

# Laramie High School Improvement Plan

*This template meets the requirements of federal and state statute.*

*For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.*

## Section 1: Building Data

<b>School:</b> Laramie High School	<b>Plan Date:</b> Fall 2021
<b>Principal:</b> Jeff Lewis	<b>District Approval Date (for TSI, WAEA, CSI):</b> November 2021
<b>District:</b> Albany #1	<b>Current Identification Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations):</b> Meeting Expectations

## Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the Self-Assessment” section beginning on page 3 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on review of the Self-Assessment, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “No Evidence of Implementation” or “Minimal Implementation.”

Domain	Practice	Self-Assessment Rating
Domain 5: Instruction	E3. Classroom practices are used to promote self-awareness	2.2 – Minimal
Domain 6: Learning Support	F1. The school has schedule time for intervention	1.5 – No to Minimal

### 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:**  
**Priority Practice #1:**

<b>Practice Rationale</b> <i>Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</i>	<b>ELEMENTARY</b>	<b>SECONDARY</b> <b>Currently Laramie High School has a block of time that is designated for Intervention and Enrichment. Currently (and in the past) the structure has not produced results that justify the block of time that has been allocated. This intention restructure will benefit the wide range of opportunities (academic and emotional) to better support students.</b>
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<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>• Explain the research-based strategy (or strategies) the school will implement to address this area of need.</li> <li>• Explain how the strategies, in relation to the research, address the needs of your school's students.</li> <li>• Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</li> </ul>		<p><b>*This block of time can be utilized to best support students that need Tier 2 interventions at Laramie High School. This opportunity to create a more focused and structured environment that intentionally identifies students' needs (academic &amp; emotional) that cannot be addressed adequately during the regular school day</b></p> <p><b>*This strategy provides weekly opportunities for students that cannot find success without weekly individual supports. Zuliani, I., &amp; Ellis, S. (2011). New Hampshire extended learning opportunities: Final report of evaluation findings. Hadley, MA: University of Mass. Donahue Institute.</b></p> <p><b>*This opportunity to identify and implement targeted interventions at the individual level within a universally structured schedule and program will elevate our current practice to better meet the needs of students academically and create safeguards to identify and support students emotionally.</b></p>
<p><b>1-Year Adult Practice Goal</b></p> <p>Provide a <b>measurable goal</b> aligned to the Practice.</p>		<p>A school-wide process will be established and implemented to identify and support individual student needs during the current unstructured block of time during the week (currently known as I&amp;E)</p>
<p><b>Impact on Performance Goals</b></p> <p>Describe <b>how</b> the focus on this Practice will impact performance goals.</p>		<ol style="list-style-type: none"> <li>1. More structured opportunities for students to receive individual academic support.</li> <li>2. More structured opportunities to identify, support and monitor students that need more individualized SEL supports.</li> </ol>

### Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Create I&E Action Team	12/2021	Stakeholders that are invested	By 12/13/21 the committee is formed with an established goal, established norms and an agreed upon timeline
Present proposed format to entire staff	1/17/2022	LHS Staff engagement	By the end of 1/17/22 have a staff proposal ready for community/parent/student discussion
Multiple meetings with community stakeholders	1/18/22-2/17/22	Opportunities to meet with LHS Stakeholders	By 2/17/22 have final report that can be reported back to LHS staff that include community feedback
Final meeting with LHS Staff	2/23/22	LHS Staff Engagement	On 2/23/22 final recommendation is ready for ACSD #1 approval
Propose change to ACSD #1 District Leadership	3/9/22	Review from ACSD #1 Leadership	Plan is fully endorsed for implementation for Q4 2022 or Beginning of 2022-23 year

**High-Impact Domain:**  
**Priority Practice #2:**

<p><b>Practice Rationale</b>  <i>Provide an explanation for choosing this Practice, including <b>why</b> focusing on this Practice will impact student performance (WAEA indicators).</i></p>	<p>Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills and responsible decision making was chosen to give staff more tools and supports for their own professional growth in the area of Social Emotional Learning (SEL).</p> <p>Teachers have identified that they need more professional development to better support student success in the area of SEL. This specific survey of what supports students need and what tool teachers have to support students. Then the staff at LHS will work to develop better systems that should improve student performance.</p>
<p><b>Improvement Strategy</b></p> <ul style="list-style-type: none"> <li>• Explain the research-based strategy (or strategies) the school will implement to address this area of need.</li> <li>• Explain how the strategies, in relation to the research, address the needs of your school's students.</li> <li>• Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.</li> </ul>	<p><b>The most important component will be to evaluate and survey what components of SEL education need to addressed and in what order of importance: Academic, Social and Emotional though a developed survey</b></p> <ul style="list-style-type: none"> <li>• <b>Once these components are identified a professional development will be created to educate and support staff on the implementation of SEL components into their classroom</b></li> </ul> <p><b>Students will be given a social, academic, and emotional behavior risk screener to appropriate identify student needs and integrate what SEL components we can focus on with teachers</b></p> <ul style="list-style-type: none"> <li>• <b>This will allow direct practical application of classroom environments to help all students that need additional SEL support</b></li> </ul>
<p><b>1-Year Adult Practice Goal</b>  <i>Provide a <b>measurable goal</b> aligned to the Practice.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will receive Professional Development Training in self-awareness, self-management, social awareness, relationship skills and responsible decision making to integrate into their class.</li> <li>• Teachers will identify that they have supports to better address SEL needs in their classroom</li> </ul>

<b>Impact on Performance Goals</b> <i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i>	This goal will address giving teachers tools in the classroom to better support student social awareness, and perspective-taking as children develop an increased capacity for understanding, and emotional wellbeing with the goal of academically and emotional supporting all students.
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## Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Create SEL Action Team	12/2021	Stakeholders that are invested	By 12/13/21 the committee is formed with an established goal, established norms and an agreed upon timeline
Present proposed format to entire staff	1/17/2022	LHS Staff engagement	By the end of 1/17/22 have information to drive specific areas of focus to educate, support and drive classroom practices
Develop and Present SEL focused training	1/18/22-2/17/22	Opportunity to train training staff	By 2/17/22 develop PD and be ready to present practices that will address areas of focus
Present training and action Plan to LHS Staff	2/17/22	LHS Staff Engagement	By 2/17/22 hold staff development trainings to support identified area of focus
Reevaluate Staff to identify progress on goals and identify 2022-23 goals.	3/9/22	Staff Survey and opportunities to begin 2022-23 Training for trainers	Reevaluate staff to see if needs are being met and begin developing trainings for 2022-23 year
Begin SEL Focused training for 2022-23 goals			
Review 2021-22 SEL Plan and Data present 2022-23 action Plan to LHS Staff which will also include continuation and supports from the 2021-22 Plan			Introduce 2022-23 goals to support SEL learning and support

## 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).

### WAEA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	2.3
Achievement (Numeric value)	
Growth (Numeric value)	
Equity (Numeric value)	
EL Progress (Numeric value)	
<b>For High Schools Only</b>	
Extended Graduation Rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	
Grade Nine Credits (Numeric value)	

### ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	
Achievement (Numeric value)	
Growth (Numeric value)	
Equity (Numeric value)	
EL Progress (Numeric value)	
<b>For High Schools Only</b>	
Four year on-time graduation rate (Numeric value)	88.3
Post-Secondary Readiness (Numeric value)	



### WAEA Alternative School Performance Goals

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

### Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	
Math (Numeric value)	
Science (Numeric value)	

## 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)

Priority Practice	Associated High-Impact Domain	Current Self-Assessment Rating	Practice Goal

### 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
Jeff Lewis	Principal
Jenny Taufa	Teacher
Stephanie Wodahl	Teacher
Denja Pommarane	Teacher
Kim Dale	Counselor
Kevin Kluz	Paraprofessional/Teacher
Julie Devine	Parent
Collin Krueger	Student

District School Improvement Representative Name	Position
Debbie Fisher	Assistant Superintendent