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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: Pathfinder High School	**Plan Date:** 2022–2023
Principal: Ceatriss Wall	**District Approval Date (for TSI, WAEA, CSI): N/A**
District: Fremont County School District #1	**Current Identification** *(list all that apply: Meeting Expectations*
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 "Limited" or "Developing."

Domain	Practice	School Reflection Rating
Professional Development	D3 - Ongoing and sustained content-specific professional development, focused on the school purpose and selected based on the needs and feedback of staff as well as student outcomes, is provided for staff.	Minimal (2) / High (5)

Learning Support	F3 - Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.	Minimal (3) / Moderate (4)
Culture and Climate	B3 - 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.	Moderate (3) / High (4)

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: Learning Support
Priority Practice #1: Maintain a graduation rate at or above 80% for 4 year completion.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	**We chose to focus on graduation rate as this is the ultimate goal for our students attending Pathfinder High School. Our indicator for the ESSA category was below average as a lagging indicator.**
Improvement Strategy ● *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.*	-Academic Tiered System of support that focuses on the priority standards (Tier II) intervention and reading / math intervention (Tier III) students who are more than two grade levels behind based on STAR (used as a universal screener) along with WYTOPP and CFA data. -Tier I Instruction - KAGAN Engagement structures and Fundamental 5 used as the instructional framework to guide Tier I instruction. -PLC process to examine CFA data tied to priority standards

1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Graduation rate for the class of 2023 to be at or above 80%
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Quality Tier I instruction and Tier II / III interventions will improve student performance and in turn increase proficiency on standards, earning credits and graduating.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Create semester goals for reducing the number of Incomplete grades.	August, Oct, Jan, March	Historical ILP data to base goals; Individual teacher action steps to reach group goal; use of CCRA for students to have more instruction and time to complete evidence for priority standards	Each semester review the goal and determine next steps.
Tier III intervention for math and reading	August, January and May	STAR assessment for determining placement; reading intervention program;	STAR Assessment in Winter and Spring; Monthly probes for monitoring effectiveness
Senior Exit Survey	May	Create an exit survey for seniors to gather data on preparedness	End of year survey
Post-secondary opportunities for students	2022-2023 SY	Attend CWC College Planning Days; College Signing Day; FASFA Day, Student tours of community colleges and Job Corp; Military Recruiters visit PHS	Student feedback and surveys
Enrichment Activities during CCRA	2022-2023	During CCRA provide enrichment activities for students	Based on student input and feedback
PLC conference	Summer 2022, Fall 2022	Attend the PLC conference for all staff to focus on the four questions (What do we want all students to learn and be able to do? How will we know?	Monitoring of staff agendas, data sharing

		How will we respond when they have not reached proficiency? How will we respond when they have reached proficiency?	
KAGAN Engagement Structures	2022-2023	Review of structures, practice at WEO meetings, summer academy	Monitoring of staff agendas, data sharing, staff professional goal setting, lesson plans

High-Impact Domain: Professional Development
Priority Practice #2: Educators and support staff have the knowledge and skills necessary to implement evidence-based literacy practices.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	**School improvement must focus on overall student literacy skills.**
Improvement Strategy ● *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.*	Professional development tied specifically to literacy in all content areas. School accountability in achievement meets target but is below average for ESSA. STAR Scores indicated that students are not at grade level for reading.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Completion of professional development aligned to literacy including LETRS, content specific literacy book study. Writing proficiency scale used across content areas.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Improvement in assessment scores of students in reading, math, and science

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
LETRS Training	2022-2024	LETRS Training for ELA teacher, SpEd teacher, Principal	Successful completion of the course
Literacy across Content book study	2022-2023	Books	Successful completion of book study and action steps for 2023-2024 SY
Language Live Training and course for Intervention	2022-2023	Language Live Curriculum	Language Live for Tier III intervention and possible intervention lab class in spring 2023, STAR scores for students in intervention
Writing proficiency scales across content	2022-2023	Proficiency scales	Curriculum Director and Instructional Coaches will be reviewing with teachers; the principal will work with data teams following the PLC analysis protocol.

High-Impact Domain:Culture and Climate
Priority Practice #3: Creating a culture for students where they feel safe and have protocols for threat assessments.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Students participate in the climate survey each fall and spring. The staff will look at this data to identify the area(s) within the climate survey that score the lowest and determine strategies to increase the area. Additionally, the No Place for Hate Student group will work with data to design student activities.
Improvement Strategy ● *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.*	Tier I - 7 Mindsets; Tier II - counseling groups based on needs of the students; Tier III Counseling based on student needs PD for counselors Threat assessment team created and complete training
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Analysis of the climate survey data to increase the overall score
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Threat Assessment Team Created, CSTAG Training	August - October, 2022	CSTAG Training	Completion of training
Climate Survey	November and May	Survey	100% completion rate, review of scores
Tier I - 7 Mindsets	August - May	7 Mindsets Curriculum; schedule for all students; training for staff	Pre and post assessments of students
Tier II - Groups based on student needs	August - May	Counselor; scheduling	pre-post assessments
No Place for Hate STudent Group with activities throughout the year	August - May	Scheduling for activities	

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

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	2.1	3
Achievement (Numeric value)	67.18	
Growth (Numeric value)	17.5	
Equity (Numeric value)	46.8 (white)	
EL Progress (Numeric value)	N/A	
For High Schools Only		
Extended Graduation Rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		
Grade Nine Credits (Numeric value)		

ESSA School Performance Goals

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

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)	43	
Growth (Numeric value)	45	
School Climate (Numeric value)	3.12	
Engagement (Numeric value)	Yes	
For High Schools Only		
High School Credential Rate (Numeric value)		
Credit Earning (Numeric value)	87	
College and Career Readiness (Numeric value)	15	

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)		
Math (Numeric value)		
Science (Numeric value)		

In-house Relevant Data

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

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
Ceatriss Wall	Principal
Sam Hartpence	Math Teacher
Josie Hulkovich	Social Studies Teacher
Joelle Titus	Special Education Teacher
Charleigh Wolfe	ELA Teacher
Dawn Hedges	Science Teacher
Chloe McLane	Counselor
Megan Mitchell-Smith	Therapist
Marci Barker	Business Teacher / SpEd Paraprofessional
	Parent

District School Improvement Representative Name	Position
Deidre Meyer	Curriculum Director, Grants Manager