

White Pine County School District
Lund High School
2025-2026 School Improvement Plan

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at ([Add a link to the school's School Rating Report.](#))

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Priority Problem Statements

Problem Statement 1: While a small number of students score proficient on the ACT ELA test, overall performance remains below college readiness benchmarks. In spring 2024, the junior class averaged 16.3 in ELA, 5.6 in Writing, and 19.18 in Reading, continuing a trend of scores below 18 in most years over the past four years. This performance indicates that many students are not meeting the literacy expectations needed for postsecondary readiness.

Critical Root Cause 1: Analysis suggests the following factors: Lack of a consistent, vertically aligned ELA program across grade levels to build skills toward college readiness. Cultural attitudes toward the ACT - Many students do not view the test as important for their future, which lowers motivation and effort. Limited early interventions - Gaps in reading comprehension and writing skills are not addressed early enough, making remediation in high school difficult. Low engagement with reading and writing - Students have limited practice with sustained reading and analytical writing, leading to weaker comprehension and composition skills.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Lund School instructors remain committed to delivering high-quality instruction, and progress has been made with the implementation of new ELA and Math curricula. However, consistent professional learning and support are still needed to ensure fidelity and depth of implementation across all grade levels. With several new hires this year in Mathematics, Special Education, and CTE/PE, continued focus on professional development, curriculum alignment, and instructional collaboration is necessary to sustain growth and ensure continuity for students.

Critical Root Cause 2: High staff turnover in core subjects - Frequent changes in the ELA and Math departments over the past five years have led to inconsistent instructional practices and uneven curriculum implementation. Developing vertical alignment - A fully viable and vertically aligned K-12 curriculum has only recently been established in ELA and Math, and staff are still in the process of mastering pacing, instructional strategies, and assessment practices. New staff onboarding - With new teachers in Math, SPED, and CTE/PE, additional time and support are needed to build shared understanding of expectations, curriculum, and schoolwide instructional goals.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Communication between Lund School and the community is currently not meeting stakeholder expectations. While some information is shared, the school lacks a clear understanding of what types of information families and community members value most, and how frequently they wish to receive updates. Improving communication will help strengthen engagement, trust, and connectedness between the school and its stakeholders.

Critical Root Cause 3: Unclear stakeholder preferences - The school has not yet gathered sufficient data on what kinds of information stakeholders want and how often they want it. Inconsistent communication channels - Current methods of communication (email, newsletters, social media, etc.) are not standardized or consistently used, which leads to gaps in reaching all stakeholders. Limited feedback mechanisms - There are few opportunities for families and community members to provide input or request specific information.

Problem Statement 3 Areas: Connectedness

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the average ELA ACT score of Lund students from 16.3 to 18 by spring 2026.

Improvement Strategy 1:

Aligns with District Goal

Formative Measures: ELA teachers will administer a portion of the ACT ELA test once per month to monitor progress and adjust instruction as needed.

Student engagement and participation in ACT prep sessions will be tracked.

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Four weeks before the state ACT test, juniors will be given structured test prep time during the school day.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Create a Test Prep Schedule - Develop a 4-week calendar outlining daily or weekly sessions, focusing on ELA sections (reading, English, writing).	Tim Moser	Jan 27-31, 2026				
2	Provide ACT Prep Materials - Distribute ACT prep booklets, practice tests, and online resources to all juniors.	Tim Moser	Jan 27-31, 2026				
3	Integrate Practice Tests - Administer timed practice sections (e.g., reading comprehension or grammar exercises) to simulate the real ACT environment.	Catherine Dahl	Jan 27-31, 2026				
4	Analyze Practice Results - Teachers review student results from monthly practice ACT sections to identify strengths and weaknesses.	Catherine Dahl / Tim Moser	Jan 27-31, 2026				
5	Targeted Mini-Lessons - English teacher provides short lessons addressing common problem areas (grammar, rhetorical skills, reading comprehension).	Catherine Dahl	Feb 3-7 Feb 10-14 Feb 17-21				
6	Peer Study & Collaboration - Organize small group or peer tutoring sessions where students review questions and strategies together.	Catherine Dahl	Feb 3-7 Feb 10-14 Feb 17-21				
7	Test-Taking Strategies - Dedicate sessions to teaching strategies such as pacing, process of elimination, and reading efficiently.	Catherine Dahl	Feb 3-7 Feb 10-14 Feb 17-21				
8	Involve Parents - Send home resources and encourage practice outside of school with support from parents.	Tim Moser	Jan 27-31 Feb 3-7 Feb 10-14 Feb 17-21				
Problem Statements/Critical Root Cause: Student Success 1							

Improvement Strategy 2 Details				Reviews			
Improvement Strategy 2: School and parents will support students by providing ACT prep booklets, snacks, and a focused preparation environment.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Order ACT prep booklets and secure online practice resources. Budget and/or request parent/community donations for snacks. Communicate with parents about upcoming ACT prep and how they can support (letters, newsletters, parent meeting).	Tim Moser	Sept - Nov 2025				
2	Store materials and snacks for use during prep weeks. Set up designated classrooms or study areas for focused prep. Assign responsibilities (who hands out snacks, who monitors prep sessions, etc.).	Tim Moser	Dec 2025 - Early Jan 2026				
3	Distribute ACT prep booklets to juniors. Provide orientation to students and parents on how to use resources at school and home. Begin providing daily/weekly snacks during prep sessions.	Tim Moser	Jan 27-31, 2026				
4	Continue structured prep with ACT booklets in class. Encourage parents to help set aside quiet study time at home. Teachers provide mini-lessons on ELA strategies using booklet materials.	Tim Moser	Feb 3-7, 2026				
5	Provide additional snacks during longer practice sessions. Encourage parent involvement -- review progress with their student at home. Gather informal feedback from students on what's helping most.	Tim Moser	Feb 10-14, 2026				
6	Distribute final practice materials (last booklet sections, sample passages). Celebrate effort with a parent-provided snack celebration. Reinforce "focused environment" expectations: limit distractions, use full timed practice.	Tim Moser	Feb 17-21, 2026				
7	Provide light motivational snack and quick strategies review. Remind parents to help students rest and prepare.	Tim Moser	Feb 23, 2026				
8	(Test Day): Offer breakfast/snacks before the ACT, calm prep environment, positive send-off.	Tim Moser	Feb 24, 2026				
Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1							

Improvement Strategy 3 Details				Reviews			
Improvement Strategy 3: Teachers will incorporate targeted practice on reading comprehension, grammar, and writing skills aligned to ACT standards.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Review ACT ELA standards and item types (reading, grammar/usage, writing). Teachers align these skills with current curriculum pacing.	Catherine Dahl	Sept 2025				
2	Select practice materials (released ACT passages, grammar drills, writing prompts). Create a schedule for embedding practice into weekly lessons.	Catherine Dahl	Oct 2025				
3	Begin incorporating short practice segments weekly (e.g., 15-20 minutes of ACT-style questions). Collect baseline student data on reading comprehension, grammar, and writing (quizzes, writing samples).	Catherine Dahl	Nov - Dec 2025				
4	Teachers analyze data to identify skill gaps. Adjust lesson plans to focus on greatest areas of need (e.g., comprehension vs. grammar).	Catherine Dahl	Jan 2026				
5	Reading: Assign one full ACT reading passage with questions, review strategies. Grammar: Practice 10-15 ACT-style editing questions in class. Writing: Assign one ACT-style essay prompt, give feedback.	Catherine Dahl	Jan 27-31, 2026				
6	Reading: Focus on identifying main ideas and inference questions. Grammar: Review sentence structure and punctuation rules tested on ACT. Writing: Small group conferencing to give targeted feedback.	Catherine Dahl	Feb 3-7, 2026				
7	Reading: Practice timed reading passage sets to build stamina. Grammar: Target tricky items (verb tense, pronoun agreement). Writing: Assign second ACT-style prompt; students self-evaluate with rubric.	Catherine Dahl	Feb 20-14, 2026				
8	Reading: Administer one full-length practice reading section, review errors. Grammar: Cumulative practice set and final review of common rules. Writing: Final practice prompt, peer review, and quick teacher feedback.	Catherine Dahl	Feb 17-21, 2026				
9	Feb 23: Short review of key reading and grammar strategies, plus motivational talk. Feb 24: ACT test day -- no new content, only encouragement and focus.	Catherine Dahl	Feb 23-24, 2026				
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1							

SMART Goal 1 Problem Statements:

Student Success

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Adult Learning Culture

Problem Statement 1: Lund School instructors remain committed to delivering high-quality instruction, and progress has been made with the implementation of new ELA and Math curricula. However, consistent professional learning and support are still needed to ensure fidelity and depth of implementation across all grade levels. With several new hires this year in Mathematics, Special Education, and CTE/PE, continued focus on professional development, curriculum alignment, and instructional collaboration is necessary to sustain growth and ensure continuity for students. **Critical Root Cause:** High staff turnover in core subjects - Frequent changes in the ELA and Math departments over the past five years have led to inconsistent instructional practices and uneven curriculum implementation. Developing vertical alignment - A fully viable and vertically aligned K-12 curriculum has only recently been established in ELA and Math, and staff are still in the process of mastering pacing, instructional strategies, and assessment practices. New staff onboarding - With new teachers in Math, SPED, and CTE/PE, additional time and support are needed to build shared understanding of expectations, curriculum, and schoolwide instructional goals.

Connectedness

Problem Statement 1: Communication between Lund School and the community is currently not meeting stakeholder expectations. While some information is shared, the school lacks a clear understanding of what types of information families and community members value most, and how frequently they wish to receive updates. Improving communication will help strengthen engagement, trust, and connectedness between the school and its stakeholders. **Critical Root Cause:** Unclear stakeholder preferences - The school has not yet gathered sufficient data on what kinds of information stakeholders want and how often they want it. Inconsistent communication channels - Current methods of communication (email, newsletters, social media, etc.) are not standardized or consistently used, which leads to gaps in reaching all stakeholders. Limited feedback mechanisms - There are few opportunities for families and community members to provide input or request specific information.

Inquiry Area 1: Student Success

SMART Goal 2: Goal: Increase the average ACT Writing score of Lund juniors from 5.6 to 7 by spring 2025.

Annual Performance Objective:
During the next state ACT exam, juniors will increase their average Writing score by 1.4 points, reflecting growth in writing mechanics, organization, and clarity.

Aligns with District Goal

Formative Measures: Monthly writing prompts scored using ACT-aligned rubrics to monitor progress.

Track student participation and growth in prep sessions.

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Incorporate weekly writing workshops targeting ACT essay structure, grammar, and text analysis.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Design Writing Workshop Framework English teacher creates a rotating schedule: Week 1: Essay structure (thesis, organization). Week 2: Grammar/usage in writing. Week 3: Text analysis & evidence integration. Week 4: Timed practice essay with feedback.	Catherine Dahl					
2	Provide Writing Resources Distribute ACT Writing rubrics, anchor essays (scored samples), and sentence frames.	Catherine Dahl					
3	Weekly Workshop Routine 45-60 min per week dedicated to writing. Students draft, revise, and reflect on essays.	Catherine Dahl					
4	Feedback & Reflection Teacher provides rubric-based feedback. Students track progress in writing journals.	Catherine Dahl					
5	Peer Review Integration Structured peer-review sessions using ACT rubric.	Catherine Dahl					
6	Monthly Progress Check Administer a timed practice essay each month and score with rubric. Track average progress toward the goal of 7.	Catherine Dahl					
Resources Needed: ACT Writing Rubrics (for self-assessment and teacher feedback).							
Lesson plans focusing on essay structure, thesis development, evidence integration, grammar, and text analysis.							

Sample ACT Writing prompts (official and teacher-created).				
Graphic organizers / planning templates to help students outline essays.				
Sentence starters / transition phrase lists to scaffold writing.				
Technology & Materials				
Computers or Chromebooks (if essays are typed).				
Projector or smartboard for teacher modeling of essays and mini-lessons.				
Printed materials: prompts, rubrics, model essays, handouts.				
Teacher Resources				
Scheduled weekly workshop time in the school calendar.				
Training or calibration time on ACT scoring standards.				
Feedback tools (Google Docs comments, editable checklists, grading rubrics).				
Student Resources				
Student writing journals / portfolios to track practice essays and growth.				
Access to model essays for reference and analysis.				
Opportunities for peer review and reflection.				
Other Support				
Quiet, focused classroom space dedicated to writing workshops.				
Snacks or small incentives to maintain motivation during weekly sessions.				
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1				
Improvement Strategy 2 Details	Reviews			
Improvement Strategy 2: Provide model essays, scoring rubrics, and individualized feedback.				EOY

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Collect Model Essays Gather ACT-released sample essays across the scoring range (2-12). Select 2-3 high-quality models for each scoring category (structure, evidence, clarity).	Catherine Dahl	Sept 2025
2	Teach with Models Use "think-aloud" lessons showing why essays earned certain scores. Highlight strengths and weaknesses directly tied to the ACT rubric.	Catherine Dahl	Oct - Dec 2025
3	Rubric Familiarization Train students on how to use the ACT Writing rubric for self- and peer-assessment.	Catherine Dahl	Jan 2026
4	Individual Feedback Cycles After each practice essay, provide rubric-based written feedback. Hold brief 1:1 conferences at least once per month to review growth and next steps.	Catherine Dahl	Oct - Dec 2025
5	Growth Tracking Students keep a "Writing Progress Portfolio" with essays, scores, and reflections. Teachers monitor improvement in thesis strength, evidence, organization, and language use.	Catherine Dahl	Sept 2025 - Feb 2026

Resources Needed: Instructional Resources

Official ACT Writing Scoring Rubric (downloadable from ACT.org).

High-scoring model essays (ACT samples + teacher-created/student-anonymized examples).

Exemplar anchor papers that illustrate a range of scores (low, medium, high).

Instructional guides on essay organization, thesis writing, transitions, and evidence use.

Technology & Materials

Printed packets or digital folders with sample essays and rubrics.

Laptops or Chromebooks (if essays are typed and submitted digitally).

Writing feedback tools (Google Docs comment features, Turnitin Draft Coach, or Microsoft Editor).

Teacher Resources

Time for grading/feedback (possibly using common planning or dedicated PD hours).

Training in ACT Writing scoring so feedback is consistent with ACT expectations.

Status Check			Reflection
Nov	Jan	Mar	June
No review	No review	No review	

Feedback templates/checklists to streamline individual comments.							
Student Resources							
Access to model essays and rubrics both in class and at home.							
Opportunities for peer review with guided rubrics.							
One-on-one or small-group conferences for feedback and revision support.							
Evidence Level							
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1							
Improvement Strategy 3 Details				Reviews			
Improvement Strategy 3: Offer structured ACT Writing prep sessions during the four weeks prior to the exam, with teacher support and school-provided resources.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Design Prep Session Plan Create a 4-week schedule (2-3 sessions per week, 45-60 min). Each session targets one ACT Writing skill: thesis, evidence, organization, grammar/language use.	Catherine Dahl	Jan 27-31, 2026				
2	Provide Resources School supplies practice prompts, scoring rubrics, model essays, and writing materials. Digital access (if available) to ACT essay prompts and online feedback tools.	Catherine Dahl	Jan 27-31, 2026				
3	Practice Essays with Feedback Students complete at least 3 full timed essays during the 4 weeks. Teacher provides rubric-based feedback within 48 hours.	Catherine Dahl	Jan 27-Feb 21, 2026				
4	Teacher-Led Mini-Lessons Begin each session with a 10-15 min skill lesson (e.g., "writing a strong conclusion" or "balancing multiple perspectives").	Catherine Dahl					
5	One-on-One Support Teachers rotate to provide individualized conferencing during sessions.	Catherine Dahl					
6	Motivation and Engagement Provide snacks, a focused test-like environment, and recognition for effort and growth.	Catherine Dahl					
Resources Needed: Instructional Materials							
ACT Writing Prep Booklets (official ACT practice guides or equivalent)							
Released ACT Writing Prompts (from ACT.org or prep publishers)							

Model Essays (scored examples across the scale, 2-12)

ACT Writing Rubrics (printed and digital copies for students, parents, and teachers)

Student Writing Portfolios (folders or binders to track essays and growth)

Sentence Frames / Writing Graphic Organizers (to support thesis, evidence, transitions)

Technology / Digital Resources

Access to computers or tablets for typing essays (if students will type on test day)

Printer/copier access for prompt packets, rubrics, and model essays

Learning management system (LMS) or shared drive to store student essays, feedback, and progress tracking

Grammar/writing tools (Grammarly EDU, NoRedInk, or similar, if available)

Human Resources

ELA Teacher (Catherine Dahl) -- leads workshops, provides feedback, runs conferences

Support Teachers / Paraeducators -- assist during prep sessions (help review essays, supervise small groups)

Parent Volunteers -- help provide snacks and support environment

Principal (Tim Moser) -- ensures resources, scheduling, and parent communication

Logistical Resources

Dedicated Time in Schedule (weekly workshops + 4-week prep sessions before ACT)

Quiet Prep Space (library, classroom, or computer lab free of distractions)

Snacks & Water (to create a focused, positive environment)

Whiteboard / Chart Paper (for mini-lessons and strategy modeling)

Professional Development Resources

Teacher training on ACT rubric scoring (so feedback is accurate and consistent)

Collaboration time for teachers to review student essays and calibrate scoring				
Evidence Level Level 3: Promising: Structured test-prep sessions, focused practice, and feedback are research-supported practices. Multiple studies show that: Deliberate practice with feedback improves writing performance. Test preparation interventions can improve ACT/SAT outcomes, especially when they involve authentic practice with scoring rubrics. Problem Statements/Critical Root Cause: Student Success 1				

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: While a small number of students score proficient on the ACT ELA test, overall performance remains below college readiness benchmarks. In spring 2024, the junior class averaged 16.3 in ELA, 5.6 in Writing, and 19.18 in Reading, continuing a trend of scores below 18 in most years over the past four years. This performance indicates that many students are not meeting the literacy expectations needed for postsecondary readiness. Critical Root Cause: Analysis suggests the following factors: Lack of a consistent, vertically aligned ELA program across grade levels to build skills toward college readiness. Cultural attitudes toward the ACT - Many students do not view the test as important for their future, which lowers motivation and effort. Limited early interventions - Gaps in reading comprehension and writing skills are not addressed early enough, making remediation in high school difficult. Low engagement with reading and writing - Students have limited practice with sustained reading and analytical writing, leading to weaker comprehension and composition skills.
Adult Learning Culture
Problem Statement 1: Lund School instructors remain committed to delivering high-quality instruction, and progress has been made with the implementation of new ELA and Math curricula. However, consistent professional learning and support are still needed to ensure fidelity and depth of implementation across all grade levels. With several new hires this year in Mathematics, Special Education, and CTE/PE, continued focus on professional development, curriculum alignment, and instructional collaboration is necessary to sustain growth and ensure continuity for students. Critical Root Cause: High staff turnover in core subjects - Frequent changes in the ELA and Math departments over the past five years have led to inconsistent instructional practices and uneven curriculum implementation. Developing vertical alignment - A fully viable and vertically aligned K-12 curriculum has only recently been established in ELA and Math, and staff are still in the process of mastering pacing, instructional strategies, and assessment practices. New staff onboarding - With new teachers in Math, SPED, and CTE/PE, additional time and support are needed to build shared understanding of expectations, curriculum, and schoolwide instructional goals.

Inquiry Area 1: Student Success

SMART Goal 3: Goal: Increase the average ACT Reading score of Lund juniors from 19.18 to 20.5 by spring 2025.

Aligns with District Goal

Formative Measures: Monthly practice passages scored and reviewed by ELA teachers.

Track growth in comprehension accuracy and passage completion time.

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Provide weekly reading comprehension practice using ACT-style passages.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Select ACT-style Passages Gather a variety of passages from official ACT practice tests and released materials (literature, social science, humanities, natural science). Ensure passages cover different lengths, difficulty levels, and question types (main idea, inference, vocabulary, author's purpose, etc.).	Catherine Dahl	Fall 2025 (Sept-Dec)				
2	Create a Weekly Practice Schedule Dedicate one class period per week for reading comprehension practice. Assign 1-2 passages per session, timed similarly to the ACT (35 minutes per 4 passages, adjust as needed).	Catherine Dahl	Sept 2025				
3	Administer Practice Passages Students complete passages under timed, test-like conditions to simulate the ACT experience.	Catherine Dahl	Fall 2025				
4	Analyze and Review Answers Review the answers in class immediately after practice or in the next session. Discuss question types, common errors, and strategies for approaching tricky items.	Catherine Dahl	Fall 2025				
5	Teach Reading Strategies Mini-lessons on skimming, identifying main ideas, summarizing, inference-making, and understanding author tone. Explicit instruction on how to approach each ACT question type.	Catherine Dahl	Fall 2025				
6	Track Student Progress Keep a record of student scores on weekly passages. Identify patterns of strengths and weaknesses for targeted intervention.	Catherine Dahl	Fall 2025				
7	Peer Discussion & Collaboration Allow students to work in small groups to discuss answers and reasoning. Encourage students to explain their thought process for comprehension questions.	Catherine Dahl	Fall 2025				
8	Integration with Other Skills Link reading passages to writing skills: identify thesis, evidence, and structure to support cross-skill development.	Catherine Dahl	Fall 2025				
Position Responsible: Catherine Dahl, English Teacher Evidence Level Problem Statements/Critical Root Cause: Student Success 1							

Improvement Strategy 2 Details					Reviews			
Improvement Strategy 2: Teach strategies for analyzing main ideas, inference, and author intent.					Status Check			EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline		Nov	Jan	Mar	June
1	Introduce Key ACT Reading Skills Teach what "main idea," "inference," and "author intent" questions look like on the ACT. Use sample passages to model identification of these elements.	Catherine Dahl	Fall 2025 (Sept - Dec)		No review	No review	No review	
2	Model Thinking Strategies Teacher models "think-alouds" for each question type: How to find supporting evidence for main ideas. How to identify implied meaning for inference questions. How to detect author tone and purpose for author intent questions.	Catherine Dahl	Fall 2025					
3	Guided Practice Students practice identifying main ideas, inferences, and author intent in small chunks of text first, then whole passages. Teacher circulates to provide immediate feedback.	Catherine Dahl	Fall 2025					
4	Independent Practice Assign ACT-style questions focusing on these skills weekly. Students answer questions under timed conditions to simulate test environment.	Catherine Dahl	4 weeks before ACT					
5	Strategy Application Students annotate passages with color-coded or symbol-based markers for main idea, inference, and author intent. Encourage students to verbalize reasoning in small groups or pairs.	Catherine Dahl	Fall 2025					
6	Regular Review & Progress Monitoring Weekly mini-quizzes to check understanding of each skill. Track student performance to identify which skills need extra reinforcement.	Catherine Dahl	Fall 2025					
7	Integration with Full Passages Once skills are mastered individually, integrate them into full ACT-style passages during weekly reading practice.	Catherine Dahl	4 weeks before ACT					
Position Responsible: Catherine Dahl, English Teacher								
Evidence Level								
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1								

Improvement Strategy 3 Details				Reviews			
Improvement Strategy 3: Include targeted practice sessions during the four weeks prior to the ACT, supported with school-provided materials and snacks.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Identify Needed Materials Determine the number of students taking the ACT (juniors). Decide whether each student receives a physical ACT prep book or will access Imagine Education online resources. Ensure coverage for all sections: Reading, Writing, Math, and Science if needed.	Tim Moser	Fall 2025				
2	Order Materials / Enroll Students Place orders for books or create accounts for Imagine Education. Ensure access codes are distributed to each student.	Tim Moser	Fall 2025				
Position Responsible: Tim Moser							
Problem Statements/Critical Root Cause: Student Success 1							

SMART Goal 3 Problem Statements:

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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Lund School instructors and administrators will participate in monthly school-level and quarterly district professional development opportunities with at least 90% attendance, and will demonstrate implementation of new learning in their classrooms.

Aligns with District Goal

Formative Measures: Track attendance at each PD session.

Monitor number of coaching/mentoring slots filled and completion of post-PD implementation reflections.

Conduct classroom observations or review student work to measure application of PD strategies.

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Recognize and reward participation: Publicly acknowledge teacher attendance and active engagement through certificates, staff meetings, and other incentives.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Develop Recognition System Create criteria for recognition (e.g., 90% attendance at school-level and district PD, active participation in discussions, completion of assignments or reflections). Decide on recognition types: certificates, shout-outs during staff meetings, newsletter mentions, or small tokens/incentives.	Moroni Perez, Randee Logan	Aug 2025				
2	Communicate Expectations Share recognition criteria and process with all staff via email, staff meetings, and professional development announcements. Ensure staff understand how attendance and engagement will be tracked.	Moroni Perez, Randee Logan	Aug 2025				
3	Track Participation Maintain a record of teacher attendance and engagement at monthly school-level and quarterly district PD sessions. Use sign-in sheets, participation logs, or LMS tracking if applicable.	Moroni Perez, Randee Logan	Sept 2025 - June 2026				
4	Implement Recognition Publicly acknowledge teachers during staff meetings, bulletin boards, newsletters, or other school-wide communications. Present certificates, small rewards, or personalized notes of recognition	Moroni Perez, Randee Logan	Sept 2025 - June 2026				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
5	Provide Feedback and Reflection Encourage teachers to reflect on how PD content has been applied in their classrooms. Include recognition for those demonstrating application of new learning in instruction.	Moroni Perez, Randee Logan	June 2026
6	Evaluate and Adjust Collect feedback from teachers about the recognition system. Adjust criteria, incentives, or communication methods as needed to ensure motivation and fairness.	Moroni Perez, Randee Logan	June 2026

Position Responsible: Principal

Resources Needed: Materials for Recognition

Certificates or awards - printed or digital, customizable for each PD session.

Small incentives - e.g., gift cards, school merchandise, or tokens of appreciation.

Bulletin boards or display areas - to showcase achievements and recognitions.

School newsletter or email templates - to highlight teacher participation and accomplishments.

Tracking & Documentation Tools

Attendance logs / sign-in sheets for school-level and district PD.

Participation tracking sheets or digital forms - to document engagement, reflection, and application of PD content.

Spreadsheet or LMS tool - to compile data and generate reports on participation percentages.

Human Resources

Principal/Administrator (Tim Moser) - to monitor participation, communicate recognition, and distribute awards.

Administrative support staff - to manage records, print certificates, and prepare materials for recognition.

PD facilitators / teacher leaders - to provide feedback on engagement and implementation in classrooms.

Time Resources

Time during staff meetings - to publicly acknowledge participants and award certificates.

PD planning time - to review participation records and prepare recognition materials.							
Communication Resources							
Email, school newsletter, or LMS platform - to communicate recognition, encourage participation, and share examples of applied learning.							
Presentation materials - for staff meetings, such as slides highlighting participants or PD highlights.							
Evidence Level Level 3: Promising: Research on teacher motivation and professional development shows that recognition, incentives, and acknowledgment of effort can increase teacher engagement, attendance at PD, and the likelihood of implementing new strategies in the classroom. Studies indicate that positive reinforcement and public acknowledgment can improve participation in school initiatives. Level 4: Demonstrate Rationale: While there may not be large-scale experimental studies specifically on certificates or shout-outs, the strategy is grounded in well-established motivation and organizational behavior theory.							
Problem Statements/Critical Root Causes/Problem Details Connectedness 1				Reviews			
Improvement Strategy 2: Provide ongoing feedback and support. Offer coaching, mentoring, and instructional feedback to help teachers implement new strategies effectively.				Status Check			EOY Reflection
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	Mar	June
1	Assign Coaches/Mentors Identify experienced teachers or instructional coaches to serve as mentors. Pair each teacher with a mentor based on subject area or grade level.	Moroni Perez, Randee Logan	August - September 2025	No review	No review	No review	
2	Schedule Regular Check-ins Set up bi-weekly or monthly one-on-one coaching meetings. Include classroom observations and debriefing sessions after PD implementation.	Moroni Perez, Randee Logan	August - September 2025				
3	Conduct Classroom Observations Observe teachers applying new strategies from PD. Use a structured observation protocol aligned with district standards.	Moroni Perez, Randee Logan	September 2025 - June 2026				
4	Provide Constructive Feedback Give actionable, specific feedback on instructional practices. Highlight strengths and suggest targeted improvements. Include follow-up steps or mini-action plans for improvement.	Moroni Perez, Randee Logan	September 2025 - June 2026				

Action #	Actions for Implementation	Person(s) Responsible	Timeline
5	Offer Modeling & Co-Teaching Opportunities Coaches model lessons or co-teach with teachers to demonstrate effective strategies. Provide examples of best practices in real classroom settings.	Moroni Perez, Randee Logan	September 2025 - June 2026
6	Encourage Reflection & Goal Setting Teachers reflect on feedback and set personal implementation goals. Track progress over time and adjust coaching strategies as needed.	Moroni Perez, Randee Logan	September 2025 - June 2026
7	Document Progress Maintain logs of coaching sessions, classroom observations, and feedback given. Use data to monitor improvement in teacher practice and student outcomes.	Moroni Perez, Randee Logan	September 2025 - June 2026
8	Integrate with PD Follow-Up Connect coaching feedback directly to topics covered in monthly school-level and quarterly district PD sessions.	Moroni Perez, Randee Logan	September 2025 - June 2026

Position Responsible: Principal

Resources Needed: Human Resources

Instructional Coaches / Mentor Teachers - experienced educators to provide guidance and support.

Administrators (Principal, Assistant Principal) - to observe, provide feedback, and coordinate coaching schedules.

Teacher Leaders - may assist with peer coaching or modeling lessons.

Materials & Tools

Observation Protocols / Checklists - to standardize classroom observations and feedback.

Feedback Forms - structured forms for coaches to provide actionable comments.

Goal-Setting Templates - for teachers to document reflection and next steps.

PD Materials - handouts, lesson plans, or digital resources aligned to professional development content.

Technology & Platforms

Learning Management System (LMS) or shared drive - to store feedback forms, coaching logs, and reflection

documents. Video Recording Tools (optional) - to review classroom instruction and provide detailed feedback. Scheduling Tools - to coordinate coaching sessions and classroom observations. Time Resources Dedicated coaching/mentoring time - one-on-one meetings, classroom observations, and debriefs. Planning time for coaches/mentors - to prepare for sessions and review PD content. Follow-up time for teachers - to reflect, implement feedback, and set goals. Communication Resources Email or messaging system - to schedule coaching sessions, share resources, and provide written feedback. Staff meeting or PD time - to model instructional strategies and share best practices. Evidence Level Level 3: Promising: Research shows that coaching, mentoring, and ongoing feedback improve teacher instructional practices, PD implementation, and student outcomes. Studies in both K-12 and higher education contexts support that teachers who receive structured, individualized coaching are more likely to apply new strategies effectively. Level 4: Demonstrate Rationale: Even if large-scale randomized trials specific to your school context are limited, the strategy is strongly grounded in educational theory: Adult learning theory (teachers learn best when feedback is specific, timely, and actionable) Continuous improvement frameworks Problem Statements/Critical Root Cause: Adult Learning Culture 1 SMART Goal 1 Problem Statements:				
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Adult Learning Culture
Problem Statement 1: Lund School instructors remain committed to delivering high-quality instruction, and progress has been made with the implementation of new ELA and Math curricula. However, consistent professional learning and support are still needed to ensure fidelity and depth of implementation across all grade levels. With several new hires this year in Mathematics, Special Education, and CTE/PE, continued focus on professional development, curriculum alignment, and instructional collaboration is necessary to sustain growth and ensure continuity for students. Critical Root Cause: High staff turnover in core subjects - Frequent changes in the ELA and Math departments over the past five years have led to inconsistent instructional practices and uneven curriculum implementation. Developing vertical alignment - A fully viable and vertically aligned K-12 curriculum has only recently been established in ELA and Math, and staff are still in the process of mastering pacing, instructional strategies, and assessment practices. New staff onboarding - With new teachers in Math, SPED, and CTE/PE, additional time and support are needed to build shared understanding of expectations, curriculum, and schoolwide instructional goals.

Connectedness

Problem Statement 1: Communication between Lund School and the community is currently not meeting stakeholder expectations. While some information is shared, the school lacks a clear understanding of what types of information families and community members value most, and how frequently they wish to receive updates. Improving communication will help strengthen engagement, trust, and connectedness between the school and its stakeholders. **Critical Root Cause:** Unclear stakeholder preferences - The school has not yet gathered sufficient data on what kinds of information stakeholders want and how often they want it. Inconsistent communication channels - Current methods of communication (email, newsletters, social media, etc.) are not standardized or consistently used, which leads to gaps in reaching all stakeholders. Limited feedback mechanisms - There are few opportunities for families and community members to provide input or request specific information.

Inquiry Area 3: Connectedness

SMART Goal 1: By spring 2025, Lund School will conduct two MRA surveys for students, parents, and staff to assess satisfaction with school leadership, culture, and academics, and will use the results to identify priority areas for improvement and develop targeted action plans.

Aligns with District Goal

Formative Measures: Track participation rates for each survey by stakeholder group.

Review preliminary results to identify early patterns or concerns.

Document development and implementation of action plans based on survey findings.

Improvement Strategy 1 Details				Reviews			
Improvement Strategy 1: Ensure participants understand the purpose of the MRA survey and how results will be used to drive improvements. Provide clear instructions and examples for completing the survey thoughtfully.				Status Check			EOY Reflection
				Nov	Jan	Mar	June
				No review	No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Develop Clear Communication Materials Create a brief document, slideshow, or video explaining: The purpose of the MRA survey. How results will be used to inform school improvement. Confidentiality and anonymity of responses.	Adie Kelly, Katie Carter	Fall 2025 (Sept - Oct)				
2	Provide Instructions and Examples Include step-by-step guidance on how to complete the survey. Provide examples of well-thought-out responses (without leading answers). Explain rating scales or question types to ensure consistent understanding	Adie Kelly, Katie Carter	Fall 2025 (Sept - Oct)				
3	Communicate with All Stakeholders Share the purpose and instructions via multiple channels: Email to parents and staff. Announcements in classrooms or school assemblies. School newsletter or social media posts.	Adie Kelly, Katie Carter	Late Oct - Early Nov 2025				
4	Offer Opportunities for Clarification Provide a Q&A session, office hours, or a contact person for questions. Ensure participants feel comfortable asking for clarification before completing the survey.	Adie Kelly, Katie Carter	After first survey				
Position Responsible: Principal Resources Needed: Materials Communication materials - slides, handouts, brochures, or a short video explaining the survey purpose, confidentiality,							

and use of results.

Instructional examples - sample responses or annotated examples to demonstrate how to complete the survey thoughtfully.

School newsletter or website content - to disseminate information to parents and staff.

Technology

Email platform - to send instructions and reminders to parents and staff.

Learning management system (LMS) or school portal - for students and staff to access instructions, examples, and the survey itself.

Video conferencing platform - for live Q&A sessions or clarification meetings.

Survey platform - MRA online survey tool or any digital platform used to collect responses.

Human Resources

Designated contact person - staff member to answer questions and provide clarification.

Administrators / teachers - to communicate instructions during assemblies, staff meetings, and classroom announcements.

IT support - to assist with access issues or technical problems with the survey platform.

Time Resources

Staff meeting / assembly time - to explain the survey to students and staff.

Parent meeting time or office hours - for Q&A sessions.

Preparation time - to develop materials, examples, and instructions before the survey launch.

Evidence Level

Level 4: Demonstrate Rationale: While there may not be large-scale experimental research specifically on explaining survey purpose, research on survey administration and organizational engagement supports that clear communication and understanding of purpose increases participation rates and response quality. Educational theory and survey methodology emphasize that participants are more likely to provide thoughtful, honest responses when they understand why the survey is being conducted, how results will be used, and how to complete it correctly.

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 2 Details				Reviews																											
Improvement Strategy 2: Offer surveys in multiple formats (paper, online, mobile-friendly) and languages as needed. Promote survey participation through reminders, school events, and staff support to increase response rates. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Prepare Survey in Multiple Formats Ensure the MRA survey is available online, mobile-friendly, and in paper format for those without digital access. Translate survey materials into needed languages based on the school community demographics.</td><td>Adie Kelly, Katie Carter</td><td>Fall 2025 (Sept - Oct)</td></tr><tr><td>2</td><td>Distribute and Promote Survey Send survey links and instructions via email, school website, or school app. Distribute paper copies in classrooms, office, and during parent meetings or events.</td><td>Adie Kelly, Katie Carter</td><td>Late October</td></tr><tr><td>3</td><td>Encourage Participation Schedule school events or assemblies to explain the survey and encourage completion. Provide reminders through email, text messages, and social media. Encourage staff to remind students and families about completing the survey.</td><td>Adie Kelly, Katie Carter</td><td>Mid - Late Nov 2025</td></tr><tr><td>4</td><td>Monitor and Follow Up Track response rates for each stakeholder group (students, parents, staff). Follow up with individuals or groups who have not completed the survey to increase participation.</td><td>Adie Kelly, Katie Carter</td><td>Late Nov 2025</td></tr><tr><td>5</td><td>Repeat all steps above for the second MRA survey, using lessons learned from the first survey to improve participation.</td><td>Adie Kelly, Katie Carter</td><td>Spring 2026 (for second survey)</td></tr></table> Position Responsible: Principal Resources Needed: Materials Paper copies of the survey for stakeholders without digital access. Translation services for languages needed in the community. Promotional materials (posters, flyers, email templates) to encourage participation. Technology Online survey platform (MRA or similar) that is mobile-friendly. Email, text, or school app system for reminders and announcements.				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Prepare Survey in Multiple Formats Ensure the MRA survey is available online, mobile-friendly, and in paper format for those without digital access. Translate survey materials into needed languages based on the school community demographics.	Adie Kelly, Katie Carter	Fall 2025 (Sept - Oct)	2	Distribute and Promote Survey Send survey links and instructions via email, school website, or school app. Distribute paper copies in classrooms, office, and during parent meetings or events.	Adie Kelly, Katie Carter	Late October	3	Encourage Participation Schedule school events or assemblies to explain the survey and encourage completion. Provide reminders through email, text messages, and social media. Encourage staff to remind students and families about completing the survey.	Adie Kelly, Katie Carter	Mid - Late Nov 2025	4	Monitor and Follow Up Track response rates for each stakeholder group (students, parents, staff). Follow up with individuals or groups who have not completed the survey to increase participation.	Adie Kelly, Katie Carter	Late Nov 2025	5	Repeat all steps above for the second MRA survey, using lessons learned from the first survey to improve participation.	Adie Kelly, Katie Carter	Spring 2026 (for second survey)	Status Check			EOY Reflection
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Nov	Jan	Mar	June																												
No review	No review	No review																													

Spreadsheet or survey analytics tool to track completion rates.				
Human Resources				
Administrators/staff to distribute surveys and monitor participation.				
Teachers or staff to remind students and parents to complete the survey.				
IT support to ensure access to digital surveys.				
Translators for non-English survey materials.				
Time Resources				
Staff time for preparing materials and distributing surveys.				
Time during assemblies, parent meetings, or classes to promote surveys.				
Time to monitor participation and follow up with stakeholders.				
Evidence Level Level 4: Demonstrate Rationale: Research on survey methodology and organizational engagement indicates that providing multiple formats and proactive reminders increases response rates. Educational and organizational research shows that accessibility (digital, paper, mobile-friendly) and clear communication significantly improve participation and data reliability. While there may not be large-scale experimental studies specific to MRA surveys in schools, this strategy is grounded in research-based best practices for survey administration.				
Problem Statements/Critical Root Cause: Connectedness 1				

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Communication between Lund School and the community is currently not meeting stakeholder expectations. While some information is shared, the school lacks a clear understanding of what types of information families and community members value most, and how frequently they wish to receive updates. Improving communication will help strengthen engagement, trust, and connectedness between the school and its stakeholders. Critical Root Cause: Unclear stakeholder preferences - The school has not yet gathered sufficient data on what kinds of information stakeholders want and how often they want it. Inconsistent communication channels - Current methods of communication (email, newsletters, social media, etc.) are not standardized or consistently used, which leads to gaps in reaching all stakeholders. Limited feedback mechanisms - There are few opportunities for families and community members to provide input or request specific information.