

School Success Action Plan

Alcester-Hudson School District

Date: April 13, 2023

Theory of Action (If, Then, And Statement): If the Alcester-Hudson School District implements a system for school improvement including strategies to strengthen professional development and teacher collaboration, effective leadership, and curriculum and instruction, along with building positive relationships, then the schools will have the supports they need to effectively implement this Action Plan and student outcomes will improve.

What potential implementation challenges need to be addressed? Creating an Action Plan that is manageable. Staff buy-in and participation, administrative support and follow-up, and sustaining and persisting in the implementation and evaluation of the Action Plan from 2021-2024.

Milestone (what to accomplish this year): 1) Identify Priorities 2) Write and Implement Professional Development Plan 3) Increase student engagement in learning 4) Develop Written Curriculum/Lesson Planning

Action Plan	Timeline	Participation and Commitments	Indicate completion of actions/tasks
<p>Action 1: Annually identify the school's priorities based on initial 2020 SDCNA and annual data and aligned with SAGE Strategic Planning:</p> <ol style="list-style-type: none"> 1.) School Culture and Climate: Continue: Increase student sense of belonging/safety and engagement in learning Follow-up on K-12 student awareness of and access to school counseling services 2.) Communication: Continue: Strengthen relationships with and among students/staff/families/community. 3.) Teaching Excellence: Continue: Set expectations for consistent lesson plan design that includes standards, research-based instructional strategies, and 	<p>May 2023-May 2024</p>	<p>The Leadership Team will meet on the first Wednesday of each month to discuss progress on identified priority areas. The elementary principal and secondary principal will use communications, classroom walk-throughs, and formal evaluations to give feedback to all employees on the identified priorities.</p>	

<p>formative assessments</p> <ul style="list-style-type: none"> • New: In grades 3-12 math and ELA, use the South Dakota Interim Assessments to measure student academic progress and to develop interventions for students. • Continue: Develop and monitor the written curriculum for each content area/grade level. Use the curriculum template that includes content standards, resources and evaluation of student progress. • Continue: Develop experiential learning classes through CTE. 			
<p>Action 2: Talent Development:</p> <p>1.) Continue annually: Develop a written professional development plan for all staff (certified and non-certified)</p> <ul style="list-style-type: none"> • The Professional Development Plan will align to the Action Plan • The Professional Development Plan will include data, clear focus, action steps, timelines, roles and responsibilities, and how to evaluate the plan. <p>2.) Provide professional development for the School Leadership Team before July 1, 2024</p> <p>Resources: 1003 Funds</p>	<p>See 2023-24 District-wide Professional Development document for details.</p>	<p>The Leadership Team</p> <p>The leadership team will meet monthly to review/ evaluate the progress of each Action and the professional development plan throughout the school year.</p>	
<p>Action 3: Curriculum and Instruction and School Culture/Climate:</p> <p>Continue to increase each K-12 student's sense of belonging and feeling of safety. Staff will</p> <ul style="list-style-type: none"> • Use research-based instructional strategies, • Use trauma informed instructional strategies, • Use communication skills that strengthen positive relationships with students • Communicate/implement school-wide, consistent student expectations. Continue to implement -K-6 Behavior Matrix -7-12 Behavior Matrix • Support student awareness of and access to school counseling services 	<p>See 2023-24 District-wide Professional Development document for details.</p>	<p>Leadership Team</p> <p>Follow-up by the principals: High School - Staff meetings in November, December, February, and March to share information and to hold discussions/expectations for implementing and sustaining focus on engagement strategies and trauma informed instruction. Elementary - Tim & Tiffany will have follow-up meetings in November, December, February, and March to discuss expectations for implementing and sustaining focus on engagement and trauma informed instruction. Survey students in March of 2023 to assess</p>	

<ul style="list-style-type: none"> Continue competency-based education curriculum in Algebra I and 3rd grade (REM grant). <p>Resources: 1003 Funds for time and resources</p>		<p>progress.</p>	
<p>Action 4: School Culture and Family - Continue</p> <ol style="list-style-type: none"> 1.) Communicate with families through digital Friday Bulletins and other publications. 2.) Invite the community and families into the school. <p>Resources: Family Engagement Center Funding</p>	<p>2023-24 School Year</p> <p>Fall of 2023: Collaborate with SD DOE Family Engagement Center to provide a Literacy event for students and families.</p>	<p>Administration</p>	
<p>Action 5: Curriculum and Instruction:</p> <ol style="list-style-type: none"> 1. New: To support TSI designation for Jr. High and vertical alignment. ELA and math teachers in grades 3-12 will regularly use the South Dakota Interim Assessment data to assess student progress and develop interventions to support students and to target instruction. 2. Continue: Teachers will develop a written curriculum for each content area/grade level using the template that includes standards, assessments, and content timelines. 3. Continue: Teachers will develop lesson plans that include the following components (Plan Book format etc) standards, research-based strategies, formative and other assessments 4. Continue: Teachers will implement and effectively use research-based instructional strategies. (Align with SLOs) 5. Continue: Students in eighth grade have the opportunity to take Algebra I for high school credit. (Admin Waiver) 6. Continue: Explore and develop relevant/experiential learning, preparing students for the world of work, curricula for students-expand CTE curriculum. <p>Resources: 1003 Grant:</p>	<p>2023-24 School Year</p> <p>August 30, 2023: Matt Gill-DOE will work with staff on the effective use of Interim Assessments. Continue to work with Matt Gill throughout the 2023-24 school year.</p>	<p>Leadership Team, Elementary Principal/Superintendent, and Secondary Principal</p> <p>To support TSI Designation: Jr. High Principal, Matt Gill from DOE</p> <p>Alcester-Hudson Jr High Teacher time for -collaboration, curriculum alignment, data analysis, lesson planning, and instructional strategies.</p> <p>Follow-up at staff meetings and teacher collaboration to monitor effective use of the DOE Interim Assessments.</p>	

Evidence of Progress (How will you know the efforts are leading to success?)

What Data points/sources will be analyzed?

Surveys as needed. State Summative Assessment Data. DOE Target Report. Interim Assessment Data.

Principal observations, evaluations, and classroom drop-in data.

End of the Year Milestone Attainment Progress:

Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?



Tim Rhead, Superintendent Signature



Sandra H. Henry, Facilitator Signature