

2017-2019

**Simmons
Middle School
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 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 Middle School

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In an effort to facilitate and enhance student achievement at Simmons Middle 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 Middle School. 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. This plan will be revised periodically with updates as needed. This is a two year plan which started with a review of the past improvement plan from (2013-2015). This updated plan will drive our plan of action through the end of the 2017 school term.

Simmons Middle 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 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 Simmons Middle School are listed below:

Staff FTE	2016-17	2017-18	2018-2019	School Improvement Planning Committee	
Art	1.00	1.00	1.00	Camille Kaul	Assistant Superintendent
Computer	1.00	1.00	1.00	Vera Tipton	DOE SST
Counselor	1.00	1.00	1.20	Dr. Colleen Murley	Principal
FACS	1.00	1.00	1.00	Tina Board	Assistant Principal
Language Arts	5.49	5.49	5.32	Angel Sampson	Counselor
Math	5.49	5.49	5.32	Amy Thompson	7 th Grade Math
Music	2.33	2.33	2.50	Megan Wollman	8 th Grade Reading/LA
PE/Health	2.83	2.83	3.00	Jennifer Anderson	SPED 6 th grade
Science	2.66	2.66	2.66	Michelle Leonhardt	Electives
Social Studies	2.66	2.66	2.66	Teri Johnson	Parent
Spanish	.25	.25			
SPED	4.00	4.00	4.00		
Tech Education	1.00	1.00	2.00		
Directed Study	2.54	2.54	2.69		

All correspondence relating to our school improvement process is documented in our three-ring binder which includes our School Improvement Plan, meeting notes and agendas, data retreat resources, supporting documents and all correspondence. The binder is located in the principal's office. The State Education Agency provided the ground rules and procedures for our school improvement process. Our three-ring binder is available and will be updated with correspondence and changes

Sub-Group Breakdown of Tested Students							
SMS - Grades 6-8				SMS - Grades 6-8			
	2015-16	2016-17	2017-18		2015-16	2016-17	2017-18
Total Gr 6-8	498	520	516				
White	389	402	409	White	78.1%	77%	79.2%
Black	16	14	9	Black	3.2%	2.60%	1.7%
Asian	12	21	16	Asian	2.4%	4%	3.1%
Nat Am	45	44	25	Nat Am	9.0%	8.40%	4.8%
Hispanic	27	28	37	Hispanic	5.4%	5.30%	7.1%
Two or More	6	8	17	TR	1.2%	1.50%	3.2%
Pacific Islander	3	3	3	PI	0.6%	0.50%	0.5%
Econ Dis	243	259	228	Econ Dis	48.8%	49%	44.19%
SpEd	57	60	71	SpEd	11.4%	11.50%	13.7%
LEP	15	23	18	LEP	3.0%	4.40%	3.5%
Migrant	3	7	7	Migrant	0.6%	1.30%	1.3%

School Improvement Timeline

	Reading	Math	Notes
2005-06	Level 1 Met AYP	Level 2 SPED	<ul style="list-style-type: none"> Grades 5, 8, and 11 science assessment added to DakotaSTEP Assessed on new South Dakota math content standards
2006-07	Alert Econ Dis	Level 3 SPED	<ul style="list-style-type: none"> Implementation of new grades 6-12 district math curriculum
2007-08	Met AYP	Level 3 Met AYP	<ul style="list-style-type: none"> Implementation of new grades 6-12 district science curriculum
2008-09	Met AYP	Met AYP	<ul style="list-style-type: none"> Implementation of new grades 6-12 district social studies curriculum Assessed on new South Dakota reading content standards Distinguished School Status
2009-10	Met AYP	Met AYP	<ul style="list-style-type: none"> Implementation of ICU Program Staff Development focused on incorporating technology Distinguished School Status
2010-11	Met AYP	Met AYP	<ul style="list-style-type: none"> Implementation of new language arts curriculum Reading teachers attend Reading Up workshops Continue with ICU and add before school and redo substandard math and language arts assignments
2011-12	NCLB Waiver	NCLB Waiver	<ul style="list-style-type: none"> Math, LA, Sped staff attended Common Core Workshops
2012-13	Progressing	Progressing	<ul style="list-style-type: none"> Math curriculum study begins
2013-14	N/A	N/A	<ul style="list-style-type: none"> Implementation of Common Core State Standards for English language arts and math Implementation of <i>Big Ideas</i> math curriculum
2014-15	Progressing	Progressing	<ul style="list-style-type: none"> Piloting SLO and Teacher Effectiveness Model PE/Health curriculum study begins
2015-16	Progressing	Progressing	<ul style="list-style-type: none"> Full implementation of Teacher Effectiveness Model Science curriculum study begins
2016-17	Did Not Meet AMO	Met AMO	<ul style="list-style-type: none"> Social Studies curriculum study begins Added an additional elementary site
2017-18	Pending	Pending	<ul style="list-style-type: none"> Applied Arts curriculum study begins
2018-19			<ul style="list-style-type: none"> 6-12 Language Arts curriculum review K-5 Implement new language arts curriculum

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, demographics, attendance, climate surveys, and discipline reports. Data retreat participants identified strengths and areas of concern and identified key areas in math and reading in need of improvement. Data is reviewed for all 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. Goal statements were drafted and possible strategies were then brainstormed.

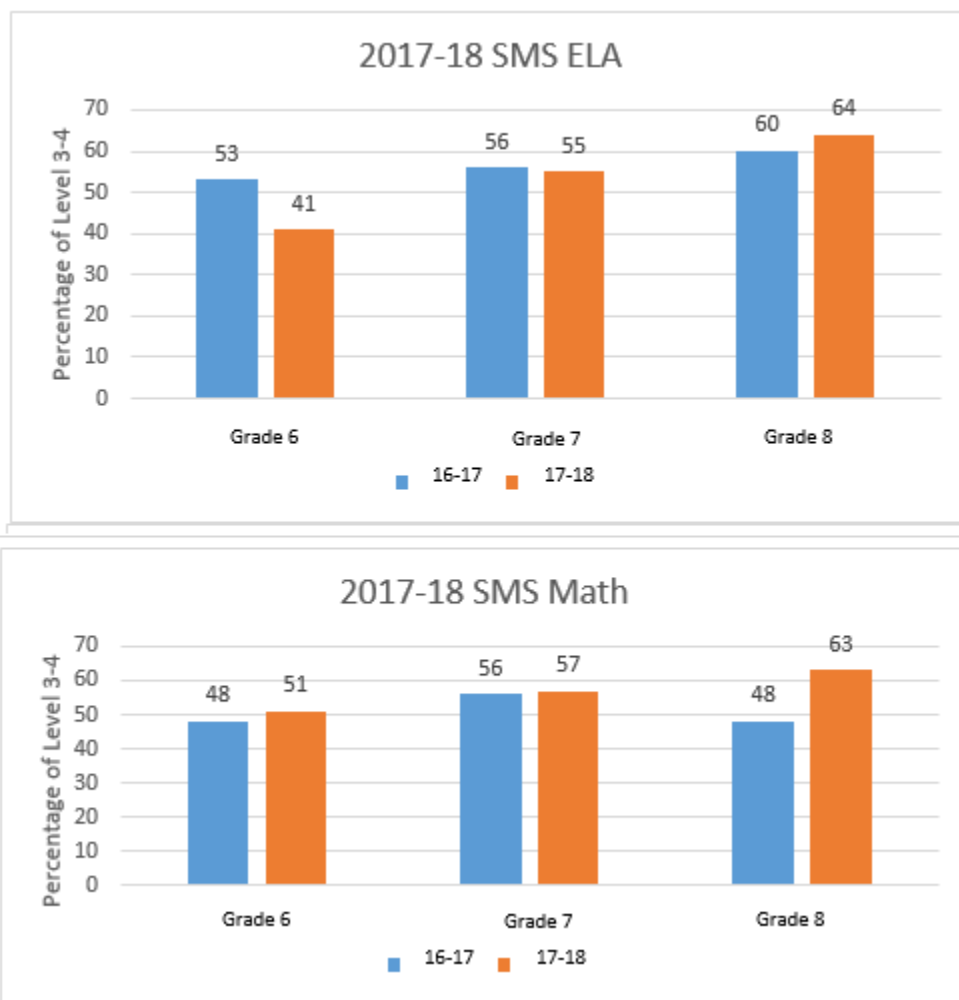
Groups were to determine overall strengths and weaknesses in math and ELA. All groups identified reading and writing to be weaknesses among all grade levels, whereas speaking and listening were relative strengths. The group also noticed a significant discrepancy between males and females in writing. In math, all three grades struggled with concepts and procedures, specifically fractions, decimals, proportions, while communicating/reasoning was the overall strong area.

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 2017, 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) for the 2016-17 school year and the 2017-18 school year.



Analysis of Data: In 6th and 7th grade, our students scored higher in math than ELA. Overall, the percentage of students who scored a Level 3 or 4 increased in all grade levels for math in 2018. The greatest increase occurred in 8th grade scores, which increased by 15%. 6th and 7th grade scores increased by 3% and 1%, respectively. In ELA, the percentage of students who scored a Level 3 or 4 decreased in both 6th and 7th grade, but increased by 4% in 8th grade. Our 8th grade students earned the highest scores in both ELA and math, with 64% of students scoring a Level 3 or 4 in ELA and 63% of students scoring the same levels in math. Sixth grade was the only grade level to show a significant difference in scores between ELA and math in 2018.

Implications from Data: With the exception of the 6th grade ELA scores, all other areas reached between 50-64% proficiency. While the growth shown in 8th grade math scores is encouraging, all grades should strive for improvement. This year's data retreat focused on reflecting upon the previous year's activities, determining how effective they were, and defining what changes need to be made to allow for more growth to occur. The assistance from non-ELA and math teachers of incorporating ELA and math standards into their subject areas has shown to benefit students. As a result, teachers are encouraged to continue communicating among disciplines to allow for more collaboration.

Discipline Data

Discipline data was compiled from Infinite Campus and placed in the following table. The number of discipline infractions for each grade level is listed in each category along with combined totals from all three grades for the past five years.

2017-18 SMS Discipline												
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
	6	6	6	7	7	7	8	8	8	Total		
Away from Assigned Area	0	0	0	11	0	0	1	0	0	12	0	0
Breaking Building Rules	0	0	0	0	0	0	0	0	0	0	0	0
Bullying	0	0	1	0	0	2	0	0	0	0	0	3
Bus Violation	0	0	1	6	0	0	0	0	0	6	0	1
Cell Phone Violation	4	10	12	10	8	12	15	23	14	29	41	38
Cheating	0	0	0	0	0	0	0	0	0	0	0	0
Deception	0	0	0	0	0	0	0	0	0	0	0	0
Disrespectful or obscene language	6	0	18	19	0	8	6	0	4	31	0	30
Disruptive classroom behavior	2	0	22	18	0	3	8	0	4	28	0	31
Drugs	0	0	0	0	0	2	0	0	0	0	0	2
Fighting	1	0	3	7	0	7	0	1	5	8	1	15
Harass/Hazing	0	0	0	1	0	1	0	0	0	1	0	1
Inappropriate Dress	0	0	0	0	0	0	0	0	2	0	0	2
Inappropriate Tech Use	0	0	0	0	0	0	0	0	0	0	0	0
Inappropriate Behavior	6	5	8	37	1	2	5	12	0	48	18	10
Insubordination	4	0	33	10	0	8	5	0	0	19	0	41
Larceny/Theft	0	0	0	0	0	0	0	0	0	0	0	0
Lunch Room	0	0	0	0	0	0	0	0	0	0	0	0
Name Calling	1	0	0	1	0	0	0	0	0	2	0	0
Other local board policy violations	0	0	0	0	0	0	0	0	0	0	0	0
Pornographic Material	0	0	1	0	0	0	0	0	0	0	0	1
Profanity	0	0	0	2	0	11	1	0	4	3	0	15
Pushing/Shoving	2	0	10	9	0	0	0	0	0	11	0	10
Sexual Harassment	0	0	0	0	0	0	0	0	0	0	0	0
Skip Detention /Comm. Service	0	0	0	0	0	0	0	0	0	0	0	0
Skipping class	0	0	2	0	0	3	1	0	2	1	0	7
Tardy (under 5 min)	3	0	26	21	0	21	13	0	28	37	0	75
Threat/Intimidation	0	0	5	1	0	2	0	0	0	1	0	7
Tobacco	0	0	0	0	0	0	0	3	3	0	3	3
Unprepared for Class	0	0	0	0	0	0	0	0	0	0	0	0
Vandalism	0	0	0	0	0	0	0	0	0	0	0	0
Weapons	0	0	1	0	0	1	0	0	0	0	0	2
Total Infractions	29	15	143	153	9	83	55	38	66	237	63	294

Analysis of Data:

The 6th grade had a significantly higher number of behavior referrals than the other grades. Insubordination, tardiness, and disruptive classroom behavior were among the areas that this group struggled with. Overall, the areas with the most infractions for all three grades included cell phone violations, disrespectful or obscene language, disruptive classroom behavior, insubordination, and tardiness. The total amount of infractions was significantly higher than the previous year.

Implications:

All staff need to have routines, procedures, high expectations for behavior and a well-structured classroom. Due to the high number of behavior referrals in the previous school year, we have instituted several cultural shifts in our building. We have placed an emphasis on positive behavior referrals and building relationships with students. As negative behaviors decrease, more time can be spent on academic interventions which should result in an increase in academic achievement.

We continue to stress the importance of getting to class on time. We have incorporated a block schedule in all grades, which cuts down on the number of passing times each day. Often the tardies are compiled by the same 10% of the students.

All staff need to be present in the hallways between each class as well as at the end of the day. Lunch supervisors need to make sure to walk the area constantly in an effort to reduce the opportunities for inappropriate behaviors.

One student from each homeroom will be involved in the FOR (Friends of Rachel) training in hopes that homerooms will take on a more positive spin on working together and helping each other.

Administration will work to consistently apply the school discipline plan.

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

Goal 1: To improve ELA achievement at each grade level so the percentage of students obtaining proficiency on the SBA increases to at least 66.36%.	
Objective 1: At least 57.23% of GAP students will score proficient in ELA.	
Objective 2: At least 60.29% of American Indian students will score proficient in ELA.	
Objective 3: At least 38.03% of students with disabilities will score proficient in ELA.	
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:
<p>Small group interventions will be utilized for up to 30 students in groups of 6 – 20 minutes each week.</p> <p>Native American tutoring will change focus from homework completion to additional skill enhancement.</p> <p>SBA interim assessments will be used to pre and post-test student learning. Skill development will be implemented for those below standard after post-testing. (Rosenshine)</p> <p>All grade levels use a form of think/pair/share and Socratic seminars.</p>	<p>Individual GAP students will be tracked for improvement on the SBA and interim assessments.</p> <p>Native American tutors will utilize current curriculum to check for understanding. Student interim assessment progress will be tracked.</p> <p>Interim assessment score improvement and SBA overall improvement will be tracked.</p>
Time frame: 2017-18	
Budget Implication: N/A	

Summary of Results: In 7th grade we actually lost ground with our Native American students and students with disabilities. In 8th grade we lost ground with our Native American students, but our students with disabilities increased in proficiency. Overall, our 8th grade student showed the most growth on the Smarter Balanced assessments. The 8th grade teachers utilize Socratic seminars and informational text more frequently than either 6th or 7th grade.

Goal 2: To improve the percentage of students above standard on the writing claim.	
Objective 1: The percentage of male students proficient in the writing claim will increase to be within 5% of the percentage of females proficient in writing.	
Objective 2: All students will develop writing skills across the curriculum utilizing a common rubric.	
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:
All ELA teachers will use write to learn 2x per month.	Self-reflection, improved feedback on write to learn, and improved interim assessments
Monitor GAP students' progress on interim assessments and pull small groups for reteaching and additional practice at below or at/near standards. (Rosenshine)	Improved SBA summative assessment results (concepts and procedures) for targeted students.
Time frame: 2017-18	
Budget Implication: N/A	

Summary of Results: While male proficiency in the writing claim did increase at all grade levels, there is still room for growth to achieve the goal. Our males were within 10-15% of the female proficiency level. We will continue to work on this goal.

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

Goal 1: To improve math achievement at each grade level so the percentage of students obtaining proficiency on the SBA increases to at least 52.25%.	
Objective 1: At least 42.52% of GAP students will score proficient in mathematics	
Objective 2: At least 40.45% of American Indian students will score proficient in mathematics	
Objective 3: At least 35.43% of students with disabilities will score proficient in mathematics	
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:
Small group interventions for GAP students will be utilized at each grade level a minimum of 1x per month to focus on grade level math skills during core enrichment.	Individual GAP students will be tracked for improvement on the SBA and interim assessments.
Native American tutoring will change focus from homework completion to additional skill enhancement.	Native American tutors will utilize current curriculum to check for understanding. Student interim assessment progress will be tracked.

<p>SBA interim assessments will be used to pre and post-test student learning. Reteaching will occur for those below standard after post-testing. (Rosenshine)</p> <p>7th grade Special education students will utilize small group instruction approximately 3 times per week.</p>	<p>Interim assessment score improvement and SBA overall improvement will be tracked.</p> <p>SPED scores on interim assessments and SBA summative should increase.</p>
<p>Time frame: 2017-18 school year</p>	
<p>Budget Implication: N/A</p>	

Summary of Results: Overall 21% of our students with disabilities were proficient. This is a 6% increase over the previous year. Approximately 35% of our Native American students were proficient, an increase of nearly 20%. While we have not yet reached our goal with these subgroups, we are seeing improvement, so we will continue with many of these strategies.

<p>Goal 2: Students will improve their understanding of concepts and procedures.</p>	
<p>Objective 1: All students will understand a common math vocabulary.</p>	
<p>Objective 2: All students will have multiple opportunities for skill development and practice.</p>	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <p>Bell work will be used to review prior lessons and check for vocabulary understanding. (Rosenshine)</p> <p>Monitor GAP students’ progress on interim assessments and pull small groups for reteaching and additional practice at below or at/near standards. (Rosenshine)</p> <p>All grade levels use performance tasks for practice problems and utilize a think/pair/share strategy.</p>	<p>How will the strategies be evaluated for effectiveness:</p> <p>Self-reflection and improved interim assessments</p> <p>Improved SBA summative assessment results (concepts and procedures) for targeted students.</p>
<p>Time frame: 2017-18 school year</p>	
<p>Budget Implication: N/A</p>	

Summary of Results: Our 7th and 8th grade students showed a 6 and 8 percent increase in those above standard on the concepts and procedures claim. Our 6th graders had a significant increase as well. The focus on this strategy allowed for growth in all three grade levels.

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

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

<p>Goal 1: To improve ELA achievement at each grade level so the percentage of students obtaining proficiency on the SBA increases to at least 69.59%.</p>	
<p>Objective 1: At least 64.70% of American Indian students will score proficient in ELA.</p>	
<p>Objective 2: At least 44.91% of students with disabilities will score proficient in ELA.</p>	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <p>SLO assessments will be used to pre and post-test student learning. Skill development will be implemented four times throughout the school-year.</p> <p>All grade levels will use a form of think/pair/share or Socratic discussions to improve their writing and response to higher order questions.</p> <p>Native American tutoring will use Edmentum for skill enhancement.</p> <p>SBA interim assessments, both online and hard copies, will be utilized for skill development and identification of missing concepts.</p> <p>GAP students will be identified and monitored for growth, utilizing reteaching and extra practice for lagging skills.</p> <p>Reality Central curriculum will be utilized by all ELA teachers three times per month.</p>	<p>How will the strategies be evaluated for effectiveness:</p> <p>Post-test scores will be compared to pre-test scores and benchmarks to determine growth.</p> <p>Improvement of interim assessment scores will be used for evaluation.</p> <p>Progress checks in the Edmentum program will be used to determine effectiveness.</p> <p>Interim assessment score comparison will be used to measure effectiveness.</p> <p>Improved SBA assessment results for those targeted students should indicate growth.</p> <p>Improved claims for informational text on the SBA should be noted.</p>

Goal 2: To improve the percentage of students above standard on the writing claim.	
Objective 1: The percentage of male students proficient in the writing claim will increase to be within 5% of the percentage of females proficient in writing.	
Objective 2: All students will develop writing skills across the curriculum utilizing a common rubric.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <p>All ELA teachers will use WriteToLearn two times per month.</p> <p>Social studies teachers will use WriteToLearn once per semester to assist with ELA goals and to fulfill literacy goals within their own standards.</p> <p>Monitor GAP students' progress on interim assessments and pull small groups for reteaching and additional practice at below or at/near standards. (Rosenshine)</p>	<p>How will the strategies be evaluated for effectiveness:</p> <p>Self-reflection, improved feedback on write to learn, and improved interim assessments</p> <p>Improved feedback on write to learn</p> <p>Improved SBA summative assessment results (concepts and procedures) for targeted students.</p>

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

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

Goal 1: To improve math achievement at each grade level so the percentage of students obtaining proficiency on the SBA increases to at least 57.77%.	
Objective 1: At least 47.07% of American Indian students will score proficient in mathematics	
Objective 2: At least 43.50% of students with disabilities will score proficient in mathematics	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <p>Small group interventions for GAP students will be utilized at each grade level a minimum of 1x per month to focus on grade level math skills during core enrichment.</p> <p>Native American tutoring will change focus from homework completion to additional skill enhancement.</p> <p>SBA interim assessments will be used to pre and post-test student learning. Reteaching will occur for those below standard after post-testing.</p>	<p>How will the strategies be evaluated for effectiveness:</p> <p>Edmentum progress checks and interim assessment scores will be utilized for signs of improvement.</p> <p>Edmentum progress checks will determine effectiveness.</p> <p>Post-test scores will be compared to pre-test scores.</p> <p>Edmentum progress checks will determine effectiveness.</p>

Edmentum will be used at the 6 th and 7 th grade levels as intervention for Bubble students to be utilized a minimum of 1x per week to focus on math skills during Core Enrichment.	
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Goal 2: Students will improve their understanding of concepts and procedures.	
Objective 1: All students will understand a common math vocabulary.	
Objective 2: All students will have multiple opportunities for skill development and practice.	
<p>List the evidence-based strategies use to meet the above goal and objectives so all students can meet state academic standards:</p> <p>Bell work will be used to review prior lessons and check for vocabulary understanding. (Rosenshine)</p> <p>Monitor GAP students' progress on interim assessments and pull small groups for reteaching and additional practice at below or at/near standards. (Rosenshine)</p> <p>All grade levels use performance tasks for practice problems and utilize a think/pair/share strategy.</p>	<p>How will the strategies be evaluated for effectiveness:</p> <p>Self-reflection and improved interim assessments</p> <p>Improved SBA summative assessment results (concepts and procedures) for targeted students.</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 the ICU program for struggling students, Native American tutoring, peer mentoring for new staff and students, and staff development activities focused around standards based instruction. Additionally, the school incorporates Rachel's Challenge initiatives into homeroom to boost school climate, has an active Fuel Up to Play 60 program to promote health and wellness for students, and emphasizes community outreach through Youth Power, Student Senate, and homeroom activities. 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. Local professional development opportunities will include technology in-services that will encourage the delivery and management of instruction.

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

Finally, Simmons’s professional library is constantly being upgraded in the areas of effective strategies for math and reading instruction.

2017-18	
Staff Development Schedule	
August 14	8:00-12:00 New Teacher Orientation 12:00-1:30 New Teacher Luncheon DEC 1:30-3:30 Building Meetings
August 15	8:00-10:00 Welcome Back, CHS Theater 10:00-12:00 Building Staff Meeting 1:00-3:30 Individual/Team Planning 2:00-3:30 SPED meeting, HMS Theater
August 21	8:00-12:00 Data Retreat 1:00-3:30 Grade Level Data Analysis
August 22	School in Session/ Link Crew
November 22	12:00-3:30 Transforming Classroom Grading, Chapter 6 12:00-3:30 Review of Mastery Learning, Standard Proficiency Check 1:00-3:30 SIP Sub Committee Meetings
January 2	8:00-10:00 Winter Address 10:00-3:30 Grade Level Proficiency Review and Assessment Development 10:00-12:00 Finalization of Standards and writing Mastery Lessons 1:00-2:00 School Improvement Team 2:00-3:30 “Teachers as Advocates”
January 3	8:00-12:00 Grade Level Proficiency Review and Assessment Development 1:00-3:30 Building Planning
February 16	8:00-3:30 Tom Schimmer at CHS Theatre
March 29	8:00-12:00 Finalization of Assessments 1:00-3:30 Individual/Team Planning
April 30	8:00-12:00 Finalization of Assessments 8:00-12:00 Grading From the Inside Out 8:00-10:00 SIP Sub Committee Meetings 1:00-3:30 Individual/Team Planning
May 17	Last Day of School 1:00-3:30 Building and Collaborative 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 12:30 -3:30 Building Meetings
August 15	8:00-10:00 Back to School, CHS Theatre 10:00-12:00 Data Retreat 1:00-3:30 Individual/Team Planning 2:00-3:30 SPED, HMS Theatre
August 20	8:00-11:30 Grade Level Data Analysis 12:30-3:30 Individual/Team Planning, SMS 1:00-3:30 ALICE Training, HMS, Cafeteria
August 21	8:00-11:30 School In Session 12:30-3:30 Individual/Team Planning, HMS 1:00-3:30 ALICE Training, SMS, Library
October 5	8:00-11:30 Writing Common Assessments 12:30-3:30 Individual/Team Planning
November 21	8:00-11:30 School In Session 12:30-3:30 Writing Common Assessments
January 2	8:00-10:00 Winter Address 10:00-12:00 Building Meetings 1:00-3:30 Individual/Team Planning
February 15	8:00-11:30 Writing Common Assessments 12:30-3:30 Writing Common Assessments
March 13	8:00-11:30 Writing Common Assessments 12:30-3:30 Writing Common Assessments
April 18	8:00-12:00 ELA Curriculum Review 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

Parents/guardians play a vital role in supporting student achievement. The PTA is an active and dynamic organization which assists the school by promoting effective parent involvement. Parents are provided with staff development opportunities through the Back to School orientation, parent/teacher conferences, and strategies that are presented in monthly newsletters.

The administration and staff communicate with parents through mail, newsletters, brochures, the district website, team meetings, conferences, open houses, individual phone calls, and School Messenger. Conferences are held twice a year to provide parents/guardians with information regarding academic skill development. Midterm reports and report cards are published eight times a year and provide an overall view of student achievement. The Infinite Campus Parent Portal is an excellent tool for parents/guardians to review online grades, attendance, and discipline referrals from home.

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. 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.

Transition Processes

Transition activities for incoming sixth graders begin with a principal visit to fifth grade classrooms in our elementary feeder schools for the purpose of registration. This is usually done in February. Fifth graders visit and tour the middle schools in April. The program includes musical entertainment, snacks, and small group time with eighth grade leaders.

Special ed teachers meet from the two levels to transition students on IEP's. This includes some parent meetings as well. Student Assistance Team coordinators also meet from the two levels to transition students of concern. Middle school improv troupes visit fifth grade classrooms in May and present scenes that prompt discussion of middle school issues.

WEB (Welcome EveryBody) orientation is a half day of activities at the middle schools that incoming sixth graders attend the week before school starts in the fall. Eighth graders are trained as WEB leaders and work with the sixth graders in small groups, lead tours, and meet with their WEB groups throughout the school year. One final activity that occurs right before school starts is an evening orientation for sixth grade students and parents where they meet staff, receive schedules, and purchase necessary school supplies.

Transition activities for eighth grade students begin with the CHS counselors visiting the middle schools to present information about classes at CHS in January. During the following week, middle school counselors and teachers work with students to complete their registration forms. The CHS registrar then comes to the middle schools to check and collect the students' registration forms. Special ed teachers meet from the two levels to transition students on IEP's and to register these students for appropriate classes. Principals meet to transition students of concern. LINK CREW orientation is a half day of activities at CHS that incoming ninth graders

attend the week before school starts in the fall. Upperclassmen are trained as LINK CREW leaders and work with the ninth graders in small groups, lead tours, and facilitate activities during that orientation. CHS holds parent/student orientation sessions before the start of the school year.

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

Weekly monitoring is accomplished through our Intensive Care Unit for grades program. Each week students with missing assignments are tracked and assignment completion is monitored. Students attend ICU daily Tuesday through Friday and are required to stay after school on Mondays and Wednesdays. Once all work is completed, they are removed from ICU. ICU is staffed by certified staff on Mondays and Wednesdays after school and educational assistants during the morning.

Students who experience difficulty are referred to the Student Success Team (SST) 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 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 allocations for WEB stipends
- General Fund for extended school day (ICU)
- JOM funds for support to our American Indian students

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

**Simmons Middle School
School Improvement Meeting Log**

Date/Time	Members Present	Activities/Discussion
8/21/17	All teaching staff	Strengths/areas for growth, specific strategies, evaluation of prior year's results.
9/13/17	SIP team	Narrow strategies for future action plan.
1/4/18	SIP team	Midpoint check to determine strategy effectiveness
4/30/18	SIP team	Evaluate strategies
8/20/18	Department teams	Determine effectiveness of last year's strategies and make recommendations for improvements