



School Improvement Plan Template

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Section 1: Building Data

School: TORRINGTON HIGH SCHOOL	Plan Date: September 19, 2025
Principal: Alan Van Tilburg	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

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
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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	THS is in year two of utilizing a discipline matrix. This year, all GCSD#1 secondary schools will use the same discipline matrix. THS will also implement this school year a school-wide expectation matrix that was created by THS staff. Both the discipline and expectation matrixes will be read through to students on the first day of school. The expectation matrix will be displayed in a minimum of eight places throughout the school building. Student discipline data will be gathered each quarter to determine the effectiveness of both matrixes. THS has also implemented among administration and staff, "Operation Butts-in-Seats" to radically improve student attendance. A new attendance clerk has been hired to help detect class skipping, student attendance, tardies, arrange attendance meetings and also send attendance correspondence home to parents/guardians.
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.	Presently holding Student Success Team meetings and Multi-Tiered Systems of Support bi-weekly. Also conducting Professional Learning Community meetings bi-weekly that partially focus on student achievement data analysis. Also using data to drive student attendance and behavior issues,

		while using that data to create interventions to help students disrupt learning less and come to school more frequently.
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.	Presently the THS PLC process puts together teams to evaluate state and essential standards on a monthly basis. Weekly during Blazer Time, ALL students will be given ACT caliber questions on a Canvas shell to answer during the first ten minutes of the period. In addition, juniors will be called to the auditorium to specifically work on ACT test prep during the entire Blazer Time once-a-month. Data from the 2026 ACT will be analyzed to determine the success of these new interventions.

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 <i>Provide an explanation for choosing this Practice, including why focusing on this</i>	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
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<i>Practice will impact student performance (WAEA indicators).</i>	regarding thoughts and actions, then all Trailblazers will have a learning environment that is safe with few disruptions.
Improvement Strategy • <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>	Implementation: THS Staff will continue to receive monthly support and expectations related to research based instructional strategies from APL research based best practices aligned with weekly walk throughs and digital feedback for teachers from the building principal. THS teachers will be expected to regularly use a Bellringer/Warm-Up, Agenda, Objectives, Checking for Understanding and Closure/Wrap-Up. Staff voted last Spring on focusing on the Turn & Talk strategy for first semester. THS will continue the PLC process based on the small school concept created by Breez Daniels from Hot Springs County School District in Wyoming. PLC work will focus on reviewing student data, the Branching Minds platform and the development of instructional and classroom management strategies. Blazer Time (flex time) is centered on check-ins with a system designed for teachers to be able to easily and effectively pull students out of Blazer Time to provide support and enrichment for students, to increase overall success, and post-secondary readiness. The 7 Habits of Highly Effective People will continue once-a-week during Blazer Time. Blazer Time classes are in small groups to improve a small-community ability to create healthy relationships. Students were also led through the THS Student Handbook, THS Discipline Matrix and THS Expectation Matrix the first day of school by THS staff. Continued work will be done on improving the testing culture centered around the Star and WYTOPP Tests, which will include cohort meetings to increase awareness about these tests, while also creating incentives to encourage students to give their best effort on those tests.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	THS staff will continue to consistently plan instruction using high impact instructional strategies centered on creating a learner centered classroom while through the monthly PLC process consistently evaluating student test data to determine the effectiveness of instruction. Four critical questions will consistently be asked while reviewing instruction and student data: 1. What do we want students to know and be able to do? 2. How will we know if students are learning? 3. How will we respond when students don't learn? 4. How will we extend learning for students who are already proficient?

Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	When the habit of practice is consistently occurring, indicates cultural shift on being learner centered.
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Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Align essential standards to WYTOPP, STAR & ACT	All school year	Weekly PLC, access to WDE Blueprints	Weekly PLC meetings to identify and evaluate student WYTOPP, STAR & ACT
Weekly MTSS & SST meetings held to provide students more academic support	All school year	Meetings with instructional facilitators, teachers, counselors, and principal to better evaluate weekly student academic progress	Weekly meetings to support student academic growth
Blazer Time with 7 Habits of Highly Effective People three times-a-week, students will be provided ACT Caliber questions during the first ten minutes of Blazer Time, a model borrowed from Burlington Schools in Wyoming that has consistently led to among the highest ACT scores in the state.	All school year	Every Wednesday students will be lead through a 7 Habits of Highly Effective People curriculum	Track improved attendance, behavior and academic growth throughout the school year
Every two months staff will be introduced to new APL & Marzano Instructional Strategies	All school year	Monthly staff meetings that APL & Marzano Instructional Strategies will be introduced to staff.	Weekly teacher walk throughs will show growth in instruction in the classroom as evidenced through growth indicated on the walk through form
Staff will lead THS students once-a-month through the school expectation matrix and will target re-teaching behaviors that are not consistent with the expectation matrix	All-school year	Once-a-month during the first ten minutes of Blazer Time.	Track student behavior monthly with PowerSchool and teacher referral system to determine areas that need re-teaching in addition to overall effectiveness of the school expectation matrix.

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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 <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	*MTSS, SST & PLC will continue again this school year and will allow staff to identify and track students who are at-risk-learners. *Students who scored Below Basic on WYTOPP or at Urgent Intervention or Intervention on Star from the 2025 Spring tests were placed in an intervention class, while using Edmentum's Exact Path and Study Island platforms. *Students who are consistently in violation of the THS Expectation Matrix or the THS Discipline Matrix will be placed in weekly intervention time with THS counselors and also the THS Dean of Students.
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 created twice-a-week from 7:30-7:55 a.m. for the purpose of identifying the essential standards and pacing guides that are aligned with WYTOPP and ACT specifically. Teachers are expected to communicate with students and parents when there are concerns around behavior or failing grades. *Teachers delivering intervention classes will meet with students who are in intervention classes bi-monthly to set and review goals to determine student success. *Data will be reviewed monthly from students receiving SEL interventions from THS counselors and Dean of Students to determine effectiveness.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	Staff will also monthly identify and track students' academic growth through the PLC process. (All staff will have the habit of utilizing Branching Minds for storing academic, behavioral, and social emotional data.)
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	The PLC process will use data from the STAR assessment three times a year, the ACT at least once-a-year and the WYTOPP state assessment from the Spring, as well as ongoing common assessments, which will allow teachers through the PLC process to track student growth. The use of Branching Minds will help track academic and social & emotional data and the intervention process.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Principal is in constant contact with teachers about PLC's and also attends them when fits in schedule	May 15, 2026	Dedicated time to weekly PLC process	Principal attends PLC meetings to listen and provide input as needed.
Principal and PLC steering committee come up with expectations and work to be completed every two weeks	May 15, 2026	Dedicated time to weekly PLC process	Principal and PLC steering committee meet at least once-a-month to determine the next steps related to the PLC process.
Principal provides adult learning and models the behaviors	May 15, 2026	Dedicated time to weekly PLC process	Principal conducts weekly walk throughs and provides immediate feedback to teachers through a digital form and also models research based instructional strategies at all THS staff meetings with the expectation of adding new instructional strategies throughout the school year.
Principal and IF's lead the MTSS and SST process at THS monthly	May 15, 2026	Dedicated time to monthly meetings with THS staff	Monthly THS staff and a district IF will meet to analyze student data and determine where students fit in the MTSS process as well as through the SST process determining what

			interventions are needed to best support student learning.
THS teaching staff will use the Branching Minds platform to input academic and behavioral data	May 15, 2026	Time	Principal and THS teaching staff will review data put in by the district office in Branching Minds on a monthly basis to track academic and social and emotional data. .
THS teaching staff will participate in a monthly roundtable that is focusing on research-based instructional strategies.	May 15, 2026	Time	Principal creates a monthly roundtable for teachers to come and share high yield and research-based instructional strategies.

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 <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	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 students 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.	*Identify essential standards with state expectations (WYTOPP / ACT) during PLC work *Produce pacing guides for every class taught at THS during PLC work *PLC work is used to refine curriculum alignment, instructional practice, assessment writing, and data indications. *Weekly held Student Success Team & MTSS work held with THS Principal, teachers, counselors and Instructional Facilitators to identify students who need support, while also providing them interventions for the purpose of seeing academic gains.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By the end September, 2025 all classes taught at THS will produce pacing guides that are aligned to the essential standards.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	By producing pacing guides, both teachers and principal will know if the teacher is falling behind schedule with teaching the essential standards. Teachers will also be able to make adjustments for how to catch back up so that students close the gap in grade level achievement.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
The THS curriculum is aligned to priority standards.	August & September, 2025	Time	THS teachers provide principal with pacing guide that illustrates essential standards tied to the curriculum.
All THS staff put together a pacing guide that is turned in to the principal as well as presented during round table sessions to their peers.	September, 2025	Time	THS teachers provide principal with pacing guide that illustrates essential standards tied to the curriculum.
Weekly held MTSS & SST meetings with THS Staff and principal	Ongoing through school year, 2025-26	Time	Schedule and attend MTSS & SST meetings to review student academic and social emotional data to determine student tiers and interventions

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)	1.2	1.4
Achievement (Numeric value)	46	50
Growth (Numeric value)	48	50
Equity (Numeric value)	48	50
EL Progress (Numeric value)	NA	NA
For High Schools Only		
Extended Graduation Rate (Numeric value)	67	80
Post-Secondary Readiness (Numeric value)	71	75
Grade Nine Credits (Numeric value)	91	95

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)	1.8	2.0
Achievement (Numeric value)	46	50
Growth (Numeric value)	48	50
Equity (Numeric value)	48	49
EL Progress (Numeric value)	NA	
For High Schools Only		
Four year on-time graduation rate (Numeric value)	76	85
Post-Secondary Readiness (Numeric value)	71	75

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)	46	50
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)	48.7	50%
Math (Numeric value)	31.3	45%
Science (Numeric value)	28.4	40%

In-house Relevant Data

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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 a re-teaching system to help students understand expected behavior. Building-wide student expectations will be displayed in at least eight different places in the building.		Staff are expected post their expectations and procedures in their classrooms. Staff are expected to re-teach students when their behavior does not match expectations. Once-a-month, teachers during the first ten minutes of Blazer Time will re-teach expectations that are not being followed consistently.
Data Informed Planning	C4: The results of the data analysis are used to identify individual students in immediate need of academic, social & emotional and or behavioral intervention, and to inform school improvement planning.		Staff will weekly evaluate student academic progress from the classroom as well as other assessments during MTSS and SST meetings as well as throughout the school year in building PLC work.
Instruction	E1: Leaders and staff work together to design and implement a high quality, standards-aligned instructional program that is attached to pacing guides that results in high levels of achievement for all students.		Staff will consistently meet in PLC vertical or horizontal teams to ensure that the essential standards are being taught.

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
Alan Van Tilburg	Principal
Gabe Bartlett	Dean of Students
Scott James	Science Teacher
Kim Snyder	English Teacher
Russell Stienmetz	Math Teacher
Jason Groene	Agricultural Education Teacher
Elias Chavez	Social Studies Teacher
Brooke Schaneman	Special Education Teacher
Rick Sides	Wood Shop Teacher

District School Improvement Representative Name	Position
Kevin Derby	Goshen County School District #1 Curriculum Director