WDE
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: TORRINGTON HIGH SCHOOL	**Plan Date:** NOVEMBER 1, 2023
Principal: CYNTHIA PORTER	**District Approval Date (for TSI, WAEA, CSI):**
District: GOSHEN COUNTY SCHOOL DISTRICT 1	**Current Identification** *(list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI):*
District Representative: KEVIN DERBY	`

Section 2: Identify Priority Practices Part 1: Plan Summary

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
CULTURE & CLIMATE	B6: Expectations for conduct are clearly understood by all staff and students and school staff have built a system to understand student behavior.	DEVELOPING

DATA INFORMED PLANNING	C4. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.	DEVELOPING
INSTRUCTION	E1. Leaders and staff work together to design and implement a high-quality, standards-aligned instructional program that results in high levels of achievement for all students.	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: CULTURE & CLIMATE
Priority Practice #1: B6: Expectations for conduct are clearly understood by all staff and students and school staff have built a system to understand student behavior.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	**When all people (staff and learners) are clear about the expectations of how a Trailblazer thinks and behaves (culture), and there is consistent accountability to self and others regarding thoughts and actions, then all Trailblazers can move from the amygdala to prefrontal cortex, which in turn improves learning and intrinsic motivation.**
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.*	Implementation: Blazer Time (flex time) curriculum is centered on secondary planning, check ins, and overall success, and post-secondary readiness leveraging platforms like Xello, while integrating a culture-piece with weekly "Blazer Bonding" activities that engage all learners. Blazer Time classes are in small groups to improve a small-community ability to create healthy relationships. Cell phones are banned from use between 8 - 350pm on the campus. An emphasis on a "learner led" building is being made by staff; assemblies, dances, and other events where learners can do the planning and leading. Learner-centered classrooms are a vision still in the initiating phase. A schedule to reduce the 8 period-day is being drafted for next school year.

	Plans to have all scheduling done by March 2024 for Fall 2024 are being drafted. Staff are being culturized to "just phone home" and to use "reply all" as a means of communicating around a learner who may be struggling Credit recovery using Canvas-based courses with the existing curriculum are being developed to give learners opportunities embedded within the school year Monthly community "listening sessions" are held Monthly "lunch with the principal" is in planning Blazer - of - the - Month is in planning Parent / community "lunch with learners" is in planning Needs: The drop-out rate and low ACT scores indicate a disconnect between learners' having a vision and plan for post-secondary success and academic achievement. There are also curriculum alignment issues between district curriculum priorities and tested state priorities. Instructional practice does not consistently include high-effect size planning or instruction throughout the building; there is no belief it is necessary which is why changing culture has to come first. Community: The community, as indicated through monthly "listening sessions", wants to see the school be successful academically but does not know what that looks like in development. The community is being invited to greet learners in the morning, lunch with learners, and learner-led conferences to replace "parent teacher conferences".
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	Staff will consistently plan instruction using high impact strategies centered on creating a learner centered classroom while collecting data (exit tickets, formative assessment) for process and learning improvement to be used during PLC conversations.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	When the aforementioned habit of practice is consistently occurring, this will indicate the culture has shifted to a learner-centered building where the staff are thinking about what is best for learners from the frame of reference of what the research indicates is good for learning, and the staff has the intrinsic motivation to follow through with actions and self-discipline to be adult learners themselves.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Align essential standards to WYTOPP / ACT	5/15/2024	Fridays 8- 10, PLC time, access to blueprints	The development of the Credit Recovery Canvas Courses (CRCC) as they must be "modulized" to reflect the essential standards.
A standards based learning target is posted and referenced during instruction in all classrooms	1/31/2024	Conversations centered on why this is important	Leveraging opportunities for adult learning through PLC time, newsletter, and continuing expectations that this is a habit of practice
Community is participating in the "morning handshake"	10/31/2023	Learners to communicate and schedule organizations to greet learners	A full school year of scheduled organizations
Blazer Learner Lunches	10/31/2023	A SY long plan of monthly learner and community lunches will require staff buy in, participation	Community Attendance
Lunch with the Principal	10/31/2023	A SY long plan of monthly learner / principal lunches is created	Learners feel safe offering input and feedback about the direction of THS
The accelerated block schedule is created and functional; scheduling happens for Fall 2024	1/31/2024	Planning time with counselors, teacher input, learner input, community informed	Surveys and listening sessions will indicate the level of success for this concept.

High-Impact Domain:

Priority Practice #2: C4. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.

Practice Rationale *Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).*	The drop-out rate and low ACT scores are the results of a non-existent tracking system for at-risk learners combined with the variables of an antisocial culture, misaligned or non-existent GVC, and teaching in "silos" with a non-existent PLC structure.
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.*	PLC time has been intentionally scheduled in the master schedule Teachers are expected to focus on cross-walking current curriculum maps, or build them if they do not exist, with WYTOPP / ACT Teachers are expected to question the existing priority standards and use a research-based method for choosing priority standards Teachers are expected to use "reply all" in email conversations to elicit qualitative data on learners of concern Teachers are expected to call home when there are concerns around behavior or failing grades Teachers are expected to identify with intentionality those learners that need interventions for Friday school
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	All staff will have a habit of practice regarding communicating systematically around learners of concern, including calling home, tracking assessment scores, discussing the learner within PLCs for strategies, and holding meetings with parents /guardians without principal-prompting.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	If the aforementioned goal were to be present and fully implemented, then this would indicate a systemic thinking centered on identification of at-risk learners, and taking action to remediate before there are unwanted behaviors, such as absences from school and poor performance leading to failing grades.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Principal attends PLC / common planning time to monitor expectations with consistency	10 / 31 / 2023	Time	The success of this goal would be evidence by the existence of current data trackers indicating which learners are at-risk of not graduating, and why, coupled with action steps to mitigated
Principal provides a clear expectation of goals with due dates	10/31/2023	Time	The success of this goal would be evidence by the existence of current data trackers indicating which learners are at-risk of not graduating, and why, coupled with action steps to mitigated
Principal provides adult learning and models the behaviors	10/31/2023	Time	The success of this goal would be evidence by the existence of current data trackers indicating which learners are at-risk of not graduating, and why, coupled with action steps to mitigated

High-Impact Domain:

Priority Practice #3: E1. Leaders and staff work together to design and implement a high-quality, standards-aligned instructional program that results in high levels of achievement for all students.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	A guaranteed and viable curriculum (GVC) is one of the most important variables when determining the academic success of a school because without one, there is no systemic expectation that carries throughout a building about what learners should know and can do. Consider this idea; if you want people to be able to change a tire, you don't give them swimming lessons.
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.*	Crosswalk identified priority standards with state expectations (WYTOPP / ACT) Write curriculum maps Write scope and sequence Publish curriculum maps where the public can access them (accountability) Evaluate the language of the standards identified and write assessments that precisely measure the standards PLC time is used to refine curriculum alignment, instructional practice, assessment writing, and data indications related to learner gaps and achievement.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	By the end of SY 2023-2024, all core content areas will have created curriculum maps, scope and sequence and have publicly published curriculum maps for all core courses.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	There is a level of accountability that occurs when publicly publishing lived work; including refinement around process improvement.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Course descriptions for SY 24-25 need to be updated	10/31/2024	Time / Fridays, PLC	The updated course descriptions and pathways to graduation are complete
Principal needs to provide an exemplar for a curriculum map, scope and sequence and a due date	11/30/2024	Time / Fridays, PLC	Teachers are given an exemplar
The THS curriculum is developed according to aligned priority standards and published	5/31/2024	Time / Fridays, PLC	A view-only set of conforming curriculum maps is available to the public

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)	1.4	1.8
Achievement (Numeric value)	45	48
Growth (Numeric value)	45	48
Equity (Numeric value)	40	49
EL Progress (Numeric value)	N/R	N/R
For High Schools Only		
Extended Graduation Rate (Numeric value)	85	88
Post-Secondary Readiness (Numeric value)	62	65
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)	85.7	87.5
Post-Secondary Readiness (Numeric value)	62	65

WAEA Alternative School Performance Goals

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

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
Culture & Climate	B6: Expectations for conduct are clearly understood by all staff and students and school staff have built a system to understand student behavior.	2	Staff will consistently plan instruction using high impact strategies centered on creating a learner centered classroom while collecting data (exit tickets, formative assessment) for process and learning improvement to be used during PLC conversations.
Data Informed Planning	C4. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.	2	All staff will have a habit of practice regarding communicating systematically around learners of concern, including calling home, tracking assessment scores, discussing the learner within PLCs for strategies, and holding meetings with parents /guardians without principal-prompting.
Instruction	E1. Leaders and staff work together to design and implement a high-quality, standards-aligned instructional program that results in high levels of achievement for all students.	2	By the end of SY 2023-2024, all core content areas will have created curriculum maps, scope and sequence and have publicly published curriculum maps for all core courses.

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
Cynthia Porter	Principal
Michele Ogburn	Counselor
Candy Hubbard	Special Education Teacher
Doyle Meyer	Science Teacher
Elias Chavez	Social Studies Teacher
Gabe Bartlett	Dean of Students / AD
Erin Moore	Registrar / AD Secretary
Carol Watson	Head Custodian
Anthony Heyl	Paraprofessional

District School Improvement Representative Name	Position
Kevin Derby	GCSD 1 Curriculum Director