

2017-2019

Mike Miller Elementary

School Improvement Plan



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Aberdeen School District

Mission, Vision, and Beliefs

Mission

Empowering all students to succeed in a changing world.

Vision

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

Beliefs

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

Goals

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

Mike Miller Elementary School

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Nicole Schutter, Principal

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In an effort to facilitate and enhance student achievement at Mike Miller 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 Mike Miller Elementary. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and to ensure compliance with Every Student Succeeds Act (ESSA) and the Next Generation Accountability Model.

Mike Miller Elementary School Profile

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

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

Staff FTE	2016-17	2017-18	2018-19	School Improvement Planning Committee	
General Education Teachers	8.00	12.00	12.00	Camille Kaul	Assistant Superintendent
Special Education Teachers	1.00	1.00	2.00	Nicole Schutter	Principal
Physical Education	.44	.60	.60	Vera Tipton	SST Dept. of Ed.
Music	.44	.60	.60	Hope Joachim	Kindergarten Teacher
Orchestra	.07	.46	.46	Taylor Mount	Grade 1 Teacher
Art	.33	.45	.45	Sara Tennant	Grade 2 Teacher
Speech	.20	.3	.3	Alexis Liknes	Grade 4 Teacher
Counselor	.50	.67	.67	Leah Lane	Special Education Teacher
				Theresa Bowden	Counselor
				Allison Spjut	Parent Representative

Sub-Group Breakdown of Tested Students

Mike Miller - Grades 3-5				Mike Miller - Grades 3-5			
Number of Students				Percentage of Student Population			
	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
Total Gr 3-5	0	103	117				
White	0	78	89	White	0	76.0%	76%
Black	0	2	2	Black	0	1.9%	1.70%
Asian	0	3	4	Asian	0	2.9%	3.40%
Nat American	0	9	13	Nat American	0	8.7%	11.10%
Hispanic	0	5	7	Hispanic	0	4.8%	5.90%
Two or More	0	0	0	Two or More	0	0.0%	0%
PI	0	6	2	PI	0	5.8%	1.70%
Econ Dis	0	43	45	Econ Dis	0	41.7%	38.4%0
SpEd	0	13	14	SpEd	0	12.6%	12%
LEP	0	3	6	LEP	0	2.9%	5.10%
Migrant	0	0	0	Migrant	0	0.0%	0%

School Improvement Timeline

	Reading	Math	Notes
2005-06			<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			<ul style="list-style-type: none"> • Distinguished School Status • Implementation of new grades K-5 district math curriculum
2007-08			<ul style="list-style-type: none"> • Distinguished School Status
2008-09			<ul style="list-style-type: none"> • Distinguished School Status • Implementation of new grades K-5 district science curriculum • Assessed on new South Dakota reading content standards
2009-10			<ul style="list-style-type: none"> • Distinguished School Status • Implementation of new grades K-5 district social studies curriculum • Added Smart Board Technology
2010-11			<ul style="list-style-type: none"> • Distinguished School Status • Language arts curriculum study begins
2011-12			<ul style="list-style-type: none"> • Implementation of <i>Reading Street</i> language arts curriculum and AIMSweb assessment
2012-13			<ul style="list-style-type: none"> • Math curriculum study begins • CGI Staff Development sessions
2013-14			<ul style="list-style-type: none"> • Implementation of <i>Investigations</i> math curriculum • Implementation of Common Core State Standards for English language arts and math
2014-15			<ul style="list-style-type: none"> • Piloting SLO and Teacher Effectiveness Model • PE/Health curriculum study begins
2015-16			<ul style="list-style-type: none"> • Full implementation of Teacher Effectiveness Model • Science curriculum study begins
2016-17			<ul style="list-style-type: none"> • Social Studies curriculum study begins • Added an additional elementary site (Mike Miller)
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"> • K-5 Implementation of iPads • 6-12 Language Arts curriculum review.

Comprehensive Needs Assessment

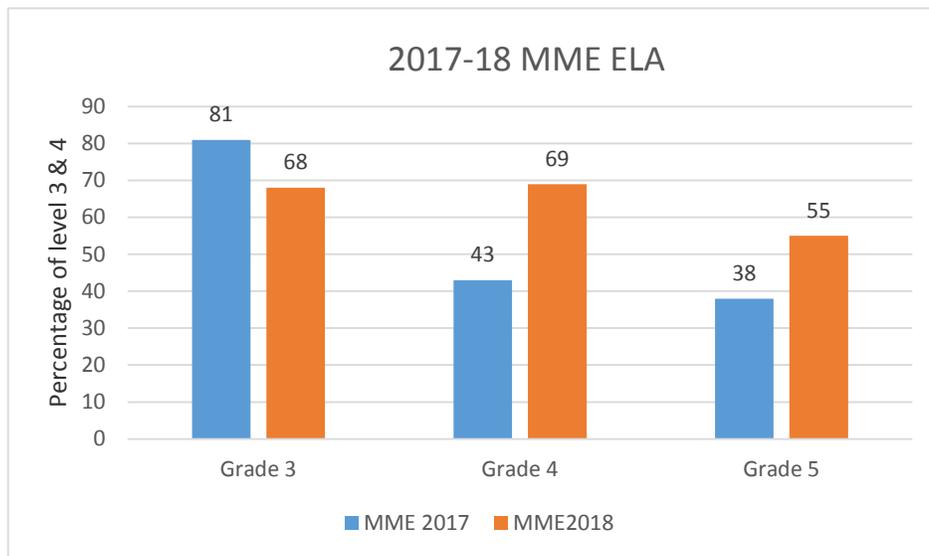
On August 20, 2018, staff members gathered to complete a comprehensive needs assessment of the entire school. Data was reviewed based on student, program and structure, professional practices, and family and community information. Data sources included Smarter Balanced, AIMS Web, demographics, attendance, and discipline reports. Data retreat participants identified strengths and areas of concern and identified key areas in math and reading in need of improvement. During the month of September, SIP team members reviewed the draft and offered feedback.

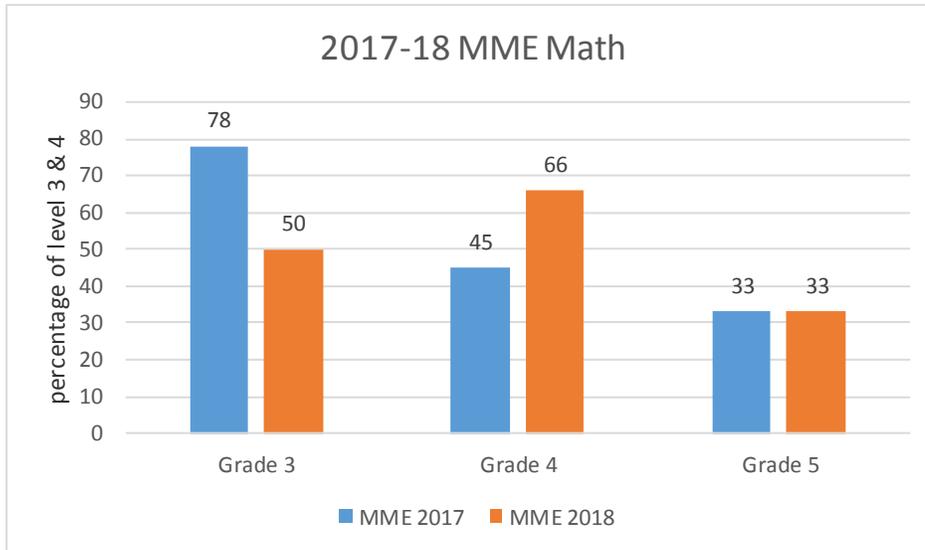
Core team teachers were also provided with student rosters and their level of proficiency in reading and math on the Smarter Balanced Assessment, as well as AIMSweb assessment data. Review of this data allowed staff members to develop effective prescriptions for students based on educational needs. The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

Smarter Balanced Results

Beginning in 2016, in compliance with the Every Student Succeeds Act (ESSA), the state of South Dakota required all students in grades 3-8 and 11 to take a computer adaptive test called the Smarter Balanced Assessment (SBA). The SBA assesses student achievement in the areas of math and reading. A student's score on each subtest places him or her in one of four achievement categories: Level 1, Level 2, Level 3, or Level 4. Students are deemed proficient when scoring Level 3 or Level 4. South Dakota's overarching goal for Student Achievement is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement. AMO targets were set following the results of the Smarter Balanced assessment in the 2014-15 school year.

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





Analysis of Data: At all three grade levels, our students performed above the state and Aberdeen School District averages on the ELA portion of the SBAC assessment. In the area of Math, our Grade 4 students performed well above the state and Aberdeen School District averages, which is consistent with their scores as third graders. Our Grade 3 and Grade 5 students scored relatively low on the Math portion of the assessment compared to the state and Aberdeen School District averages; however, our Grade 5 students' scores stayed the same compared to the scores of our 2016-2017 Grade 5 students.

Implications from Data: Our entire staff will continue to work on increasing all of our students' reading fluency and comprehension. This will be accomplished by utilizing our Wonders curriculum and incorporating nonfiction materials such as Scholastic News into the weekly routine. Students who qualify for additional reading assistance will receive additional instruction daily. The staff will continue to teach our Investigations math curriculum with fidelity. We will also incorporate specific math and reading strategies into our Homework Club time, which is optional for students to attend after school.

AIMSweb Reading Assessments

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

K – Letter Naming				1 st Grade – Oral Reading Fluency			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	36.6%	60%	43.6%	% Average Or Above Average	36%	63.4%	62.8%

2 nd Grade - RCBM				3 rd Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	56.3%	62.8%	77.2%	% Average Or Above Average	68.7%	84.9%	79.4%

4 th Grade - RCBM				5 th Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	93.8%	93.9%	93.7%	% Average Or Above Average	94.3%	94.1%	92.2%

Analysis of Data: Across all grade levels except Grade 4 and Grade 5, we saw an increase in the percentage of students who were identified as Tier 1 and Tier 2 students through our AIMSweb testing. This, in turn, means that as the school year progressed, we had fewer students qualifying for intensive reading intervention, which meant additional reading instruction on a daily basis and weekly progress monitoring by our Reading Tutor. Overall, approximately 67% of our students fell into Tier 1 and Tier 2 in the Fall 2017, and at Spring Benchmark, 85% of our students were within Tier 1 and Tier 2.

Implications from Data: After assessing our data we will continue to provide the AIMSweb benchmark checks to help guide our reading instruction. Staff will continue focus on improving small group and whole group instruction in this area, and we will continue to teach our language arts program with fidelity. Reading intervention groups will be kept to no bigger than five students. We have noticed a decline in many grade levels from Winter to Spring benchmark testing and are looking into strategies to remedy that pattern.

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

Goal 1: By 2017-2018, all students will show growth in overall reading achievement.	
Objective 1: To improve reading achievement so that 83% of students in grade 3, 48% of students in grade 4, and 43% of students in grade 5 will score Level 3 or Level 4 in the reading portion of the Smarter Balanced Assessment.	
Objective 2: To increase the scores of the students in our gap group to 51.11% proficient/advanced and increase the scores of the students in our nongap group to 58.66% proficient/advanced.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ol style="list-style-type: none"> 1. Additional Reading Instruction – Reading Tutors 2. Additional curricular support w/at-risk students 3. Individual Student Fluency and Comprehension Checks 4. Variety of direct instruction, scaffolded instruction, and individualized instruction strategies, including but not limited to: high-level questioning, graphic organizers and foldable, cooperative learning, project-based learning, and student practice opportunities 	<p>How will the strategies be evaluated for effectiveness:</p> <ol style="list-style-type: none"> 1. Benchmark Testing (AIMSweb) completed Fall, Winter, Spring; weekly progress monitoring 2. Homework Club available to all students – quarterly report cards, formative assessments completed by classroom teachers 3. Weekly fluency check data collection; Weekly reading assessments 4. Formative and summative assessments completed in the classroom (daily assignments and activities, exit tickets, checklists, observations, Daily 5 data collection, rubric-based assessments for projects, informal checks for understanding)
Time frame: 2017-2018 school year	
Budget Implication: \$4,000 – Title I Funding, Great Plains Foundation Grant money, MME instructional budget	

Summary of Results- Our grade 3 students did not show growth in reading; however, students in grades 4 and 5 showed growth according to the ELA portion of the SBAC. Information regarding the gap/nongap students' achievement is not currently available from the state and will be updated as soon as that information is received.

Goal 2: By 2017-2018, all students will show growth in reading comprehension.	
Objective 1: Ninety-two percent of our students will be in Tier 1 and Tier 2 of AIMSweb testing.	
Objective 2: Our American Indian/Alaskan Native students will increase in proficiency to 49.07%.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ol style="list-style-type: none"> 1. Additional Reading Instruction – Reading Tutors 2. Additional curricular support w/at-risk students 3. Summer Reading Bags for students 4. Differentiated Instruction w/iPads 5. Variety of direct instruction, scaffolded instruction, and individualized instruction strategies, including but not limited to: high-level questioning, graphic organizers and foldable, cooperative learning, project-based learning, and 	<p>How will the strategies be evaluated for effectiveness:</p> <ol style="list-style-type: none"> 1. Benchmark Testing (AIMSweb) completed Fall, Winter, Spring; weekly progress monitoring 2. Homework Club available to all students – quarterly report cards, formative assessments completed by classroom teachers 3. Fall 2018 AIMSweb benchmark testing 4. Data collection and data-guided instruction with apps 5. Formative and summative assessments (daily assignments and activities, exit tickets, checklists, observations, Daily 5 data collection, rubric-based assessments for projects, informal checks for

student practice opportunities	understanding)
Time frame: 2017-2018 school year	
Budget Implication: \$4,000 – Title I Funding, Great Plains Foundation Grant money, MME instructional budget	

Summary of Results- According to our AIMSweb benchmark testing, our students showed considerable growth in reading achievement, as 33% of our students qualified for Tier 3 intervention at the Fall benchmark, where only 15% of our students qualified for Tier 3 intervention at the Spring benchmark. This means that we did not meet our goal of 92% of students falling into Tier 1 and Tier 2, since 85% of our students fell into these two areas at the Spring benchmark. Our American Indian/Alaska Native students in grade 4 exceeded our goal at 75% proficiency; however, our American Indian/Alaska Native students in grades 3 and 5 were each at 33% proficiency.

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

Goal 1: By 2017-2018, all students will show growth in the area of mathematics.	
Objective 1: To improve math skills so that 81% of students in grade 3, 51% of students in grade 4, and 39% of students in grade 5 will score Level 3 or Level 4 in the math portion of the Smarter Balanced Assessment.	
Objective 2: To increase the scores of the students in our gap group to 49.07% and increase the scores of the students in our nongap group to 60.06%.	
List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:	How will the strategies be evaluated for effectiveness:
<ol style="list-style-type: none"> 1. Additional curricular support w/at-risk students – HW club staff 2. Differentiated Instruction w/iPads 3. CGI math/Investigations curriculum 4. Variety of direct instruction, scaffolded instruction, and individualized instruction strategies, including but not limited to: high-level questioning, graphic organizers and foldable, cooperative learning, project-based learning, and student practice opportunities 	<ol style="list-style-type: none"> 1. Homework Club available to all students – quarterly report cards, formative assessments completed by classroom teachers 2. Data collection and data-guided instruction with apps 3. SBAC and Investigation Unit Assessment scores 4. Formative and summative assessments (daily assignments and activities, exit tickets, checklists, observations, Daily 5 data collection, rubric-based assessments for projects, informal checks for understanding)
Time frame: 2017-2018	
Budget Implication: \$4,000 – Title I Funding, Great Plains Foundation Grant money, MME instructional budget	

Summary of Results- Our grade 4 students exceeded the goal by achieving 66% proficiency in math; however, our students in grades 3 and 5 fell short of their grade-level goals. Information regarding the gap/nongap students’ achievement is not currently available from the state and will be updated as soon as that information is received.

Goal 2: By 2017-2018, all students will show growth in the area of number sense.	
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 98% in this area, grade 4 students will increase to 69.5% in this area, and grade 5 students will increase to 59.75% in this area.	
Objective 2: Our students with disabilities will increase their scores on the SBAC to 58.34%.	

<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ol style="list-style-type: none"> 1. Additional curricular support w/at-risk students – HW club staff 2. Differentiated Instruction w/iPads 3. CGI math/Investigations curriculum 4. Variety of direct instruction, scaffolded instruction, and individualized instruction strategies, including but not limited to: high-level questioning, graphic organizers and foldable, cooperative learning, project-based learning, and student practice opportunities 	<p>How will the strategies be evaluated for effectiveness:</p> <ol style="list-style-type: none"> 1. Homework Club available to all students – quarterly report cards, formative assessments completed by classroom teachers 2. Data collection and data-guided instruction with apps 3. SBAC and Investigation Unit Assessment scores 4. Formative and summative assessments (daily assignments and activities, exit tickets, checklists, observations, Daily 5 data collection, rubric-based assessments for projects, informal checks for understanding)
<p>Time frame: 2017-2018 school year</p>	
<p>Budget Implication: \$4,000 – Title I Funding, Great Plains Foundation Grant money, MME instructional budget</p>	

Summary of Results- Students in grade 4 exceeded the goal of increasing the Concepts and Procedures score, as they scored 79% proficient/advanced in this claim. Our grades 3 and 5 students, however, did not meet this goal. Our students with disabilities did not meet the goal of 58.34% proficiency on the SBAC.

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

Goal 1: Students will meet or exceed the Annual Measurable Objective (AMO) for English/Language Arts.	
Objective 1: To improve writing skills so that all female students in grades 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 75% of students with disabilities in grades 3-5 will demonstrate proficiency on the ELA portion of the Smarter Balanced Assessment.	
Objective 3: To increase reading achievement so that ninety-two percent of our students will fall into Tier 1 and Tier 2 at the Spring benchmark of AIMSweb.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ol style="list-style-type: none"> 1. Additional Reading Instruction – Reading Tutors 2. Additional curricular support w/at-risk students 3. Individual Student Fluency and Comprehension Checks 4. Student conferencing in reading and writing; specific instruction and feedback regarding vocabulary development and writing traits 5. Individualized instruction through use of leveled resources within our <u>Wonders</u> ELA curriculum 6. Variety of direct instruction, scaffolded instruction, and individualized instruction strategies, including but not limited to: high-level questioning, graphic organizers and foldable, cooperative learning, project-based learning, student practice opportunities, and student conferencing 	<p>How will the strategies be evaluated for effectiveness:</p> <ol style="list-style-type: none"> 1. Benchmark Testing (AIMSweb) completed Fall, Winter, Spring; weekly progress monitoring by Reading Tutors 2. Homework Club, Native American Tutoring – individualized skill instruction 3. Benchmark Testing (AIMSweb) completed Fall, Winter, Spring; weekly progress monitoring within classrooms, use of iXL program for reading skills and strategies 4. Writing portfolios in SeeSaw, student journals, and Mike Miller Messages weekly writing 5. <u>Wonders</u> assessments (formative and summative) 6. Formative and summative assessments (daily assignments and activities, exit tickets, checklists, observations, Daily 5 data collection, rubric-based assessments for projects, informal checks for understanding)
Time frame: August 2018 – May 2019	
Budget Implication: \$4,000 – Title I Funding, Great Plains Foundation Grant money, MME instructional budget	

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

Goal 1: Students will meet or exceed the Annual Measurable Objective (AMO) 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 83% in this area, grade 4 students will increase to 83% in this area, and grade 5 students will increase to 60% in this area.	
Objective 2: Our students with disabilities will increase their proficiency scores on the Smarter Balanced Assessment: by 50% (increasing to 50%) in grade 3, by 10% (increasing to 70%) in grade 4, and by 15% (increasing to 55%) in grade 5.	
Objective 3: Our Hispanic/Latino students will meet or exceed the AMO for Mathematics.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <ol style="list-style-type: none"> 1. Additional curricular support w/at-risk students – HW club staff (math games, math skill and fact reviews) 2. Differentiated Instruction w/iPads 3. CGI math/Investigations curriculum 4. Variety of direct instruction, scaffolded instruction, and individualized instruction strategies, including but not limited to: high-level questioning, graphic organizers and foldable, cooperative learning, standards-based instructional strategies, project-based learning, peer conferencing when working through math problems, and student practice opportunities. 	<p>How will the strategies be evaluated for effectiveness:</p> <ol style="list-style-type: none"> 1. Homework Club available to all students – quarterly report cards, formative assessments completed by classroom teachers 2. Data collection and data-guided instruction with iXL 3. SBAC and Investigation Unit Assessment scores 4. Formative and summative assessments (daily assignments and activities, exit tickets, checklists, observations, rubric-based assessments for projects, standards-based grading practices, informal checks for understanding)
Time frame: August 2018-May 2019	
Budget Implication: \$4,000 – Title I Funding, Great Plains Foundation Grant money, MME instructional budget	

School Enrichment Activities

Mike Miller Elementary 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:

- *Classroom iPad programming to increase differentiation and enrichment for all students.
- *MakerSpace available to all students to build and strengthen problem-solving and critical thinking skills.
- *Brain-based learning activities, including whole-class brain breaks, calm/break areas in classrooms, hands-on/minds-on activities and experiments to promote inquiry, and CGI math strategies.
- *Small social group meetings for new students, students in need of social skills training, etc. in order to ensure a feeling of belonging and social/emotional support for all students, in addition to whole group School Counselor instruction in each classroom.
- *PTA involvement in multiple areas of the school.
- *Conflict managers to increase the social and emotional development of our primary-age students in unstructured, social settings such as recess, as well as providing leadership opportunities for our grade 5 students.
- *Grade-level buddies where each grade level is paired with an older or younger grade level to participate in various activities including partner reading, sight word practice, math games, school-wide procedures practice, etc.
- *Community building activities such as our Monday Morning Motivators, GOLD slips, Student Shout-Outs, Leadership Assemblies, and practice of the 7 Habits of Happy Kids.
- *Standards-based grading professional development and implementation to ensure students are meeting benchmarks from grade level to grade level.
- *NSU partnership with pre-service teacher candidate which allows our students to receive direct and small-group instruction based on a variety vocabulary, comprehension, and research skills, as well as technology skills.
- *Variety of content and culture-based field trips and assemblies for our students in all grades.
- *Native American tutoring opportunities through the Aberdeen School District's Indian Education Department.
- *Junior Achievement programming available for all classes in grades 3-5.
- *Family Literacy and Math event(s) to promote reading and math activities that can be completed at home, as well as providing parents with various strategies to help students excel in these areas.
- *Mindfulness strategies taught and practiced throughout the school day at every grade level.

The above strategies and activities will be evaluated for effectiveness by gathering feedback from students, staff, and parents through various surveys and discussions regarding the programs.

Professional Development

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

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

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

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

Highly Qualified Staff

The Aberdeen School District requires all staff to be Highly Qualified in their given assignment area. All staff must follow the certification regulations outlined by the South Dakota Department of Education.

Parent Involvement in Education

Mike Miller Elementary School parents were provided written notice of the school's improvement needs in the monthly newsletter. In addition, the school improvement plan was discussed at PTA meetings and School Board meetings. Our school improvement plan is posted on the Web Page. Mike Miller Elementary PTA sponsors the following to promote parent involvement: Open House, Book Fair, Family Movie Night, Conference Meals, Kindergarten Open House, and teacher appreciation meals. Finally, quarterly report cards and mid-term grades are shared with parents, as well as, an opportunity to sign up for the Infinite Campus Parent Portal.

Information pertaining to the understanding of students' AIMSweb and Smarter Balanced scores will be shared via newsletter and PTA meetings. Small group sessions to discuss how to understand and interpret these scores will be made available as well.

A majority of our parents are connected to their children's classroom and teachers through our SeeSaw app. This app allows the students and teachers to post work, projects, and messages to parents in real time, allowing the parents to 'like' and comment on the posts. This informs parents of what their students are learning and engaged in throughout the school day.

Transition Processes

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

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

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

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

Monitoring and Support

Students who experience difficulty are referred to the Student Assistance Team (SAT) by parents, teachers, or students. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include 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.

The School Improvement Committee will review the plan in August/September during the 2017-18 school year to analyze updated data and to make adjustments. As the plan is reviewed and modified, progress will be shared with the School Board on an annual basis. SIP goals are included in weekly Friday Notes to staff and posted in the teachers' lounge.

Fiscal Requirement

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

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

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

Financial Resources Available:

Building Level-

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

District Level-

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

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