



School Improvement Plan 2023-2024

Axtell Park School
201 N. West Ave.
Sioux Falls, SD 57104

<https://www.sf.k12.sd.us/o/apb>

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School Narrative - School Overview

The Sioux Falls School District offers a continuum of social, emotional, and behavioral support to help all students experience success in school. Students with further challenges may benefit from more intensive support and services through programs at alternate sites. Axtell Park School is the site where the secondary behavior programs are located.

Key programming features at Axtell Park include smaller class sizes with lower staff-to-student ratios to support students' individualized behavior modification programs, social skills acquisition, and opportunities to participate with peers at their home attendance center. Our behavior program teachers initially provide The general education curriculum in a small group setting. Students continue to have access to other support layers for their instructional needs. IEP teams determine placement in this specialized setting based on a child's individual needs and response to multi-tiered systems of support within their home school.

In the past, separate programs have operated as individual schools inside the Axtell Park building. Those programs were Odyssey, Flex Middle School, Success Academy, Flex High School, and Structured Teach. Beginning in the 2022-2023 school year, the programs were combined to make Axtell Park Middle School and Axtell Park High School. The Structured Teach program will continue as a separate program but offer similar student support. Additionally, students who previously attended the Summit Oaks Day School at the Lutheran Social Services building began attending either Axtell Park Middle or High School.

A primary focus for Axtell Park is to assist students in the acquisition and demonstration of the necessary skills to reintegrate into their home school. It is a coordinated effort between the teachers and staff at Axtell Park and the Middle Schools and High Schools.

Action Plan

PDSA Objective: Description of the Goal(s)	
Students at Axtell Park will acquire and utilize the necessary skills to be successful in the classroom and to reintegrate into their home attendance center.	
What is the intended outcome?	What are the indicators of success?
<p>40% of Axtell Park Middle and High School and Structured Teach students will have integration time at their home attendance center.</p> <p>Together, students and staff will reduce the number of Class III, IV, V, and VI office referrals.</p> <p>Student chronic absenteeism will be at or below the District's rate.</p>	<ul style="list-style-type: none"> ● Building data sheets shared with home attendance centers ● Infinite Campus behavior data ● SD Stars, State Report Card
PLAN	
Tasks for Implementation	Target Dates
<ol style="list-style-type: none"> 1. Middle and high school staff will meet weekly to collaborate on students' levels. 2. Students will participate in daily social, emotional, and behavioral small group lessons targeted at specific skills. 3. Staff will provide feedback to students (through data tracking/point sheets) regarding students' target behaviors. 4. The PBIS team will assist in the continued implementation of PBIS. <ul style="list-style-type: none"> ○ During PRIDE time, students will learn and practice the 	<ol style="list-style-type: none"> 1. Weekly 2. Daily 3. Ongoing, throughout each school day 4. Weekly <ol style="list-style-type: none"> a. Daily

PRIDE expectations.

5. Teams will meet weekly with the school psychologist to problem-solve and analyze student data.
6. Students will participate in goal-setting for their target behaviors upon movement of a level.
7. Implementation of behavior response flowchart
8. Explore and implement alternatives to suspension (restorative practices)

5. As needed
6. Weekly and as needed upon movement
7. August 2023
8. Weekly

DO

Documentation of Implementation:

STUDY

Summary of the Implementation and Outcomes:

ACT

Describe the next steps of the implementation based on the outcomes of this cycle:

Action Plan

PDSA Objective: Description of the Goal(s)	
Students enrolled at Axtell Park will make progress toward grade-level proficiency.	
What is the intended outcome?	What are the indicators of success?
High School students: By the end of the year, first and second-year students will be on track for graduation according to their credit attainment. Middle School students: 6th, 7th, and 8th graders will increase proficiency on the 2024 South Dakota state reading and math assessments. Students will demonstrate growth from fall to spring on the MAP assessment.	High School: <ul style="list-style-type: none">• Infinite Campus data - credit summary and transcript Middle School: <ul style="list-style-type: none">• State Assessment scores• Measurement of Academic Progress (MAP) growth data• SFSD End-of-Unit Assessments

PLAN

Tasks for Implementation

Target Dates

1. All students will participate in SFSD ELA Summative Assessments. Teachers will analyze data to plan interventions for students who have not demonstrated proficiency.
2. Teachers will deliver targeted reading interventions to students to build foundational skills and comprehension.
3. School counselors and teachers will meet with high school students quarterly to review progress.
4. Teachers will meet in collaborative teams regularly to participate in an ongoing cycle of data analysis, common assessment creation, and monitoring of student learning.

1. At the end of the units
2. Daily instruction
3. Once per quarter
4. Weekly

DO

Documentation of Implementation:

STUDY

Summary of the Implementation and Outcomes:

ACT

Describe the next steps of the implementation based on the outcomes of this cycle: