School Success Action Plan SY 2026-2027 School: Central High School Date: April 20, 2026

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

Action Plan What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	**Timeline** When will the actions/ tasks occur?	**Participation and Commitments** Who is involved and what role do they play? Consider Principals, Leadership Team Members, All Staff Members	**Indicate completion of actions/tasks**
Action 1: Improve internal procedures regarding course registration and progression. **1.1. Review of procedures and processes regarding course <u>progression.</u>** a. Explore a **credit repair system** vs. credit recovery system. Credit repair: focused on skills that are lacking vs repeating the entire course. i. Explore options of: 1) Edgenuity customization procedure, 2) Other content providers, 3) Course continuation policy. b. Establish **RTI/MTSS criteria** for identifying students who may need preventative or early action and development of prevention/intervention resources. i. Explore options of: 1) The use of SD STARS in criteria, 2) Expanded ARC options in main house, • ARC options that are content specific 3) Need for behavioral and social resources as to not dilute ARC as an academic resource. **1.2. Review of procedures and processes regarding course <u>scheduling</u>** a. Continue to monitor the impact of breaking courses into A/B sections and need for master schedule adjustment.	**Action 1.** 2026-2027 a. Jun-Oct 2026 b. 2026-2028 i. Nov 2026 ii. 2026/2027 c. Sept 2027	**Action 1:** Teacher Leader Team will act as guiding committee with assigned work groups as needed. a. Learner Success Program Team b. Teacher Leader Team i. Teacher Leader Team ii. Teacher Leader Team and District Digital Educators c. Teacher Leader Team with sub work group of expanded staff	

	d. Criteria Nov '26 Resources '26/'27 a. 2026/2027	d. Learner Success Program Team a. Teacher Leader Team, School Counselors, and Registrar	
Completed Work for Action 1:		**Completion Notes**	
1.2. Review of procedures and processes regarding course <u>scheduling</u> a. Change **course offerings** timeframes i. Students repeating a semester immediately after failing. 1) This may include removing an elective selection and/or a full day schedule for the student. ii. Breaking all courses into A/B sections. b. **Staffing of credit recovery** in a manner to provide needed options but also considering potential of teacher burnout. i. Moved CR to PE Department c. Develop a protocol for meeting with **students who fail** to understand their individual circumstances and discovery potential system barriers. d. **Freshman Orientation** i. Identify a team to plan, advertise, and host a Freshmen Orientation		i. Noted as scheduling process but left to individual basis focused on student needs. c. Streamlined Possible Non-Grad (PNG) letter process	1.2 Completed a. Completed i. Completed/ Ongoing ii. Completed b. Completed i. Completed c. Completed d. Completed/ Yearly
Resources Required for Action 1: • Potential need for enhanced student tracking software/system (i.e. Dropout Detective, Otus, etc.).			

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Action 2: Continued research into supporting at-risk student populations as identified through the CNA data and creating a support system for those students.	**Action 2.** 2026-2027	**Action 2:** Teacher Leader Team will act as guiding committee with assigned work groups as needed.	
2.1. Continue to gather and review data regarding at-risk youth populations at Central High School.			
a. Previously identified populations by CNA data include American Indian, Hispanic, and English Learner. However, mechanism tied to graduation rate is not identified.	a. 2026-2027	a. Learner Success Program Team	
i. Further investigation into **academic, behavioral, and social data** driving these populations to be identified as at-risk. Data collection examples may include:			
1) Student Focus Groups			
2) Parent Focus Groups			
3) Further breakdown of attendance, behavior, test scores, course passage rates, transient rate, etc.			
2.2. Continue to identify resources already within the school/community and improve their usability to staff and students that support the identified at-risk populations.			
a. Meet with relevant **community organization** to evaluate impact and improve access.	a. Aug-Sep '26	a. Learner Success Program Team	
i. OLO			
ii. I Am Legacy			
iii. Oyate Health			
iv. Lifeways			
v. West River Mental Health			
b. Investigate the feasibility to build a **four-part experience program** for students to potentially include visits to sacred sites with the Black Hills area	b. Jun-Sep '26	b. Learner Success Program Team	
2.3. Continued development of Learner Success Program at Central High School	a. 2026-2027	a. Learner Success Program Team	
a. Evaluate **needed resources** as identified in 2.1 and 2.2.			
i. Examine available staffing and resources to meet those needs.			
b. Establish a **MTSS criteria** for matching needs with resources			

i. Building out Tier 1 for all students, establishing best practices to respond to academic, behavioral, and social needs. ii. Building out Tier 2 for 15% of students and resources iii. Building out Tier 3 for 5% of students and resources		a. Learner Success Program Team b. Learner Success Program Team	
c. Refine **personalized learning plan processes** to include options of: i. Credit Recovery ii. Flexible scheduling iii. Remedial course work or alternative work iv. Behavioral skills supports v. Social skills supports vi. Distance learning vii. Transition and referral plans to and from: 1) RCAA EP/VHS 2) Fresh Start 3) RCAS GED 4) Re-Entry from OSS 5) Re-Entry from 15-day drops		c. Learner Success Program Team	
2.4. Advocacy for alignment of district resources and initiatives. a. While much of this work is not in the control of Central High School, it is identified work that directly impacts the outcomes of students, thus it is noted as supportive work in aligning efforts. i. District attendance committee/truancy referrals ii. District alternative education programing options iii. District MTSS/Behavior teams and committee			

Completed Work for Action 2:		**Completion Notes**	
2.1. Continue to gather and review data regarding at-risk youth populations at Central High School.			2.1 Ongoing
a. Established behavior team that examines monthly behavior data and makes recommendations for action.			a. Completed
b. Established attendance team that examines weekly attendance data and makes recommendations for action.			b. Completed
c. Engagement in district-wide huddles around short action cycles focused on behavior data.			c. Completed
d. Established Learner Success Program data collection and case management system.			d. Completed
2.2. Continue to identify resources already within the school/community and improve their usability to staff and students that support the identified at-risk populations.			2.2 Ongoing
a. Established formal MOUs and partnerships with:			
i. OLO			a. Completed
ii. I Am Legacy			
iii. Oyate Health			
2.4. Continued development of Learner Success Program at Central High School			
a. Established personalized learning plan process for at-risk youth.			2.4 Ongoing
b. Established a formal Learners Success PLC including:			a. Completed
i. Dean of Learner Success			b. Completed
ii. MTSS Coordinator			c. Completed
iii. Title VI Graduation Coaches			
iv. Student Success Facilitators (9th Grade and C2C)			
v. 504 Coordinator			
c. Implemented teacher guide for Credit Recovery teachers (see 1.2.b.i.) and others utilizing this resource in-building. Focused on streamlined and accurate credit attainment.			d. Completed
Resources Required for Action 2:			
• Stakeholders focus group supplies. • Professional development costs both in-district and out-of-district. • Stipends for out of contract time to address focus group and community work.			

Action Plan What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	**Timeline** When will the actions/ tasks occur?	**Participation and Commitments** Who is involved and what role do they play? Consider Principals, Leadership Team Members, All Staff Members	**Indicate completion of actions/tasks**
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.	**Action 3.** 2026-2027	**Action 3:** Teacher Leader Team will act as guiding committee with assigned work groups as needed.	
3.1. Progression of skills (vertical alignment)			
a. Whole building **clarity** on evidence-based projection/implementation	a. 2026-2027	a. Teacher Leader Team	
i. Full implementation of Evidence Based Grading (EBG) protocol document, with continuous document improvement.	i. Ongoing		
b. Formalize new teacher **onboarding process** for Evidence Based Grading to include all support staff.	b. Jun-Aug 2026	b. Teacher Leader Team	
i. Utilizing leaders and champions to support new staff.			
c. **Skill Documents** & Course **Common Assessments**	c. Aug 2026	c. Teacher Leader Team	
i. Clarify unified templates to be used, so that all departments have completed Visible Learning Outlines (VLO) with Proficiency Level Descriptors (PLD).			
ii. Content areas will align skills and have common skills assessments.			
iii. Staggered completion of i. VLOs/PLDs and ii. common skills assessments: 1) 11th Grade & CTEs (Aug. 2026) 2) 12th Grade & P.E. (Aug. 2027)			
d. Provide **ongoing support** in the understanding and usage of evidence-based grading practices, skills progression, canvas usage, and common assessments.	d. Ongoing	d. Teacher Leader Team	
i. Utilizing the EBG protocol as a guiding document. 1) Explore use of checklists to support document use.			
ii. Shift the 2026–2027 focus from VLO/PLD alignment, while maintaining current strengths, toward improving course delivery, structure, and learner engagement through EBG.	1) Oct 2026	1) Teacher Leader Team	
iii. Professional development as needed to support authentic implementation of EBG. 1) Support individual departments through training, coaching, and/or mentoring.			

3.2. Create an environment of reflection, growth, and accountability in teaching (horizontal alignment within each course) a. **Staff-to-staff accountability** protocol and climate of efficacy. 1) Staff working together to support one another in completion with a cross check for alignment. ii. PLC process for all staff, addressing big questions, and documenting for accountability and growth. 1) Clearly addressing the following in all PLC meetings: • What do want the students to know? • How do we know the students are able to do it? • What do we do in response to what students are able to do or not do? 2) Admin team establishing continuity in PLC process for all departments. • Examining and utilizing work from Amplify, Maffoni, and NISL research probes. b. Ongoing **informal accountability by administration.** i. Informal Canvas checks for coaching: 1) Skills are evident 2) Digital walkthrough at least quarterly, to reflect the work of 1.1.b.i Blended Learning Design Elements. ii. Checking PLC/team meeting notes for: 1) Review notes at least quarterly to offer guidance, accountability, and coaching. c. **Formal Accountability:** Evaluation process i. Danielson model components: 3.d., 1.e., and 4.d. 1) These evaluation components will review and include evidence regarding individuals progress in the participation in, progression in, and usage of the agreed upon PLCs, Canvas, Skills Progression, and Common Assessments. ii. Pilot Marshall evaluation process to replace and/or supplement Danielson model work.	a. Ongoing 1) Sept 2026 ii. Ongoing b. 2026-2027 i. Quarterly ii. Quarterly c. Annual	a. Teacher Leader Team 2) Admin Team b. Admin Team c. Admin Team	
Completed Work for Action 3: **3.1. Progression of skills (vertical alignment)**		**Completion Notes**	

b. Formalize new teacher **onboarding process** for Evidence Based Grading to include all support staff. i. Utilizing leaders and champions to support new staff. c. **Skill Documents** & Course **Common Assessments** i. Content areas will align skills and have common skills assessments. iii. Staggered completion of i. VLOs/PLDs and ii. common skills assessments: 1) 10th Grade & Performing/Visual Arts (Aug. 2025) 2) 11th Grade & CTEs (Aug. 2026) d. Provide **ongoing support** in the understanding and usage of evidence-based grading practices, skills progression, canvas usage, and common assessments. i. Utilizing the EBG protocol as a guiding document. iii. Professional development as needed to support authentic implementation of EBG. 1) Support individual departments through training, coaching, and/or mentoring. **3.2. Create an environment of reflection, growth, and accountability in teaching (horizontal alignment within each course)** ii. PLC process for all staff, addressing big questions, and documenting for accountability and growth. b. Ongoing **informal accountability by administration.** i. Informal Canvas checks for coaching: ii. Checking PLC/team meeting notes for: c. **Formal Accountability:** Evaluation process i. Danielson model components: 3.d., 1.e., and 4.d. 1) These evaluation components will review and include evidence regarding individuals progress in the participation in, progression in, and usage of the agreed upon PLCs, Canvas, Skills Progression, and Common Assessments.		b. Implemented staff mentors for onboarding 11th grade and CTE c. Strong progress for established EBG courses and continued work for next levels of implementation iii. 2025-2026 PD dedicated to EBG alignment ii. PLCs established and working towards regular accountability i. Established tools and working towards implementation. ii. Established and working towards regular use of tools.	b. Completed/ Ongoing c. Completed/ Ongoing 1) Completed 2) Prepared i. Established iii. Completed/ Ongoing ii. Ongoing i. Completed/ Ongoing ii. Established/ Ongoing i. Established/ Ongoing
Resources Required for Action 3: • Professional development costs in-district work on EBG and Blended Learning.			

• Staff stipends for out of contract time for Teacher Leader Team and champions to fully implement culture shift, accountability, and onboarding.			

Expected Milestone/Outcome by End of School Year 2026-2027
What do you anticipate accomplishing by the end of the year?

Action 1: Improve internal procedures regarding course registration.

- Plan of implementation for credit repair system.
- Building-wide blended learning design elements document/protocol.
- Plan of implementation for Advisory program.
- RTI/MTSS protocol and criteria.
- Evaluation of A/B section split impact.

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

- Outcomes of focus groups and data collection with next action steps.
- Improved utilization of community organizations.
- Template for four-part experience program.
- Family partnership plan.
- Refined Learner Success Program/Personalized Learning Plan processes.

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.

- Updated EBG protocol document.
- Established EBG onboarding process.
- VLOs, PLDs, and Common Assessments for all courses (except 12th Grade).

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

Document Evidence:

- Credit Repair system plan
- RTI/MTSS structure and protocol
- Four-part experience program outline
- Family partnership plan
- VLOs, PLDs, and Common Assessments
- PD Agendas specific to the trainings identified within this plan

Data Evidence:

- Pre/Post A/B section split credit attainment rates
- Increased community organization utilization rates
- Outcomes of LSP

- Course Failure Numbers
- 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)?

Prior Year Progress:

During the 2025–2026 school year, Central High School made significant progress in strengthening systems to support student success through improved course scheduling practices, expanded credit recovery structures, and the development of targeted support protocols for students experiencing academic challenges. The school enhanced its data-driven approach by establishing behavior and attendance teams, implementing a comprehensive Learner Success Program with dedicated leadership, and formalizing partnerships with key community organizations. Additionally, staff capacity was strengthened through ongoing professional development, the expansion of evidence-based grading practices, and the implementation of structured PLC processes to promote alignment, reflection, and accountability. Collectively, these efforts have created a more responsive, collaborative, and learner-centered environment focused on improving outcomes for all learners, particularly those identified as at-risk.

Principal Signature

Superintendant Signature

Michelle Glodt 4/20/2026

Facilitator Signature (CSI school only) - Electronically Signed