

**2017-2019**

**O.M. Tiffany  
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 .....	7
Smarter Balanced.....	8
AIMSweb .....	10
Section 4: Goals, Objectives, & Intervention Strategies .....	11
2017-18 Goals, Objectives, & Intervention Strategies Evaluation .....	11
2018-19 Goals, Objectives, & Intervention Strategies.....	13
Section 5: Enrichment Activities.....	15
Section 6: Professional Development .....	16
Section 7: Highly Qualified Staff.....	17
Section 8: Parent Involvement in Education .....	18
Section 9: Transition Processes.....	18
Section 10: Monitoring and Support.....	19
Section 11: Fiscal Requirement.....	19
Section 12: Ongoing Program Development .....	20

# 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.

# O.M. Tiffany Elementary School

819 8<sup>th</sup> Avenue NE Aberdeen, SD 57401  
605.725.7400 (phone) 605.725.7499 (fax)

**Jared Ahlberg, Principal**

Jared.Ahlberg@k12.sd.us

In an effort to facilitate and enhance student achievement at O.M. Tiffany 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 O.M. Tiffany 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.

## O.M. Tiffany 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 26,000. 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 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 O.M. Tiffany Elementary School are listed below:

Staff FTE	2015-16	2016-17	2017-18	School Improvement Planning Committee	
General Education Teachers	19.0	19.0	18.0	Camille Kaul	Asst. Superintendent
Special Education Teachers	2.00	2.00	2.00	Jared Ahlberg	Principal
Title I	2.00	2.00	2.00	Megan Rozell	Kindergarten teacher
Physical Education	1.00	1.00	1.00	Amy Erickson	1 <sup>st</sup> grade teacher
Music	1.00	1.00	1.00	Elizabeth Schiferl	2 <sup>nd</sup> grade teacher
Orchestra	0.07	0.07	0.07	Allison Vetch	3 <sup>rd</sup> grade teacher
Art	1.00	1.00	1.00	Carol Otten	4 <sup>th</sup> grade teacher
Speech	1.00	1.00	1.00	Jenna Grossenburg	5 <sup>th</sup> grade teacher
Counselor	1.00	1.00	1.00	Sandy Ullrich	Title I Math teacher
Gifted Education				Mary Pence	Title I Reading teacher
				Lauretta Vilhauer	Special Education teach
				Chad Nilson	Parent
				Vera Tipton	SST

<b>Sub-Group Breakdown of Tested Students</b>							
<b>OM Tiffany - Grades 3-5</b>				<b>OM Tiffany - Grades 3-5</b>			
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>		<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Total Gr 3-5</b>	244	209	174				
<b>White</b>	192	153	130	<b>White</b>	78.7%	76%	74.70%
<b>Black</b>	5	6	6	<b>Black</b>	2.0%	0.30%	3.40%
<b>Asian</b>	9	9	7	<b>Asian</b>	3.7%	4.30%	4%
<b>Nat Am</b>	11	16	12	<b>Nat Am</b>	4.5%	5.70%	6.90%
<b>Hispanic</b>	14	13	10	<b>Hispanic</b>	5.7%	6.20%	5.70%
<b>PI</b>	12	12	9	<b>PI</b>	4.9%	5.70%	5.10%
<b>TR</b>	1	0	0	<b>TR</b>	0.4%	0%	0%
<b>Econ Dis</b>	134	105	75	<b>Econ Dis</b>	54.9%	50%	43.10%
<b>SpEd</b>	24	25	29	<b>SpEd</b>	9.8%	12%	16.60%
<b>LEP</b>	8	12	10	<b>LEP</b>	3.3%	5.70%	5.70%
<b>Migrant</b>	0	0	3	<b>Migrant</b>	0.0%	0%	1.70%

Our K-5 enrollment is 330 students to begin the 2018-19 school year. Each grade has three sections.

# School Improvement Timeline

	Reading	Math	Notes
<b>2005-06</b>	Met AYP	Met AYP	<ul style="list-style-type: none"> <li>• Distinguished School Status</li> <li>• Grade 5 science assessment added to Dakota STEP</li> <li>• Assessed on new SD math content standards</li> </ul>
<b>2006-07</b>	Met AYP	Met AYP	<ul style="list-style-type: none"> <li>• Implementation of new grades K-5 district math curriculum</li> </ul>
<b>2007-08</b>	Met AYP	Met AYP	<ul style="list-style-type: none"> <li>• Implementation of TCAP funds use for after school tutoring</li> </ul>
<b>2008-09</b>	Met AYP	Met AYP	<ul style="list-style-type: none"> <li>• Implementation of new grades K-5 district science curriculum</li> <li>• Assessed on new SD reading content standards</li> <li>• Distribution of climate surveys, Spring 2009 (staff, parents, students)</li> </ul>
<b>2009-10</b>	Met AYP	Met AYP	<ul style="list-style-type: none"> <li>• Implementation of new grades K-5 district social studies curriculum</li> <li>• Implementation of SMART Boards in classrooms</li> <li>• Implementation of Title IA Math Coach</li> <li>• Implementation of Math expressions school wide</li> <li>• CORE reading training</li> </ul>
<b>2010-11</b>	Met AYP	Met AYP	<ul style="list-style-type: none"> <li>• Language Arts study begins</li> <li>• Implementation of 3 section school</li> <li>• Utilization of CORE reading assessments</li> </ul>
<b>2011-12</b>	Met AYP	Met AYP	<ul style="list-style-type: none"> <li>• Implementation of new grades K-5 district language arts curriculum, <i>Reading Street</i></li> <li>• Begin district wide reading assessment <i>AIMSweb</i></li> <li>• Implementation of reading intervention time for students selected on the <i>AIMSweb</i> assessment</li> </ul>
<b>2012-13</b>	Progressing	Progressing	<ul style="list-style-type: none"> <li>• Math curriculum study begins</li> </ul>
<b>2013-14</b>	N/A	N/A	<ul style="list-style-type: none"> <li>• Implementation of <i>Investigations</i> math curriculum</li> <li>• Implementation of Common Core State Standards for English language arts and math</li> </ul>
<b>2014-15</b>	Progressing	Progressing	<ul style="list-style-type: none"> <li>• Piloting SLO and Teacher Effectiveness Model</li> <li>• PE/Health curriculum study begins</li> </ul>
<b>2015-16</b>	Progressing	Progressing	<ul style="list-style-type: none"> <li>• Full implementation of Teacher Effectiveness Model</li> <li>• Science curriculum study begins</li> </ul>
<b>2016-17</b>	Did Not Meet AMO	Did Not Meet AMO	<ul style="list-style-type: none"> <li>• Social Studies curriculum study begins</li> <li>• Added an additional elementary site</li> </ul>
<b>2017-18</b>	Pending	Pending	<ul style="list-style-type: none"> <li>• K-5 Language Arts curriculum review</li> <li>• 6-12 World Language, iTech, and Computer curriculum review</li> </ul>
<b>2018-19</b>			<ul style="list-style-type: none"> <li>• Implementing quarterly assessments in ELA and Math based on priority standards</li> <li>• Implementing iPad in grades K-5</li> </ul>

## **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.

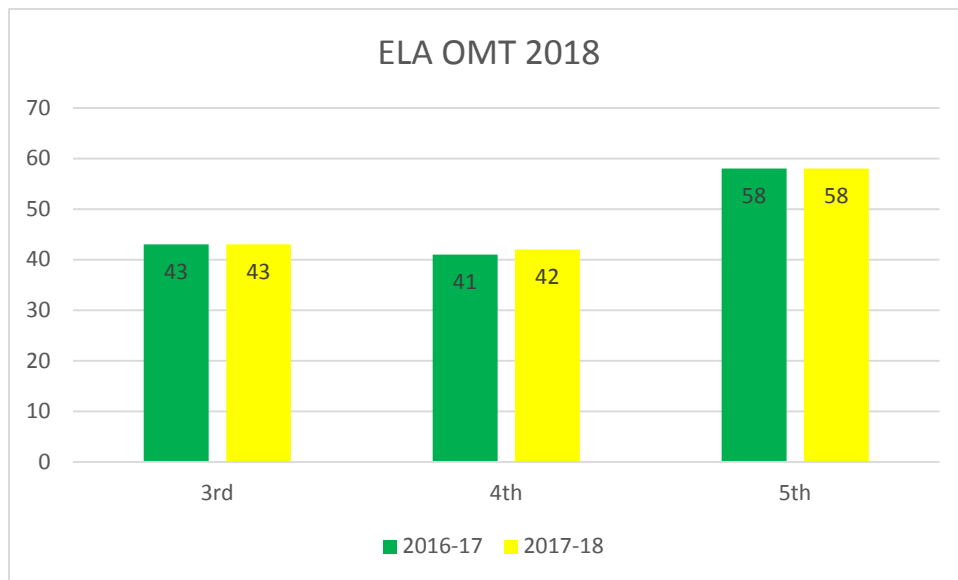
After examining this data, teams identified strengths and areas of improvement for each class period and individual students. Review of this data allowed staff members to develop effective prescriptions for students based on educational needs.

The 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.

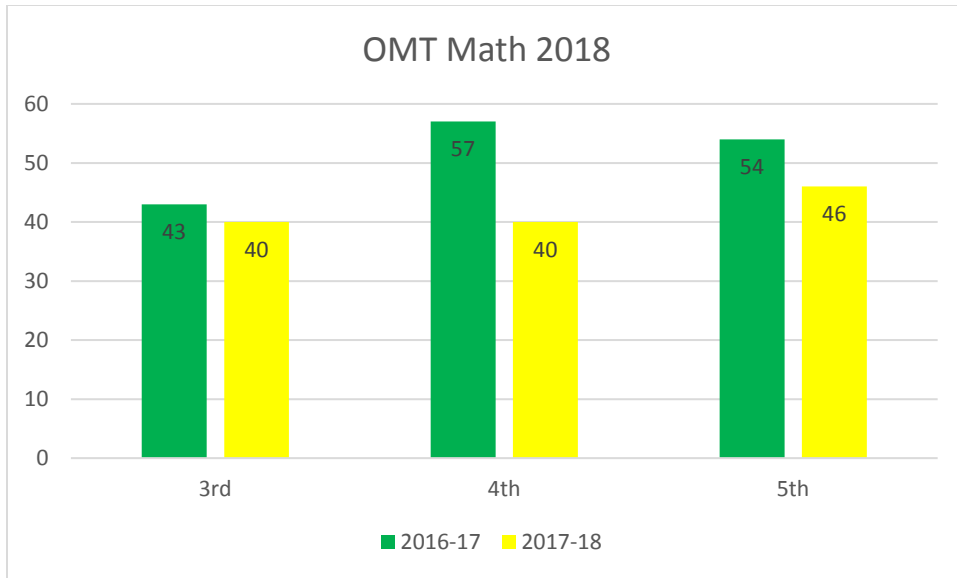
# Smarter Balanced Results

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 2017-18 school year.







**Analysis of Data:** In reading our students at levels 3 and 4 remained the same back to back years. Our gap in performance level and AMO continues to widen. 4<sup>th</sup> graders last year had a 1% decrease in proficiency and 5<sup>th</sup> graders had a 17% increase in proficiency.

In math there was a decrease in level 3 and 4 scores. 4<sup>th</sup> graders last year had a 3% decrease in proficiency and 5<sup>th</sup> graders had an 11% decrease in proficiency.

**Implications from Data:** This year we missed our AMO in ELA by 15% and our Math AMO by 16%. Our students continue to do well on the AIMSweb testing, but there is no correlation between AIMSweb and Smarter Balanced tests. We do notice our students in grades 3-5 really struggle with basic math facts in addition and multiplication.

# 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 <sup>st</sup> Grade – Oral Reading Fluency			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	49%	81%	77%	% Average Or Above Average	34%	60%	68%

2 <sup>nd</sup> Grade - RCBM				3 <sup>rd</sup> Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	69%	83%	86%	% Average Or Above Average	84%	70%	76%

4 <sup>th</sup> Grade - RCBM				5 <sup>th</sup> Grade RCBM			
	Fall	Winter	Spring		Fall	Winter	Spring
% Average Or Above Average	94%	95%	86%	% Average Or Above Average	93%	94%	90%

**Analysis of Data:** The data indicates that the 2017-18 school year had much growth in the percentage of students' average or above average in kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades. There wasn't much percentage movement in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades.

**Implications from Data:** Students in kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades show a lot of growth and our interventions work well. We might need to look at the interventions offered in grades 3, 4 and 5. However, the percentage of students' average over above in grades 4 and 5 is very high.

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

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

<b>Goal 1: Students in grades K, 1, &amp; 2 will apply various reading strategies to improve reading fluency using LNF or ORF in AIMSwebPlus as the assessment tools.</b>	
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.	
<b>List the evidence-based strategies used to meet the above goal and objectives so all students can meet state academic standards:</b> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Scaffolding instruction</li> <li>• Individualized instruction</li> <li>• Setting goals and expectations</li> <li>• High level questioning</li> <li>• Read Alouds</li> <li>• Differentiated Instruction</li> <li>• Cooperative learning</li> <li>• Project based instruction/learning</li> <li>• Student practice</li> <li>• Native American Tutoring</li> <li>• Graphic Organizers</li> </ul>	<b>How will the strategies be evaluated for effectiveness:</b> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Observations</li> <li>• Anecdotal records</li> <li>• AIMSwebPlus.</li> <li>• Reading Checks</li> <li>• Daily assignments/checks</li> <li>• Weekly tests</li> <li>• Unit tests</li> <li>• Fluency checks</li> <li>• Informal check for understanding</li> <li>• Think/Pair/Share</li> <li>• Daily 5</li> </ul>
Time frame:2017-18 School Year	
Budget Implication: N/A	

<b>Summary of Results –</b> <b>Objective 1 was met. The number of students reduced by 26%.</b> <b>Objective 2 was met. The number of students reduced by 39%.</b> <b>Objective 3 was met. The number of students reduced by 7%.</b>
--

<b>Goal 2: Students at O.M. Tiffany Elementary will meet AMO goals on the ELA SBAC</b>	
Objective 1: Students in the All Students category will meet the AMO target of 61.92%	
Objective 2: Students in the Economically Disadvantaged category will meet the AMO target of 53.13%	
Objective 3: Students in the Male category will meet the AMO target of 58.59%	
<b>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</b> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Scaffolding instruction</li> <li>• Individualized instruction</li> <li>• Setting goals and expectations</li> <li>• High level questioning</li> <li>• Read Alouds</li> </ul>	<b>How will the strategies be evaluated for effectiveness:</b> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Observations</li> <li>• Anecdotal records</li> <li>• AIMSwebPlus assessments</li> <li>• Reading Checks</li> <li>• Daily assignments/checks</li> <li>• Weekly tests from Reading Street</li> <li>• Unit tests from Reading Street</li> </ul>

<ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Cooperative learning</li> <li>• Reteaching</li> <li>• Homework</li> <li>• Project based instruction/learning</li> <li>• Student practice</li> <li>• Native American Tutoring</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency checks</li> <li>• Informal check for understanding</li> <li>• Think/Pair/Share</li> <li>• Teach to your partner</li> <li>• Smarter Balanced Assessment</li> </ul>
Time frame: 2017-18 School Year	
Budget Implication: N/A	

**Summary of Results-**  
**Objective 1 was not met. Only 46% of our students were proficient. It was missed by 15%.**  
**Objective 2 was not met. Only 39% of our students were proficient. It was missed by 14%.**  
**Objective 3 was not met. Only 44% of our boys met were proficient. It was missed by 14%**

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

<b>Goal 1: Students at O.M. Tiffany Elementary will meet AMO goals on the Math SBAC.</b>	
Objective 1: Students in the All Students category will meet the AMO target of 58.50%	
Objective 2: Students in the Economically Disadvantaged category will meet the AMO target of 47.42%	
Objective 3: Students in the Female category will meet the AMO target of 55.76%	
<b>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</b> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Scaffolding instruction</li> <li>• Individualized instruction</li> <li>• Setting goals and expectations</li> <li>• High level questioning</li> <li>• Read alouds</li> <li>• Differentiated Instruction</li> <li>• Cooperative learning</li> <li>• Reteaching</li> <li>• Homework</li> <li>• Project based instruction/learning</li> <li>• Student practice</li> <li>• Native American Tutoring</li> </ul>	<b>How will the strategies be evaluated for effectiveness:</b> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Observations</li> <li>• Anecdotal records</li> <li>• Daily assignments/checks</li> <li>• Unit tests from Investigations</li> <li>• Informal check for understanding</li> <li>• Think/Pair/Share</li> <li>• Teach to your partner</li> <li>• Smarter Balanced Assessment</li> </ul>
Time frame: 2016-17 School Year	
Budget Implication: N/A	

**Summary of Results –**  
**Objective 1 was not met. Only 42% of our students were proficient. It was missed by 16%.**  
**Objective 2 was not met. Only 35% of our students were proficient. It was missed by 12%.**  
**Objective 3 was not met. Only 48% of our girls met were proficient. It was missed by 7%**

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

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

<b>Goal 1: Students in grades K, 1, &amp; 2 will apply various reading strategies to improve reading fluency using LNF or ORF in AIMSwebPlus as the assessment tools.</b>	
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.	
<b>List the evidence-based strategies used to meet the above goal and objectives so all students can meet state academic standards:</b> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Scaffolding instruction</li> <li>• Individualized instruction</li> <li>• Setting goals and expectations</li> <li>• High level questioning</li> <li>• Read alouds</li> <li>• Differentiated Instruction</li> <li>• Cooperative learning</li> <li>• Project based instruction/learning</li> <li>• Student practice</li> <li>• Native American Tutoring</li> <li>• Graphic Organizers</li> </ul>	<b>How will the strategies be evaluated for effectiveness:</b> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Observations</li> <li>• Anecdotal records</li> <li>• AIMSwebPlus.</li> <li>• Reading Checks</li> <li>• Daily assignments/checks</li> <li>• Weekly tests</li> <li>• Unit tests</li> <li>• Fluency checks</li> <li>• Informal check for understanding</li> <li>• Think/Pair/Share</li> <li>• Daily 5</li> </ul>
Time frame: 2018-2019 School Year	
Budget Implication: N/A	

<b>Goal 2: Students at O.M. Tiffany Elementary will meet AMO goals on the ELA SBAC</b>	
Objective 1: Students in the All Students category will meet the 2018-19 AMO target	
Objective 2: Students in the Male category will meet the 2018-19 AMO target	
Objective 3: Students in the Female category will meet the 2018-19 AMO target	
<b>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</b> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Scaffolding instruction</li> <li>• Individualized instruction</li> <li>• Setting goals and expectations</li> <li>• High level questioning</li> <li>• Read alouds</li> <li>• Differentiated Instruction</li> <li>• Cooperative learning</li> <li>• Reteaching</li> </ul>	<b>How will the strategies be evaluated for effectiveness:</b> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Observations</li> <li>• Anecdotal records</li> <li>• AIMSwebPlus assessments</li> <li>• Reading Checks</li> <li>• Daily assignments/checks</li> <li>• Weekly tests from Reading Street</li> <li>• Unit tests from Reading Street</li> <li>• Fluency checks</li> <li>• Informal check for understanding</li> <li>• Think/Pair/Share</li> </ul>

<ul style="list-style-type: none"> <li>• Homework</li> <li>• Project based instruction/learning</li> <li>• Student practice</li> <li>• Native American Tutoring</li> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Teach to your partner</li> <li>• Smarter Balanced Assessment</li> </ul>
Time frame: 2017-18 School Year	
Budget Implication: N/A	

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

<b>Goal 1: Students at O.M. Tiffany Elementary will meet AMO goals on the Math SBAC.</b>	
Objective 1: Students in the All Students category will meet the 2018-19 AMO target for all students	
Objective 2: Students in the Male category will meet the 2018-19 AMO	
Objective 3: Students in the Female category will meet the 2018-19 AMO	
<p><b>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</b></p> <ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Scaffolding instruction</li> <li>• Individualized instruction</li> <li>• Setting goals and expectations</li> <li>• High level questioning</li> <li>• Read alouds</li> <li>• Differentiated Instruction</li> <li>• Cooperative learning</li> <li>• Reteaching</li> <li>• Homework</li> <li>• Project based instruction/learning</li> <li>• Student practice</li> <li>• Native American Tutoring</li> </ul>	<p><b>How will the strategies be evaluated for effectiveness:</b></p> <ul style="list-style-type: none"> <li>• Checklists</li> <li>• Observations</li> <li>• Anecdotal records</li> <li>• Daily assignments/checks</li> <li>• Unit tests from Investigations</li> <li>• Informal check for understanding</li> <li>• Think/Pair/Share</li> <li>• Teach to your partner</li> <li>• Smarter Balanced Assessment</li> </ul>

## **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; Tutoring (weekly), Native American Study nights (monthly), Title I family activity day.

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

# Professional Development

Throughout the year, staff members will be engaged in a variety of activities to help them build capacity with the two identified goals. Additionally, staff will attend appropriate national, state, and regional conferences that will support the school-wide goals. A mentor is assigned to each new staff member in our building. The mentor will assist new teachers with building expectations and routines, electronic grading, and locating materials, etc.

Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction. Finally, O.M. Tiffany's professional library is constantly being upgraded in the areas of effective strategies for math and reading instruction.

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



<b>2018-19</b>	
<b>Staff Development Schedule</b>	
<b>August 13</b>	8:00-12:00 New Teacher Orientation 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Building Meetings (new staff)
<b>August 14</b>	8:30-11:30 NSU Alex Kajitani, JFAC 11:30-12:30 lunch 1:00-3:30 Building Meetings
<b>August 15</b>	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
<b>August 20</b>	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
<b>August 21</b>	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
<b>October 5</b>	8:00-3:30 Wonders/ Technology Training
<b>November 21</b>	8:00-11:30 School In Session 12:30-3:30 Individual/Team Planning
<b>January 2</b>	8:00-10:00 Winter Address 10:00-12:00 SPED/EL Grading 1:00-3:30 Individual/Team Planning
<b>February 15</b>	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
<b>March 13</b>	8:00-12:00 Equitable Grading 1:00-3:30 Individual/Team Planning
<b>April 18</b>	8:00-12:00 ELA Assessment Writing 1:00-3:30 Individual/Team Planning
<b>May 17</b>	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**

O.M. Tiffany 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.

In an effort to promote additional parent involvement and to build a stronger knowledge base of the requirements of ESSA attempts will be made to review test scores with parents in small group meetings and at parent/teacher conferences. The parent involvement policy and the parent-student-school compact are distributed at the beginning of the school year which serves as a guide for promoting parent involvement in our school. Progress reports are sent for students in grades four and five at the midterm point of each quarter.

We have an active Parent Teacher Association that provides many resources and family activities for our school. Family activities include: an open house, holiday program, Meet and Munch lunches, spring program, a math and literacy after for parents and students.

## **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. 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 monitor and review the plan quarterly during the 2018-19 school year to analyze updated data and to make adjustments. As the plan is reviewed and modified, progress will be shared with the School Board on an annual basis.

## Fiscal Requirement

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

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

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

Financial Resources Available:

Building Level-

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

District Level-

- 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