. Teachers will continue to progress in their skill and developing and asking higher level questions based on the Webb leveling document. In addition, they will use CCSS, SLOs and individual student data to drive instruction and to determine needs of individual students.

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 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 2017-18 school year.





Analysis of Data: Student performance on the 2018 SBAC assessment showed that students performed exceedingly well in reading, and we predict that students surpassed the AMO goal, although that has yet to be determined. Grades 3 and 5 improved reading scores on the SBAC, while grade 4 scored lower than in 2017. While reading scores showed growth overall, the performance of our American Indian sub group remains concerning, as that sub group’s scores drop drastically from third grade to fourth grade, with a slight increase in scores in 5th grade. In math, it is predicted that we did not meet our AMO. Third and fifth grade scores increased from 2017, but fourth grade scores reflected a decrease from 2017. The same trend was noticed in math as well with the American Indian sub group. The strongest claim areas in ELA are research and inquiry, and reading achievement. The weakest claim area in reading for all grades was writing. The claim area of greatest strength in math for all grades was communicating reasoning, and the weakest claim area for grade three was problem solving and modeling, and for grades four and five, it was concepts and procedures. The 2014-15 data is the baseline data, therefore, subsequent years of data will be used for comparison purposes. Data was viewed and discussed, and goals for student growth and score improvement were developed.

Implications from Data: Teachers will continue to use CCSS, the Danielson model (teacher effectiveness), SLOs, Webb leveling, formative assessments, and AIMSweb results to guide and inform instruction. Addressing the significant needs of the low performing subgroups is also a priority, and research based strategies specific to the needs of those sub groups will be implemented. SBAC and AIMSweb data were used to determine a reading goal, and SBAC data and classroom data were used to determine a math goal.

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.

Grade K-Letter Naming Fluency				Grade 1 – Oral Reading Fluency			
	Fall	Winter	Spring		Fall	Winter	Spring
Average & Above	29.0%	62.1%	62.3%	Average & Above	33.3%	53.3%	65%

Grade 2 – Reading Comprehension				Grade 3 – Reading Comprehension			
	Fall	Winter	Spring		Fall	Winter	Spring
Average & Above	55.6%	76.0%	82.7 %	Average & Above	67.8%	85.7%	85.7%

Grade 4 – Reading Comprehension				Grade 5 – Reading Comprehension			
	Fall	Winter	Spring		Fall	Winter	Spring
Average & Above	79.4%	84.2%	73.1%	Average & Above	87.3%	85.8%	82.3%

Analysis of Data: Grades K-3 show significant improvement in AIMSweb scores at each benchmark. Grades 4-5 show decreases from the fall benchmark to the spring benchmark, which is somewhat concerning. This data will be used to help improve strategies and teaching methods in the upper elementary grades, to ensure that students needs are being met through the reading intervention program.

Implications from Data:

- Letter word sound fluency (LWSF) will be used for Kindergarten as it sets the stage for reading.
- 1st grade will use oral reading fluency (ORF) as the assessment for reading improvement.
- 2nd grade will use oral reading fluency (ORF) as the assessment for reading improvement.
- Teachers will collaborate regarding grade level performance from last school year.
- SLO growth goals will be determined based on AIMSweb Plus data.
- Classroom teachers and Interventionists will study data monthly to drive instruction and aid student success

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

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

Goal 1: Lincoln students will improve reading skills	
Objective 1: 82% of K students will be at or above the 15 th percentile for letter naming fluency according to the AIMSweb Plus spring 2018 benchmark assessment.	
Objective 2: 85% of first and second grade students will be at or above the 15 th percentile for oral reading fluency according to the AIMSweb Plus spring 2018 benchmark assessment.	
Objective 3: Students in grades 3-5 will show growth of 5% or more on the SBAC in the spring of 2018.	
Objective 4: Students with disabilities will increase AMO score by 8.03%, in grades 3-5	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards: Higher order thinking skills, Webb leveling, summarizing, differentiated instruction, reading intervention time daily, group/cooperative learning, classroom discussion, guided reading practice, specific feedback for growth, flexibility with time to learn, clear goals in lessons communicated to students, standards based and aligned materials, visuals (SMARTBoards), graphic organizers, use of library, parent nights, and teaching students to evaluate options, choices, and results (metacognition).</p>	<p>How will the strategies be evaluated for effectiveness: Classroom formative and summative assessment results, item analysis on assessments, informal student and parent surveys, parent meetings and conferences, teacher and administrator observations, AIMSweb benchmark assessments, and SBAC assessments</p>
Time frame: 2017-2018 school year	
Budget Implication: Resources necessary to improve reading scores will be purchased through the current budget.	
Summary Results: Based on AIMSweb and SBAC scores, the percentage of students who improved in reading skills increased. The objective for second grade was not met, nor was objective 4. The objectives will be rewritten to reflect current student needs in reading.	

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

Goal 2: Lincoln students will improve math skills	
Objective 1: All students will meet the AMO target of 50.55%.	
Objective 2: Students with disabilities will increase AMO score by 8.03%.	
Objective 3: American Indian/Alaskan Native Students will increase AMO score by 6.55%	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards: Higher order thinking skills, Webb leveling, Investigations curriculum, math games, summarizing, differentiated instruction, group/cooperative learning, classroom discussion, guided reading practice, specific feedback for growth, flexibility with time to learn, clear goals in lessons communicated to students, standards based and aligned materials, visuals (SMARTBoards), parent nights, and teaching students to evaluate options, choices, and results (metacognition).</p>	<p>How will the strategies be evaluated for effectiveness: Classroom formative and summative assessment results, item analysis on assessments, informal student and parent surveys, parent meetings and conferences, teacher and administrator observations, SBAC assessments.</p>
Time frame: 2017-2018 school year	
Budget Implication: Resources necessary to improve reading scores will be purchased through the current budget.	
Summary Results: The math scores improved from the previous year, but none of the objectives listed were met. Objectives will be adjusted to reflect current student needs in the math area.	

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

Goal 1: All students grades K-2 will improve reading	
Objective 1: 75% of K students will be at or above the 25 th percentile for letter word sound fluency (LWSF) according to the AIMSweb Plus spring 2019 benchmark assessment.	
Objective 2: 80% of first grade students will be at or above the 15 th percentile for oral reading fluency according to the AIMSweb Plus spring 2019 benchmark assessment.	
Objective 3: 85% of second grade students will be at or above the 15 th percentile for oral reading fluency according to the AIMSweb Plus spring 2019 benchmark assessment.	
Goal 2: Students in grades 3-5 will improve in specific ELA claim areas on the 2019 SBAC test.	
Objective 1: Grade 3 American Indian subgroup will decrease the percentage of students who fell in the below standard category on the reading level claim by at least 5%, from 40% below standard to 35% or lower below standard.	
Objective 2: Grade 4 Hispanic/Latino subgroup will decrease the percentage of students who fell in the below standard category on the listening and speaking claim by at least 5%, from 40% below standard to 35% or lower below standard.	
Objective 3: Grade 5 male subgroup will decrease the percentage of students who fell in the below standard category on the writing claim by at least 5%, from 29% below standard to 24% or lower below standard.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards: Higher order thinking skills, Webb leveling, summarizing, differentiated instruction, reading intervention time daily, group/cooperative learning, classroom discussion, guided reading practice, specific feedback for growth, flexibility with time to learn, clear goals in lessons communicated to students, standards based and aligned materials, visuals (SMARTBoards), Ipad integration into ELA classes, graphic organizers, use of library, parent nights, and teaching students to evaluate options, choices, and results (metacognition).</p>	<p>How will the strategies be evaluated for effectiveness: Classroom formative and summative assessment results, item analysis on assessments, informal student and parent surveys, parent meetings and conferences, teacher and administrator observations, AIMSweb benchmark assessments, and SBAC assessments</p>

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

<p>Goal 1: Grades 3-5 students will improve math skills in specific claim areas on the</p>	
<p>Objective 1: Grade 3 American Indian subgroup will decrease the percentage of students who fell in the below standard category on the problem solving and modeling and data analysis claim by at least 5%, from 40% below standard to 35% or lower below standard.</p>	
<p>Objective 2: Grade 4 female subgroup will decrease the percentage of students who fell in the below standard category on the concepts and procedures claim by at least 5%, from 65% below standard to 60% or lower below standard.</p>	
<p>Objective 3: Grade 5 female subgroup will decrease the percentage of students who fell in the below standard category on the concepts and procedures claim by at least 5%, from 44% below standard to 39% or lower below standard.</p>	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards: Higher order thinking skills, Webb leveling, Investigations curriculum, math games, summarizing, differentiated instruction, group/cooperative learning, classroom discussion, guided reading practice, specific feedback for growth, flexibility with time to learn, clear goals in lessons communicated to students, standards based and aligned materials, visuals (SMARTBoards), Ipads, parent nights, and teaching students to evaluate options, choices, and results (metacognition).</p>	<p>How will the strategies be evaluated for effectiveness: Classroom formative and summative assessment results, item analysis on assessments, informal student and parent surveys, parent meetings and conferences, teacher and administrator observations, SBAC assessments.</p>

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: Field trips to concerts, plays, and other fine arts events, school musical performed in the spring, orchestra, All City Choir select group, field trip to the Water Festival, special topics speakers, Junior Achievement program, School Counselor instruction in classrooms, specialized tutoring during the school day and after school, tutoring for Native American students, computer coding, walking club, dance at recess, Historical Society learning kits, NSU student athlete volunteers, SADD and adult mentors, Conflict Managers, foster grandmas, Fuel Up to Play 60 activities, Student Council, and parent nights.

The above strategies and activities will be evaluated for effectiveness by gathering feedback from students, staff, and parents, monitoring participation rates, noting academic improvement for some activities, and observing student engagement levels.

Professional Development

Lincoln Elementary staff will continue to be engaged in a variety of activities emphasizing the two identified goals. Additionally, staff will attend appropriate national, state, and regional conferences that will support the LIP school-wide goals.

Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction. A mentor is assigned to each new staff member in our building. The mentor will assist new teachers with building expectations and routines, electronic attendance and grading, locating materials, etc. Finally, Lincoln'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 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

Lincoln Elementary School parents are provided directions to access the School Improvement Plan through the Aberdeen School District Web site in the Lincoln Elementary Parent & Student Handbook (page 6) and occasionally in the monthly newsletter. In addition, the Lincoln Elementary School Improvement Plan is discussed at PTA meetings, School Board meetings, and district-wide School Board listening sessions.

Testing results are sent to parents annually, along with general information about the testing process and an interpretation guide. Parents are invited to contact their child's teacher or the principal if they have questions about the testing process or results. Parents are provided with a Parent Involvement Letter and Lincoln Elementary welcomes parents and families to an Open House during the first week of school. Parent-Teacher conferences are scheduled in the fall and spring, and Parent University (parent education and student activity) is conducted each fall.

Parent-teacher conferences are scheduled twice per school year, once in the fall and again in the spring. Parents may schedule a meeting with teachers at any time during the school year to discuss their child's educational program.

Transition Processes

The registration process for incoming Kindergarten students begins in January at each elementary school. Parents are required to provide the school with the child's name, birth certificate, immunization records, and social security card to complete the registration process. In the spring, the Kindergarten Open House 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.

In the early spring, transition activities for fifth graders moving to the middle school begin with a visit from the middle school principals. During this session, the principals provide an overview of the middle school experience and distribute registration materials. Later in the spring, fifth grade students visit and tour the middle schools. The program includes musical entertainment, a school tour, snacks, and small group discussion time with eighth grade student leaders. Also, late spring, the middle school Improv Troupes visit fifth grade classrooms to present scenes that prompt further discussion of middle school issues.

New students are welcomed to their designated middle school with an orientation provided by the school counselor and/or representatives of the student council. 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 or teachers. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include extended school day tutoring, behavior management plans, an outside mentor, and/or further review by the team. The team shares this information with the teachers involved with the child as well as the child's parents.

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

The School Improvement Committee will follow-up after the August 20, 2018 Building Data Retreat to review the updated data and make adjustments to the 2017-2019 plan and will meet as needed throughout the school year. 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 –

- Title I allocation for reading teacher and tutors' salaries
- Title I and general 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 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 2017-2018 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