

Laramie Middle School Improvement Plan

Section 1: Building Data

School: Laramie Middle School	Plan Date: 10/31/23
Principal: Kevin O'Dea	District Approval Date (for TSI, WAEA, CSI): 11/1/23
District: Albany #1	Current Identification: 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
Learning Support	The school has scheduled time during the school day, and uses a systematic approach (e.g. MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	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: Professional Development

Priority Practice #1: The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues 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>	Students do not learn at the same rate. Providing systematic additional time and support for learning during the school day will allow all students to demonstrate their knowledge of essential standards.
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>	LMS teaching teams will develop and implement frequent intervention and extension within the school day for all students. This will be documented in teams' PDSA planning guides. LMS will partner with BHSSC to identify areas of strength and areas of growth as it relates to student support

1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	Throughout the 2023-2024 school year, systematic intervention and extension will be implemented for all students and the results documented.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Providing systematic intervention and extension will improve student outcomes on WAEA indicators.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Teaching teams develop and implement I/E within existing bell schedule	Ongoing throughout the 2023-2024] school year	Documentation process for I/E Team and individual planning time Collaboration with instructional facilitator Utilizing the IMC for intervention and extension	Frequency and effectiveness of embedded I/E will be documented by teaching teams
Professional growth goal tied to high leverage practice HLP 9	Ongoing throughout the 2023-2024 school year	Resources related to HLP 9	All certified staff document goal and progress towards goal as part of our district evaluation process
BHSSC Partnership	8/21/23 - 6/5/24	BHSSC Partners	LMS will document areas of strength and areas of growth identified in collaboration with BHSSC. Teams will leverage strengths and focus on areas of growth in support of student learning.

Capturing Kids' Hearts	Ongoing throughout the 2023- 2024 school year	CKH initial and recharge training for staff. CKH process champions	CKH National Showcase School application
Engagement Strategies (e.g. Kagen, Rhitim, CKH, other)	Ongoing throughout the 2023- 2024 school year	Staff training Follow up and support	Student perception data, teacher reporting, walkthrough observations, implementation of engagement strategies in classrooms
Targeted interventions for students who are ELLs	Ongoing throughout the 2023- 2024 school year	Collaboration time Monitoring of progress	ELP score on 2023-2024 School performance report
Kagen training and implementation	Training 9/29/23 and 11/7/23. Implementation ongoing throughout the year	Access to Kagen training and materials. Follow up support.	Use of Kagen strategies and tools in classrooms during walkthroughs. Progress towards staff professional growth goals.
RIDE Pilot	Ongoing throughout the 2023- 2024 school year	Support from 2Revolutions	Participation in RIDE pilot and presentation in Casper during the spring of 2024.

High-Impact Domain: Learning Support

Priority Practice #2: Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this</i>	Positive relationships and trust within and between stakeholder groups will improve student outcomes on WAEA indicators.
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Practice will impact student performance (WAEA indicators).	
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.	LMS will utilize CKH tools to create and sustain a culture of respect and belonging. Staff will be trained in and implement Kagan engagement strategies to incorporate cooperative learning in all settings.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	By December 2023, student perception of the emotional climate (students like school, are proud to attend the school, feel welcome at school, and feel like they belong at school) will improve from 47% to 60%.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	Positive relationships and trust within and between stakeholder groups will improve student outcomes on WAEA indicators.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
CKH Training	August 23	CKH	CKH National Showcase School application

CKH Support	Ongoing throughout the 2023- 2024 school year	CKH	CKH National Showcase School application
Kagen training and implementation	Training 9/29/23 and 11/7/23. Implementation Ongoing throughout the 2023- 2024 school year	Access to Kagen training and materials. Follow up support.	Use of Kagen strategies and tools in classrooms during walkthroughs. Progress towards staff professional growth goals.
Rhitim	Ongoing throughout the 2023- 2024 school year	Access to Rhitim	Frequently measure students' perception using Rhithim will allow us to track how students are doing as a whole and to intervene for all students globally and with individual students who are struggling.
Major Clarity	Ongoing throughout the 2023- 2024 school year	Access to Major Clarity	Using Major Clarity to connect school activities to students' long-term plans will improve students' perception of school and support progress towards the Wyoming portrait of a graduate.

High-Impact Domain:
Priority Practice #3:

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	
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>	
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation

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) 2021-2022 = 2.0	3.0
Achievement (Numeric value) 2022-2023 = 65	68
Growth (Numeric value) 2022-2023 = 57	60
Equity (Numeric value) 2022-2023 = 55	60
EL Progress (Numeric value) 2022-2023 = 25	36
For High Schools Only	
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) 2022-2023 = 2.3	3.0
Achievement (Numeric value) 2022-2023= 66.7	70
Growth (Numeric value) 2022-2023 = 57	60
Equity (Numeric value) 2022-2023 = 55.8	57
EL Progress (Numeric value) 2022-2023 = 25	28
For High Schools Only	
Four year on-time graduation rate (Numeric value)	
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)	
For High Schools Only	
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)
<u>ELA</u> 6th: 73% 7th: 64% 8th: 70% School: 69%	<u>ELA</u> 6th: 75% 7th: 67% 8th: 73% School: 72%
<u>Math</u> 6th: 71%	<u>Math</u> 6th: 74%

7th: 60% 8th: 62% School: 58%	7th: 63% 8th: 65% School: 67%
<u>Science:</u> 8th: 55%	<u>Science:</u> 8th: 58%

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
The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.	Learning Support	Minimal	Throughout the 2023-2024 school year, systematic intervention and extension will be implemented for all students and the results documented.
Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).	School Climate and Culture	Moderate	By December 2023, student perception of the emotional climate (students like school, are proud to attend the school, feel welcome at school, and feel like they belong at school) will improve from 47% to 60%.

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
Kevin O'Dea	Principal
David McIrvin	Assistant Principal
Kimberly Burkhart	Assistant Principal
Ron Ryan	BLT Representative
Emily Cuin	BLT Representative
Travis Miller	BLT Representative
Pamela Heuschkel	BLT Representative
Anne Moore	BLT Representative
Jeff O'Brien	BLT Representative
Cody Bennett	BLT Representative
Jared Krysl	BLT Representative
Rhonda Johnson	BLT Representative
Sarah Haff	BLT Representative
Katy Hoffman	BLT Representative

District School Improvement Representative Name	Position
Dr. John Goldhardt	ACSD1 Superintendent