

**2017-2019**  
**Simmons**  
**Elementary**

**School Improvement**  
**Plan**



# Table of Contents

Section 1: District Mission, Vision, and Beliefs .....	3
Section 2: School Profile .....	4
SIP Meeting Log .....	6
Timeline .....	7
Section 3: Comprehensive Needs Assessment .....	8
Smarter Balanced.....	9
AIMSweb .....	11
Section 4: Goals, Objectives, & Intervention Strategies .....	12
2016-17 Goals, Objectives, & Intervention Strategies Evaluation .....	12
2017-18 Goals, Objectives, & Intervention Action Plan.....	13
Section 5: Enrichment Activities.....	18
Section 6: Professional Development .....	19
Section 7: Highly Qualified Staff.....	20
Section 8: Parent Involvement in Education .....	21
Section 9: Transition Processes.....	21
Section 10: Monitoring and Support.....	22
Section 11: Fiscal Requirement.....	22
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 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.

# Simmons Elementary School

1500 3<sup>rd</sup> Street South Aberdeen, SD 57401  
 605.725.7600 (phone) 605.725.7699 (fax)

## Kim Aman, Principal

Kim.F.Aman@k12.sd.us

In an effort to facilitate and enhance student achievement at Simmons 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 Simmons 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.

## Simmons 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, 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 Simmons Elementary School are listed below:

Staff FTE	2016-17	2017-18	2018-19	School Improvement Planning Committee	
General Education	18.0	18.0	18.0	Camille Kaul	Assistant Superintendent
Special Education	4.00	5.00	5.00	Kim Aman	Principal
Title I	1.00	1.00	1.00	Trent Deyo	Fourth Grade
Physical Education	1.00	1.00	1.00	Carla Clark	Librarian
Music	1.00	1.00	1.00	Jaime Tiff	First Grade
Orchestra	1.00	1.00	1.00	Roberta Yeske	Special Education
Art	.07	.07	.07	Stephanie Mach	School Counselor
Speech	1.00	1.00	1.00	Kim Vogt	Title I Teacher
Counselor	1.00	1.00	1.00	Jennifer Bomesberger	Parent
Deaf Education	1.00	1.00	1.00	Vera Tipton	DOE SST
Special Ed. Counselor	1.00	1.00	1.00		

### Sub-Group Breakdown of Tested Students

Simmons Elementary - Grades 3-5				Simmons Elementary - Grades 3-5			
	2015-16	2016-17	2017-18		2015-16	2016-15	2017-18
<b>Total Gr 3-5</b>	218	238	214				
<b>White</b>	182	188	169	<b>White</b>	83.5%	79%	78.90%
<b>Black</b>	0	2	7	<b>Black</b>	0.0%	0.80%	3.20%
<b>Asian</b>	6	6	2	<b>Asian</b>	2.8%	2.50%	0.90%
<b>Nat Am</b>	13	21	15	<b>Nat Am</b>	6.0%	8.80%	7.0%
<b>Hispanic</b>	8	10	10	<b>Hispanic</b>	3.7%	4.20%	4.60%
<b>TR</b>	1	1	1	<b>TR</b>	0.5%	0.40%	0.40%
<b>PI</b>	8	10	10	<b>PI</b>	3.7%	4.20%	4.60%
<b>Econ Dis</b>	98	110	81	<b>Econ Dis</b>	45.0%	46%	37.80%
<b>SpEd</b>	39	49	39	<b>SpEd</b>	17.9%	20.50%	18.20%
<b>LEP</b>	4	7	7	<b>LEP</b>	1.8%	2.90%	3.20%
<b>Migrant</b>	0	2	1	<b>Migrant</b>	0.0%	0.80%	0.40%

Simmons Elementary student enrollment for 2016-17 was 399 kindergarten through fifth grade students.

Simmons Elementary provides specialized programs through resource room assistance for children with disabilities, speech services, hard of hearing and deaf, occupational and physical therapy services. All children participate in physical education, music, art, computer, and library classes on a weekly basis. Students in 5<sup>th</sup> grade may elect to participate in orchestra. A student senate represents the interest of students and is comprised of members from 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade classrooms.

# Simmons Elementary SIP Meeting Log

- **8/2/15 Aberdeen School District Admin Retreat 8:00-11:30**  
Mrs. Murley provided each administrator with their building profiles, some Smarter Balanced profile documents, and a framework for the data retreat that was to be held in each building  
Discussion was held regarding district policies
- **8/21/15 Data Retreat**  
SE staff discussed Smarter Balanced and Aimsweb test results. They identified specific areas of concern and they developed an action plan to work on those areas in the upcoming school year. One area that will be highlighted in all classrooms is writing. Each classroom teacher was going to work on adding more writing opportunities for their students.
- **9/16/15 SIP Team Meeting**  
The team discussed the goals for the upcoming school year and decided on specific goals for the Simmons Elementary Staff and students.
- **8/2/16 Aberdeen School District Admin Retreat 8:00-11:30**  
Mrs. Kaul provided each administrator with their building profiles, some Smarter Balanced profile documents, and a framework for the data retreat that was to be held in each building.
- **8/21/16 Data Retreat**  
SE staff discussed Smarter Balanced and Aimsweb test results. The staff discussed areas that were strengths and areas of concern. The teachers looked for patterns in the test scores. The entire staff will continue to focus on writing and developing a Growth Mindset among the students.
- **9/26/16 SIP Team Meeting**  
The team discussed the goals for the upcoming school year and decided on specific goals for the Simmons Elementary Staff and students.
- **8/2/17 Aberdeen School District Admin Retreat 8:00-11:30**  
Mrs. Kaul provided each administrator with their building profiles, some Smarter Balanced profile documents, and a framework for the data retreat that was to be held in each building.  
**8/21/17 Data Retreat**  
SE staff discussed Smarter Balanced and Aimsweb test results. The staff discussed areas that were strengths and areas of concern. The teachers looked for patterns in the test scores. The entire staff will continue to focus on writing and developing a Growth Mindset among the students.  
**9/20/17 SIP Team Meeting**  
The team discussed the goals for the upcoming school year and decided on specific goals for the Simmons Elementary Staff and students.  
**8/20 /18 Data Retreat**  
SE staff discussed Smarter Balanced and Aimsweb test results. The staff discussed areas that were strengths and areas of concern. The teachers looked for patterns in the test scores. The entire staff will continue to focus on writing and developing a Growth Mindset among the students. The staff will also supplement with Four Square writing to help with writing complete paragraphs.  
**9/11/18 SIP Team Meeting**  
The team discussed the goals for the upcoming school year and decided on specific goals for the Simmons Elementary Staff and students.

## 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>• Grades 5, 8, and 11 science assessment added to DakotaSTEP</li> <li>• Assessed on new South Dakota math content standards</li> </ul>
<b>2006-07</b>	Met AYP	Met AYP	<ul style="list-style-type: none"> <li>• Distinguished School Status</li> <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>• Distinguished School Status</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 South Dakota reading content standards</li> <li>• Distinguished School Status</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>• Distinguished School Status</li> </ul>
<b>2010-11</b>	Met AYP	Met AYP	<ul style="list-style-type: none"> <li>• Language arts study begins</li> <li>• Title I schoolwide planning year</li> </ul>
<b>2011-12</b>	NCLB Waiver	NCLB Waiver	<ul style="list-style-type: none"> <li>• Implementation of <i>Reading Street</i> language arts curriculum and AIMSweb assessment</li> <li>• Title I schoolwide implementation</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 Common Core State Standards for English language arts and math</li> <li>• Implementation of <i>Investigations</i> math curriculum</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>• 6-12 Language Arts curriculum review</li> <li>• K-5 Implement new language arts curriculum</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.

Core team teachers were also provided with student rosters and their level of proficiency in reading and math on the Dakota STEP test. After examining this data, teams identified strengths and areas of improvement for each class period and individual students. Review of this data allowed staff members to develop effective prescriptions for students based on educational needs.

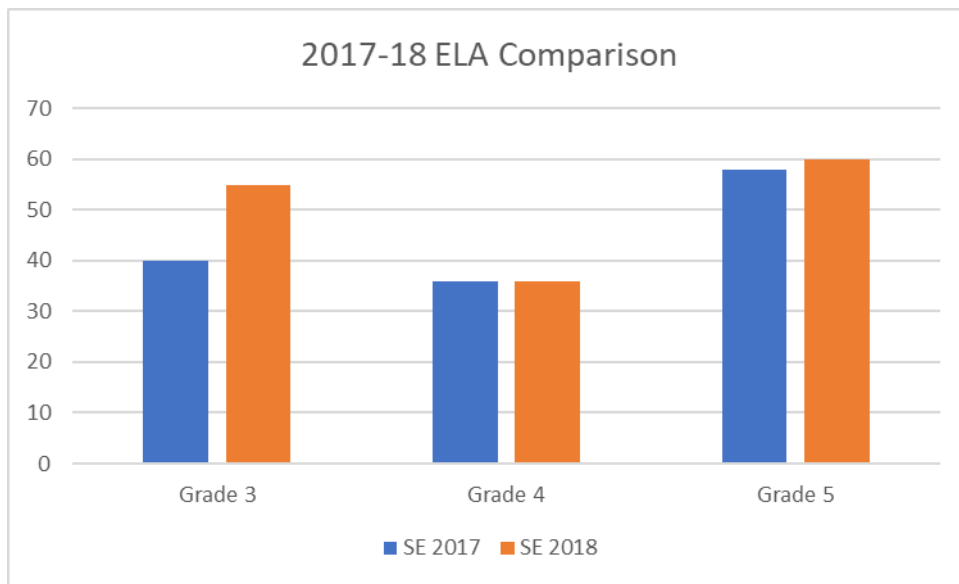
The school improvement committee subsequently met to review the goal statements and to refine the strategies for implementation. After selecting a wide variety of strategies, an action plan was designed with time frames, persons responsible, and necessary resources. The plan will be reviewed on an on-going basis with modifications made as the school improvement committee deems necessary. The district will also run an audit, completed by a wide selection of professionals and parents to review the plan. Once this review is complete the school will correct any of the findings necessary.

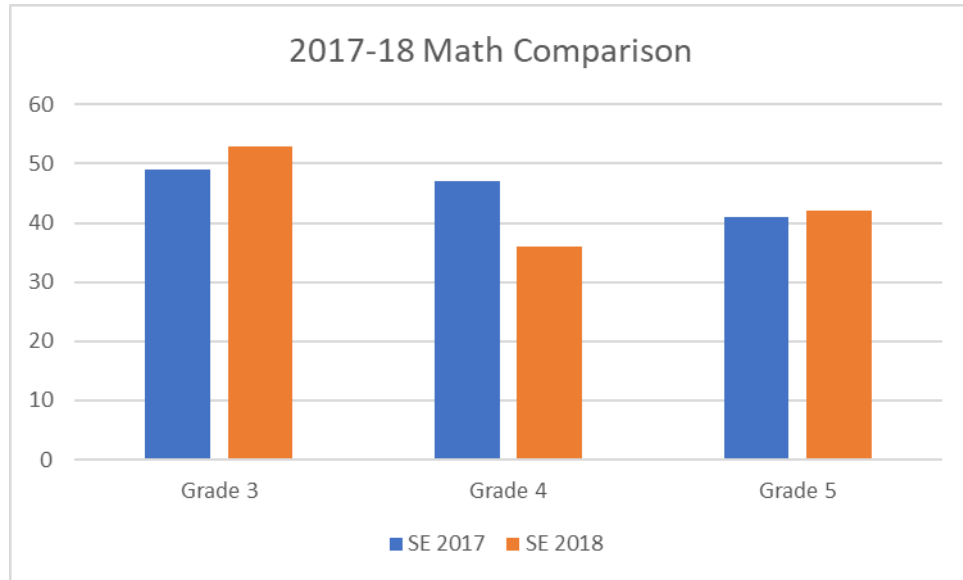


# Smarter Balanced Results

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 ELA 3<sup>rd</sup> grade scored better in 2018 compared to 2017. In 4<sup>th</sup> grade they scored very similar to last year and in 5<sup>th</sup> grade the students scored slightly better in 2018 compared to 2017. In math the 3<sup>rd</sup> and 5<sup>th</sup> grades scored better in 2018 compared to 2017. The 4<sup>th</sup> grade did not score as well in 2018 compared to 2017.

**Implications from Data:** Our staff will continue to teach the Investigations math curriculum with fidelity. Our action plan includes incorporating writing into all areas of the curriculum, especially math. All classrooms are also going to implement the Four Square Writing Method to help our student write more cohesive paragraphs. The staff is also working on developing a growth mindset within all of our students.

# AIMSweb Reading Assessments

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

Grade K-Letter Naming Fluency				Grade 1 – Oral Reading Fluency			
	Fall	Winter	Spring		Fall	Winter	Spring
Average & Above	44.6%	84.3%	44.6%	Average & Above	25.8%	52.4%	56.9%

Grade 2 – Reading Comprehension				Grade 3 – Reading Comprehension			
	Fall	Winter	Spring		Fall	Winter	Spring
Average & Above	51.5%	76.1%	81.2 %	Average & Above	79.7%	89.0%	84.1%

Grade 4 – Reading Comprehension				Grade 5 – Reading Comprehension			
	Fall	Winter	Spring		Fall	Winter	Spring
Average & Above	76.6%	96.0%	81,9%	Average & Above	86.1%	89.8%	85.7%

**Analysis of Data:** In grades 2-5 80% or more have scored in the average or above range. At the Kindergarten level the scores rose drastically at the Winter test, but then dropped again for the Spring test. In 1<sup>st</sup> grade more than 50% scored at the average and above range.

**Implications from Data:** After assessing our data we will continue to provide the AIMSweb checks. Staff will focus on improving small group instruction and teaching our language arts program with fidelity. Intervention groups will be kept to no bigger than five students.

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

<b>Goal 1: By 2017-18, all students will show growth in overall reading achievement.</b>	
Objective 1: To improve reading achievement so 60% of all 3-5 graders will score Level 3 or Level 4 in the reading portion of the Smarter Balanced Assessment.	
Objective 2: To improve reading achievement so 45% of all GAP students will score Level 3 or Level 4 in the reading portion of the Smarter Balanced Assessment.	
Objective 3: To improve reading achievement so 70% of all NON-GAP students will score Level 3 or Level 4 in the reading portion of the Smarter Balanced Assessment.	
<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>-Daily reading interventions for students in grades K-5 who qualify in the intensive area of aimsweb PLUS.</li> <li>-ICU available afterschool three times a week.</li> <li>-Skill based afterschool groups available three times a week.</li> <li>-Literacy Day in March</li> </ul>	<p><b>How will the strategies be evaluated for effectiveness:</b></p> <ul style="list-style-type: none"> <li>-Weekly Progress monitoring of all students who qualified for Reading Club.</li> <li>-Weekly reading comprehension tests for grades 2-5.</li> <li>-Aimsweb Plus tests for all grade levels three times a year.</li> </ul>
<b>Time frame: September 2017 - May 2018</b>	
<b>Budget Implication: \$4500</b>	

<p><b>Summary of Results:</b>          Our fifth grade students met Objective 1. Our fourth grade students were within 10 points of meeting Objective 1. Our third grade students did not meet Objective 1.</p>
---

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

<b>Goal 1: By 2017-18, all students will show growth in the area of mathematics.</b>	
Objective 1: To improve math skills so 60% of all 3-5 grade students will be proficient or advanced in the Mathematics portion of the Smarter Balanced Assessment.	
Objective 2: To improve math skills so 45% of all GAP students will be proficient or advanced in the Mathematics portion of the Smarter Balanced Assessment.	
Objective 3: To improve math skills so 70% of all NON-GAP students will be proficient or advanced in the Mathematics portion of the Smarter Balanced Assessment.	
<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>-ICU afterschool three times a week.</li> <li>-Skill-based afterschool group that meets three times a week.</li> <li>-Fourth and Fifth grade math group that meets three times a week.</li> <li>-Math night held in November</li> </ul>	<p><b>How will the strategies be evaluated for effectiveness:</b></p> <ul style="list-style-type: none"> <li>-Investigations curriculum tests given in all of the grade levels.</li> </ul>
<b>Time frame: September 2017 - May 2018</b>	
<b>Budget Implications: \$4500</b>	
<p><b>Summary of Results:</b>          The objective was not met by 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> grade students.</p>	

# 2018-19 Goals, Objectives, and Intervention Strategies Action Plan

**Goal 1: Students in all grades will apply various reading strategies to improve reading fluency and comprehension using AimswebPlus as the assessment tool.**

**Goal 2: Students will demonstrate mathematical problem solving, understanding, and higher level thinking skills.**

Action Step	Person Responsible	Time Frame	Resources	Evaluation	Evaluation Statement
Utilize Investigations curriculum end of the year test, given as a pre and post.	Teachers and Principal	Completed by September 21, 2018 and April 26, 2019.	Pre/Post Investigations assessment	Teacher review of test data.	Our hope is that using specific data from these tests will guide our teaching and curriculum.
During Data retreat and SIP meetings we will discuss Smarter Balanced data and base line test from Investigations to develop School improvement plan.	Teachers and Principal	Completed by September 21, 2018	South Dakota Common Core Content Standards  Smarter Balanced assessment  Pre/Post Investigations assessment	Teacher review of data and implementation of skills remediation	Staff viewed Smarter Balanced data and discussed as a group the results and strengths and weaknesses of specific claims. Teachers discuss within their grade levels the results of each type of question on the Investigations pre and post tests and which areas need more focused instruction.
Tutoring & ICU	Certified Staff & Educational Assistants Staff	Completed by May 3 <sup>rd</sup> , 2019.	Classroom Teachers	Quarterly Report Cards	It is beneficial for our students to have a quiet and secure place to work on assignments. It is also beneficial to have certified staff members available to give support
Technology Resources and IPAD Implementation	Teachers	Completed by May 18, 2019	IPADS pearsonsuccessnet.com Document Camera Smart Board Planbook	Teacher Implementations	IPADS are going to be used in every area of the curriculum.
PLC – Professional Learning Communities with each grade level	Teachers and Principal	Completed by May 3 <sup>rd</sup> , 2019	Four Square Curriculum	Pre and Post Writing Assessments	During the Staff Data Retreat, we decided that writing was the one area we really needed to work on during the next school year. We will be discussing this data at monthly PLC meetings.

**Summary of Results: (Please identify each goal and objective you met or did not meet).**

**Goal 1: Students in all grades will apply various reading strategies to improve reading fluency and comprehension using AimswebPlus as the assessment tool.**

**Objective 1:** Increase the percentage of students in grades 2-5 that score in the average or above average range on the reading Comprehension Test by 5%.

**Objective 2:** Increase the percentage of students in grade 1 that score in the average or above average range on the Oral Reading Fluency by 5%.

**Objective 3:** Increase the percentage of students in Kindergarten in the average or above average in Letter Word Sound Fluency by 5%.

**Goal 2: Students will demonstrate mathematical problem solving, understanding, and higher level thinking skills.**

**Objective 1:** As a school, grades 1-5 will increase by 25% in their pre and post Investigations curriculum test.

**Objective 2:** 75% of the Kindergarteners will master counting to 100 or beyond by the end of the school year.

**Objective 3:** 75% of 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> graders will score mastery on their multiplication Priority Standard, using the common assessments as a testing tool.

## 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 all grades will apply various reading strategies to improve reading fluency and comprehension using AimswebPlus as the assessment tool.</b>	
Objective 1: Increase the percentage of students in grades 2-5 that score in the average or above range on the Reading Comprehension test by 5%.	
Objective 2: Increase the percentage of students in grade1 that score in the average or above range on the Oran Reading Fluency test by 5%.	
Objective 3: Increase the percentage of students in Kindergarten that score in the average or above range on the Letter Word Sound Fluency test by 5%.	
<b>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</b> Direct Instruction Reading Groups Reteaching High Level Questioning Differentiated Instruction Intervention reading groups	<b>How will the strategies be evaluated for effectiveness?:</b> Progress Monitoring ELA Unit Tests Fluency Checks



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

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

<b>Goal 1: Students will demonstrate mathematical problem solving, understanding, and higher level thinking skills.</b>	
Objective 1: As a school, students in grades 1-5 will increase by 25% in their pre and post investigations curriculum test.	
Objective 2: 75% of Kindergarten students will master counting to 100 or beyond by the end of the school year.	
Objective 3: 75% of 3 <sup>rd</sup> , 4 <sup>th</sup> . & 5 <sup>th</sup> grade students will score mastery on their multiplication priority standard, using the common assessments as a testing tool.	
<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> <p><b>Direct Instruction</b>  <b>Math intervention groups in individual classrooms</b>  <b>ICU afterschool – 3X a week</b>  <b>Math Night held in November</b></p>	<p><b>How will the strategies be evaluated for effectiveness:</b></p> <p><b>Anecdotal notes by each classroom teacher</b>  <b>Investigations curriculum tests given at all grade levels.</b>  <b>Common assessments developed for each of the Priority Standards</b></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;

Character Education - the staff will highlight one character trait each month

Monthly character assemblies - applaud students who are implementing the character traits

Growth Mindset development among all students.

Weekly all school meetings called Monday Motivators to motivate students to do their best academically, socially, and behaviorally.

Math night held once a year to provide math activities for families to do with students.

A Literacy event held once a year to highlight our ELA program.

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

# 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.

Finally, Simmons’s professional library is constantly being upgraded in the areas of effective strategies for math and reading instruction. New teachers are mentored within the school with a highly qualified tenured teacher or are participating in the South Dakota Teacher to Teacher Support Network. IMPACT classes are available to all certified staff which are designed to meet teachers’ needs.

<b>2017-18 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**

Simmons 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 NCLB, attempts will be made to review test scores with parents in small group meetings.

To further parent involvement Simmons Elementary is using the WATCH D.O.G.S., Dads of Great Students, and program again this year. Approximately fifty dads signed up to spend time during the school day in classrooms, the lunchroom, and during recesses.

Parent/Teacher Conferences will be held twice a year and regular progress reports will be sent home. Parents will be involved in the Family Math Night. Parents will be encouraged to attend school functions and PTA planned activities to enhance positive parent/child/school relationships. To include parents in our School Wide Title, we are required to provide an opportunity for parents to receive additional information or instruction on promoting reading with their children. To involve parents, we send information home through the school newsletter or weekly folders. We also provide two evenings a year where parents can participate in a variety of activities with their son/daughter to promote literacy both in and outside of the classroom.

## **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, AIMS Web scores, 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

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.

The School Improvement Committee will review the plan quarterly during the 2018-19 school year and again in August 2018 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 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