

McLaughlin  
School District  
School  
Improvement Plan  
2018-19

# Table of Contents

Section 1: District Mission, Vision, and Beliefs.....	3
Section 2: School Profile.....	4
Section 3: Comprehensive Needs Assessment.....	8
SBAC Elementary School Data.....	9
SBAC Middle School Data.....	9
SBAC High School Data.....	9
Section 4: Goals, Objectives, & Intervention Strategies.....	11
Section 5: Professional Development.....	15
Section 6: Highly Qualified Staff.....	16
Section 7: Parent Involvement in Education.....	16
Section 8: Transition Processes.....	16
Section 9: Monitoring and Support.....	17
Section 10: Fiscal Requirement.....	17
Section 11: Ongoing Program Development.....	18

## McLaughlin School District Mission, Vision, and Goals

### Vision

To guide all learners to their full potential-academically, culturally, emotionally, and physically!

### Mission

In order to fulfill the fundamental purpose of helping everyone reach their full potential, we are dedicated to creating a school in which. . .

1. Every teacher, parent, and student is clear on the knowledge, skills, and attitudes students are expected to acquire in each course, grade level, and unit of instruction.
2. All families feel accepted and empowered to combine resources with the school to create productive individuals for society.
3. Students are prepared to be successful in life.
4. Leadership is dispensed throughout the school structure.
5. We are all proud of who we are and where we come from and are expected to go beyond what is thought possible to make a better future for ourselves, our families, and our community.
6. Teachers act in a professional manner with integrity and honesty and develop relationships characterized by caring and respect- relationships that will lead to a rewarding professional experience.

### Goals

**Goal 1:** Ensure all students are reading at grade level.

**Goal 2:** Ensure all students are at school and attending class daily.

**Goal 3:** Ensure all students stay in school from K-12 and graduate.

**Goal 4:** Strengthen student, family, community, and staff pride in McLaughlin.

**Goal 5:** Improve internal communication.

**McLaughlin School District**

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In an effort to facilitate and enhance student achievement at McLaughlin School District, 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 McLaughlin School District. This plan should drive subsequent decision-making, interactions, activities, and planning processes to further the goal of student achievement and success in the McLaughlin School District.

**McLaughlin School District Profile**

McLaughlin is located in Corson County 30 miles west of Mobridge and 70 miles south of Bismarck, ND and includes 816 square miles situated entirely within the Standing Rock Indian Reservation Boundaries within north central South Dakota. The district includes the incorporated city of McLaughlin and several smaller communities including Bullhead, Little Eagle, and Kenel. Bus transportation is provided to students in these smaller communities. The McLaughlin School District provides preschool through 12<sup>th</sup> grade education to approximately 500 students. District staff is made up of three administrators-a superintendent, a middle/high school principal, and an elementary principal. There are approximately 109 staff members including teachers, counselors, office, and support staff.

Staff FTE	2015-16	2016-17	2017-18	2018-19
General education	56	53	53	53
Special education	20	19	13	17
Title	14	14	14	17
Physical education	2	2	2	2
Music	0	1	1	1
Art	1	1	1	1
Speech	1	1	1	2
Counselor	2	2	3	3

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SIP Committee	Title
Gorgeous Paulhamus	Superintendent
Lisa Taken Alive	MS/HS principal
Kyle Henderson	Elementary principal
Brooke Henderson	Teacher
Kendra Sandquist	Business Manager
Kathy Roggow	Parent
Linda Stenberg	Counselor
Mike Drew	Assistant HS Principal
Brian Walther	Tech Admin
Hilaree Emmons	Teacher
Janeen Outka	Technical Advisor

### McLaughlin SIP Meeting Log

#### 8/3/18 SIP Committee and BOE met in special session.

Whole group comprehensive needs assessment led by Technical Advisor  
 Briefly reviewed current SIP for revisions for following year  
 Reviewed goals and funding sources  
 Outlined data sources and created task list and due dates  
 Set meeting dates and SIP timeline for approval and submission

#### August 2018 SIP Committee worked vitrually.

Compiled data for LEA and Schoolwide Plans  
 Compiled data for Tribal Consultation  
 Reviewed HS SIG plans and discussed amendments  
 Reviewed Elementary and Middle School 1003a options (pending)

#### 8/7/18 Admin met in superintendent office.

Reviewed information from technical advisor  
 Reviewed comprehensive district plan and consolidated application information  
 Reviewed current PD plans

#### 8/13/18 SIP Committee met in the conference room.

Complied information for consolidated application  
 Compiled additional nformation for PD plan

#### 8/17/18 SIP Committee met in conference room.

Reviewed reading data  
 Compiled additional data for consolidated application  
 Set goals and strategies for HS SIG and Elementary and Middle School coaching.

#### 10/11/18 SIP Professional Development Committee met in the library.

Reviewed professional development opportunities, Coordinated funding sources  
 Aligned current and future professional development opportunities with district goals  
 Scheduled additional professional development per RLIS, REAP, SIG, 1003a funding

#### 11/19/18 Comprehensive Needs Assessment committee met in conference room.

Review CNA process and participated in conference call with ICLE  
 Admin meeting re: staff training and support

#### 12/10/2018 SIP Committee met in the conference room.

## **Technical Assistance**

The McLaughlin District has been involved in a school improvement process for many years both through Priority school and district status and working with the state accreditation model. The McLaughlin Improvement Plan was originally developed as a compliance requirement and for the state accreditation process. The plan emerged into a district wide plan, which will take effect for the 2018-19

school year to provide additional assistance in reading and math and social-emotional supports to all students. School wide Title I supplemental funding, 1003a grants, and School Improvement Grant (SIG) funds will be used to extend learning time, increase successful credit completion and graduation rates, improve school culture and climate, expand instructional strategies, provide instructional coaching to k-8 teaching staff, and provide reading and math interventions to increase student achievement. This funding will provide additional support for all students in order to meet state proficiency of academic achievement standards. Funded programs will include interventions, extended learning time, increased access to courses and academic supports, and additional staff to support the social-emotional needs of students, as well as reading and math interventions. The funding will purchase materials, provide professional development for teachers, curriculum software and other technology, and support parental involvement.

Continuous school improvement requires that the entire staff, parents, and the District address the needs of all students. The school wide plan is built on the District mission; strategies and beliefs; student academic and social needs; best practice research; data analysis; collaborative goal setting; and planning. School improvement team members from McLaughlin School District will be responsible for leading the staff through the data analysis and goal setting process. The plan was developed by staff and school improvement team members, parent representation, district representation, school support team member, technical advisor, and the Department of Education. The team will meet periodically to continually monitor progress of the plan and make recommendations for changes as needed. The McLaughlin staff will monitor the program changes, staff development, and curriculum changes implemented during the 2017-2018 school year to determine their effectiveness. The District will provide consultation and support of building level activities, and the Department of Education will provide oversight and technical assistance as required.

### School Improvement Timeline

Year	Status
2012-13	McLaughlin Elementary-Focus School Status McLaughlin Middle School-Focus School Status McLaughlin High School-Priority School Status
2013-14	McLaughlin Elementary-Focus School Status McLaughlin Middle School-Focus School Status McLaughlin High School-Priority School Status
2014-15	McLaughlin Elementary-Focus School Status McLaughlin Middle School-Focus School Status McLaughlin High School-Priority School Status
2015-16	McLaughlin Elementary-Priority School Status McLaughlin Middle School-Priority School Status McLaughlin High School-Priority School Status
2016-17	McLaughlin Elementary-Priority School Status McLaughlin Middle School-Priority School Status McLaughlin High School-Priority School Status
2018-19	McLaughlin Elementary- Status Pending McLaughlin Middle School- Status Pending McLaughlin High School- Status Pending

## **Comprehensive Needs Assessment**

McLaughlin School District School Improvement Team reviews data on an ongoing basis. The team has met multiple times to review data sources as data becomes available.

On August 3, 2018, the SIP Committee and BOE, parents, and tribal education leaders reviewed the SPI, student achievement, attendance (elementary and middle), career and college readiness data-NCRC and ACT(HS), graduation rates/four-year cohort/completion rates (HS), student growth percentiles (elementary and middle), percentages of students performing at, near, or above standard in each of the SBAC claims (reading, writing, listening & speaking, research & inquiry; concepts & procedures, problem solving & data analysis, communicating reasoning), Early Warning Reports (middle and hs) and NWEA data for each attendance center. All student data reviewed included all students group, subgroups, FAY, non-FAY, lowest quartile SPG versus all student SGP, economically disadvantaged, students with disabilities, white, Hispanic, Native Americans, Gap and non-Gap. The group additionally reviewed student, staff, and parent survey data, SIG grant work, professional development and curriculum implementation plans, parent involvement activities, staffing retention, tribal relations, Board of Education, and community activities.

The McLaughlin School District leadership team reviewed data for all potential subgroups by reviewing the report card data matrix tables for both FAY and all-assessed in the following areas: achievement, student growth, career and college readiness-NCRC and ACT, high school completion and 4-year cohort, and attendance. The SPI detail information was also reviewed as it pertains to Gap student achievement and growth compared to Non-Gap students. It has been determined that 100% of McLaughlin School District students are identified as Gap students. Therefore, all data sources reviewed, including survey and perception data, include Gap or subgroup identified students. Additionally, all strategies for improvement implemented will affect Gap or subgroup students directly.

Core team teachers were also provided with student rosters and their levels of proficiency in reading and math on the Smarter Balanced 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.



## Smarter Balanced Results

Beginning in 2015, in compliance with the No Child Left Behind (NCLB) waiver, 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 English Language Arts (ELA). 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.

### McLaughlin Elementary

#### Elementary School Performance Index

	2014-15	2015-16	2016-17	2017-18
<b>Total out of 100 points possible</b>	15.64	21.88	24.77	32
<b>Student Progress</b>	NA	10.04/40	15/40	9.4/45
<b>School Environment</b>	8.77/20	9.21/20	7.6/20	7.8/10
<b>Student Performance</b>	6.87/80	2.63/40	2.17/40	14.7/45

### McLaughlin Middle School

#### Middle School Performance Index

	2014-15	2015-16	2016-17	2017-18
<b>Total out of 100 points possible</b>	12.71	19.09	17.18	31
<b>Student Progress</b>	NA	7.4/40	8.53/40	9.4/45
<b>School Environment</b>	9.60/20	9.57/20	6.89/20	7/10
<b>Student Performance</b>	3.11/80	2.12/40	1.76/40	14.6/45

### McLaughlin High School

#### High School Performance Index

	2014-15	2015-16	2016-17	2017-18
<b>Total out of 100 points possible</b>	26.73	36.98	23.82	43.7
<b>College &amp; Career Readiness</b>	7.95/25	16.37/25	4.28/25	9/28.33
<b>High School</b>	14.83/25	16.83/25	15.6/25	16.9/28.33

<b>Completion</b>				
<b>Student Performance</b>	3.95/50	3.78/50	3.64/50	17.9/43.34

**Analysis of Data:**

After reviewing various data sources, the following **strengths** were noted:

1. The district has addressed technology needs by increasing bandwidth and adding multiple access points.
2. During the 2017-18 school year, additional computers were purchased to support web-based assessments and interventions.
3. School safety was enhanced with the additional of multiple security cameras and additional security guards.
4. The district has had a 70% participation rate in family nights when combined with other school events.
5. The McLaughlin School District participates actively with the tribe and collaborates for professional development and other opportunities for both staff and students.
6. The Elementary and Middle Schools showed an increase in SPI from 2014 to 2018.
7. The High School showed an increase in SPI from 2016-17 to 2017-18
8. Student performance is increasing at all attendance centers.

The following **needs** were noted:

1. Attendance rates continue to be below satisfactory.
2. Student survey data indicates a desire for more variety of coursework at the secondary levels.
3. Staff survey data indicates a desire for consistent leadership.
4. Community forum data indicates a desire for more teachers and aides.
5. Conclusions made include a need for implementation of a guaranteed and viable curriculum, increased attendance strategies, opportunities for credit recovery, and increased student proficiency in ELA and math.

The following **implications** were noted:

1. The comprehensive needs assessment showed that all three attendance centers-McLaughlin Elementary, Middle, and High Schools- failed to meet their SDDOE set AMOs in both reading and math as evidenced by the SBAC assessment.
2. The McLaughlin Elementary and Middle Schools did not meet the previous attendance requirement of 94% of the students being in school 94% of the time. Attendance is now calculated as School Environment.
3. McLaughlin High School graduation rate continues to fall below 60%.
4. College English and math readiness of McLaughlin High School students also fell well below the acceptable threshold.

**2018-19 Goals, Objectives, & Intervention Strategies Action Plan**

**Goal 1:** K-12 students will apply reading strategies to increase reading scores according to NWEA/DIBELS/SBAC data.  
**Objective 1:** 100% of students will increase by 1.5 grade levels according to the NWEA Spring data 2018.  
**Objective 2:** 70% of all K-5 students will be at benchmark according to the DIBELS composite score spring 2019.  
**Objective 3:** Percent of students in grades 3-8, and 11 scoring proficient on the ELA Smarter Balanced Assessment will increase by 5%.

Action step	Person responsible	Time frame	Resources	Evaluation	Fiscal requirement
Identify basic and below basic students, claim performance, academic growth SGPs.	Admin, teachers	August 2018	SBAC data	Teacher implementation	none
Classroom observations	Admin, teachers	August-May	Evaluation tool	Completion of observations	none
K-5 CORE reading PD and coaching  MS instructional coaching	Admin, teachers, reading coach	September-May	DIBELS, CORE reading materials	DIBELS data evaluation	Title I
Academic interventions	Admin, teachers, paraprofessionals	August-May	Classroom materials	Assessment data analysis, progress monitoring, intervention schedule	Title I, general fund, SPED, HS SIG

**Goal 2:** All students will use mathematical concept, procedures, and computation skills to solve problems.  
**Objective 1:** 100% of students will increase by 1.5 grade levels according to the NWEA Spring data 2019.  
**Objective 2:** Percents of students in grades 3-8, and 11 scoring proficient on the math Smarter Balanced Assessment will increase by 5%.

Action step	Person responsible	Time frame	Resources	Evaluation	Fiscal requirement
Identify basic and below basic students, claim performance, academic growth SGPs.	Admin, teachers	August 2018	SBAC data	Teacher implementation	none
Classroom observations	Admin, teachers	August-May	Evaluation tool	Completion of observations	none
Academic interventions, tutoring	Admin, teachers, paraprofessionals	August-May	Classroom materials	Assessment data analysis, progress monitoring, intervention schedule	Title I, general fund, SPED, HS SIG
MS instructional coaching	Coach, teachers, admin	Nov.-April	Coach	Observations/classroom coaching feedback	Title I

**Goal 3:** Address the social and emotional needs of K-12 students and their families.

**Objective 1:** Increase student attendance rate to 90%.

**Objective 2:** Increase interventions for students.

Action step	Person responsible	Time frame	Resources	Evaluation	Fiscal requirement
Identify at risk students.	Admin, teachers	August-May	Early warning report, Infinite Campus, referrals	Staff implementation	none
Project REAL PD	Admin, teachers, staff	March-May	PD materials	Analysis of data and attendance rates, observations	Title I, general fund
Add an additional counselor.	Admin, BOE	October-May	Counseling materials	Implementation, referrals, student contacts	Title I, general fund
Family Events, and parent newsletter	Admin, teachers, staff, community	August-May	Classroom/presenter materials	Attendance rates, frequency of newsletter	Title I
Back to School Night	Admin, teachers, staff, community	August	General materials	Attendance rates	Title I
Restorative Justice PD	Admin, teachers, staff, community	November-May	General materials	Attendance rates, observations	Title I
Master Teacher online classroom management PD	Admin, teachers, staff, community	August-May	General materials	Attendance rates, observations	Title I
Home visits	Admin, teachers, staff, community	August-May	General materials	Attendance rates	Title I

**Goal 4:** Students will graduate career and college ready.  
**Objective 1:** Increase opportunities for credit recovery.  
**Objective 2:** Increase college readiness percentage in both ELA and math by 5%.

Action step	Person responsible	Time frame	Resources	Evaluation	Fiscal requirement
Identify at risk students.	Admin, teachers	August-May	Early warning report, Infinite Campus, referrals	Staff implementation	none
After school tutoring	Admin, teachers, staff	August-May	Infinite Campus, referrals	Analysis of data and attendance rates	SIG
Edgenuity	Admin, teachers, staff, vendor technical assistance	October-May	Software and license	Implementation, credit completion, student attendance at Friday school	SIG
ACT preparation	Admin, teachers, counselor	August-May	SMyLife	ACT scores, classroom implementation	SDDOE
Home visits	Admin, teachers, staff, community	August-May	General materials	Attendance rates	Title I
SIG Activities	Admin, teachers, staff, students, community	August-May	General materials	Attendance rates	SIG (HS)

## Professional Development

Throughout the year, staff members will be engaged in a variety of activities to help them build capacity with the four identified goals. Additionally, staff and parents will attend appropriate national, state, and regional conferences that will support the school-wide goals. Additionally, parents are provided professional development opportunities through attendance at family math and literacy nights.

Local professional development opportunities will include technology, instructional strategies, and data analysis that will encourage effective delivery and management of instruction. Staff development sessions are funded by district general fund dollars, SIG funds, and Title I professional development set aside dollars.

### 2018-19 Professional Development Schedule

Date	Topic/staff
August-May	CORE Reading Strategies and coachin
October	Active Shooter Training
November	Restorative Justice
December-May	Master Teacher Online PD
January	Begin Comprehensive Needs Assessment
February	Behavior Specialist
March	Project REAL
April	CNA Planning all staff
May	CAN Planning
June	Professional Learning Community
June-August	Lakota Language Immersion training, curriculum alignment meetings

## **Highly Qualified Staff**

All teachers and paraprofessionals at McLaughlin School District meet the definition of highly qualified. It is our District's policy to staff our schools only with teachers and paraprofessionals that meet that definition. The McLaughlin School District also works with the Teach for America program and employs teachers affiliated with TFA. Title I paraprofessionals providing instructional services are highly qualified and work under the direct supervision of a highly qualified teacher. The district attracts highly qualified staff by advertising job openings on the district web page, consulting with the local university, and attending job fairs as needed. General funds are used to provide professional development opportunities, tuition reimbursement assistance, educational advancement, and assistance with PRAXIS test requirements.

## **Parent Involvement in Education**

McLaughlin School District parents were provided written notice of the school's improvement needs in the monthly newsletter. In addition, the school improvement plan was discussed at Parent Advisory Committee meetings, School Board meetings, and School Happenings radio program every Thursday on KLND. Parents meet annually to provide feedback into the parent compact and parent involvement policy, which help guide schoolwide activities and parent involvement. Monthly parent events are held at the elementary school.

Donna Archambault is the Home/School Coordinator. Her duties include providing transportation to students, delivering messages to parents, home visits, as well as providing personal communication between parents and the school. She serves as a community liaison between the public school district and the McLaughlin community as a whole.

Hillaree Emmons is the Parent Involvement Coordinator. Her duties include coordinating and developing parent activities and communications with local newspaper and radio stations regarding McLaughlin School District activities.

## **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.

McLaughlin School District operates its own preschool program, and works in conjunction with daycare providers and Bear Soldier Head Start to provide transition from early childhood to kindergarten. Each spring the McLaughlin School District hosts a visitation day for students who will be transitioning in to kindergarten the following school year. Kindergarten screening is held each year, and those records are shared with kindergarten teachers to prepare for the upcoming school year. Children who attend the McLaughlin School District Preschool will already have all records housed within the school district offices. Bear Soldier Head Start is located in McLaughlin, which facilitates transfer of records and information, and allows McLaughlin special education staff to work with students at the Head Start location. Head Start staff also work at the district to provide services to children further enhancing the transfer of records and information to kindergarten teachers.

Transition activities for fifth graders moving to the middle school begin with an orientation day visit to the middle/high school building. This includes meeting teachers, reviewing schedules, and visiting classrooms during a regular school day. Combining grades 5 and 6 for boys' and girls' basketball also provides additional interaction between elementary and middle school students.

Eighth grade students from Bullhead and Little Eagle also have their own orientation day to visit the McLaughlin High school. These tribal school students generally transition to high school at McLaughlin School District, as we are the closest high school option.



New students are welcomed to the school with an orientation provided by the school counselor. 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) at the preK-12 levels by parents, teachers, or students. Curriculum-based measurements, 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, referral to an outside agency, 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 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. Additionally, McLaughlin Middle/High School has an academic ICU for students missing school work. Additional tribal resources include tribal court, CPS, HIS, and Head Start. The McLaughlin School District also contracts with Northwest Area Schools for additional speech, Occupational Therapy, and Physical Therapy, and speech pathology services. The district also employs one full-time school nurse to provide additional support to all students as needed.

## **Fiscal Requirement**

As this plan is implemented, resources will be made available to building teams by district office staff. The Superintendent and Business Manager are responsible for assigning equitable funding to eligible schools throughout the district. 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, Impact aid, and capital outlay fund allocations <sup>SEP</sup>
- Title allocations for staff salaries <sup>SEP</sup>
- Special Education allocations for resource rooms
- School Improvement Grant funds for tutoring, credit recovery

### **District Level-**

- 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 an evolving document requiring periodic evaluation to assess progress. 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 McLaughlin 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 McLaughlin 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.

August	Preliminary SIP Team meetings
September	Goal setting and further data analysis
October	Professional Development Planning Committee Community Strategic Planning
November	School Improvement Plan feedback gathered and subsequent revisions Staff Strategic Planning
December	Building leadership teams meet to review student progress and make necessary adjustments to school improvement plan, submit draft to BOE for review Possible notification of status from DOE
January	Comprehensive Needs Assessment
February/March	Comprehensive Needs Assessment continues Presentation of findings Conduct Root Cause Analysis
April/May	Building leadership teams meet to conduct annual assessment of school improvement plans and make adjustments as necessary, begin work on consolidated application and comprehensive district plan