

**2008-2010**

**O.M. Tiffany  
Elementary**

**School Wide and  
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**

The Aberdeen School District creates a safe and positive educational environment that is achievement oriented by promoting high expectations through academic excellence, high quality teaching, rich co-curricular activities, and parental and community involvement.

### **Beliefs**

- All students can and want to learn, given appropriate instruction and sufficient time.
- All District employees and their roles are important in educating children.
- The District should promote all staff, parents, and students to be positive role models.
- Students' success is enhanced by school, parental, and community partnerships.
- All students are provided continuous opportunities to learn and succeed.
- All students benefit from a safe and nurturing learning environment.
- All students benefit from participation in a wide variety of academic experiences and involvement in activities.

### **Goals**

#### **Safety**

- Reduce bullying by 10%
- Create H1N1 awareness
- Research policies on incivility

#### **Achievement**

- Reduce drop-out rate to 31 or fewer students
- Promote connectivity at Middle Schools to 100%
- Increase pct. of advanced/proficient students to 82% (math), 84% (rdg.)
- Increase general ed. teachers' involvement in sp. ed. to 64% LRE
- Increase HS students' ACT math and reading scores to 22.4 and 23
- Expect K-12 daily attendance to be 95+%
- Expect 100% of students to have a Future Story

#### **Finance**

- Finish fiscal year "in the black"
- Maintain reserve between 18-20%

#### **School Communications and Community Involvement**

- Increase grades 4-12 Parent Portal registrations to 80% district-wide
- Increase parental input at all schools
- Maintain turnover rate of <10% in each department
- Provide communication opportunities
- Maintain and expand external relationships

#### **Superintendent/Board Partnership**

- Ensure 100% of all Policies 5+ years or older have been reviewed
- Meet with each Board member one-on-one at least one time

#### **Negotiations**

- Negotiate five groups' contracts favorable to employees and taxpayers

# O.M. Tiffany Elementary School

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## Earl Martell, Principal

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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 25,000. Aberdeen has two post-secondary institutions, Northern State University and Presentation College. Its main employers are the schools, the hospital, Aman Collection, 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 five elementary buildings. Unique characteristics of the staffing patterns and student population of O.M. Tiffany Elementary School are listed below:

Staff FTE	2007-08	2008-09	2009-10	School Improvement Planning Committee	
General Education Teachers	16.00	16.00	16.00	Dr. Becky Guffin	Asst. Superintendent
Special Education Teachers	2.00	2.00	2.00	Earl Martell	Principal
Title I	2.00	2.00	2.00	Sheryl Fischbach	1 <sup>st</sup> grade teacher
Physical Education	0.80	0.80	0.80	Karla Balster	2 <sup>nd</sup> grade teacher
Music	0.77	0.77	0.77	Victoria Wilson	3 <sup>rd</sup> grade teacher
Orchestra	0.30	0.30	0.30	Kathy Moore	4 <sup>th</sup> grade teacher
Art	0.65	0.65	0.65	Carol Otten	4 <sup>th</sup> grade teacher
Speech	1.00	1.00	1.00	Kendall Hoellein	5 <sup>th</sup> grade teacher
Counselor	1.00	1.00	1.00	Jalynn Karlen	5 <sup>th</sup> grade teacher
Gifted Education	0.20	0.20	0.20	Annie Falk	Counselor
				Sandy Ullrich	Title IA math coach
				Jennifer Schmidt	Parent/PTA president
				TBD by DOE	SST

## Sub-Group Breakdown of Tested Students

OM Tiffany - Grades 3-5				OM Tiffany - Grades 3-5			
	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09
<b>Total Gr 3-5</b>	146	158	177				
<b>White</b>	130	135	151	<b>White</b>	89.0%	85.4%	85.3%
<b>Black</b>	2	5	7	<b>Black</b>	1.4%	3.2%	3.9%
<b>Asian</b>	0	1	1	<b>Asian</b>	0%	0.6%	0.6%
<b>Nat American</b>	13	15	13	<b>Nat American</b>	8.9%	9.5%	7.3%
<b>Hispanic</b>	1	2	5	<b>Hispanic</b>	0.7%	1.3%	2.8%
<b>Econ Dis</b>	58	59	75	<b>Econ Dis</b>	39.7%	37.3%	42.4%
<b>SpEd</b>	25	25	35	<b>SpEd</b>	17.1%	15.8%	19.8%
<b>LEP</b>	0	4	3	<b>LEP</b>	0%	0%	1.7%
<b>Migrant</b>	0	0	0	<b>Migrant</b>	0%	0%	0%

## School Improvement Timeline

	Reading	Math	Notes
<b>2002-03</b>	Alert SPED	Met AYP	
<b>2003-04</b>	Met AYP	Met AYP	
<b>2004-05</b>	Met AYP	Met AYP	<ul style="list-style-type: none"> <li>• Distinguished School Status</li> </ul>
<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 DakotaSTEP</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>• Provide training to all bus drivers which targets student management and discipline issues</li> <li>• Distribution of climate surveys, Spring 2009 (staff, parents, students)</li> </ul>
<b>2009-10</b>			<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> </ul>

# Comprehensive Needs Assessment

On October 12, 2009, 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 SAT 9 writing, DakotaSTEP, DRA scores, demographics, attendance, and discipline reports. Data retreat participants identified strengths and areas of concern and identified key areas in math and reading in need of improvement. Goal statements were drafted and possible strategies were then brainstormed.

Core team teachers were also provided with student rosters and their level of proficiency in reading and math on the DakotaSTEP 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.

## DakotaSTEP Results

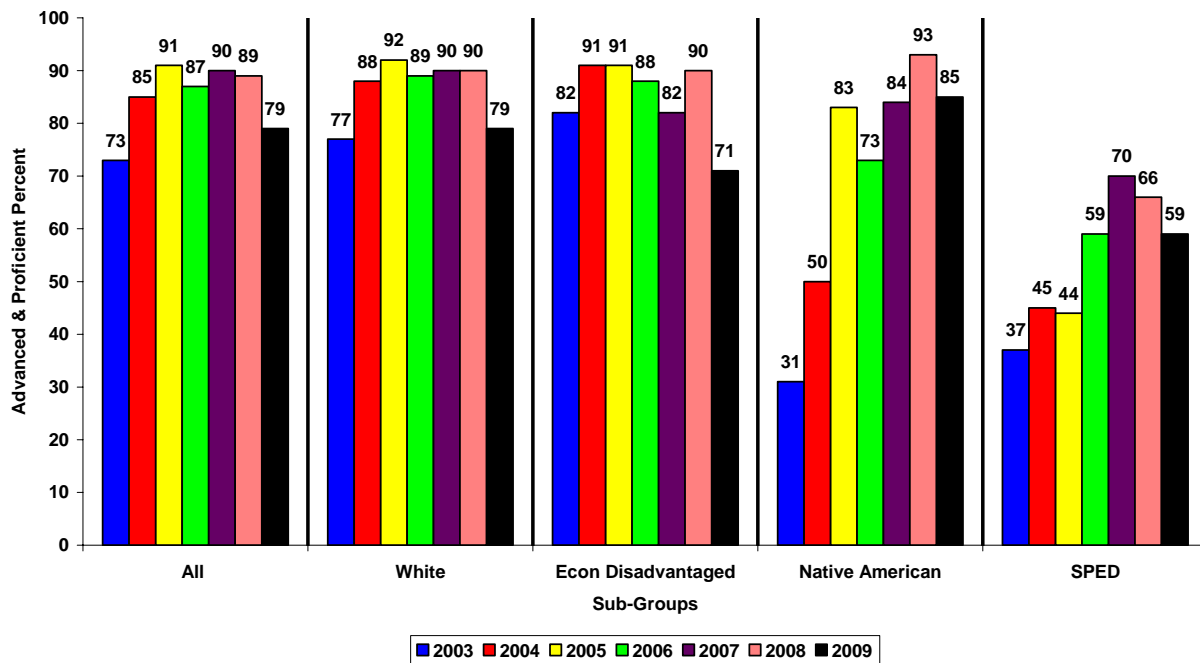
Beginning in 2003, in compliance with No Child Left Behind (NCLB), the state of South Dakota required all students in grades 3-8 and 11 to take a criterion-referenced test called the Dakota State Test of Educational Progress (DakotaSTEP). The DakotaSTEP assesses student achievement in the areas of math and reading. A student's score on each subtest places him or her in one of four achievement categories: Advanced, Proficient, Basic, or Below Basic. The state of South Dakota has set an Annual Measurable Objective (AMO) for both content areas, defined as the percent of students who must score proficient or higher. The following table displays the AMO targets for math and reading:

	Reading		Math	
	Grades 3-8	Grade 11	Grades 3-8	Grade 11
<b>2002-03</b>	65%	50%	45%	60%
<b>2003-04</b>	65%	50%	45%	60%
<b>2004-05</b>	78%	66%	54%	67%
<b>2005-06</b>	78%	66%	65%	54%
<b>2006-07</b>	82%	72%	65%	54%
<b>2007-08</b>	82%	72%	72%	63%
<b>2008-09</b>	69%	62%	72%	63%
<b>2009-10</b>	69%	62%	72%	63%

Scores are disaggregated for all demographic subgroups with a population of 10 students or more. The math and reading AMO must be met at the district level, building level, and grade level by all subgroups meeting the minimum population requirement.

# DakotaSTEP Reading Results

## OM Tiffany DakotaSTEP Reading Results 2003-09



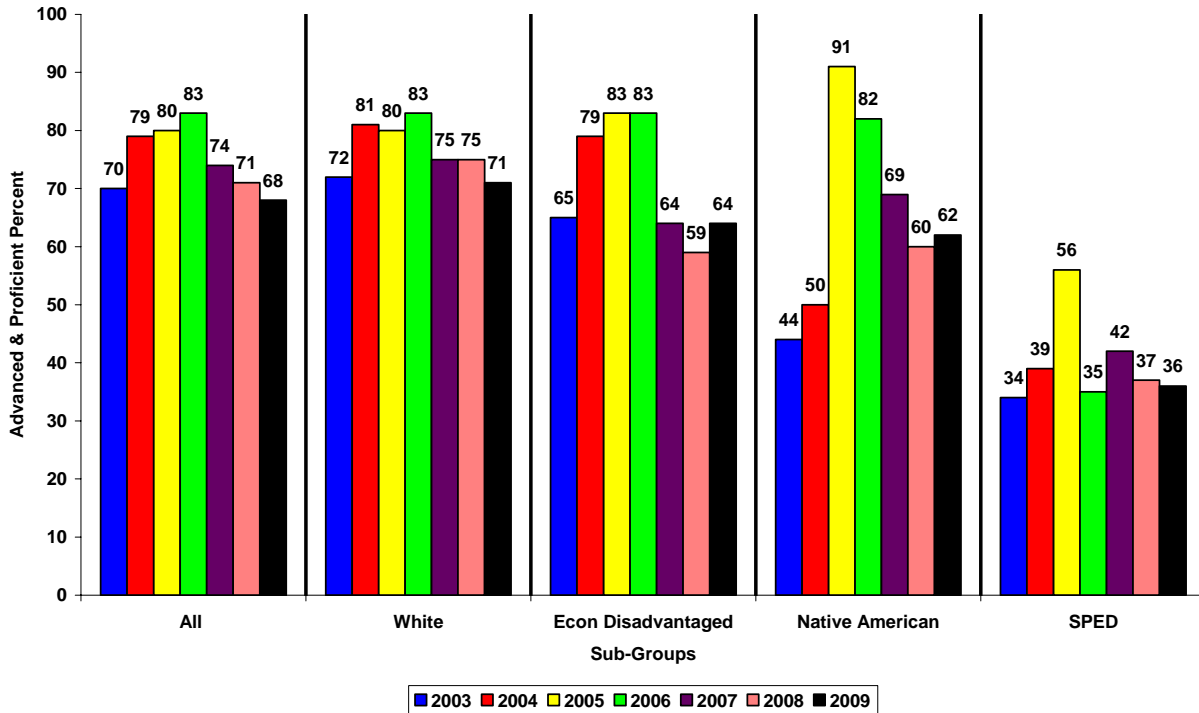
**Description of Data:** The above chart displays by sub-group the percent of O.M. Tiffany Elementary School third, fourth, and fifth graders whose scores on the reading subtest of the Dakota STEP placed them into the proficient or advanced achievement category. The AMO for reading for 2009 was 69%.

**Analysis of Data:** During the 2008-09 school year, reading scores declined in all sub-groups at OM Tiffany. This was a direct result of students being assessed on the new South Dakota reading content standards which produced the same results at the state and district level. After new standards are written and assessed, the testing company realigns the AMO targets to accurately reflect the outcomes of the assessment. All sub-groups at OM Tiffany met adequate yearly progress (AYP) by meeting the newly established AMO target or through safe harbor provisions.

**Implications:** We will continue to monitor, assess, and implement strategies to meet the reading needs of our students. We will also centralize a focus on our Native American and special education subgroups. Our staff will continue to provide support for students basic and below basic through the use of small group help, repeated review and drill, directions given in a variety of ways, recommended home practice, and teacher-directed modifications as necessary.

# DakotaSTEP Math Results

## OM Tiffany DakotaSTEP Math Results 2003-09



**Description of Data:** The above chart displays by sub-group the percent of O.M. Tiffany Elementary School third, fourth, and fifth graders whose scores on the math subtest of the Dakota STEP placed them into the proficient or advanced achievement category. The AMO for math for 2009 was 72%.

**Analysis of Data:** All sub-groups at OM Tiffany met adequate yearly progress (AYP) by meeting the newly established AMO target or through safe harbor provisions. However, for the third consecutive year, math scores have declined in the sub-groups at our school which will be a focus during the 2009-10 school year.

**Implications:** We will continue to monitor, assess, and implement strategies to meet the mathematical needs of our students. We will also centralize a focus on our Native American and special education subgroups. Based on declining progress in math, our staff will continue to provide support for students basic and below basic through the use of small group help, repeated review and drill, directions given in a variety of ways, recommended home practice, and teacher-directed modifications as necessary. A Title I math coach has been added to assist teachers with additional mathematical strategies.

# SAT-9 Writing Assessment

The Stanford Writing Assessment Program contains prompts in four modes—descriptive, narrative, expository, and persuasive that elicits a rough-draft response from the student.

Each prompt asks students to produce an extended piece of writing under conditions modeled after proven instructional practice. Students receive guidance throughout the writing process by means of a Writer’s Checklist that provides reminders for prewriting, composing, and editing.

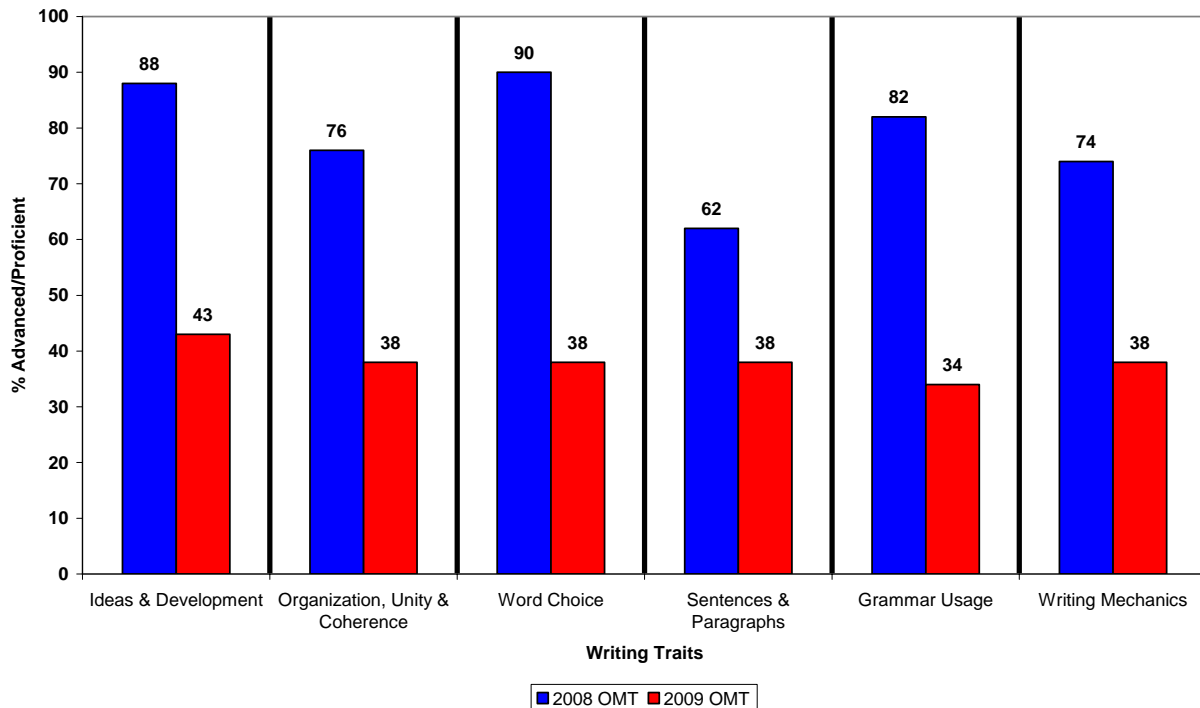
Students’ responses are scored using an analytic four-point scale. The six categories scored include:

- Ideas and Development
- Organization, Unity, and Coherence
- Word Choice
- Sentences and Paragraphs
- Grammar and Usage
- Mechanics

The South Dakota Department of Education requires that the SAT 9 Writing Assessment be administered to students in grades 5, 7 and 10 each February. The specific areas assessed are described below:

<b>Area I Ideas and Development:</b> This category is concerned with the "what"- the substance of the composition. Has the writer addressed the topic in an interesting and significant way? Has the writer expanded key ideas with layers of detail so that readers will fully understand the meaning the author intended to convey? Are there points that need further clarification through examples, anecdotes, illustrations, or reasons?
<b>Area II Organization, Unity, and Coherence:</b> In this category, the presentation of information in a logical manner is central. Does the writer seem to have an overall plan? Does the writer stay focused throughout the essay, or does he/she wander from the topic? Is the material presented in an orderly and easily understandable sequence? Are transitional words and phrases used to create cohesiveness within sentences and paragraphs and across the entire composition?
<b>Area III Word Choice:</b> This category has to do with the precision and variety of vocabulary. Is vocabulary limited? Is there an attempt to use adjectives and other parts of speech to present a vivid picture to the reader? Active verbs and precise vocabulary are important. Bland, general words such as "good," "nice," and "fun" are better replaced by more precise vocabulary.
<b>Area IV Sentences and Paragraphs:</b> In this category, the scorer looks for sentence structure and paragraph arrangement that enhance meaning. Are there fragments, run-on sentences, awkward constructions, or other such errors that obscure or diminish meaning? Do sentences vary in length and complexity? Are a variety of sentence patterns used? Are paragraphs logical, such that they integrate thoughts that belong together and separate thoughts that do not belong together?
<b>Area V Grammar and Usage:</b> In this category, the scorer looks for the application of correct grammar. Does the writer use correct subject-verb agreement and logical pronoun-referents? Is tense consistent?
<b>Area VI Writing Mechanics:</b> Within the category of mechanics, the scorer looks for consistently correct capitalization, punctuation, and spelling. Are a variety of capitalization and punctuation skills used correctly? Are words spelled correctly?

## OM Tiffany Grade 5 Writing Test Results

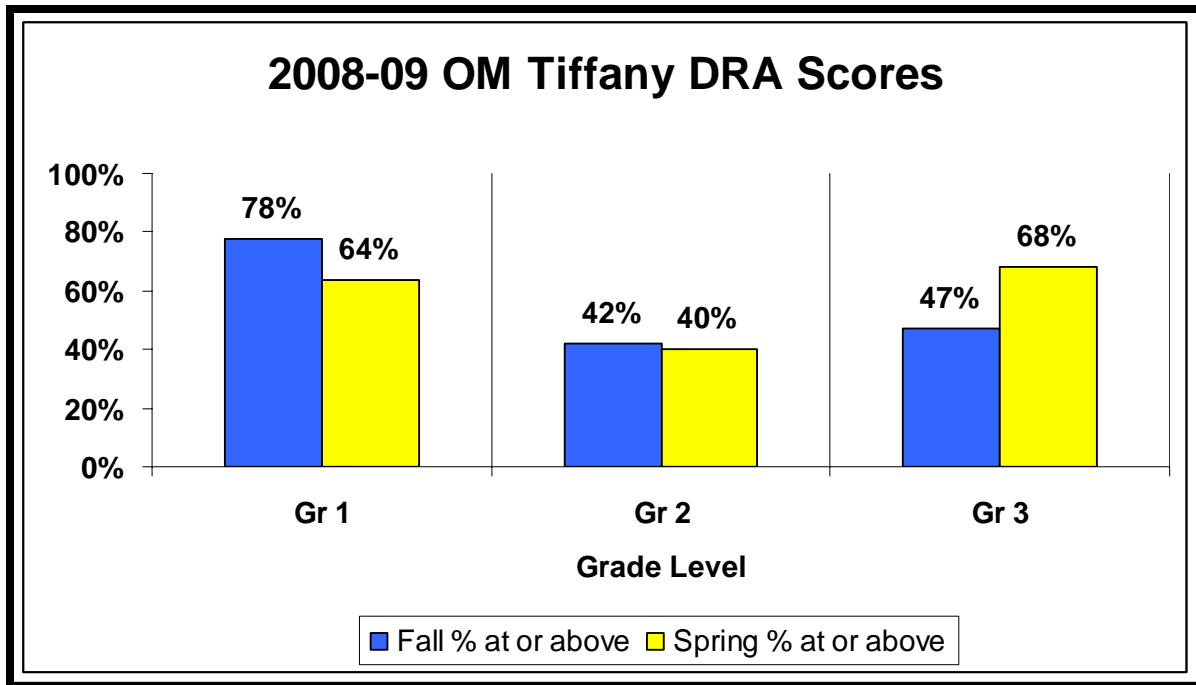


**Description of Data:** The chart above illustrates the percent of fifth grade students scoring within the advanced or proficient range on the SAT-9 writing assessment. Each student receives a score of 4 (advanced), 3 (proficient), 2 (basic), or 1 (below basic) in the six different writing categories.

**Analysis of Data:** During the 2008-09 school year, writing scores declined in all writing traits at OM Tiffany. A similar decline was noted at the state and district level. Due to similar results within all writing traits, the most current assessment does not provide a clear area in need of improvement.

**Implications:** During the 2009-10 school year, staff will evaluate authentic writing opportunities that are provided to students at all grade levels and make adjustments as needed.

# Developmental Reading Assessments



**Description of Data:** The chart above illustrates a fall to spring comparison of the Developmental Reading Assessment (DRA) scores for students in grades one, two, and three. The results represent the percent of students that are at or above the benchmark for fall and spring. These scores represent a combination of comprehension and fluency skills and are measured against the following benchmarks:

	Fall	Spring
<b>Grade 1</b>	2	14
<b>Grade 2</b>	14	24
<b>Grade 3</b>	24	34

**Analysis of Data:** Based on the outcome of the DRA 2 assessment, a significant number of students are not meeting the reading benchmarks in the fall or spring. Staff members have expressed concern about how consistently the evaluation is administered between reading teachers which will need to be discussed.

**Implications:** We will continue to monitor, assess, and implement strategies to meet the educational needs of our students. Reading tutors, Title reading, and small group supports are in place to help students achieve grade level expectations.

# Climate Surveys

In the spring of 2009, school climate surveys were administered to all students in grades 3, 5, 6, 8, and randomly selected students from grades 9-12 in the Aberdeen School District. The school climate surveys were also provided to all district parents, teachers and other school staff. The purpose of the survey was to collect information to be used along with other data to improve our educational programs and for school accreditation purposes.

**Description of Data:** The tables below identify the results of climate surveys given to staff, students in grades 3 and 5, and parents in the spring of 2009. The results are displayed with the percent of respondents in each category follow by the raw number of responses in parentheses.

**Analysis of Data:** The data indicates a positive climate at O. M. Tiffany, as described by students, parents, and staff members.

**Implications from Data:** Overall, the results between the staff, students, and parents are in agreement with all groups noting a positive climate at OM Tiffany. There was a slight difference in perception between students and teachers regarding teachers making an effort to know students and interests and also the teacher's availability to assist students

# OM Tiffany Parent Climate Survey Results

	Grade K-2 Parents N=62				Grade 3-5 Parents N=58				Parent Totals N=120			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. My child feels safe at school.	47	14	1		44	14			91	28	1	
2. Rules and policies are enforced consistently.	41	20	1		33	24	1		74	44	2	
3. The discipline program helps students make good choices.	43	19			34	24			77	43		
4. Students feel like they belong at school.	40	20	2		33	25			73	45	2	
5. The overall atmosphere of the school is positive.	45	16	1		43	15			88	31	1	
6. Students at this school have enough access to current technology tools.	36	26			35	21	2		71	47	2	
7. The principal cares about the students.	46	16			37	19	2		83	35	2	
8. Teachers make an effort to know their students and their interests.	50	11	1		47	10	1		97	21	2	
9. Students feel encouraged to participate in school activities.	42	20			36	22			78	42		
10. The teachers believe that students can learn and be successful.	52	9	1		46	12			98	21	1	
11. The teachers are available and willing to provide assistance to students.	50	12			43	15			93	27		
12. The class work assigned challenges students to think.	43	19			36	22			79	41		
13. All individuals in this school are treated with dignity and respect.	44	16	2		34	24			78	40	2	
14. The teachers present material in a way that students can understand.	42	19	1		33	25			75	44	1	
15. This school is preparing my child for success in the future.	42	19	1		38	20			80	39	1	

# O.M. Tiffany Staff Climate Survey Results

March 2009

	Certified Staff N=25				Non-Certified Staff N=6				Staff Totals N=31			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. Students feel safe at school.	<b>56.0%</b> (14)	44.0% (11)	0.0% (0)	0.0% (0)	16% (1)	<b>83%</b> (5)	0.0% (0)	0.0% (0)	48.4% (15)	<b>51.6%</b> (16)	0.0% (0)	0.0% (0)
2. Rules and policies are enforced consistently.	24.0% (6)	<b>60.0%</b> (15)	16% (4)	0.0% (0)	16% (1)	<b>50%</b> (3)	33% (2)	0.0% (0)	22.6% (7)	<b>58.1%</b> (18)	19% (6)	0.0% (0)
3. The discipline program helps students make good choices.	20.0% (5)	<b>72.0%</b> (18)	8.0% (2)	0.0% (0)	16% (1)	<b>66%</b> (4)	16% (1)	0.0% (0)	19.4% (6)	<b>71.0%</b> (22)	9.7% (3)	0.0% (0)
4. Students feel like they belong at school.	48.0% (12)	<b>52.0%</b> (13)	0.0% (0)	0.0% (0)	33% (2)	<b>66%</b> (4)	0.0% (0)	0.0% (0)	45.2% (14)	<b>54.8%</b> (17)	0.0% (0)	0.0% (0)
5. The overall atmosphere of the school is positive.	<b>52.0%</b> (13)	40.0% (10)	8.0% (2)	0.0% (0)	33% (2)	<b>66%</b> (4)	0.0% (0)	0.0% (0)	<b>48.4%</b> (15)	45.2% (14)	6.5% (2)	0.0% (0)
6. Students at this school have enough access to current technology tools.	12.0% (3)	<b>52.0%</b> (13)	28% (7)	8.0% (2)	16% (1)	<b>66%</b> (4)	16% (1)	0.0% (0)	12.9% (4)	<b>54.8%</b> (17)	25.8% (8)	6.5% (2)
7. The principal cares about the students.	<b>72.0%</b> (18)	28.0% (7)	0.0% (0)	0.0% (0)	33% (2)	<b>66%</b> (4)	0.0% (0)	0.0% (0)	<b>64.5%</b> (20)	35.5% (11)	0.0% (0)	0.0% (0)
8. Teachers make an effort to know their students and their interests.	<b>64.0%</b> (16)	36.0% (9)	0.0% (0)	0.0% (0)	33% (2)	<b>66%</b> (4)	0.0% (0)	0.0% (0)	<b>58.1%</b> (18)	41.9% (13)	0.0% (0)	0.0% (0)
9. Students feel encouraged to participate in school activities.	<b>52.0%</b> (13)	48.0% (12)	0.0% (0)	0.0% (0)	33% (2)	<b>66%</b> (4)	0.0% (0)	0.0% (0)	48.4% (15)	<b>51.6%</b> (16)	0.0% (0)	0.0% (0)
10. The teachers believe that students can learn and be successful.	<b>64.0%</b> (16)	32.0% (8)	4.0% (1)	0.0% (0)	33% (2)	<b>66.7%</b> (4)	0.0% (0)	0.0% (0)	<b>58.1%</b> (18)	38.7% (12)	3.2% (1)	0.0% (0)
11. The teachers are available and willing to provide assistance to students.	<b>68.0%</b> (17)	28.0% (7)	4.0% (1)	0.0% (0)	33% (2)	<b>66%</b> (4)	0.0% (0)	0.0% (0)	<b>61.3%</b> (19)	35.5% (11)	3.2% (1)	0.0% (0)
12. The class work assigned challenges students to think.	<b>64.0%</b> (16)	32.0% (8)	4.0% (1)	0.0% (0)	16% (1)	<b>66%</b> (4)	16% (1)	0.0% (0)	<b>54.8%</b> (17)	38.7% (12)	6.5% (2)	0.0% (0)
13. All individuals in this school are treated with dignity and respect.	<b>56.0%</b> (14)	40.0% (10)	4.0% (1)	0.0% (0)	<b>33%</b> (2)	<b>33%</b> (2)	<b>33%</b> (2)	0.0% (0)	<b>51.6%</b> (16)	38.7% (12)	9.7% (3)	0.0% (0)
14. The teachers present material in a way that students can understand.	48.0% (12)	<b>52.0%</b> (13)	0.0% (0)	0.0% (0)	0.0% (0)	<b>100%</b> (6)	0.0% (0)	0.0% (0)	38.7% (12)	<b>61.3%</b> (19)	0.0% (0)	0.0% (0)
15. This school is preparing my child for success in the future.	<b>56.0%</b> (14)	44.0% (11)	0.0% (0)	0.0% (0)	33% (2)	<b>66%</b> (4)	0.0% (0)	0.0% (0)	<b>51.6%</b> (16)	48.4% (15)	0.0% (0)	0.0% (0)

# OM Tiffany Student Climate Survey Results

	Grade 3 Students N=62				Grade 5 Students N=54				Student Totals N=117			
	SA	A	D	SD	SA	A	D	SD	SA	A	D	SD
1. I feel safe at school.	<b>46.8%</b> <b>(29)</b>	38% (24)	8.1% (5)	6.5% (4)	<b>53%</b> <b>(29)</b>	38 % (21)	5.6% (3)	1.9% (1)	<b>49.6%</b> <b>(58)</b>	39.3% (46)	6.8% (8)	4.3% (5)
2. Rules and policies are enforced consistently.	<b>64.5%</b> <b>(40)</b>	29% (18)	3.2% (2)	3.2% (2)	42% (23)	<b>50%</b> <b>(27)</b>	7.4% (4)	0.0% (0)	<b>54.7%</b> <b>(64)</b>	38.5% (45)	5.1% (6)	1.7% (2)
3. The discipline program helps me make good choices.	<b>51.6%</b> <b>(32)</b>	40% (25)	4.8% (3)	3.2% (2)	35% (19)	<b>61%</b> <b>(33)</b>	3.7% (2)	0.0% (0)	44.4% (52)	<b>49.6%</b> <b>(58)</b>	4.3% (5)	1.7% (2)
4. I feel like I belong at school.	<b>46.8%</b> <b>(29)</b>	40% (25)	4.8% (3)	8.1% (5)	<b>42%</b> <b>(23)</b>	38% (21)	16.7 % (9)	1.9% (1)	<b>44.4%</b> <b>(52)</b>	40.2% (47)	10% (12)	5.1% (6)
5. The overall atmosphere of the school is positive.	<b>61.3%</b> <b>(38)</b>	29% (18)	3.2% (2)	6.5% (4)	30% (16)	<b>57%</b> <b>(30)</b>	11% (6)	0.0% (0)	<b>47.8%</b> <b>(55)</b>	41.7% (48)	7.0% (8)	3.5% (4)
6. I have access to current technology tools in my school.	<b>67.7%</b> <b>(42)</b>	25% (16)	1.6% (1)	4.8% (3)	30% (16)	<b>63%</b> <b>(33)</b>	5.8% (3)	0.0% (0)	<b>51.3%</b> <b>(59)</b>	42.6% (49)	3.5% (4)	2.6% (3)
7. The principal cares about the students.	<b>77.4%</b> <b>(48)</b>	17% (11)	1.6% (1)	3.2% (2)	<b>69%</b> <b>(36)</b>	25% (13)	5.8% (3)	0.0% (0)	<b>73.9%</b> <b>(85)</b>	20.9% (24)	3.5% (4)	1.7% (2)
8. My teachers make an effort to know me and my interests.	<b>48.4%</b> <b>(30)</b>	45% (28)	3.2% (2)	3.2% (2)	<b>50%</b> <b>(26)</b>	38% (20)	11.5 % (6)	0.0% (0)	<b>48.7%</b> <b>(56)</b>	42.6% (49)	7.0% (8)	1.7% (2)
9. I feel encouraged to participate in school activities.	<b>54.8%</b> <b>(34)</b>	35% (22)	4.8% (3)	4.8% (3)	<b>53%</b> <b>(28)</b>	28% (15)	17.3 % (9)	0.0% (0)	<b>54.8%</b> <b>(63)</b>	32.2% (37)	10% (12)	2.6% (3)
10. My teachers believe that I can learn and be successful.	<b>69.4%</b> <b>(43)</b>	27% (17)	0.0% (0)	3.2% (2)	<b>68%</b> <b>(35)</b>	29% (15)	2.0% (1)	0.0% (0)	<b>68.4%</b> <b>(78)</b>	28.9% (33)	0.9% (1)	1.8% (2)
11. My teachers are available and willing to assist me.	<b>54.1%</b> <b>(33)</b>	37% (23)	3.3% (2)	4.9% (3)	32% (16)	<b>64%</b> <b>(32)</b>	4.0% (2)	0.0% (0)	43.8% (49)	<b>50.0%</b> <b>(56)</b>	3.6% (4)	2.7% (3)
12. The class work assigned challenges me to think.	<b>42.6%</b> <b>(26)</b>	<b>42%</b> <b>(26)</b>	8.2% (5)	6.6% (4)	<b>47%</b> <b>(24)</b>	37% (19)	13.7 % (7)	2.0% (1)	<b>45.1%</b> <b>(51)</b>	39.8% (45)	10% (12)	4.4% (5)
13. All individuals in this school are treated with dignity and respect.	<b>59.7%</b> <b>(37)</b>	22% (14)	6.5% (4)	11.3 % (7)	26% (13)	<b>58%</b> <b>(29)</b>	14.0 % (7)	2.0% (1)	<b>45.1%</b> <b>(51)</b>	38.1% (43)	9.7% (11)	7.1% (8)
14. My teachers present material in a way that I can understand.	<b>58.1%</b> <b>(36)</b>	32% (20)	3.2% (2)	6.5% (4)	39% (20)	<b>56%</b> <b>(29)</b>	3.9% (2)	0.0% (0)	<b>50.0%</b> <b>(57)</b>	43.0% (49)	3.5% (4)	3.5% (4)
15. This school is preparing me for success in my future.	<b>77.4%</b> <b>(48)</b>	16% (10)	1.6% (1)	4.8% (3)	<b>62%</b> <b>(32)</b>	35% (18)	2.0% (1)	0.0% (0)	<b>70.2%</b> <b>(80)</b>	25.4% (29)	1.8% (2)	2.6% (3)

# 2008-09 Goals, Objectives, and Intervention Strategies Evaluation

<b>Goal 1: All students will apply vocabulary development skills to increase reading comprehension.</b>		
<b>Action Step</b>	<b>Evaluation Tool</b>	<b>Evaluation Statement</b>
Implement curriculum mapping to align classroom instruction with state standards	Updated curriculum mapping for each classroom	Curriculum maps have been established for the core curriculum areas in grades K-5.
Review SPED teaching strategies	Staff feedback	Classroom teachers provided SAT team members with additional documentation regarding student referrals and interventions attempted prior to making a referral.
Provide additional support for students at the basic and below basic levels	Staff/parent/student feedback	Tutoring services were provided for students who scored basic and below basic in reading.
Provide parents with opportunities to meet in small groups to explain test scores	Completed parent sessions	O.M. Tiffany parents were provided an interpretive guide with their student's DakotaSTEP results which provided an explanation of each sub-test. Assessment and accountability results were shared through the school newsletter.
Implement new South Dakota reading standards.	Dakota STEP reading scores DRA2 scores	Reading scores in grades K-5 decreased as a result of the implementation of the new SD reading content standards. We will continue to keep this as one of our school's priorities.

## 2008-09 Goals, Objectives, and Intervention Strategies Evaluation

<b>Goal 2: All students will use mathematical concepts, procedures, vocabulary, and skills to solve problems.</b>		
<b>Action Step</b>	<b>Evaluation Tool</b>	<b>Evaluation Statement</b>
Implement curriculum mapping to align classroom instruction with state standards	Curriculum mapping	Curriculum maps have been established for the core curriculum areas in grades K-5.
Review SPED teaching strategies	Staff feedback	Classroom teachers provided SAT team members with additional documentation regarding student referrals and interventions attempted prior to making a referral.
Provide additional support for students at the basic and below basic levels	Staff/parent/student feedback	Tutoring services were provided for students who scored basic and below basic in math; however, there was a decrease in math achievement.
Provide parents with opportunities to meet in small groups to explain test scores	Completed parent sessions	O.M. Tiffany parents were provided an interpretive guide with their student's DakotaSTEP results which provided an explanation of each sub-test. Assessment and accountability results were shared through the school newsletter.
Implement Math Expressions curriculum in classrooms	Staff feedback	Math Expressions has not been implemented consistently throughout the school. During the 2009-10 school year, professional development will be provided to staff from the Title I math coach. Math Expressions will be fully implemented at OM Tiffany during the 2010-11 school year.
Identify/target math standards deficiencies for grades 3-5	DakotaSTEP content standards analysis	Staff will continue to review student progress regarding math standards that continue to be problematic for students.
Explore RtI strategies in the area of math	Staff feedback	Brief discussions were held regarding the implementation of RtI in the district. This approach will be pursued in the area of reading.

## **2009-10 Goals, Objectives, and Intervention Strategies**

**Goal 1: All students will apply vocabulary development skills to increase reading comprehension.**

**Objective 1:** To improve reading achievement so that 82% of 3<sup>rd</sup>-5<sup>th</sup> grade students at O.M. Tiffany will demonstrate proficient or advanced on grade level reading content standards as evidenced by the DakotaSTEP test by the spring of 2010 by meeting AMO, Safe Harbor provisions, or confidence internal allowance.

**Objective 2:** To improve reading achievement so that 69% of 3<sup>rd</sup>-5<sup>th</sup> grade students receiving special education services at O.M. Tiffany will demonstrate proficient or advanced on grade level reading content standards as evidenced by the DakotaSTEP test by the spring of 2010 by meeting AMO, Safe Harbor provisions, or confidence internal allowance.

**Objective 3:** To improve reading achievement so that 80% of K-3<sup>rd</sup> grade students at O.M. Tiffany will meet grade level benchmarks as evidenced by the DRA2 assessment.

**Goal 2: All students will use mathematical concepts, procedures, vocabulary, and skills to solve problems.**

**Objective 1:** To improve mathematical achievement so that 72% of 3<sup>rd</sup>-5<sup>th</sup> grade students at O.M. Tiffany will demonstrate proficient or advanced levels on grade level math content standards as evidenced by the DakotaSTEP test by the spring of 2010 by meeting AMO, Safe Harbor provisions, or confidence interval allowances.

**Objective 2:** To improve mathematical achievement so that 46% of 3<sup>rd</sup>-5<sup>th</sup> grade students receiving special education services at O.M. Tiffany will demonstrate proficient or advanced levels on grade level math content standards as evidenced by the DakotaSTEP test by the spring of 2010 by meeting AMO, Safe Harbor provisions, or confidence interval allowances.

**Objective 3:** To improve math achievement so that 80% of K-3<sup>rd</sup> grade students at O.M. Tiffany will demonstrate grade level proficiency as evidenced by the STAR math assessment.

## 2009-10 Goals, Objectives, and Intervention Strategies Action Plan

<b>Goal 1: All students will apply vocabulary development skills to increase reading comprehension.</b>					
Action Step	Person Responsible	Time Frame	Resources	Evaluation	Fiscal Requirement
Utilize curriculum maps to align classroom instruction with state standards	Dr. Becky Guffin OMT staff	2009-10 staff development days	Atlas mapping software SD state content standards	Updated curriculum map for each grade level	General fund salaries
Review alignment of new state reading standards	Dr. Becky Guffin Earl Martell OMT Staff	2009-10 staff development days	SD State Department of Education	DakotaSTEP	General funds
Review SPED student inclusion strategies	Sherron Grote SPED teaching staff	August 2009 - March 2010	Staff development sessions	SPED state review Staff feedback	Staff development days
Provide additional support for at-risk students	Earl Martell Annie Falk OMT Staff Doug Neuharth	November 2009 - May 2010	After-school tutors and stipends Coordinator stipend Study night supervisors	Staff/parent/student feedback	Title IV tutor coordinator stipend Title IA and general fund tutor stipends
Provide parents with opportunities to explain test scores	Earl Martell OMT staff	September 2009	School newsletters and website	Distribution of materials	General funds
Provide staff with training regarding reading assessments and interventions	Dr. Becky Guffin Sherron Grote OMT Staff	2009-10 staff development days	CORE assessment materials	Staff feedback Implementation of reading assessments and interventions	ARRA funds General funds
Explore curriculum-based measurements to be utilized at all levels	Dr. Becky Guffin Earl Martell OMT Staff	2009-10 staff development days	Review of a variety of reading assessments	Implementation of reading assessment	Title IA funds

<b>Goal 2: All students will use mathematical concepts, procedures, vocabulary, and skills to solve problems.</b>					
Action Step	Person Responsible	Time Frame	Resources	Evaluation	Fiscal Requirement
Utilize curriculum maps to align classroom instruction with state standards	Dr. Becky Guffin OMT staff	2009-2010 staff development days	Atlas mapping software SD state content standards	Updated curriculum map for each grade level	General fund salaries
Review SPED student inclusion strategies	Sherron Grote SPED teaching staff	August 2009 - March 2010	Staff development sessions	SPED state review Staff feedback	Staff development days
Provide additional support for at-risk students	Earl Martell Annie Falk OMT Staff Doug Neuharth	November 2009 - May 2010	After-school tutors and stipends Coordinator stipend Study night supervisors	Staff/parent/student feedback	Title IV tutor coordinator stipend Title IA and general fund tutor stipends
Provide parents with opportunities to explain test scores	Earl Martell OMT staff	September 2009	School newsletters and website	Distribution of materials	General funds
Provide Math Expressions curriculum support in classrooms	Earl Martell Title I math coach OMT staff	November 2008- May 2009	Staff Development Title I math coach	Staff feedback	Title IA funds
Review alignment of state math standards	Earl Martell Title I math coach OMT staff	2009-10 staff development days	SD State Department of Education	DakotaSTEP	General funds

# 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 the curriculum mapping process, building expectations and routines, electronic grading, and grading, 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>2008-09</b>	
<b>Staff Development Schedule</b>	
<b>August 18</b>	8:00 a.m.-9:30 a.m. Building Meetings 10:00 a.m.-3:00 p.m. Murray Banks @ NSU
<b>August 19</b>	8:00 a.m.-11:00 a.m. Welcome Back to School @ CHS Theatre
	Collaborative Planning
<b>August 20</b>	First Day of School
	Collaborative Planning
<b>October 14</b>	Building Data Retreat/Review Action Plan/Identify math as target area
	Collaborative Planning
<b>November 26</b>	School in Session
	School Improvement Math Committee Meeting/Collaborative Planning
<b>January 19</b>	8:00 a.m.-10:00 a.m. State of the District, CHS Theatre
	10:30 a.m.-11:30 a.m. Review progress of School Improvement Action Plan
	School Improvement Math Committee Meeting/Collaborative Planning
<b>February 13</b>	Elementary Science Presentations
<b>February 27</b>	8:00 a.m.-11:00 a.m. Classroom Instruction that Works with ELLs
	Review of Math Expressions
<b>March 12</b>	8:00 a.m.-11:00 a.m. Classroom Instruction that Works with ELLs
	Collaborative Planning
<b>April 9</b>	Kindergarten Open House
	Grade Level Meetings
	Collaborative Planning/School Improvement Update
<b>May 21</b>	Last Day of School
	Collaborative Planning

<b>2009-10</b>	
<b>Staff Development Schedule</b>	
<b>August 20</b>	8:00 a.m.- 12:00 p.m. Building Meetings
	1:00 p.m. – 3:30 p.m. Individual/Collaborative Planning
<b>August 21</b>	8:00 a.m.-10:00 a.m. Welcome Back to School @ CHS Theatre
	10:00 a.m.-3:30 p.m. Effective Instructional Strategies presentation by Dr. Ed Porthan
<b>August 24</b>	First Day of School
	Individual/Collaborative Planning
<b>October 12</b>	Building Data Retreat
	Individual/Collaborative Planning
<b>November 25</b>	School in Session
	Individual/Collaborative Planning
<b>January 4</b>	8:00 a.m.-10:00 a.m. State of the District CHS Theatre
	10:00 a.m. – 11:30 p.m. Building Blocks of Reading Overview CHS Theatre
	Individual/Collaborative Planning
<b>January 18</b>	8:00 a.m.-11:00 a.m. Grades K-2 Diagnostic Assessments for Struggling Readers
	12:30 p.m.-3:30 p.m. Grades 3-5 Diagnostic Assessments for Struggling Readers
<b>February 19</b>	8:00 a.m.-11:00 a.m. Grades K-2 CORE Reading Assessments
	12:30 p.m.-3:30 p.m. Grades 3-5 CORE Reading Assessments
<b>March 11</b>	8:00 a.m.-11:00 a.m. Grades K-2 Online Reading Assessments
	12:30 p.m.-3:30 p.m. Grades 3-5 Online Reading Assessments
<b>April 26</b>	Grade level meetings to review reading interventions, reading assessments, and implementation of SMART board technology
	Individual/Collaborative Planning
<b>May 21</b>	Last Day of School
	Individual/Collaborative Planning

## **Highly Qualified Staff**

All teachers and paraprofessionals at O.M. Tiffany Elementary School meet the definition of highly qualified. It is our District's policy to staff our schools only with teachers and para-educators that meet that definition.

## **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 NCLB, 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 serve as a guide for promoting parent involvement in our school.

We have an active Parent Teacher Association that provides many resources and family activities for our school. Family nights include: Playground Bingo, Open House, Back-to-School Skating Night, Holiday Programs, Meet and Munch Lunches, and the Carnival. Many families volunteer throughout our school during the day, as well as volunteering outside of the school day.

## **Transition Processes**

The registration process for incoming kindergarten students begins in January at each elementary school. Parents are encouraged to provide the school with the child's name, birth certificate, 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.

# Monitoring and Support

Students who experience difficulty are referred to the Student Assistance Team (SAT) by parents, teachers, or students. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include before or after school tutoring, behavior management plans, an outside mentor, and/or further review by the team. The team shares this information with the teachers involved with the child as well as the child's parents.

If problems tend to persist, the student may be referred to the Student Needs Team (SNT) for formal evaluation of academic and/or psychological needs. After the evaluation has been completed, the team communicates the results to staff members and the child's parents. Recommendations may include special education services, professional counseling, and/or alternative placement of the child.

The School Improvement Committee will review the plan quarterly during the 2008-09 school year and again in October 2009 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-

- Title IV allocations for after school tutor coordinator
- Title IA and Title IIA allocations for staff salaries
- 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 December of 2009. 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 2009-10 school year.

July 24	Preliminary school improvement status identified by the DOE
July 27	School improvement status and test scores presented to the school board
Completed by September 25	Building data compiled and team members identified
October 12	Building data retreats held with all staff members
Completed by October 23	Building leadership teams meet to refine goals and strategies
Completed by October 23	Finalize requirements of building school improvement plans and submit to Assistant Superintendent
November 2	District school improvement meeting-conduct peer reviews of building plans
November 6	Building school improvement plan revisions due back to the Assistant Superintendent
November 9	School improvement plans submitted to school board for first reading
November 23	School improvement plans submitted to school board for final approval
Completed by January 30	Building leadership teams meet to review student progress and make necessary adjustments to school improvement plan
Completed by April 26	Building leadership teams meet to conduct annual assessment of school improvement plans and make adjustments as necessary