



School Improvement Plan Template

*This template meets the requirements of federal and state statutes.
For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.*

Section 1: Building Data

School: Lander Valley High School	Plan Date: August 2022
Principal: Brad Neuendorf	District Approval Date (for TSI, WAEA, CSI):
District: Fremont County School District #1	Current Identification (<i>Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations</i>): Partially
District Representative: Deidre Meyer	

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the School Reflection” section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “No Evidence of Implementation” or “Minimal Implementation.”

Domain	Practice	School Reflection Rating
B	The school maintains a safe, orderly environment with measures in place to prevent violence and bullying and uses a team approach with established protocols for threat assessment and response	Minimal

E	Classroom practices are used to develop student learning strategies and to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making	Minimal
F	Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging	Moderate

Section 3: Year-Long Plan

Based on your school's identified needs, what plan of action will you take in the coming school year? Record your plan for addressing each of the selected Priority Practices in the sections below.

Part 1: Practice Goals and Related Actions

High-Impact Domain: Culture and Climate

Priority Practice #1: The school maintains a safe, orderly environment with measures in place to prevent violence and bullying and uses a team approach with established protocols for threat assessment and response

<p>Practice Rationale Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</p>	<p>Although LVHS has maintained a safe, orderly environment, we have not had established protocols for threat assessment or response. Effectively managing these threats so that all students are safe and protected in the learning environment is a must for student success.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none"> ● Explain the research-based strategy (or strategies) the school will implement to address this area of need. ● Explain how the strategies, in relation to the research, address the needs of your school's students. ● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members. 	<p>A team will be identified and properly trained in the Comprehensive School Threat Assessment Guidelines (CSTAG)</p> <p>This evidence-based model is a model of threat assessment in the school environment and ensures that a comprehensive look at both the threat and the underlying factors are thoroughly examined, addressed, and properly dealt with.</p> <p>We need a protocol and model to follow to ensure consistent application in difficult, individual and often gray scenarios.</p>

<p>1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.</p>	<p>Once trained, the school threat assessment will handle all threats through the model and will report out to our trainer through a google form on practice, application, and results.</p>
<p>Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.</p>	<p>Ensuring a safe learning environment for all students with a focus on proactive strategies will improve student performance goals in safe and protected learning environments.</p>

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
<i>Identify Team</i>	<i>Spring of 2022</i>	<i>Admin and Team input</i>	<i>Done</i>
Train Team	Fall of 2022	CSTAG Trainer	Done
Use model	2022-23	Training and Team	Google form required to trainer
Assess Implementation	2022-23	Trainer and Form	Google form required to trainer

High-Impact Domain: Instruction

Priority Practice #2: Classroom practices are used to develop student learning strategies and to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making

<p>Practice Rationale Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</p>	<p>Working with high school students in learning strategies, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making is always a top priority understanding that the science of brain-development creates many issues in these areas for our students. The impact of COVID and social-media have enhanced these challenges.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none"> ● Explain the research-based strategy (or strategies) the school will implement to address this area of need. ● Explain how the strategies, in relation to the research, address the needs of your school's students. ● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members. 	<p>All students take Strategies for Success – a course focused on the executive functioning that is described above. These specific social-emotional skills are taught to all freshmen by counseling staff during advisory. PBIS to positively reinforce these behaviors. Teachers identify an executive functioning or social emotional target in addition to their daily learning target.</p>
<p>1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.</p>	<p>Teachers will include an executive functioning or social emotional learning target in addition to their daily learning targets in 75% of their lessons in the second semester.</p>
<p>Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.</p>	<p>This focus and reinforcement through our PBIS system will help our students be directly taught the skills we expect to see and will keep our teachers focused on the academic skills and behaviors.</p>

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
<i>Meet with Guiding Coalition to discuss SE Targets</i>	<i>December 2022</i>	<i>Guiding Coalition</i>	<i>The plan that is created from the meeting</i>
Work to teach teachers how to implement, use, and measure	January 2023	IF/Counselors/ Admin and BLT	Daily SEL targets on board, being addressed and assessed
Progress monitoring	Second Semester 2023	Admin/IF	Walkthroughs

High-Impact Domain: Learning Support

Priority Practice #3: Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.

<p>Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>We have indicated advanced level application in all of our academic areas when a student is already proficient but we need to continue to tailor and engage our higher level students.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none">● Explain the research-based strategy (or strategies) the school will implement to address this area of need.● Explain how the strategies, in relation to the research, address the needs of your school's students.● Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.	<p>Ongoing process of collaborative work in recurring cycles of collective inquiry and action research guides the collective efficacy of our staff, including:</p> <ol style="list-style-type: none">1. Collaborative teams review priority and supporting standards on a regular basis2. Collaborative teams review proficiency scales on a regular basis with a focus on level four to ensure that the rigor and application are at high levels for those who have already demonstrated proficiency.3. Implement Effective Team Collaboration Guidelines into collaborative team work and coaching cycles.
<p>1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i></p>	<p>All teachers will review all scales with focus on level four to ensure it is tailored and engaging.</p>
<p>Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i></p>	<p>Our top level students will continue to grow and develop a deeper understanding and more advanced application of the standards.</p>

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
<i>Collaborative teams will review and revise Priority and Supporting standards</i>	2022-23	<i>Collaborative Teams Priority standards document Curriculum workdays</i>	<i>Pacing guide stoplight</i>
Collaborative teams will review and revise proficiency scales with focus tailoring and engaging students with our four-level work	2022-23	Collaborative teams Proficiency Scales Curriculum Work Days	Pacing guide stoplight

Part 2: Student-Focused Performance Goals

Fill in your school's performance goals for each category that is required (based on your school's designation). To determine ambitious, achievable goals, review the data you recorded in the School Improvement Plan Guide **DATA COLLECTION TEMPLATE**.

WAEA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	3.0
Achievement (Numeric value)	60
Growth (Numeric value)	60
Equity (Numeric value)	60
EL Progress (Numeric value)	N/A
For High Schools Only	
Extended Graduation Rate (Numeric value)	95
Post-Secondary Readiness (Numeric value)	80
Grade Nine Credits (Numeric value)	95

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	3.0
Achievement (Numeric value)	60
Growth (Numeric value)	55
Equity (Numeric value)	60
EL Progress (Numeric value)	N/A
For High Schools Only	
Four year on-time graduation rate (Numeric value)	95
Post-Secondary Readiness (Numeric value)	80

Section 4: Plan Submission

Part 1: Plan Summary

Fill in the table below with information from Section 4, Part 1 (Practice Goals and Related Actions) to provide a snapshot of your team's priority practice(s) and associated goal(s).

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	Learning Support	Moderate	All teachers will review all scales with focus on level four to ensure it is tailored and engaging.
Classroom practices are used to develop student learning strategies and to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making	Instruction	Minimal	Teachers will include an executive functioning or social emotional learning target in addition to their daily learning targets in 75% of their lessons in the second semester.
The school maintains a safe, orderly environment with measures in place to prevent violence and bullying and uses a team approach with established protocols for threat assessment and response	Culture and Climate	Minimal	Once trained, the school threat assessment will handle all threats through the model and will report out to our trainer through a google form on practice, application, and results.

Part 2: Plan Contributors

Provide the names and roles of the individuals who contributed to the creation of this plan in the tables below.

Leadership Team Member Name	Role
Brad Neuendorf	Principal

Jenn O'Connor	Instructional Facilitator
Suzie Masek	Special Education Department Chair
Heather Babb	English Department Chair
Shawna Morgan	Math Department Chair
Jaime Basham	Spanish Department Chair
John Rounds	CTE Department Chair
Richard Atnip	Science Department Chair
Jeremy Francom	Social Studies Department Chair
Shannon Waggoner	Counseling Department Chair
Joy Jones	Fine/Performing Arts Department Chair
Hillary Reisig	Assistant Principal

District School Improvement Representative Name	Position
Deidre Meyer	Curriculum Director