School Improvement Plan Template

This template meets the requirements of federal and state statutes.
For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.

Section 1: Building Data

School: Rock Springs High School	**Plan Date:** 9-21-2023
Principal: Glen Suppes	**District Approval Date (for TSI, WAEA, CSI): October 2023**
District: Sweetwater County School District #1	**Current Identification** *(list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI):* **Not Meeting Expectations**
District Representative: Jodie Garner	`

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the "Completing the School Reflection" section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school's biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as "Limited" or "Developing."

Domain	Practice	School Reflection Rating
Domain B: Culture and Climate	B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).	Stage 2 - Minimal

Domain D: Professional Development	D2. Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.	Stage 2 - Minimal
Domain F: Learning Support	F1. 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.	Stage 2 - 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: Domain B Culture and Climate
Priority Practice #1: **B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).**

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	This practice was chosen based upon the data received from the UpBeat survey and through a consensus of the members of the SIP team for the 23-24 school year. The data supports an increase in the focus on culture and climate and the benefits affect all portions of the school including learning and instruction.

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.*
	After working with Don't Ever Stop llc. during the 22-23 school year the administrative team identified the following list of practices we had worked on:
	  a) Staff survey data
	  b) Student climate survey
	  c) collected attendance data
	  d) collected discipline data
	  e) communication: newsletter/ parent newsletter for the 23-24 school year
	  f) Developed the guiding coalition/decision Making and Matrix
	  g) Adopted the behavior matrix
	  h) Implement Branching Minds
	  i) Safety team

j) Sources of strength
k) Minga - Hall Pass and PBIS system
l) Crisis Team
m) Student goal setting and grade checks
n) Website
o) Staff team building activities
p) Culture book study.

To address these challenges and improve the overall environment, the following strategies and actions are proposed:

Timely and Clear Communication: Emphasize the importance of timely, organized, and new communication methods to bridge the communication gap. This includes keeping everyone up-to-date and informed.

Job Satisfaction: Encourage all faculty and staff to approach their work with enthusiasm and a sense of purpose, emphasizing the importance of loving one's job and coming to work ready to give their best.

Administrative Participation: Promote greater involvement of administrators in classrooms, fostering a closer connection between faculty and administration. This presence can help improve understanding and support.

Task Prioritization: Reduce the workload by eliminating unnecessary tasks and busy work to allow everyone to focus on tasks that contribute to their success.

Building Relationships: Prioritize building strong relationships and achieving academic excellence through practices that benefit all students. This approach promotes collaboration and support among faculty.

Positive Student Interactions: Encourage regular communication with parents and guardians about positive student interactions, not just when addressing negative behavior. This helps build trust with families.

Student Trust: Acknowledge the challenge of gaining student trust and actively seek solutions to bridge this gap.

Community and Family Engagement: Improve relationships with the community and families by dedicating time to reach out through phone calls, emails, or communication platforms.

Professional Learning Communities (PLC): Allocate dedicated time during PLC preparation days for parent communication to strengthen the connection between school and home.

Culture of Positive Relationships: Acknowledge that there are already strong relationships between staff and leaders, but work on extending this culture to the wider community and families.

To ensure the success of these strategies, the following steps are recommended:

    Increased Support: Ensure that staff members have access to reliable support and regular check-ins to build trust.

    Promote Positive Conversations: Discourage negative gossip or conversations about colleagues, fostering a more positive and supportive environment.

    Behavior Expectations: Continually educate students about behavior and conduct expectations, with the goal of making these expectations the norm.

Regarding the 23-24 school year, the focus will remain on the strategies and actions that have already been initiated in alignment with the school's ongoing efforts to address these challenges. The decision is based on feedback from staff and the belief that the existing plan is sufficient.

In conclusion, the strategies proposed aim to address the trust gap between faculty and administration, promote a positive and supportive school culture, and enhance relationships with students, families, and the community. These actions are rooted in research-based best practices and aim to improve the overall educational experience for students.

1-Year Adult Practice Goal

*Provide a **measurable goal** aligned to the Practice.*

SMART Goal: By the end of the 2023-2024 School Year, Rock Springs High School administration will significantly enhance trust, communication, and school culture based on specific initiatives, building upon the practices identified after working with Don't Ever Stop LLC during the 22-23 school year. We will specifically increase our Principal/Teacher Trust rating on the UPBEAT survey from 51% positivity to 60% positivity.

Specific:

1. Communication Enhancement: In addition to the weekly staff newsletter, the administration will consistently meet monthly with school leadership teams, including department chairs, the guiding coalition, and the student AMBUSH team, to foster transparent and collaborative communication. Furthermore, monthly community newsletters will be sent out to engage with parents and the wider community effectively.

2. Interdepartmental Trust Building: Rock Springs High School will implement monthly interdepartmental trust-building activities, such as faculty Olympics, aimed at cultivating trust and cohesion among the staff.

3. Feedback Solicitation: Monthly meetings with the Parent Involvement Team (PIT) will be held to actively seek feedback from parents and guardians, addressing their desire for

increased communication. Stakeholders will take surveys to gauge the school's progress in trust-building and improving the school culture.

Measurable:
1. Communication Monitoring: Progress in communication will be tracked through meeting notes, the publication of monthly newsletters, and photographic documentation of events and meetings.

2. Trust and School Culture Assessment: Stakeholder surveys will be administered periodically to measure improvements in trust and school culture.

Attainable:
This goal remains attainable as it builds upon existing practices and resources, leveraging effective communication and trust-building activities without excessive time demands.

Relevant:
The goal directly addresses the challenges identified by both staff and the community, focusing on improving principal trust and increasing communication, thus making it highly relevant to the school's needs.

Time:
The goal will be achieved by the end of the 2023-2024 School Year, allowing sufficient time for these initiatives to take root and foster meaningful improvements in trust, communication, and school culture.

Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	1. Improved Communication: By consistently meeting with school leadership teams, sending out weekly newsletters, and actively seeking feedback from parents and stakeholders, our communication will become more efficient and transparent. This will directly impact our performance goals related to communication and information dissemination. We expect to see increased awareness and understanding of school initiatives, resulting in better alignment with our educational objectives. 2. Enhanced Trust: The implementation of interdepartmental trust-building activities will strengthen the bonds among our staff. When team members trust each other, collaboration becomes more effective, and this trust is essential for achieving our academic and operational performance goals. We anticipate a more cohesive and supportive work environment as a result.

3. Parent and Community Engagement: Meeting with the Parent Involvement Team (PIT) and sending out community newsletters will improve our relationships with parents and the wider community. This increased engagement aligns with our performance goals related to community involvement and support for our educational programs.

4. Feedback-Driven Improvements: The use of stakeholder surveys to measure trust and school culture will provide us with valuable data. We can use this feedback to make informed decisions and adjustments to our strategies, thereby enhancing our ability to meet performance goals related to school culture and overall satisfaction.

5. Positive Impact on Academic Performance: When staff members are satisfied, trust each other, and are actively engaged in fostering a positive school culture, students often benefit academically. This can contribute to improvements in academic performance goals, such as increased student achievement, attendance, and reduced discipline issues.

In summary, the focus on the outlined SMART Goal will have a profound impact on our performance goals by creating a more supportive, communicative, and collaborative school environment. This, in turn, is expected to positively influence various aspects of our school's performance, ultimately leading to improved educational outcomes for our students.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring

			Impact/Implementation
Student Climate Survey	Before December	Survey Time to give the survey	Collect results and create a plan
Stakeholder Climate Survey	Before December	Survey Time to give the survey	Collect results and create a plan
Attendance Data	Monthly Culminating in an end of the year report in June 2024	Standard Operating Procedure (SOP) Established Display Data Set Goals	Tracking data, and setting monthly goals
Discipline Data	Monthly Culminating in an end of the year report in June 2024	Standard Operating Procedure (SOP) Established Display Data Set Goals	Tracking data, and setting monthly goals
Communication/News letters for Staff/ and Stakeholder	Staff: Weekly Stakeholders: Monthly	Time Information to share Input/feedback SOP	Feedback collected/Survey Data
Guiding Coalition/Decision Matrix	Monthly Culminating in an end of the year report in June 2024	Meeting location Input/feedback SOP	Feedback collected/Survey Data

Behavior Matrix	Monthly Culminating in an end of the year report in June 2024	Input/feedback SOP	Decrease in Behaviors based upon the data.
Branching Minds	Monthly	Continuous PD	Staff utilization

	Culminating in an end of the year report in June 2024		
Safety Team	Monthly Culminating in an end of the year report in June 2024	Meeting location Input/feedback SOP	Tracking data and meeting minutes
Sources of Strength	Monthly Culminating in an end of the year report in June 2024	Continuous PD	Collect data generated from the program and the surveys
Minga	Monthly Culminating in an end of the year report in June 2024	Continuous PD	Staff and student utilization Data collected from the program
Power Hour	Weekly Culminating in an end of the year report in June 2024	Data collection on grades Input/feedback SOP Organization time Enrichment and remediation opportunities	Data collection Input/feedback
Team Building Activities	Monthly Culminating in an end of the year report in June 2024	Time Different activities Money to buy incentives and to feed people. Input/feedback SOP	Feedback from staff
Book Study	Monthly	Teacher input on a book study/maybe	Collect Teacher feedback on the book

		content specific. Buy the books Set up a google classroom for assignments and tasks for the book study	study, apply feedback for future book studies.
	Culminating in an end of the year report in June 2024		
Upbeat Survey	A baseline survey was administered to staff in Spring of 2023, a benchmark assessment will be given before December 2023 to gauge progress, and the summative one will be given by the end of the 23-24 academic year.	Upbeat survey Time allotted for staff to take the survey	

High-Impact Domain: Domain D: Professional Development
Priority Practice #2: D2. Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	This practice was chosen based upon the data received from the UpBeat survey, through a consensus of the members of the SIP team for the 23-24 school year, and during a staff meeting/feedback session as the top priorities. The data supports an increase in the focus on professional development and the benefits affect all portions of the school including learning and instruction. The WAEA indicators that professional development would impact are Growth, Equity, Achievement, EL Progress, and Post-Secondary Readiness.

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.*
	Teacher professional learning is of increasing interest as a critical way to support the increasingly complex skills students need to learn in order to succeed in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem solving, effective communication and collaboration, and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the instructional strategies required to teach these skills.
	Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, with assistance from Danny Espinoza (2017) Effective Teacher Professional Development
	● **Research Based Strategies from Don't Ever Stop**
	   ○ Shared Vision, Code of Collaboration, Parking Lot, Affinity Diagram, Priority Voting, SOPs, Gallery Walks, Classroom PDCA and Goal-Setting, Celebrations & Hurdles, Classroom Data Walls, Commit-o-Grams, 5 Whys, Clock Appointments, Think-Pair-Share, Using Learner Experts, Celebrating the Learning Culture, Rubics, and Exemplars.
	● **Addresses the needs of our school:**
	   ○ Using Don't Ever Stop's on-site support, strategies and site specific *Reawakening the Tiger!: A Personalized Mastery Toolkit for RSHS,* we will focus on learning by supporting each learning facilitator's developmental steps in moving from a more teacher-directed classroom to the understanding and actualization of personalized mastery. We will think BIG and start small. We will begin with one tool in the toolkit at a time, teach our learners how to use it, practice with it, respond to their voice, and then set and monitor goals with it. We will also have teachers participate in a "Campus Crawl" to see how these strategies are implemented and used in other classes; even across the content areas. These observations will be reviewed during PLCs as a larger collaborative group.
	     ■ Explore a new model that empowers learners in their education

		■ Evolve through a developmental continua to becoming a personalized mastery system
		■ Determine the new skill and knowledge set needed to involve learners
		■ Utilize tools and processes that will partner with learners
		■ Ensure partnerships with learners through involvement in a new Learner Improvement Cycle
		■ Discover a methodology for inclusion of all stakeholders
		■ Hear the voices of stakeholders going through the process
		■ Diagnose school improvement through a gap analysis at the reader's site

Stoll, Copper and Giddings, Gene (2017) Re-Awakening the Learner: Principles and Tools to Create School Systems to Achieve Personalized Mastery

- **Addresses the needs of the school's adult community**
  Feedback from the adult learners in the school that support this need are as follows and all feedback applies to the above strategies, implementation, and reflective practices:
  - Somewhere out in the world there is a list of High-Level Practices for Educators.
  - Perhaps we could have a PD that focuses on individual HLPs. It seems like a lot of educational common sense, but when asked about "modeling and demonstrating by thinking aloud" do we really know the best way/multiple strategies to do it?
  - Better mentoring program for first year teachers that is building & content-specific
  - Observing other teachers in the classroom, whether within the department or not, would be beneficial at all levels, but especially for long-term subs and beginning teachers.
  - We often feel that most of our PD sessions are not actually helpful for the solutions we need to implement. More targeted, content-oriented PD would be very helpful.
  - We need professional development that is consistent instead of random, non-helpful, one time-PD speakers that we WAY overpay for.
  - It would be beneficial to have PD that is on-going (like the Gene and Copper Trainings)
  - Love your job! Come every day ready to do your best. Don't isolate yourself.
  - Admin in the classrooms, participating. Less on everyone's plates. Eliminate the unnecessary tasks and busy work in order to allow all to be successful at their endeavors.

	- Focus on building relationships and academic excellence through more throughout practices that would benefit all students. - We appreciate choosing from PD options, would like more input into choices - We get PD, but we do not have time to discuss it and debrief - Use of PLC discussion is consistent to best practices - Teacher training is developed, intentional, and encouraged. However, at other times it is not consistent and could be expanded.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	**Practice Goal:** Transform Teaching Approach: By the end of the 23-24 school year, we will transition from teacher-directed classrooms to personalized mastery using "Reawakening the Tiger!" tools and support. We'll track progress through data, reflections, and professional development, fostering learner engagement and a collaborative learning environment. **Specific:** Utilizing Don't Ever Stop's on-site support, strategies, and site-specific "Reawakening the Tiger!: A Personalized Mastery Toolkit for RSHS," we will focus on promoting learning by facilitating each learning facilitator's transition from a teacher-directed classroom to a student-led classroom environment via personalized mastery. **Measurable:** Assessment data (WYTOPP, Interim assessments, ACT, ASVAB), student grades, PLC notes, WAEA school performance goals, teacher and student feedback, administrator walk-throughs, teacher-admin walk-throughs, teacher-teacher walkthroughs, teachers-PD Coach walkthroughs, SEAS evaluation system and feedback discussions. **Attainable:** PLC Reflection and Sharing, Campus Crawls, Direct Instruction, PD Fridays, High-Level Practices for Educators PD, targeted mentoring program, peer observations, content-oriented PD, consistent and ongoing professional development. **Results:** We will use the DES Toolkit Strategies to be collectively and individually explored by each PLC. Each PLC will assume responsibility for tracking progress and providing data to support the implementation of these strategies. The use of different walkthroughs will be used as data (admin-teacher, teacher-teacher, PD/Coach-teacher. **Timely:** By the end of the 23-24 school year, we aim to transform our teaching approach, starting with the adoption of one tool at a time from the toolkit, promoting learner engagement, and fostering a personalized mastery system. We will conduct Campus Crawls and regularly review observations in PLCs as a collaborative group.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	The benefits affect all portions of the school including learning and instruction. The WAEA indicators that professional development would impact are Growth, Equity, Achievement, EL Progress, and Post-Secondary Readiness.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
1. Create and organize a list of every PD Friday at RSHS that focuses on a specific DES strategy	Beginning of year and ongoing (will adjust as needed).	Need to know specific Friday PD days that are school vs district, what strategies to focus on, collaboration time, PLC Time, trainers to be ready to go and on-site.	Teacher Feedback through reflection sheets, parking lots, surveys, etc.
2. Review Data	Sept/Oct 2023 (Last year review); ongoing for current school year.	WYTOPP and ACT data (Growth, Equity, and Achievement), Branching Minds, Common Formative Assessments	Through PLC teachers will identify students that need specific intervention. They will use the strategies in the goal to help support those needs. Branching Minds will be used to help create goals and find strategies that will best support students.

3. PLC Agenda and Notes Documents	Aug 2023 (created), ongoing for current school year.	Google Apps, PLC Time	There will be a list of strategies that each PLC will look at together and individually. Each PLC will take ownership of discussing their progress and showing data to support the strategy.
4. Reflection, Feedback, and PDCA Document	Oct 2023 - ongoing	Google Apps, PLC Time	
5. Campus Crawl	Oct 2023 - ongoing	Scheduling, PLC time set aside, email communication, feedback form	Each PLC will schedule a time to visit other teachers in their classrooms. This will be cross-curricular. A feedback form will be created and used for teachers.
6. Don't Ever Stop Trainings	School Year	Copper Stoll and Gene Giddins, RSHS DES Toolkit	Reflection, Feedback, and PDCA documents.
7. Common Formative Assessments	School Year	Teachers, PLC Time Data Teams Process? WYTOPP Authoring tools for CFAs	Teachers will compare common formative assessments with each other and across classes to determine "who understood" and "who did not." Use of WYTOPP Authoring Tool to create the CFAs.

High-Impact Domain:Domain F: Learning Support
Priority Practice #3: F1. 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 *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Rock Springs High School has 45 minutes per day allotted to addressing advocacy, intervention, and enrichment needs. We call this time Power Hour. We have strategically placed all learners in grade specific power hour classes and have placed all freshmen with one of their academic teachers. Rock Springs High School now has a systematic approach for checking grades and attendance, setting weekly goals, practicing vocabulary and sustained silent reading. We have a systematic approach to requesting learners for interventions two days per week. On a weekly basis, three of the four grade levels are able to attend an enrichment opportunity. This practice was chosen to remain on our SIP for the 23-24 school year in response to our state assessment data as well as identified by our SIP committee as still being an area of focus for this year.
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.*	Rock Springs High School began working with consultants from Don't Ever Stop, LLC. Gene Giddings and Copper Stoll. They have been working with our Facilitators of learning to explore personalized mastery within the classroom. With this, they have touched on PLCs and the use of proficiency ladders. At this point, some teams have started to use proficiency ladders to identify what learners know and what they do not know. This in turn, helps to identify learners who are in need of intervention through the use of the ladders and PLCs work. Rock Springs High School needs a robust, systemic approach to intervention and extension. Identification of who is in need of intervention is the first step to ensuring that learners have an opportunity to re-learn and that facilitators have an opportunity to re-teach the standards that are essential. Through our work with Don't Ever Stop, LLC, we have also identified the need for small learning communities and cross curricular work. Our work with Don't Ever Stop, LLC has helped by analyzing our building needs, what our facilitators need and what the community needs. Since our work began with Don't Ever Stop, LLC, Rock Springs High School has implemented SOPs, Parking Lots, Codes of Collaboration, has focused their PLC work on proficiency ladders and personalized mastery, and implemented Power Hour. New for this year, we have added the Freshmen PODS and are having grade level cross curricular meetings on PD Fridays once per month. The purpose of this time is to identify the needs of the grade level

	teams in accordance with what their students need. These teams also write 45 minute lessons that can be delivered once per month on Thursdays to address the student needs identified by the grade level teams.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	**SMART Goal:** "By the end of the 2023-2024 school year, Rock Springs High School will collaboratively design and implement monthly lessons during Power Hour to address student needs, resulting in increased academic achievement (fewer failing classes), decreased behavior incidents, and improved state assessment scores." **Specific:** 1.All grade level teams will collaboratively design lessons to address identified student needs, encompassing academic skills, attributes, and attitudes. 2.These lessons will be implemented once per month on Thursdays during Power Hour. 3.The lessons will be delivered to all learners enrolled in Power Hour classes across all grade levels. **Measurable:** 1.Academic achievement will be measured by a decrease in the number of failing classes. 2.Behavior incidents will be measured by a decrease in the frequency of reported incidents. 3.State assessment scores will be measured to determine if there is an increase in scores. **Achievable:** 1. Teachers and staff will receive necessary training and support to collaboratively design and implement these lessons effectively. 2. The school will allocate resources and time to ensure these lessons can be delivered monthly during Power Hour. **Relevant:**

	1.The goal aligns with Rock Springs High School's mission to improve student success both academically and behaviorally. 2.The goal is relevant to the needs of the students and the school's overall objectives. **Time-bound:** 1.The goal is set to be achieved by the end of the 2023-2024 school year, providing a clear timeframe for accomplishment. This SMART goal provides a clear and specific target for Rock Springs High School to work towards, making it easier to track progress and measure success in addressing academic and behavioral needs among students.
Impact on Performance Goals *Describe* **how** *the focus on this Practice will impact performance goals.*	Through the use of Power Hour for advocacy, intervention and enrichment as well as designing grade level lessons Rock Springs High School will systematically address the academic and behavioral needs of the students in all grade levels. In addition, addressing this high-impact domain will allow all learners an opportunity to graduate on time. It will also allow us to target our intervention and extended learning opportunities during Power Hour, after school, and Friday school programs. We hope to see an improvement in all indicators including growth, equity, achievement, ELP, extended graduation, four-year on-time graduation, post secondary readiness and grade 9 credits on the state accountability report.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
1.) Begin the implementation of the new structure of Power Hour based upon PLC work and facilitator identification of learners in need. Incorporate grade level lessons written by the graduation coaches and interventionists.	Beginning of the 23-24 school year August-Sept	Time during the school day for facilitators to identify learners in need, regularly scheduled power hour time for learners, spreadsheets to track where learners are going, grad coaches and interventionists to organize and manage power hour offerings and where learners will be going and develop the grade level lessons at the beginning of the year.	Facilitator feedback, grades, credits earned.
2.) Grade level teams will meet during PD Fridays to identify needs of the grade level both academically and behaviorally. They will develop lessons to address the specific skills, attributes and attitudes needed to achieve both academically and behaviorally. They will use Branching Minds as the area to record all information.	Mid to end of first semester of the 23-24 school year Sept-November	Time on PD Fridays. Graduation coaches and interventionists to facilitate the grade level discussions and lesson development. Previous academic and behavioral data. Branching Minds	Facilitator feedback, assessment and survey data. Through Branching Minds

3.) Grade level teams will implement the grade level lessons on a monthly basis. When applicable, guest speakers will be used for whole grade level meetings. They will use Branching Minds as the area to record all information.	End of first semester and throughout the second semester of the 23-24 school year. November-May	Lessons developed by the grade level teams. Branching Minds	Facilitator feedback, assessment and survey data. Through Branching Minds
4.) Check and Adjust the Power Hour Plan.	End of the second semester of the 23-24 school year. June	Feedback from facilitators of learning and learners. Data including behavior referrals, grades, and credits earned.	Facilitator and learner feedback, grades, credits earned and behavioral referrals. The grad coaches, interventionists and administrators will review all of this information and plan for adjustments for the future.

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). To determine ambitious, achievable goals, review the data you recorded in the School Improvement Plan Guide **DATA COLLECTION TEMPLATE**.

WAEA School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.0	2.0
Achievement (Numeric value)	38	50
Growth (Numeric value)	42	50
Equity (Numeric value)	43	45
EL Progress (Numeric value)	17	25
For High Schools Only		
Extended Graduation Rate (Numeric value)	75	80
Post-Secondary Readiness (Numeric value)	49	60
Grade Nine Credits (Numeric value)	78	85

ESSA School Performance Goals

	Current Performance Score (insert a numeric goal)	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	1.2	2.0
Achievement (Numeric value)	38	50
Growth (Numeric value)	42.2	50
Equity (Numeric value)	N/A	
EL Progress (Numeric value)	17.4	25
For High Schools Only		
Four year on-time graduation rate (Numeric value)	74.8	80
Post-Secondary Readiness (Numeric value)	49.0	60

WAEA Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)	N/A	N/A
Growth (Numeric value)	N/A	N/A
School Climate (Numeric value)	N/A	N/A
Engagement (Numeric value)	N/A	N/A
For High Schools Only		
High School Credential Rate (Numeric value)	N/A	N/A
Credit Earning (Numeric value)	N/A	N/A
College and Career Readiness (Numeric value)	N/A	N/A

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	43.1	50
Math (Numeric value)	40.7	50
Science (Numeric value)	38	50

In-house Relevant Data

ACT Math	17.0	20.2
ACT Science	17.4	20.6
ACT English	15.4	19.9

ACT Reading	17.2	21.2

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) to provide a snapshot of your team's priority practice(s) and associated goal(s).

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal
B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).	Domain B: Culture and Climate	Stage 2 - Minimal	By the end of the 2023-2024 School Year, Rock Springs High School administration will significantly enhance trust, communication, and school culture based on specific initiatives, building upon the practices identified after working with Don't Ever Stop LLC during the 22-23 school year. We will specifically increase our Principal/Teacher Trust rating on the UPBEAT survey from 51% positivity to 60% positivity.
D2. Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.	Domain D: Professional Development	Stage 2 - Minimal	Transform Teaching Approach: By the end of the 23-24 school year, we will transition from teacher-directed classrooms to personalized mastery using "Reawakening the Tiger!" tools and support. We'll track progress through data, reflections, and professional development, fostering learner engagement and a collaborative learning environment.
F1. The school has scheduled time during the school day, and uses a systematic	Domain F: Learning Support	Stage 2 - Minimal	**SMART Goal:** "By the end of the 2023-2024 school year, Rock Springs High

approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.			School will collaboratively design and implement monthly lessons during Power Hour to address student needs, resulting in increased academic achievement (fewer failing classes), decreased behavior incidents, and improved state assessment scores."

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
Glen Suppes	Principal
Hope Downs Lewis	Assistant Principal
Benjamin Straka	Assistant Principal
Steve Akers	Assistant Principal
Byron Bolen	Assistant Principal
Jami Markovsky	Graduation Coach
Ruthann Wheeler	Math Teacher
Angie Banks	FCS Teacher
Christine Pettibone	ELL Teacher
Misty Simek	SPED Teacher
Kasey Damori	Parent Representative
Natalie Powell	Parent Representative

District School Improvement Representative Name	Position
Jodie Garner	Curriculum and Instruction Director