

**Theory of Action (If, Then, And Statement)** Expresses the focus/direction: **If administration provides for the establishment of changes in internal practices and prioritizes support and implementation with fidelity, then internal practices and instruction will change, and students will successfully reach graduation.**

**What potential implementation challenges need to be addressed?** Items that are Districtwide control vs what is internal CHS control, staffing schedule changes, philosophical differences, district policies

<p align="center"><b>Action Plan</b></p> <p align="center">What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?</p>	<p align="center"><b>Timeline</b></p> <p align="center">When will the actions/ tasks occur?</p>	<p align="center"><b>Participation and Commitments</b></p> <p align="center">Who is involved and what role do they play? Consider Principals, Leadership Team Members, All Staff Members</p>	<p align="center">Indicate completion of actions/tasks</p>
<p><b>Action 1: Improve internal procedures regarding course registration.</b></p> <ol style="list-style-type: none"> <li><b>1. Review of procedures, processes regarding student course progression and scheduling</b> <ol style="list-style-type: none"> <li><b>a. Change course offerings timeframes and student handbooks</b> <ol style="list-style-type: none"> <li>i. Schedule committee work the feasibility of:                             <ol style="list-style-type: none"> <li>1. Developing a credit repair system vs credit recovery system (will require research)                                     <ol style="list-style-type: none"> <li>a. Credit repair: focused on skills that are lacking vs repeating the entire course</li> </ol> </li> <li>2. Students repeating a semester immediately after failing.                                     <ol style="list-style-type: none"> <li>a. This may include removing an elective selection and/or a complete full day schedule for the student</li> </ol> </li> <li>3. Staffing the courses in manner to provide the needed credit repair/recovery but also consider potential of teacher burnout.</li> <li>4. Advisory or ARC for identified at-risk students as preventative measure (Potentially use early warning report from SD STARS)                                     <ol style="list-style-type: none"> <li>a. Establish set of criteria for identifying students who may need this preventative or early action</li> </ol> </li> <li>5. ARC options that are content specific</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<p><b>Action 1.</b></p> <ol style="list-style-type: none"> <li>a. Complete by September 2025</li> </ol>	<p>Action 1: Principal will designate a Leadership Team member to be the liaison between the work group and the team to provide updates</p>	

<p><b>b. Prepare the following to move forward with the feasible options developed in b. above.</b></p> <ul style="list-style-type: none"> <li>i. Propose changes to the district</li> <li>ii. Adjust course guidebook</li> <li>iii. Make changes to student handbook</li> <li>iv. Changes to master schedule</li> <li>v. Review staffing to full fill needs of the adjustments</li> <li>vi. Develop a protocol for meeting with students who fail to understand their individual circumstances and discovery potential system barriers</li> </ul> <p><b>c. Freshmen Orientation</b></p> <ul style="list-style-type: none"> <li>i. Identify a team to plan, advertise, and host a Freshmen Orientation</li> </ul> <p><b>d. Implement the changes developed in the steps above during course scheduling.</b></p> <p><b>e. Continue to monitor the impact of these changes. Review the data at the end of each semester for effectiveness or needed adjustments.</b></p> <p><b>Resources Required:</b> Stipend money for possible scheduling meetings for research, document preparation, data analysis, and placing students into classes, administration meetings that occur outside of contracted time. Pending the schedule development, additional staffing needs may be proposed: Salary &amp; Benefits. Potential need for an online platform purchase to track students (i.e. Otus, Dropout Detective, etc.), Stipends and materials need to plan and host orientation</p>	<p>b.i. Present by end of September 2025 b.ii.-vi. Complete by end of October 2025</p> <p>c. Host prior to 9<sup>th</sup> grade entering SY</p> <p>d. Spring scheduling for the 26-27 SY</p> <p>e. Ongoing starting in SY 26-27</p>		
<p><b>Action 2: Continued research into supporting at-risk student populations as identified through the CNA data and creating a support system for those students</b></p> <p><b>*At-risk subgroups to address per data include: 1. American Indian, 2. Hispanic, and 3. English Learner.</b></p> <ul style="list-style-type: none"> <li>1. Continue to identify resources already within the school/community and improve their visibility to staff and students. (ex. Ateyapi Room) that support the identified at-risk subgroup. <ul style="list-style-type: none"> <li>a. Investigate the feasibility to build a four part experience program for students to potentially include visits to sacred sites with the Black Hills area</li> </ul> </li> <li>2. Continue to gather and review data regarding at-risk youth. Data examples below: <ul style="list-style-type: none"> <li>a. Student Focus Group: Identify questions to ask</li> <li>b. Parent Focus Group: Identify questions to ask</li> <li>c. Additional breakdown of attendance, behavior, test scores, course passage rates, transient rate, etc.</li> <li>d. Meet with relevant community organizations: Create a specific agenda</li> </ul> </li> </ul>	<p><b>Action 2</b></p> <p>1. Ongoing</p> <p>2. Ongoing</p>	<p>Action 2: Principal will designate a Leadership Team member to be the liaison between the work group and the team to provide updates</p>	

<p>of questions</p> <ol style="list-style-type: none"> <li>3. Continue to build on community and family partnerships       <ol style="list-style-type: none"> <li>a. Work with partners to provide access to programs for students/families</li> </ol> </li> <li>4. Development of Student Success Alternative Program (this may or may not be the official name of such program) within CHS       <ol style="list-style-type: none"> <li>a. Appoint/hire a director or dean to oversee the program           <ol style="list-style-type: none"> <li>i. Intent of program is be an intermedial step between Central HS regular programing and Rapid City HS programming</li> </ol> </li> <li>b. Program to potentially include:           <ol style="list-style-type: none"> <li>i. Credit Recovery</li> <li>ii. Flexible Scheduling</li> <li>iii. Remedial coursework</li> <li>iv. Rtl supports for attendance, academics, and other needs</li> </ol> </li> </ol> </li> </ol> <p><b>Resources Required:</b> Stipends for out of contract time committee meetings for staff. Stakeholder session meeting supplies and lite fare. Pending the outcome of the committee's work and recommendation, potentially a position (salary/benefits) and/or professional development costs (registration fees, contracted services, and/or travel).</p>	<p>3. Ongoing</p> <p>4. Full implementation before the 26-27 SY</p>		
<p><b>Action 3: Create alignment of content within courses both vertically and horizontally to facilitate improved usage of evidence-based practices and an environment of teacher self-reflection.</b></p> <ol style="list-style-type: none"> <li>1. Progression of skills (vertical alignment)       <ol style="list-style-type: none"> <li>a. Whole building clarity on evidence-based projection/implementation           <ol style="list-style-type: none"> <li>i. Staff meeting               <ol style="list-style-type: none"> <li>1. Address questions and concerns at the dept. level</li> </ol> </li> <li>ii. New teacher inservice &amp; Other Staff: Evidence based grading, PLC structure, Skills Identification, &amp; Canvas               <ol style="list-style-type: none"> <li>1. Training needs to be provided that is relevant to understanding of continuing this work</li> <li>2. All staff who have knowledge gaps that prevent implementation of this work need attend the appropriate training.</li> </ol> </li> <li>iii. Skill Documents &amp; Course Common Assessments               <ol style="list-style-type: none"> <li>1. All departments complete skills documents (USING TEMPLATES) and review for updates</li> <li>2. Staggered completion of courses implementing common assessments and/or Visible Learning Outline (USING TEMPLATES)                   <ol style="list-style-type: none"> <li>a. Expectation of completed work and rollout:                       <ol style="list-style-type: none"> <li>i. 10<sup>th</sup> Grade &amp; Performing/Visual Arts (Aug.</li> </ol> </li> </ol> </li> </ol> </li> </ol> </li> </ol> </li> </ol>	<p>1.a.i. Ongoing</p> <p>1.a.ii. Aug. 2025</p> <p>1.a.iii.1. Ongoing</p> <p>1.a.iii.2. See staggered rollout timeline</p>	<p>Action 3: Principal will designate a Leadership Team member to be the liaison between the work group and the team to provide updates</p>	

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>2025)</li> <li>ii. 11<sup>th</sup> Grade &amp; CTEs (Aug. 2026)</li> <li>iii. 12<sup>th</sup> Grade &amp; P.E. (Aug. 2027)</li> </ul> </li> <li>b. Provide for the ongoing support in the correct understanding and usage of evidence-based grading practices, skills progression, canvas usage, and common assessments.           <ul style="list-style-type: none"> <li>i. Department Level:               <ul style="list-style-type: none"> <li>1. Provide Examples, Use the checklist of EBG steps (general) and specific content areas (in current practice &amp; for transitions)</li> </ul> </li> <li>ii. Professional development as needed to support this implementation as noted in 1.a.iii.               <ul style="list-style-type: none"> <li>1. Support individual departments through training, coaching, and/or mentoring</li> </ul> </li> </ul> </li> </ul> </li> <li><b>2. Create an environment of reflection, growth, and accountability in teaching (horizontal alignment within each course)</b> <ul style="list-style-type: none"> <li>a. Staff-to-staff accountability protocol           <ul style="list-style-type: none"> <li>i. Universal canvas courses               <ul style="list-style-type: none"> <li>1. Work together to support one another in completion</li> <li>2. Cross check for alignment</li> </ul> </li> <li>ii. PLC process, big questions, notes               <ul style="list-style-type: none"> <li>1. Clearly addressing the following in meeting minutes:                   <ul style="list-style-type: none"> <li>a. What do want the students to know?</li> <li>b. How do we know the students are able to do it?</li> <li>c. What do we do in response to what students are able to do or not do?</li> </ul> </li> </ul> </li> </ul> </li> <li>b. Ongoing informal accountability by administration           <ul style="list-style-type: none"> <li>i. Checking canvas               <ul style="list-style-type: none"> <li>1. Skills are evident</li> <li>2. Digital walkthrough at least quarterly</li> </ul> </li> <li>ii. Checking PLC/team notes               <ul style="list-style-type: none"> <li>1. Review notes at least quarterly</li> </ul> </li> </ul> </li> <li>c. Formal Accountability: Evaluation process           <ul style="list-style-type: none"> <li>i. Danielson model components: 3.d., 1.e., and 4.d.               <ul style="list-style-type: none"> <li>1. These evaluation components will review and include evidence regarding individuals progress in the participation in, progression in,</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>1.b. Ongoing throughout the rollout</p> <p>2. Ongoing throughout the rollout</p>		
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and usage of the agreed upon PLCs, Canvas, Skills Progression, and Common Assessments

**Resources Required:** Professional development costs for required training sessions, stipends if necessary for out of contract time work for the Teacher Leader Team to fully support and plan the implementation of this work.

**Expected Milestone/Outcome by End of School Year 2025-2026**

What do you anticipate accomplishing by the end of the year?

**Action 1: Improve internal procedures regarding course registration.**

- Course guidebook updated
- Master schedule changes
- Written protocol for student meetings regarding failed courses
- 9<sup>th</sup> Grade Orientation

**Action 2: Continued research into supporting at-risk student populations as identified through the CNA data and creating a support system for those students**

- Evidence of community partnerships
- Data and recommendations shared with leadership team
- Student Success Alternative Program established

**Action 3: Create alignment of content within courses both vertically and horizontally to facilitate improved usage of evidence-based practices and an environment of teacher self-reflection.**

- Skills progression for all courses will be complete and being implemented
- 10<sup>th</sup> Grade and Performing/Visual Arts will have completed common assessments including adjustments needing during their year of rollout in 2025-2026 SY.

**Evidence of Progress:**

What data will be collected and analyzed to inform you of your progress?

Document Evidence:

- Master Schedule
- Written protocols for student meetings
- Course Guidebook
- Course Enrollment Numbers
- Course Failure Numbers
- Evidence of completed Skills Progress Documents and Common Assessments
- Aggregate Data from Administration Quarterly Checks of Canvas and PLC/dept minutes
- Aggregate Data from Evaluation Components 1.e., 3.d., 4.d.
- PD Agendas and Sign-in Sheets specific the to the trainings identified within this plan
- Written evidence of student support offerings both for students and teachers (see Action 2 1.b.)

- Graduation rates
- Attendance rates
- Other data identified by at-risk sub-group committee that allows for ongoing monitoring

**End of the Year Milestone Attainment Progress:**

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

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Principal Signature

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Superintendent Signature

*Michelle Lott 5/5/25*

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Facilitator Signature (CSI school only)