Lame Deer High School
Corrective Plan
*Submitted in AccredMT

Select the reason you are in a corrective plan. Select all that apply.
Assurance Standards (Rubrics A-R)
Student Performance Standards (SPA-SPC)

Please describe your systematic procedure and timeline for resolving deviations.
Lame Deer Schools will rigorously implement this Action Plan to address the root causes of the current deviation status:
1. Improve student achievement by addressing deficiencies in content mastery. Improve ACT score by using ACT Prep.
2. Enhance instructional alignment using Item Analysis. IXL for content and skills base learning for intervention.
3. Implement Proficiency-Based Education to ensure mastery learning. Improve instructional practices.
4. Establish teacher collaboration to strengthen data-driven instruction. PLC & Data driven instruction, Professional Development.

Define the specific area requiring improvement and identify the underlying reasons contributing to the accreditation status of advice or deficiency through data and root cause analysis.
The underlying problems identified are as follows;
- Gaps in Math and ELA conceptual understanding
- Chronic Absenteeism Student engagement
- Lack of actionable formative feedback
- Inconsistency in instructional practices
- Inconsistency in staff

* College and Career Readiness

Data from Lame Deer schools state report for SY 2024-2025 indicated the areas we need to address. For goal set for Math and ELA will be 30% proficient by end of SY 2026-2027. Recruit qualified staff, Rigorously, implements Math & ELA interventions, Frequently, progress monitor. By-weekly PLC meeting to share and discuss student data. Improve student achievement by addressing deficiencies in content mastery. Improve ACT scores by using ACT Prep and improve instructional practices.

Outline the specific steps to address the area of improvement. (Examples: professional development, resource allocation for staffing or materials, collection of relevant evidence/data, etc.)

To address the actionable steps the individuals responsible will identify areas of concern and adjust or improve instructional quality. Through progress Monitoring, assessment and rigorously implement curriculum embedded intervention and identifying Tier 1-3 students through the MTSS process. Improve ACT scores through ACT Prep throughout content areas. Identify desired outcomes toward ACT and target area most needed. Professional development will be continuous through ACE Consortium Proficiency Base Education Training 2 times a year. Curriculum training for staff and new staff. WIDA Training for Assessment Coordinator, teacher mentorship. The district will allocate fiscal resources through Title and Impact Aid monies. IEFA allocation will be used to improve integration of a culturally responsive curriculum aligned with standards.

Evidence collected will be through NWEA assessment 2 times a year, formative classroom assessment, test scores, SBAC scores. Artifacts of evidence will be collected for PD through sign in sheets, ACT scores, WIDA scores, Sign in sheets for teacher mentoring, Title and Impact aid will reflect Profession Development and resources and materials purchased. District data will be provided as evidence as well.

Identify responsible parties and deadlines for corrective action.

The individuals responsible to carry-out the corrective action will include Building administrators, classroom teachers, counselors, Paraprofessionals, ELA Teachers, Math interventionist, Teacher leaders, IA leadership Team, MTSS Team. Support from district superintendent and LDPS Board of Trustee.

Describe how progress will be tracked and monitored.

Teachers will be doing item analysis on formative and summative assessments throughout the year. MAPS assessments in August 2026 to get baseline data. IXL Program for content and skill base learning for interventions. Data from formative assessments will be analyzed and used to target & determine Tier 1-3 support. Data meetings will be conducted once every month. Progress monitor interventions, the goal is to move 3% Novice to Near proficiency followed by 3% or more to proficiency by monitoring frequently and rigorously implement intervention strategies.

Provide evidence that the local board of trustees has approved this plan.