

## School Success Action Plan

School: General Beadle

Date: 3/24/2023

**Theory of Action (If, Then, And Statement)** Expresses the focus/direction:

#1 If teachers and support staff deliver effective instruction that provide clarity on learning intentions and success criteria, students will be engaged in their learning and make growth.

#2 If teachers and support staff had additional training on managing behaviors, students would grow academically as well as develop social and emotional skills.

**What's the focus or direction?** We have a challenge with tier 1 instruction for all our students as well for Hispanic and White students. As such, all teaching staff including paraprofessionals will receive professional learning on instructional planning and managing disruptive behaviors.

**What's the expected outcome?** The overall outcome is to increase student engagement in their learning and increase academic performance in math and reading. This will be measured by attendance data and student growth on district assessments and the statewide summative test in the Spring.

**What potential implementation challenges need to be addressed?** Finding time to add to the professional learning and ensure fidelity of implementation across the building. Finding staff willing to work additional hours to provide direct instruction to students.

<b>Action Plan</b> What actions/ tasks will be used to achieve this milestone? What resources are required to implement the plan?	<b>Timeline</b> When will the actions/ tasks occur?	<b>Participation and Commitments</b> Who is involved and what role do they play? Consider Principals, Leadership Team Members, All Staff Members	Indicate completion of actions/tasks
<b>Action 1:</b> Professional learning on clarity on learning intentions and success criteria:  Book Study on Clarity for Learning Add to our professional learning plan a schedule and protocol for exemplar teachers to provide training and coaching to colleagues. Add to our professional learning plan the use of a consultant to virtually meet with collaborative teams quarterly and the leadership team quarterly. SD DOE training on Explicit Instruction with Anita Archer  <b>Resources Required:</b> Additional pay, funds for substitute teachers, funding for consultant fees.	Oct - Dec. 2023 Aug. - June 23  TBD	Principal and Susan Ralston will lead the book study meetings. Leadership team will develop a schedule and protocol for training and coaching colleagues. Principal will coordinate with a consultant and collaborative teams Principal will communicate training opportunity	
<b>Action 2:</b> Professional learning on managing behaviors  Book Study on managing behaviors Develop a plan to have consistent implementation of PBIS and train staff on the plan Continuous, in-depth training on Conscious Discipline	July 2023  Aug - June 2023  Aug - June 2023	Deanna will lead the book study  PBIS/Conscious Discipline team will meet and develop the plan Leadership team members	

Staff observations and coaching using PBIS and Conscious Discipline Offer self-paced behavior management training to all staff through BHSSC  <b>Resources Required:</b> Additional pay, funds for substitute teachers, registrations fees, purchase of books	Aug - June 2023	Principal will arrange for the training	

<p><b>Expected Milestone/Outcome</b></p> <p>What do you anticipate accomplishing by the end of the year?</p> <p>Goals for All Students:</p> <p>The percentage of students scoring proficient- or higher in ELA and Math will increase an average of 10% by the end of the 2024 school year as measured by SBAC.</p> <p>Grade 3: 10% to 20% (Math); 19% to 29% (ELA)</p> <p>Grade 4: 22% to 32% (Math); 23% to 33% (ELA)</p> <p>Grade 5: 16% to 26% (Math); 15% to 25% (ELA)</p> <p>Increase the percentage of students who attend 90% of the school year from 66% (EOY 2022) to 90% (EOY 2023).</p> <p>Reduce the number of office referrals by 70% by the end of 2023 (Baseline: 2021-2022 EOY 405).</p> <p>For specific subgroups:</p> <p>Performance on SBAC:</p> <p>White Students: Grades 3–5: 13% to 32% (Math); 29% to 50% (ELA)</p> <p>Hispanic Students: Grades 3–5: 11% to 20% (Math); 8% to 25% (ELA)</p> <p>Attendance:</p> <p>Absenteeism:</p> <p>White Students: Grades 3–5: Increase the percentage of white students who attend 90% of the school year from 83% to 92% (District/State average).</p> <p>Hispanic Students: Grades 3–5: Increase the percentage of Hispanic students who attend 90% of the school year from 72% to 78% (District average).</p> <p>Chronic Absenteeism:</p> <p>White Students: Grades 3–5: Reduce the number of chronically absent white students from 21% to 10%</p> <p>Hispanic Students: Grades 3–5: Reduce the number of chronically absent Hispanic students from 51% to 10%</p>
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**End of the Year Milestone Attainment Progress:**

Were the actions/tasks completed? How was the milestone accomplished (provide evidence)? We will review achievement on our goals in June based on district and state assessments, attendance data, and behavior data. Compile and review classroom observations by the principal, dean, and PBIS members will be used as a fidelity measure.

*Johanna Sailor*

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Principal Signature

*Leo Berger*

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Superintendent Signature

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Facilitator Signature (CSI school only)