

# School Improvement Plan Template

*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> Pine Bluffs High School/Junior High School	<b>Plan Date:</b> October 27, 2022
<b>Principal:</b> Todd Sweeter	<b>District Approval Date (for TSI, WAEA, CSI):</b>
<b>District:</b> Laramie County School District #2	Current Identification ( <i>Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, <u>Not Meeting Expectations</u></i> ):

## 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
<b>Professional Development</b>	D1 - The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement	<b>Minimal Implementation</b>
<b>Learning Support</b>	F3 - Students who met the criteria for proficiency are provided enrichment or extended learning that is highly engaging	<b>Minimal Implementation</b>
<b>Instruction</b>	E1 - Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high levels of achievement for all students.	<b>Minimal Implementation</b>

### 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:** The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement

**Priority Practice #1:**

<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>Professional Development: with staff turnover, the pause caused by COVID, and the need for some staff to be reenergized we have a need for ten of our staff members to be trained/exposed to the PLC/RTI process; having all staff working collaboratively on best practices in the classroom should increase student achievement.</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>	<ol style="list-style-type: none"> <li>1) We have implemented weekly ELA PLC meetings to review data and develop an intervention plan.</li> <li>2) We have set aside Wednesdays as diagnostic and intervention days in our PT.</li> <li>3) We have developed a tier two pull out schedule based on a combination IXL, ACT, and WYTOPP data to target bubble or at risk students.</li> <li>4) We have the ten staff members who either have not been trained or are due for a recharge on the PLC/RTI, we will need to schedule a time for them to attend a Solution Tree Conference within this school year. Although not all at once, as we face a sub shortage.</li> <li>5) The PLC/RTI model has proven to move districts in a positive direction towards higher achievement across the board</li> </ol>

	6) With staff having a better understanding of collaboration and how to do data reviews, plus use data to drive instruction; has proven to help overall achievement with all students.
<b>1-Year Adult Practice Goal</b> <i>Provide a <b>measurable goal</b> aligned to the Practice.</i>	By the end of the 2023-2024 school year 100% of the certified teaching staff at Pine Bluffs Jr/Sr High School will be trained in the PLC/RTI process, through Solution Tree.
<b>Impact on Performance Goals</b> <i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i>	With the knowledge of how PLCs and how the RTI process works, we will be able to intervene in a more focused fashion, plus help us create a more guaranteed and viable curriculum.

**Action Plan for Priority Practices #1**

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Professional Development	End of 2024	Title 2A/Title 6B/ARP Funds	Decrease in numbers on ineligibility list. Improvement on scores on IXL, ACT, and/or WYTOPP

**High-Impact Domain:** Students who met the criteria for proficiency are provided enrichment or extended learning that is highly engaging

**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>Learning Support: During our Intervention period we have struggled to provide enrichment opportunities. This year we have provided several new opportunities and are hopeful of their success, but we need time to evaluate effectiveness. We also still have holes for students we are not reaching. This year we are providing Stop the Bleed training, College Theater (THEA 200 &amp; 2010), Drivers Education, counselor’s corner, and Jazz band. We are also exploring opportunities in our other CTE and fine arts classrooms.</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>	<ol style="list-style-type: none"> <li>1) We have begun scheduling Enrichment Time into our Intervention Period for our students who are in need for having their learning extended.</li> <li>2) With an intervention period, it primarily focuses on the students with deficiencies, so including an enrichment time allows our school to now focus on ALL students.</li> <li>3) With beginning enrichment time, it alleviates some frustrations from some parents who have students that are academically advanced.</li> <li>4) We will continue to look for opportunities for our students that we are not reaching.</li> </ol>
<p><b>1-Year Adult Practice Goal</b>  <i>Provide a <b>measurable goal</b> aligned to the Practice.</i></p>	<p>By the end of the 2023-2024 school year the staff will combine to provide enrichment and/or intervention opportunities meeting the needs of 100% of our students.</p>
<p><b>Impact on Performance Goals</b>  <i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i></p>	<p>With the knowledge of how PLCs and how the RTI process works, we will be more apt to provide enrichment per class, per month that will extend our student’s current learning.</p>

**Action Plan for Priority Practice #2**

<b>Action Items</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Plan for Measuring Impact/Implementation</b>
<b>Learning Support</b>	End of 2024	Title 2A/Title 6B/ARP Funds	We will track the number of our students either involved in enrichments or interventions to ensure that 100% of our students' needs are being met.

**High-Impact Domain:** Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high levels of achievement for all students.

**Priority Practice #3:**

<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>Instruction: Our classroom practices have not changed much in the past seven years. With the concerns of social distancing, quarantining, and social emotional health we have been treading water for the last two and half COVID years. Coupled with the flaws/complications in virtual learning and Zoom meetings the issues or challenges were compounded.</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>	<ol style="list-style-type: none"> <li>1) It is time to get back to our roots. Teachers need to get into rooms face to face and dig into curriculum and data.</li> <li>2) We need to do this first vertically within our buildings.</li> <li>3) We also need to spend more time working with 6th grade teachers at our feeder schools.</li> <li>4) Finally we need to work with BHS to collaborate on their success and failures in curriculum, interventions, and IXL.</li> </ol>
<p><b>1-Year Adult Practice Goal</b>  <i>Provide a <b>measurable goal</b> aligned to the Practice.</i></p>	<p>By the end of the 2023-2024 school year we will develop procedures to get the right people in the room at appropriate and targeted times.</p>
<p><b>Impact on Performance Goals</b>  <i>Describe <b>how</b> the focus on this Practice will impact performance goals.</i></p>	<p>Teachers throughout our buildings will have a descriptive plan ensuring all standards are met. More importantly we will have a cohesive unit that works collaboratively finding strategies and structures that work to meet the needs of all students.</p>

**Action Plan for Priority Practice #3**

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
<b>Instruction</b>	End of 2024	Time and space	Decrease in numbers on ineligibility list. Improvement on scores on IXL, ACT, and/or WYTOPP

## 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)	2.0 - Meeting Expectations
Achievement (Numeric value)	50 -Meeting Target
Growth (Numeric value)	50 - Meeting Target
Equity (Numeric value)	50 - Meeting Target
EL Progress (Numeric value)	N/A
<b>For High Schools Only</b>	
Extended Graduation Rate (Numeric value)	Meets Target
Post-Secondary Readiness (Numeric value)	Meets Target
Grade Nine Credits (Numeric value)	Meets Target



### ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	N/A
Achievement (Numeric value)	50 - Average
Growth (Numeric value)	50 - Average
Equity (Numeric value)	N/A
EL Progress (Numeric value)	30 - Average
<b>For High Schools Only</b>	
Four year on-time graduation rate (Numeric value)	85 - Average
Post-Secondary Readiness (Numeric value)	50- Average

**WAEA Alternative School Performance Goals**

	<b>1 Year Performance Goal (insert a numeric goal)</b>
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**

	<b>1 Year Performance Goal (% Proficient or Above)</b>
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
Professional Development	D1	Minimal	By the end of the 2023-2024 school year 100% of the certified teaching staff at Pine Bluffs Jr/Sr High School will be trained in the PLC/RTI process, through Solution Tree.
Learning Support	F3	Minimal	By the end of the 2023-2024 school year the staff will combine to provide enrichment and/or intervention opportunities meeting the needs of 100% of our students.
Instruction	E1	Minimal	By the end of the 2023-2024 school year we will develop procedures to get the right people in the room at appropriate and targeted times.T

## 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
Darla Golding	Counselor
Ashley Rousseau	Reading Interventions
Zach Anderson	Math
Mary Graves	Science
Addison Perlinski	Special Education
Todd Sweeter	Principal

District School Improvement Representative Name	Position
Todd Sweeter	7-12 Principal