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:** 2026-2027
Principal: Lindsay T. Maxey	**District Approval Date (for TSI, WAEA, CSI):**
District: Goshen County School District #1, Torrington, WY	**Current Identification*: CSI –Meeting Alternative School Expectations***
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
B: Culture and Climate	5. Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults.	2 – Developing
C. Data-Informed Planning	4. 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 – 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 and Climate

Priority Practice #1: B5. Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	This practice was chosen because strong, intentional student–adult relationships are a foundational driver of student engagement, academic persistence, and overall school success. Rather than relying on chance interactions, this practice ensures systemic equity of support, particularly for students who may be academically at risk, disengaged, or navigating social-emotional challenges.
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.*	**Research-Based Strategy** The school will implement structured advisories, intentional mentoring, and smaller learning communities for students enrolled in credit recovery. These strategies are grounded in research demonstrating that strong, consistent adult-student relationships, paired with regular progress monitoring and goal-setting, significantly improve engagement, persistence, and academic completion for at-risk students. **How the Strategy Addresses Student Needs** Research shows that students in credit recovery benefit from personalized attention, frequent feedback, and a sense of belonging. Structured advisories and mentoring ensure students are known, monitored, and supported academically and emotionally. Smaller learning communities reduce isolation, increase accountability, and provide timely intervention when students struggle, directly supporting improved course completion and credit attainment. **How the Strategy Addresses Adult Community Needs** For staff, these structures provide clear systems, defined roles, and shared responsibility for supporting credit recovery students. Research indicates that collaborative structures reduce fragmentation, improve communication, and increase

	educator efficacy. Teachers and mentors gain actionable data, consistent check-in routines, and stronger relationships with students, leading to more effective interventions, improved morale, and a shared commitment to student success.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	By the end of the 2026–2027 school year, 100% of staff supporting credit recovery students will participate in a structured advisory or mentoring system and conduct documented biweekly student progress check-ins to support relationship-building and credit completion outcomes.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Focusing on structured advisories and mentoring will improve student engagement, monitoring, and timely intervention, resulting in higher credit recovery completion rates and progress toward meeting graduation-related performance goals.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Implement structured advisory/mentoring check-ins for all credit recovery students	2026-2027	Leader in Me framework (goal-setting & habits), advisory schedule, staff mentors, grade documentation form	Advisory logs and grade documentation forms will be reviewed biweekly to verify check-ins; Leader in Me goal-setting artifacts will show student-defined academic goals tied to credit recovery progress.
Monitor student progress through Edmentum Courseware with aligned interventions	2026-2027	Edmentum Courseware progress reports, staff training, mentor/advisor time	Weekly Edmentum data (lesson completion, mastery, and time-on-task) will be reviewed during advisories and documented on the grade form to identify interventions and track credit completion trends.
Use Exact Path to address skill gaps impacting credit recovery success	2026-2027	Exact Path diagnostic and learning paths, advisory/mentoring time	Exact Path growth reports will be reviewed quarterly and recorded on the grade documentation form to show skill remediation progress and its correlation to improved performance in Edmentum courses.

High-Impact Domain: Data-Informed Planning

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).*	Systematic data analysis allows educators to move beyond generalized supports and instead respond to specific, measurable student needs early enough to change outcomes. When schools use current performance, attendance, behavior, and progress monitoring data to flag students who are struggling, interventions can be targeted before students disengage or fail to earn credit.
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.*	**Research-Based Strategies to Address the Area of Need** The school will implement data-driven early warning systems, targeted tiered interventions (MTSS), and frequent progress monitoring for students in credit recovery. Research supports the use of ongoing formative data (academic performance, attendance, behavior) to trigger timely, individualized supports that improve course completion and credit attainment. **How the Strategies Address Student Needs** Research shows that credit-deficient students benefit most from early identification, targeted instruction, and responsive intervention rather than generalized remediation. Using real-time data allows staff to: • Identify barriers to learning early • Provide academic supports aligned to specific skill gaps • Address behavioral or engagement issues before course failure occurs These strategies increase student engagement, persistence, and successful credit completion, which directly supports improved graduation outcomes. **How the Strategies Address Adult Community Needs** Research-based data practices support staff by: • Providing clear, actionable data to guide instructional and intervention decisions • Reducing guesswork through structured intervention protocols

	• Promoting collaboration across teachers, counselors, and administrators This approach builds adult capacity, improves consistency of support, and strengthens collective responsibility for student success—key factors in sustained school improvement.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	By the end of the 2026–2027 school year, 100% of teachers and support staff working with credit recovery students will consistently use agreed-upon data protocols at least quarterly to identify students in need of academic and/or behavioral intervention and document resulting instructional or intervention adjustments.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Focusing on this practice will improve performance goals by ensuring early identification and targeted support for credit recovery students, leading to increased course completion, higher credit attainment, and improved graduation rates aligned with WAEA indicators.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Implement a quarterly data review protocol for credit recovery students	2026-2027	Leader in Me goal-setting framework; Edmentum Courseware progress reports; Exact Path diagnostic and learning path data	Documentation of quarterly data meetings; completion of grade documentation forms with identified student needs, assigned interventions, and follow-up dates; comparison of course completion and credit attainment rates quarter to quarter
Align individual student interventions to data-driven goals	2026-2027	Exact Path individualized skill strands; Edmentum Courseware pacing and mastery reports; Leader in Me student goal-setting tools	Grade documentation forms; monitoring student growth in Exact Path and mastery progress in Edmentum; tracking percentage of students making adequate progress toward credit completion
Standardize grade documentation and intervention tracking across staff	2026-2027	School-developed grade documentation form; shared digital access (e.g., shared drive); brief staff training	Increased consistency in grading, feedback, and intervention follow-through

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)	(N/A)	(N/A)
Achievement (Numeric value)	(N/A)	(N/A)
Growth (Numeric value)	(N/A)	(N/A)
Equity (Numeric value)	(N/A)	(N/A)
EL Progress (Numeric value)	(N/A)	(N/A)
Extended Graduation Rate (Numeric value)	(N/A)	(N/A)
Post-Secondary Readiness (Numeric value)	(N/A)	(N/A)
Grade Nine Credits (Numeric value)	(N/A)	(N/A)

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)	1.3	1.8
Achievement (Numeric value)	18.8	32
Growth (Numeric value)	50.1	52
Equity (Numeric value)	N/A	N/A
EL Progress (Numeric value)	N/A	N/A
For High Schools Only		
Four year on-time graduation rate (Numeric value)	38.5	50
Post-Secondary Readiness (Numeric value)	26.1	50

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)	42	44
Growth (Numeric value)	46	48
School Climate (Numeric value)	3.26	3.3
Engagement (Numeric value)	N/A	N/A
For High Schools Only		
High School Credential Rate (Numeric value)	65	70
Credit Earning (Numeric value)	62	67
College and Career Readiness (Numeric value)	30	30

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	20%	40%
Math (Numeric value)	0%	20%
Science (Numeric value)	40%	60%

In-house Relevant Data

# per cohort (c/o 2027)	5	

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
B5. Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults.	B: Culture and Climate	Developing	By the end of the 2026–2027 school year, 100% of staff supporting credit recovery students will participate in a structured advisory or mentoring system and conduct documented biweekly student progress check-ins to support relationship-building and credit completion outcomes.
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.	C. Data-Informed Planning	Developing	By the end of the 2026–2027 school year, 100% of teachers and support staff working with credit recovery students will consistently use agreed-upon data protocols at least quarterly to identify students in need of academic and/or behavioral intervention and document resulting instructional or intervention adjustments.

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	General Education Teacher (Science) and Special Education Case Manager
Angie Schultz	General Education Teacher (History and English)
Trina Nichol	Office of Special Services Director
Pam Matthews	Title 1 Paraeducator
Lindsay T. Maxey	Principal and General Education Teacher (Math)

District School Improvement Representative Name	Position
Kevin Derby	Curriculum Director