



Platte River School

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*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: Platte River School	Plan Date: 2023-2024
Principal: Lindsay T. Maxey	District Approval Date (for TSI, WAEA, CSI):
District: Goshen County School District #1, Torrington, WY	Current Identification (list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI): Under Review
District Representative: Kevin Derby	

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
A. Leadership	A1. A clear and compelling purpose statement (e.g., mission, vision, values, and goals) developed with stakeholder input and consistent with the district purpose, provides focus for school decisions.	2 – Developing
F. Learning Support	F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	2 – Developing

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: Leadership

Priority Practice #1: A1. A clear and compelling purpose statement (e.g., mission, vision, values, and goals) developed with stakeholder input and consistent with the district purpose, provides focus for school decisions.

<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>Mission values and goals serve as a unifying force that aligns the efforts of all stakeholders in the school, including administrators, teachers, students, parents, and community members. When everyone shares a common vision, it promotes a sense of cohesion and teamwork.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none">• <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i>• <i>Explain how the strategies, in relation to the research, address the needs of your school’s students.</i>• <i>Explain how the strategy, in relation to the research, addresses the needs of your school’s adult community members.</i>	<p>We will utilize data-driven decision making in clear alignment and integration of our mission, vision, and goals with:</p> <ul style="list-style-type: none">- our curriculum design- teaching strategies- professional development- extracurricular activities- community engagement and partnerships <p>Based on culturally responsive practices and continuous improvement, while focusing on the needs of our students.</p>

<p>1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.</p>	<p>Using feedback from surveys and parent/student meetings to gain insight from various stakeholders and to continue to develop a more cohesive mission, vision, and goals.</p>
<p>Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.</p>	<p>It reflects a commitment to fostering accountability, promoting a sense of purpose and motivation, and facilitating continuous improvement.</p>

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Mission	2023-2024	Time, staff, various means of communication with stakeholders	Responses to initial survey sets a baseline
Vision	2023-2024	Time, staff, various means of communication with stakeholders	Set goals based on initial data.
Goals	2023-2024	Time, staff, various means of communication with stakeholders	Readminister survey.

High-Impact Domain: F. Learning Support

Priority Practice #2: F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.

<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>F1.MTSS is a necessary systematic approach during the school day to ensure that all students receive prompt support for behavioral and academic issues. This approach ensures early intervention, increases student engagement, and improved outcomes through data-based decision-making. It is crucial for ensuring academic success for all students.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none"> • <i>Explain the research-based strategy (or strategies) the school will implement to address this area of need.</i> • <i>Explain how the strategies, in relation to the research, address the needs of your school’s students.</i> • <i>Explain how the strategy, in relation to the research, addresses the needs of your school’s adult community members.</i> 	<p>We will :</p> <ul style="list-style-type: none"> - develop a comprehensive schedule - set clear expectations - provide targeted support - use evidence-based interventions - monitor progress - involve families in the MTSS process - provide ongoing professional development.
<p>1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i></p>	<p>Utilizing Unified Insights, develop intervention plans and progress monitor academic and behavioral referrals utilizing the data collected to drive decision making.</p>
<p>Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i></p>	<p>By intervening early in the MTSS process, we will limit students declining into Tier 2 and Tier 3.</p>

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Monitor Unified insights to determine the need for intervention	Bi-monthly	Time, program, availability of district MTSS team	Unified Insights software, documentation from MTSS meetings
Progress monitoring	Weekly	Lead teacher, time, student involvement	Weekly check-in document

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)	Under Review	
Achievement (Numeric value)		
Growth (Numeric value)		
Equity (Numeric value)		
EL Progress (Numeric value)		
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)	(N/A)	
Growth (Numeric value)	(N/A)	
School Climate (Numeric value)	Meets Target (3.05)	Exceeds Target
Engagement (Numeric value)	Yes	
For High Schools Only		
High School Credential Rate (Numeric value)	Below Target (62)	Approaching Target
Credit Earning (Numeric value)	Below Target (50)	Approaching Target
College and Career Readiness (Numeric value)	Exceeds Target (25)	Exceeds Target

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	9 th – 0 %; 10 th - 40%	9 th – 10 %; 10 th - 40%
Math (Numeric value)	9 th – 0 %; 10 th - 20%	9 th – 10 %; 10 th - 20%
Science (Numeric value)	10 th - 40%	10 th - 50%

In-house Relevant Data

# per cohort (2022-2023) →	c/o 2025 (3); c/o2026 (5)	
# per cohort (2023-2024) →	c/o 2024 (10); c/o2025 (11); c/o 2025 (4); c/o2026 (4)	

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
A1	Leadership	(N/A)	Using feedback from surveys and parent/student meetings to gain insight from various stakeholders and to continue to develop a more cohesive mission, vision, and goals.
F1	Learning Support	(N/A)	Utilizing Unified Insights, develop intervention plans and progress monitor academic and behavioral referrals utilizing the data collected to drive decision making.

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
Stacy Kramer	MTSS Liaison, Special Education Case Manager
Angie Schultz	General Education Teacher (History and English)
Kelsey Walker	Instructional Facilitator – Literacy Coach
Christina Bullington	Project Aware Coordinator

District School Improvement Representative Name	Position
Kevin Derby	Curriculum Director