

2017-2019

May Overby Elementary

School Improvement Plan



Table of Contents

Section 1: District Mission, Vision, and Beliefs.....	3
Section 2: School Profile	4
Section 3: Comprehensive Needs Assessment.....	8
Smarter Balanced.....	9
AIMSweb	11
Investigations.....	12
Section 4: Goals, Objectives, & Intervention Strategies.....	13
2017-18 Goals, Objectives, & Intervention Strategies Evaluation/Action Plan..	13
2018-19 Goals, Objectives, & Evidence Based Strategies.....	16
Section 5: Enrichment Activities.....	19
Section 6: Professional Development	20
Section 7: Highly Qualified Staff	21
Section 8: Parent Involvement in Education	22
Section 9: Transition Processes	22
Section 10: Monitoring and Support	22
Section 11: Fiscal Requirement	23
Section 12: Ongoing Program Development.....	24

Aberdeen School District

Mission, Vision, and Beliefs

Mission

Empowering all students to succeed in a changing world.

Vision

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

Beliefs

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

Goals

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

May Overby Elementary School

612 14th Avenue SE Aberdeen, SD 57401
605.725.7300 (phone) 605.725.7399 (fax)

Mike Neubert, Principal

Mike.Neubert@k12.sd.us

In an effort to facilitate and enhance student achievement at May Overby 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 May Overby Elementary. 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.

May Overby 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 hospital, 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 May Overby Elementary School are listed below:

Staff FTE	2016-17	2017-18	2018-19	School Improvement Planning Committee	
General Education	18.0	18.0		Camille Kaul	Assistant Superintendent
Special Education Teachers	3.00	3.00			
Title I	1.00	1.00		Mike Neubert	Principal
Physical Education	1.00	1.00		Krista McCorkle	2 nd Grade Teacher
Music	1.00	1.00		Lisa Jaspers	5 th Grade Teacher
Orchestra	0.07	0.07		Cassie Wuestewald	1 st Grade Teacher
Art	1.00	1.00		Kelli Helms	Reading Specialist
Speech	1.00	1.00		Jessica Appl	4 th Grade Teacher
Counselor	1.00	1.00			
				Stacy Baumgartner	PTA
				Vera Tipton	President/Parent DOE SST Rep

Sub-Group Breakdown of Tested Students

May Overby - Grades 3-5				May Overby - Grades 3-5			
	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
Total Gr 3-5	213	215	203				
White	168	165	147	White	78.9%	77%	72.4%
Black	5	6	4	Black	2.3%	2.70%	1.9%
Asian	6	4	4	Asian	2.8%	1.80%	1.9%
Nat Am	8	14	10	Nat Am	3.8%	6.50%	4.9%
Hispanic	11	11	22	Hispanic	5.2%	5.10%	10.8%
PI	2	1	1	PI	0.9%	0.40%	0.4%
TR	13	14	15	TR	6.1%	6.50%	7.9%
Econ Dis	101	94	95	Econ Dis	47.4%	44%	46.8%
SpEd	29	37	36	SpEd	13.6%	17.00%	17.7%
LEP	3	4	11	LEP	1.4%	1.80%	5.4%
Migrant	0	0	1	Migrant	0.0%	0%	0.4%

May Overby SIP Meeting Log – 2017-2018

- 8/15/2017 SIP Committee met in the conference room from 12:30-3:30**
- Reviewed data from the 2016-2017 Smarter Balanced Assessments, aimsweb, math pre/posttest, discipline infractions, and LA and Math AMO's
 - Planned the school data retreat
 - Met as a whole staff to review
 - Looked for areas of improvement to focus on during the current school year
 - Discussed current goals and possible changes
- 8/21/2017 Sip Committee met in the conference room from 8:30 – 10:30**
- Updates were made to the School Improvement Plan
 - Discussed Homework Room and Tutoring. Brainstormed ways to improve on what has been done in the past
 - Discussed Family Literacy Night and the possibility of hosting it during the day
- 8/29/17 MO staff met to discuss and plan Math Night from 3:30-4:15**
- 8/30/2017 Sip Committee met in the conference room from 2:00-3:30**
- Discussed meeting on Sept. 5 @3:30 in the computer lab to run aimswebPLUS reports and gain an understanding of them
 - Discussed SLO's
 - Revisited the homework room changes – all are in favor and the chatter in the building has been positive
 - Made updates to the 2017-18 SIP
- 9/5/2017 SIP Committee met in the conference room from 2:00 – 3:20**
- Made updates to the 2017-18 SIP
- 9/7/2017 SIP Committee met in the conference room from 2:00-3:30**
- Made updates to the 2017-18 SIP
- 9/26/2017 SIP Committee met in the conference room from 2:00-3:30**
- Made updates to the 2017-18 Sip
 - Discussed Literacy Night/Day
- 10/17/17 SIP Committee met in the conference room from 2:00 – 3:00**
- Made updates to the 2017-2018 SIP Plan

May Overby SIP Meeting Log – 2018-2019

- 8/14/2018 SIP Committee met in the conference room from 12:30-3:30**
- Reviewed data from the 2017-2018 Smarter Balanced Assessments, aimsweb, math pre/posttest, discipline infractions, and LA and Math AMO's
- 8/15/2018 SIP committee met in conference from 1:00 – 3:00**
- Review data and posted math pre/post test
- 8/20/2018 consulted staff about whether goals were met based on data, new goals, and used facilitators data retreat guide to gather input for the new goals in the SIP**
- 9/5/2018 SIP committee met from 2:00 – 3:00 Wrote 2018-2019 goals, dates for school wide math and reading days, discussed smarter balanced days.**

School Improvement Timeline

	Reading	Math	Notes
2005-06	Met AYP	Met AYP	<ul style="list-style-type: none"> • Distinguished School Status • Grades 5, 8, and 11 science assessment added to DakotaSTEP • Assessed on new South Dakota math content standards
2006-07	Met AYP	Met AYP	<ul style="list-style-type: none"> • Implementation of new grades K-5 district math curriculum
2007-08	Met AYP	Met AYP	
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"> • Implementation of new grades K-5 district social studies curriculum
2010-11	Met AYP	Met AYP	<ul style="list-style-type: none"> • School wide Title I status implemented • Language Arts Study Begins
2011-12	NCLB Waiver	NCLB Waiver	<ul style="list-style-type: none"> • Implementation of <i>Reading Street</i> grades K-5 district language arts curriculum and assessments
2012-13	Progressing	Progressing	<ul style="list-style-type: none"> • Math Curriculum Study Begins
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>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
2016-17	Did Not Meet 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"> •

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, AIMS Web, demographics, attendance, and climate surveys, discipline reports. Data retreat participants identified strengths and areas of concern and identified key areas in math and reading in need of improvement. Data is reviewed for all subgroup, gap, and non-gap groups. During the month of September, SIP team members reviewed the draft and offered feedback. All teachers identify research-based interventions to use in the classroom.

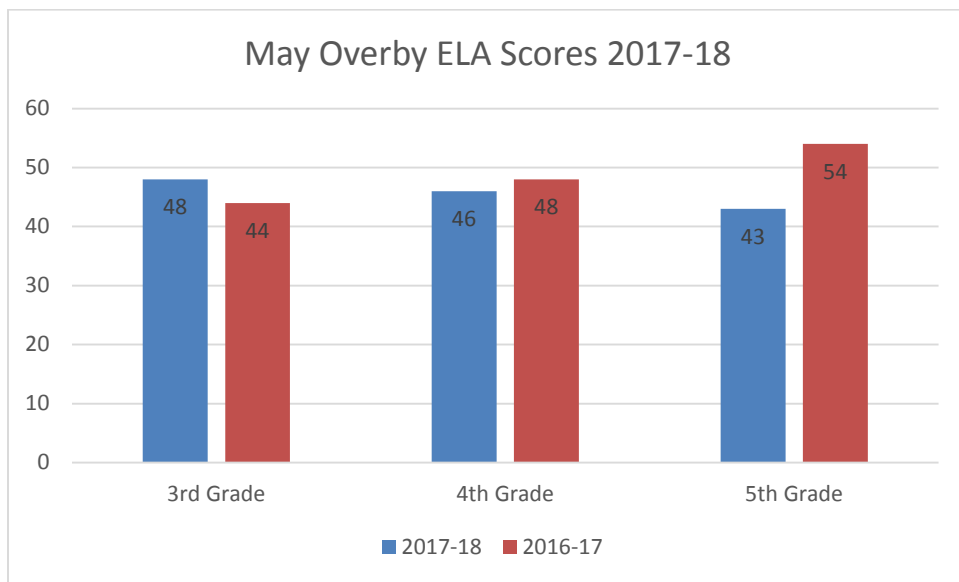
Core team teachers were also provided with student rosters and their level of proficiency in reading and math on the Smarter Balanced Assessment. Review of this data allowed staff members to develop effective prescriptions for students based on educational needs. The school improvement committee identified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

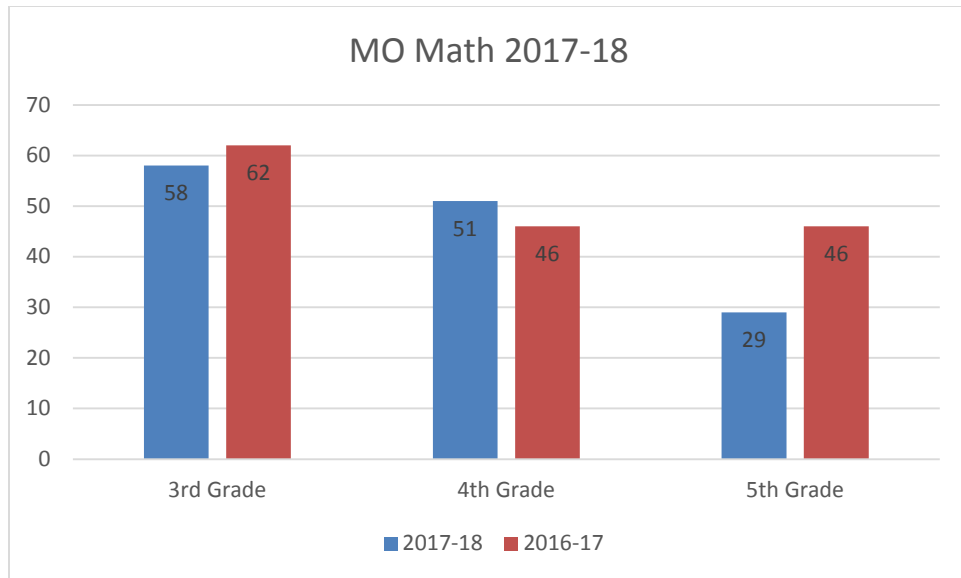
The school improvement committee subsequently met to review the goal statements and to refine the strategies for implementation. After selecting a wide variety of strategies, an action plan was designed with time frames, persons responsible, and necessary resources. The plan will be reviewed on an on-going 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 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: According to the above data when comparing 3rd, 4th, 5th grade students in 2018 to 3rd, 4th, 5th grade students in 2017 in ELA, grades 4 and 5 scored lower (2% and 11%) while grade 3 scored higher (4%). In Math, grades 3 and 5 scored lower (4% and 17%) while grade 4 scored higher (5%).

When comparing May Overby’s ELA scores to the state proficient percentages, grade 3 scored 3% lower, grade 4 scored 3% lower, and grade 5 scored 8% lower. In Math, grade 3 scored 5% higher, grade 4 scored 4% higher, and grade 5 scored 10% lower.

Implications from Data: Staff will look at the curriculum, set goals and utilize trainings to help improve scores. Staff will implement the use of small group, hands on application of the scientific method of learning, directions given in a variety of ways, and teacher-directed modifications as necessary. Technology will be used when appropriate to enhance teaching/learning. We will continue to emphasize the importance of developing partnerships with parents. Staff will continue to monitor progress after assessments to ensure all students are improving their reading and math skills.

AIMSweb Plus Reading Assessments

Description of Data: AIMSweb Plus 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 Plus provides a 3 Tier Progress Monitoring and Response to Intervention system which assesses student’s general reading achievement. AIMSweb Plus 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 Plus system allows frequent monitoring of students who are at-risk for academic failure or currently below grade level by using general outcome measures in any of these areas. This system allows educators to determine if the current curriculum and instruction of core programs or interventions is having the intended effect on student progress.

K – Letter Naming				1 st Grade – Oral Reading Fluency			
	Fall	Winter	Spring		Fall	Winter	Spring
% Well Below Average and Below Average	58.7%	43.5%	29.7%	% Well Below Average and Below Average	60.8%	38.9%	39.1%
% Average, Above Average, or Well Above Average	41.3%	56.5%	70.3%	% Average, Above Average, or Well Above Average	39.2%	61.1%	60.9%

2 nd Grade – Oral Reading Fluency				3 rd Grade – Reading Comprehension			
	Fall	Winter	Spring		Fall	Winter	Spring
% Well Below Average and Below Average	39.0%	32.8%	32.8%	% Well Below Average and Below Average			
% Average, Above Average, or Well Above Average	61.0%	67.2%	67.2%	% Average, Above Average, or Well Above Average	75%	74%	76%

4 th Grade – Reading Comprehension				5 th Grade – Reading Comprehension			
	Fall	Winter	Spring		Fall	Winter	Spring
% Well Below Average and Below Average				% Well Below Average and Below Average			
% Average, Above Average, or Well Above Average	78%	88%	84%	% Average, Above Average, or Well Above Average	88%	81%	73%

Analysis of Data: According to the data provided, Kindergarten met their goal and reduced the LNF score by 29%. 1st grade met the goal and reduced the ORF score by 21.7%. 2nd grade met the goal and decreased their ORF score by 6.2%.

Implications from Data: May Overby staff will continue to monitor and target Well Below Average and Below Average students based on the AIMSwebPLUS testing results. One of May Overby’s goals will focus on Reading Fluency. Staff will continue to use small group assistance and reading interventionists, differentiated instruction and modifications, Native American Tutor Program, After-School Tutoring, Homework Room, and maintain communication with parents and encourage home practice.

Investigations Pre/Post Math Test Scores 2017-2018

2017-2018 Pre and Post-Math Assessment			
Grade	Pre-Test	Post-Test	Gain %
1 st	63.40%	82.80%	20.40%
1 st	66.04	85	18.96
1 st	67	89.4	25.4
2 nd	51.9	76.59	24.69
2 nd	52.61	78.94	26.33
2 nd	58.57	92.89	34.32
3 rd	51.25	78	26.75
3 rd	50.23	86.59	36.36
3 rd	59	80.27	21.27
4 th	50.4	74.6	24.2
4 th	52.8	69	16.2
4 th	48.33	71.73	23.4
5 th	47.89	58.65	10.76
5 th	49.31	84.15	34.84
5 th	41.85	48.95	7.1
Average increase			23.39%

Analysis of Data: According to the data above grades 1-5 did not meet the goal of increasing the pre to post test score of at least 25% (average increase was 23.39%).

Implications from Data: Staff will look at the curriculum, set goals and utilize trainings to help improve scores. The use of small group, hands on application of the scientific method of learning, directions given in a variety of ways, and teacher-directed modifications as necessary will aid in student achievement. Staff will continue to monitor progress after assessments to ensure all students are improving their math skills. We will continue to emphasize the importance of developing partnerships with parents. Technology will be used when appropriate to enhance teaching/learning.

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

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

Goal 1: Students in grades K, 1, & 2 will apply various reading strategies to improve reading fluency using LNF or ORF in aimswebPlus as the assessment tools.	
Objective 1: To reduce the number of students in the Well-Below and Below (National Norms) by 3% based on initial to final assessment based on the LNF subtest in Kindergarten using aimswebPlus.	
Objective 2: To reduce the number of students in the Well-Below and Below (National Norms) by 3% based on initial to final assessment based on the ORF subtest in First Grade using aimswebPlus.	
Objective 3: To reduce the number of students in the Well-Below and Below (National Norms) by 3% based on initial to final assessment based on the ORF subtest in Second Grade using aimswebPlus.	
<p>List the evidence-based strategies used to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct instruction • Scaffolding instruction • Individualized instruction • Setting goals and expectations • High level questioning • Read alouds • Differentiated Instruction • Cooperative learning • Reteaching • Homework • Project based instruction/learning • Student practice • Native American Tutoring • Homework room – 2nd grade • Graphic Organizers 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Observations • Anecdotal records • aimswebPlus • Reading Checks • Daily assignments/checks • Weekly tests • Unit tests • Fluency checks • Exit tickets • Informal check for understanding • Think/Pair/Share • Teach to your partner
Time frame: 2017-2018 School Year	
Budget Implication: N/A	

Summary of Results –
The aimswebPlus goal for K-2 was achieved. All grades have reached the 3% increase.

Goal 2: Students at May Overby Elementary will meet AMO goals.	
Objective 1: Students in the Gap category will meet the AMO target of 64.87%.	
Objective 2: Students in the Non-Gap category will meet the AMO target of 78.00%.	
Objective 3: Students in the All Students category will meet the AMO target of 71.67%	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct instruction 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Observations

<ul style="list-style-type: none"> • Scaffolding instruction • Individualized instruction • Setting goals and expectations • High level questioning • Read alouds • Differentiated Instruction • Cooperative learning • Reteaching • Homework • Project based instruction/learning • Student practice • Native American Tutoring • Homework room • Graphic Organizers 	<ul style="list-style-type: none"> • Anecdotal records • aimswebPlus assessments • Reading Checks • Daily assignments/checks • Weekly tests from Reading Street • Unit tests from Reading Street • Fluency checks • Exit tickets • Informal check for understanding • Think/Pair/Share • Teach to your partner • Smarter Balanced Assessment
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Time frame: 2017-2018
Budget Implication: N/A

Summary of Results – Grades 3-5 did not meet the AMO target of 3.64% increase.

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

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

Goal 1: Students will demonstrate mathematical problem solving, understanding, and higher level thinking skills.	
Objective 1: As a school, students in grades 1-5 will increase by 25% in their pre and post investigations curriculum test.	
Objective 2:	
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> <ul style="list-style-type: none"> • Direct instruction • Scaffolding instruction • Individualized instruction • Setting goals and expectations • High level questioning • Differentiated Instruction • Cooperative learning • Reteaching • Homework • Project based instruction/learning • Student practice • Native American Tutoring • Homework room 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Observations • Anecdotal records • Daily assignments/checks • Unit tests • Investigations Assessments • Exit tickets • Informal check for understanding • Think/Pair/Share • Teach to your partner

<ul style="list-style-type: none"> • Hands on activities • Manipulatives • Graphic Organizers 	
--------------------------------------------------------------------------------------------------------------------------------	--

Time frame: 2017-2018 School Year
Budget Implication: N/A

Summary of Results – As a school, we did not increase our SIP scores by 25%. We achieved a 23.39% increase.

Goal 2: The students at May Overby Elementary will reach the AMO of 69.09% on Smarter Balanced Assessment.
Objective 1: Students in the Gap category will meet the AMO target of 60.27%
Objective 2: Students in the Non-Gap category will meet the AMO target of 77.32%

<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct instruction • Scaffolding instruction • Individualized instruction • Setting goals and expectations • High level questioning • Differentiated Instruction • Cooperative learning • Reteaching • Homework • Project based instruction/learning • Student practice • Native American Tutoring • Homework room • Hands on activities • Manipulatives • Graphic Organizers 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Observations • Anecdotal records • Daily assignments/checks • Unit tests • Investigations Assessments • Exit tickets • Informal check for understanding • Think/Pair/Share • Teach to your partner
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Time frame: 2017-2018 School Year
Budget Implication: N/A

Summary of Results – Grades 3-5 did not meet the AMO target of 3.88% increase.

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

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

Goal 1: Students in grades K, 1, and 2 will apply various reading strategies to improve reading fluency using LNF or ORF in aimswebPlus as the assessment tool.	
Objective 1: To reduce the number of students in Well-below and below(national Norms) by 8% based on initial to final assessment based on the LNF subtest in Kindergarten using aimswebPlus.	
Objective 2: To reduce the number of students in Well-below and below(national Norms) by 8% based on initial to final assessment based on the ORF subtest in First grade using aimswebPlus.	
Objective 3: To reduce the number of students in Well-below and below(national Norms) by 3% based on initial to final assessment based on the ORF subtest in second grade using aimswebPlus.	
List the evidence-based strategies used to meet the above goal and objectives so all students can meet state academic standards: <ul style="list-style-type: none"> • Direct instruction • Scaffolding instruction • Individualized instruction • Setting goals and expectations • High level questioning • Read aloud • Differentiated instruction • Cooperative learning • Fluency passages • Reteaching • Project based instruction/learning • Student practice • Native American tutoring • Homework room-2nd grade • Graphic organizers 	How will the strategies be evaluated for effectiveness: <ul style="list-style-type: none"> • Checklists • Observations • Anecdotal records • aimswebPlus • reading checks • daily assignments/checks • weekly tests • unit tests • fluency checks • exit tickets • informal check for understanding • think/pair/share • teach to your partner
Time frame: 2018-2019 School Year	
Budget Implication: N/A	

Goal 2: Students at May Overby Elementary will meet or exceed AMO in English language arts	
Objective 1: To improve writing skills so that all male students in grade 3-5 will increase their proficiency in the writing claim on the Smarter Balanced assessment by 10%.	
Objective 2: To improve reading achievement so that 40% of Hispanic/Latino of will demonstrate proficiency on the ELA portion of the Smarter Balanced Assessment.	
List the evidence-based strategies used to meet the above goal and objectives so all students can meet state academic standards: <ul style="list-style-type: none"> • direct instruction • scaffolding instruction • individualized instruction • setting goals and expectations • high level questioning • read aloud 	How will the strategies be evaluated for effectiveness: <ul style="list-style-type: none"> • observations • checklists • anecdotal records • aimswebPlus assessments • reading checks • daily assignments/checks • weekly tests from Reading Street • Unit tests from Reading Street

<ul style="list-style-type: none"> differentiated instructions cooperative learning reteaching homework project based instruction/learning student practice native American tutoring homework room graphic organizers 	<ul style="list-style-type: none"> Fluency checks Exit tickets Informal check for understanding Think/pair/share Teach to your partner Smarter Balanced Assessment
Time frame: 2018-2019 School Year	
Budget Implication: N/A	

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

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

Goal 1: Students will demonstrate mathematical problem solving, understanding, and higher level thinking skills.	
Objective 1: as a school students in grades 1-5 will increase 25% in their pre and post investigations curriculum test	
<p>List the evidence-based strategies used to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> Direct instruction scaffolding instruction Individualized instruction Setting goals and expectations High level questioning Differentiated instruction Cooperative learning Reteaching Homework Project based instruction/learning Student practice Native American tutoring Homework room Hands on activities Manipulatives Graphic organizers 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> Observations Anecdotal records Daily assignments/checks Weekly assessments from Investigations Unit Tests from Investigations Exit tickets Informal check for understanding Think/pair/share Teach to your partner Smarter Balanced Assessment
Time frame: 2018-2019 School Year	
Budget Implication: N/A	

Goal 2: Students will meet or exceed the Annual Measurable Objective for Mathematics.
Objective 1. All students in grades 3-5 will increase their proficiency in the concepts and procedures claim on the SBAC. Grade 3 students will increase to 75% in this area, grade 4 students will increase to 75% in this area, and grade 5 students will increase to 50% in this area.
Objective 2: Hispanic/Latino students will increase their proficiency scores on the SBAC. Grade 3 will increase to 20%, grade 4 will increase to 35%, grade 5 will increase to 50%.

<p>List the evidence-based strategies used to meet the above goal and objectives so all students can meet state academic standards:</p> <ul style="list-style-type: none"> • Direct instruction • Scaffolding instruction • Individualized instruction • Setting goals and expectations • High level questioning • Cooperative learning • Reteaching • Homework <p>Project based instruction/learning</p> <ul style="list-style-type: none"> • Student practice • Native American tutoring • Homework room • Hands on activities • Manipulatives • Graphic organizers 	<p>How will the strategies be evaluated for effectiveness:</p> <ul style="list-style-type: none"> • Checklists • Observations • Anecdotal records • Daily assignments/checks • Unit tests • Investigations assessments • Exit tickets • Informal check for understanding • Think/pair/share • Teach to your partner
<p>Time frame: 2018-2019 School Year</p>	
<p>Budget Implication: N/A</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; Family literacy activity, family math activity, all school picnic, new teacher mentors, math coach, extended school day, parent/teacher conferences, music programs, track and field day, donut day, movie nights, books fairs, reflections program, orchestra, conflict managing, Book-It, reading interventions, and the summer reading program.

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 and parents will attend appropriate national, state, and regional conferences that will support the school-wide goals. Additionally parents are provided professional development opportunities through attendance at PTA meetings and family math and literacy nights.

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. Staff development sessions are funded by district general fund dollars and Title I professional development set aside dollars. Finally, May Overby'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

May Overby Elementary School parents were provided written notice of the school's improvement needs in the monthly newsletter. In addition, the school improvement plan was discussed at PTA meetings, School Board meetings, and district-wide listening sessions. Parents meet annually to provide feedback into the parent compact and parent involvement policy which help guide school wide activities and parent involvement.

In an effort to promote additional parent involvement and to build a stronger knowledge base of the requirements of the Every Student Succeeds Act (ESSA), attempts will be made to review test scores with parents in small group meetings.

May Overby also sponsors the following activities to involve parents in the children's education: Donut Day, Holiday Program, Spring Program, Fall and Spring Conferences, Book Fair, Fall Fundraiser, Fun Night, Skating Party, Movie Night and several other activities that involve individual classrooms.

Transition Processes

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

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

New students are welcomed to the school with an orientation provided by the 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, teachers, or students. Curriculum-based measurements, DRA scores, CORE reading assessments, behavior management plans, and standardized test data is reviewed during team meetings. Student needs are evaluated by the team with recommendations made to help rectify the problems identified.

Recommendations may include 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. Interventions are provided by classroom teachers, special education staff, reading tutors, paraprofessionals, and after school tutors.

Fiscal Requirement

As this plan is implemented resources will be made available to building teams by district office staff. The Assistant Superintendent and Business Manager are responsible for assigning equitable funding to eligible schools throughout the district. 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
- Title I allocation for reading teacher and tutors' salaries
- Special Education allocations for resource rooms and also financial support for after school tutoring

District Level-

- Great Plains grant for extended school day activities
- General Fund for extended school day tutoring program

Ongoing Program Development

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

The improvement plan will be presented to the Aberdeen School Board for final approval in November of 2018. After board approval, the School Improvement Plan will be fully implemented. The school improvement plan will be shared with the staff, parents, and the public through the Aberdeen School District website and copies will be available in the school office for interested patrons.

The timeline below indicates the school improvement activities for the 2018-19 school year.

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