



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

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| School: Rock Springs High School | Plan Date: 9-20-2022 |
| Principal: Glen Suppes | District Approval Date (for TSI, WAEA, CSI): |
| District: Sweetwater County School District 1 | Current Identification <i>Partially Meeting Expectations</i> |
| District Representative: | |

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 “No Evidence of Implementation” or “Minimal Implementation.”

| Domain | Practice | School Reflection Rating |
|-----------------------------|--|--------------------------|
| Domain A: School Leadership | A.1 A clear and compelling purpose statement (e.g., mission, vision, values, and goals) developed with stakeholders input and consistent with the district purpose, provides focus for school decisions. | Stage 3 - Moderate |

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| Domain E: Instruction | E.1 Leaders and staff work together to design and implement high-quality, standards-based instructional programs that result in high levels of achievement for all students. | Stage 1 - No Evidence |
| Domain F: Learning Support | F.1 The school has a scheduled time during the school day, and uses a systematic approach to prevention and intervention, to promptly address academic and behavioral issues for all students. | Stage 3 - Moderate |

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 A: School Leadership

Priority Practice #1: A.1 A clear and compelling purpose statement (e.g., mission, vision, values, and goals) developed with stakeholders input and consistent with the district purpose, provides focus for school decisions.

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| <p>Practice Rationale</p> <p><i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p> | <p>The RSHS staff and community have not reworked or re-established the current mission and vision statement in at least 5 years. The community and staff have changed significantly and with the idea of transitioning to Standards-based grading, we as a community need to establish our collective commitments and mission/ vision for our future.</p> |
| <p>Improvement Strategy</p> <ul style="list-style-type: none"> ● <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> | <p>Research has shown that a strong Mission and Vision, centered on a core set of collective commitments will allow a school to be focused and driven for the results needed for the students in that school. Research also shows that student success is driven by a school that can collectively agree on student learning and strong instructional practices, which are also driven by the Mission and Vision of a school.</p> <p>This starts with the leadership team and the Don't Ever Stop Consultants, LLC., the guiding coalition, and the staff as a whole.</p> <p>We will utilize the help from Don't Ever Stop, LLC consultants in this process along with the resources recommended by them to help us with the process.</p> <p>The creation of a new set of code of collaborations, vision, and mission will help our school community build a school that addresses the needs of our students.</p> |
| <p>1-Year Adult Practice Goal</p> <p><i>Provide a measurable goal aligned to the</i></p> | <p>By the end of the 23-24 school year, RSHS will have a new Mission and Vision to lead our school for the 23-24 school year, that is fully vetted by RSHS staff and community.</p> |

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| <i>Practice.</i> | |
| Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i> | Mission and Vision provide guidance for all that we do, and if it reflects our collective commitments, then our school performance will be impacted by our work in this area. |

Action Plan for Priority Practices #1

| Action Items | Timeline | Resources Needed | Plan for Measuring Impact/Implementation |
|---|-----------------|--|---|
| Vision Statement creation | Aug - Sept 2022 | Professional Development time through our Friday PD days, with specific time carved out of the PD for refinements and wordsmithing. Don't Ever Stop Consultants. Professional Development Fridays with RSHS staff. Extra daily-contract time. | Documents created with Don't Ever Stop before the start of the school year. |
| Mission Statement Creation | 2nd QTR | Time. Don't Ever Stop Consultants. Professional Development Fridays with RSHS staff. | Documents created with questions/ concerns from each department along with documents stating goals for the different quarters. |
| Finalize enough of the draft to present to the whole student body and then select community stakeholder members | 2nd QTR | Time during the school day Observations and Research at Standards-Based Schools and the Mission and Visions that drive them to success. Weekly PLC meetings with agendas and minutes Meetings with students and select community members | Maintenance of the Document with demonstration of progress towards a working draft of the Mission/Vision with documentation of changes from stakeholders. |
| Finished mission and vision | 2nd QTR | Print shop to make posters and documents for school areas and classrooms. Posted on social media sites and websites. | Published and disseminated Mission/Vision for RSHS |

High-Impact Domain: Domain E: Instruction

Priority Practice #2: E.1 Leaders and staff work together to design and implement high-quality, standards-based instructional programs that result in high levels of achievement for all students.

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| <p>Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p> | <p>Currently, Rock Springs High School does not use standards-based grading and it was noted in our most recent accreditation review that we were lacking a consistent way of grading and measuring learner achievement. Currently, learners are being graded on a 100-point scale, but the grading system is not consistent from facilitator to facilitator, or even department to department. We have started the process as of last school year, but we need to continue to develop a clear and consistent way of grading and reporting learner achievement through a school wide standards based grading system.</p> |
| <p>Improvement Strategy</p> <ul style="list-style-type: none">● <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> | <p>Rock Springs High School will pursue going to a standards-based grading system. We will use the Wyoming content and performance standards to develop proficiency scales in all content areas so that we will be prepared to be a standards-based grading school by the first semester of the 2023-2024 school year.</p> <p>A school-wide mentoring and coaching framework for adult learning has been implemented to build capacity within the certified staff. The five or six person mixed content teams have structured conversations around all aspects of professional development; instructional practices, use of educational technology, building appropriate assessments to measure learning, collecting classroom data, embedding content literacy, and reflecting on professional practices to determine efficacy. Learning facilitators (teachers) are encouraged to observe other classrooms in other contents, other grade levels, and other schools. Book studies are another strategy for culture-building and improving facilitator knowledge and skills. The “framework” conversations and learning are organically connected to the work of “personalized mastery” that the Don’t Ever Stop, LLC consultants have brought to RSHS. Adult learning for RSHS staff is crosswalked to ensure a sense of leveraging and not adding “one more thing.”</p> <p>Learners at Rock Springs High School need a consistent and equitable way to identify their educational growth and their educational needs. Learners need to have clear and consistent communication from all content facilitators about what the educational expectations are, and a clear way to identify what it means to be a proficient learner or to have learned to mastery. All stakeholders need to also be able to identify what skills and knowledge the learners from Rock Springs High School are leaving with. Parents of learners at Rock Springs High School need a consistent way to identify what their learners’ educational growth and need areas are. We need a clear and consistent way to measure learner achievement and need consistent communication from their learners’ content facilitators regarding their learners’ learning and achievement levels. Parents need to know where and how to help their students reach proficiency.</p> |
| <p>1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i></p> | <p>By the end of the 22-23 school year, the goal will be for the facilitators to identify priority standards in each of the core content areas, along with effective scope and sequence alignment to assess learners in their knowledge level of the standard for the school year. The work will be</p> |

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| | identified and placed within a google folder for each of the content areas for ease of access and for leadership to review on a consistent basis. |
| Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i> | This will allow all learners an opportunity to graduate on time. It will also allow us to target our intervention and enrichment opportunities during Power Hour and during our after-school/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 #2

| Action Items | Timeline | Resources Needed | Plan for Measuring Impact/Implementation |
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| <i>Pod creation and freshman placement</i> | <i>Summer 2022</i> | <i>Extra time for counselors for PowerSchool scheduling. Professional development Don't Ever Stop Consultants</i> | <i>Bring in counselors before the start of school to help move students around to the newly formed PODS. Outline the three different PODS in the building with staffing and classroom locations.</i> |
| Data review | Aug-Sept | WYTOPP, ACT, ASVAB, School Report Card. PLC Time Leadership Time | All data will be initially accessible for review and then a public embargo will be lifted in September. After this data will be discussed at the district and school level with stakeholders. |
| Curriculum Maps for the schools core classes first, then curriculum maps for the entire district., Alignment, and Scope and Sequence creation. | 2022-2023 school year (ongoing) | PLC Time during the school week and on PD Fridays. Don't Ever Stop Consultants. CIA district support and resources, including the ability to bring in and pay staff during "off-Fridays." CLI Committee time and work | Building staff will align curricular maps according to data. Work will be completed in PLCs, PD Fridays, Friday School, CLI content scheduled days, and in coordination with the Don't Ever Stop Consultants. |

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| Extended learning opportunities for proficiency. | 2022-2023 school year (ongoing) | Time on both PD Friday and “Off” Fridays for implementation teams. Don’t Ever Stop Consultant resources. | Summer school, Friday school (credit recovery), Power Hour Interventions, and Guided Study |
| Taskforce committee for report card reporting | 2022-2023 school year (on-going) | Time SW1 Policy changes to align with standards/evidence-based grading. Access to other schools with successful standards-based systems. | Find and look at resources that have been created by other schools on a movement from traditional to standards-based grading scale. Create time and schedule the committee to review and come to agreements on standards reporting. Work with the SW1 policy team and school board to align standards-based outcomes and reporting practices. Share processes with all stakeholders and review feedback. Plan, Do, Check, and Adjust through the entire process. Allow select teachers to pilot standards based in their own classrooms. |
| Policy Review at the District level, Specific policies including policies revolving around grading, attendance, curriculum,etc. | 22-23 and 23-24 school years | Policy Committee access, resources on how other Wyoming School District have converted to SBG. | Measurement of the policy changes will difficult, because the policies affect the whole district and have a process to be reviewed, changed and modified, then approved by the school board, so the completion of the approval of the modified policy will be our measurement for this goal. |

High-Impact Domain: Domain F: Learning Support

Priority Practice #3: F.1 The school has a scheduled time during the school day, and uses a systematic approach to prevention and intervention, to promptly address academic and behavioral issues for all students.

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| <p>Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i></p> | <p>Rock Springs High School has 50 minutes per day allotted to addressing advocacy, intervention, and enrichment needs. We call this time Power Hour. Most learners at Rock Springs High School are strategically placed in grade-specific power hour classes and all freshmen are with one of their core academic teachers. This was work that was started last year but learners were not in PODS and freshman were not placed with one of their core academic Facilitators of Learning like they are this year. In addition, Rock Springs High School now has a systematic approach for checking grades and attendance, setting weekly goals, and requesting and assigning learners to interventions two days per week. Learners fill out a graduation progress document on a weekly basis, this is called the iGRAD and have an individual conference with their Power Hour Facilitator of Learning on a weekly basis as well in regards to their grades, attendance and goals. Facilitators either choose or help choose interventions with their learners for the week based upon the iGRAD. When learners do not need interventions, there are enrichment and opportunity classes for them to attend. This is a new process that is being rolled out for the 2022-2023 school year.</p> |
| <p>Improvement Strategy</p> <ul style="list-style-type: none">● <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> | <p>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.</p> <p>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, implemented Power Hour, has implemented adult learning cohorts, and has developed several school-based committees including learn a guiding coalition and a parent involvement team.</p> <p>Power Hour is one of the ways that we are addressing behavior issues. At the high school level, common behaviors that we see are skipping class, not completing work and insubordination. Power Hour is meant to address this in a few ways. First, they have to learn to self monitor their attendance and grades and have a weekly conversation about these things with an adult advocate, their Power Hour Facilitator. Secondly, when learners are not performing well or when they are not doing the work to prove that they know the content, they are required to go</p> |

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| | to an intervention class and do not get to pick an opportunity class. The hope is that learners will realize that they have to earn the option to attend opportunity classes and they learn to self monitor and self address their lack of attendance and lack of work completion so that they can choose where they go instead of being assigned to an intervention. |
| 1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i> | By the second semester of the 2022-2023 school year, Rock Springs High School will have a systemic approach to identifying learners for interventions and enrichments. 100% of learners at Rock Springs High School will spend 80 minutes minimum per week in their identified area of need or enrichment. |
| Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i> | This 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 |
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| 1. Introduction of the “burning platform” or the reasons why we are making a change from Mr. Suppes. Analyze data and to identify the areas that need improvement at Rock Springs High School. Develop a plan and operating procedures for the grad coaches and interventionists to intervene. | Beginning of the 22-23 school year August-Sept | <i>Behavioral and Academic Data from Powerschool, SWIS, WYTOPP, ACT, and the state report card.</i> | Documentation of staff meetings, feedback data, and parking lot feedback. |
| 2. Create a Plan, DO, Check and Adjust (PDCA) around the areas of greatest need including curriculum and intervention and enrichment. | Beginning of the 22-23 school year August-Sept | <i>The administrators will rely on Don't Ever Stop, LLC, time set aside to meet together, and feedback from facilitators of learning through parking lots and other feedback forms.</i> | Administrator meeting documentation and agendas. Feedback from facilitators of learning. |
| 3. Begin the implementation of Power Hour based upon PLC work and facilitator identification | Early into the first semester of the 22-23 school year. | <i>Time during the school day for facilitators to identify learners in need, regularly scheduled power</i> | Facilitator feedback, grades, credits earned. |

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| of learners in need. Also incorporate a focus on building reading stamina through independent reading practices into Power Hour once per week. | Sept-October | <i>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 for the enrichment or remediation. We may possibly need more Library Materials, or other funding resources to help with the costs of the opportunity classes.</i> | |
| 4. Check and Adjust the Power Hour Plan. | Mid year and end of the year of the 22-23 school year. | <i>Feedback from facilitators of learning and learners. Data including behavior referrals, grades, and credits earned.</i> | Facilitator and learner feedback, grades, credits earned, and behavioral referrals. The grad coaches, interventionists, and administrators will review all of this information and plan 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

| | 1 Year Performance Goal (insert a numeric goal) |
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| WAEA Weighted Average Indicator Score (0.0-3.0) | 2021-2022 = 1.2 2022-2023 (Goal) = 2.0 |
| Achievement (Numeric value) | 2021-2022 = 35 2022-2023 (Goal) = 45 |
| Growth (Numeric value) | 2021-2022 = 40 2022-2023 (Goal) = 45 |
| Equity (Numeric value) | 2021-2022 = 42 2022-2023 (Goal) = 45 |
| EL Progress (Numeric value) | 2021-2022 = 11 2022-2023 (Goal) = 25 |
| For High Schools Only | |
| Extended Graduation Rate (Numeric value) | 2021-2022 = 73 2022-2023 (Goal) = 80 |
| Post-Secondary Readiness (Numeric value) | 2021-2022 = 71 2022-2023 (Goal) = 75 |
| Grade Nine Credits (Numeric value) | 2021-2022 = 80 2022-2023 (Goal) = 85 |

ESSA School Performance Goals

| | 1 Year Performance Goal (insert a numeric goal) |
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| ESSA Average Indicator Score (0.0-3.0) | 2021-2022 = 1.4 2022-2023 (Goal) = 2.0 |
| Achievement (Numeric value) | 2021-2022 = 33.7 2022-2023 (Goal) = 45 |
| Growth (Numeric value) | 2021-2022 = 40.3 2022-2023 (Goal) = 45 |
| Equity (Numeric value) | 2021-2022 = N/A 2022-2023 (Goal) = N/A |
| EL Progress (Numeric value) | 2021-2022 = 10.5 2022-2023 (Goal) = 25 |
| For High Schools Only | |
| Four year on-time graduation rate (Numeric value) | 2021-2022 = 73.1 2022-2023 (Goal) = 80.0 |
| Post-Secondary Readiness (Numeric value) | 2021-2022 = 70.9 2022-2023 (Goal) = 75.0 |

Content Area Performance Goals

| | 1 Year Performance Goal (% Proficient or Above) |
|-------------------------|--|
| ELA (Numeric value) | 21-22 9th grade = 43% A/P 21-22 10th grade = 39% A/P 22-23 9th grade (goal) = 50% A/P 22-23 10th grade (goal) = 50% A/P |
| Math (Numeric value) | 21-22 9th grade = 27% A/P 21-22 10th grade = 25% A/P 22-23 9th grade (goal) = 50% A/P 22-23 10th grade (goal) = 50% A/P |
| Science (Numeric value) | 21-22 10th grade = 42% A/P 22-23 10th grade (goal) = 50% A/P |

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 |
|--|-------------------------------|----------------------------------|---|
| A.1 A clear and compelling purpose statement (e.g., mission, vision, values, and goals) developed with stakeholders input and consistent with the district purpose, provides focus for school decisions. | Domain 5: Instruction | Stage 3 - Moderate | By the end of the 22-23 school year, RSHS will have a new Mission and Vision to lead our school for the 22-23 school year, that is fully vetted by RSHS staff and community. |
| E.1 Leaders and staff work together to design and implement high-quality, standards-based instructional programs that result in high levels of achievement for all students. | Domain E: Instruction | Stage 1 - No Evidence | By the end of the 22-23 school year the goal will be for the facilitators to identify priority standards in each of the core content areas, along with effective scope and sequence alignment to assess learners in their knowledge level of the standard for the school year. The work will be identified and placed within a google folder for each of the content areas for ease of access and for leadership to review on a consistent basis. |
| F.1 The school has a scheduled time during the school day, and uses a systematic approach to prevention and intervention, to promptly address academic and behavioral issues for all students. | Domain F: Learning Support | Stage 3 - Moderate | |

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 | Rock Springs High School Principal |
| Benjamin Straka | Rock Springs High School Assistant Principal |
| Thomas Jassman | Rock Springs High School Assistant Principal |
| Dr. Cynthia Porter | Rock Springs High School Assistant Principal |
| Hope Downs Lewis | Rock Springs High School Assistant Principal |
| Jennifer Haeck | Rock Springs High School Teacher |
| Lee Anne Reynolds | Rock Springs High School Graduation Coach |
| Christine Pettibone | Rock Springs High School Teacher |
| Rita Osborne | Rock Springs High School Teacher |
| Amanda Margrave | Rock Springs High School Graduation Coach |
| Steve Akers | Rock Springs High School Graduation Coach |
| Larissa Apel | Reviewer Rock Springs High School Science Teacher |
| Shawn Muir | Reviewer Rock Springs High School Math Teacher |
| Ashley Simons | Reviewer Rock Springs High School English Teacher |
| Cody Pierantoni | Reviewer Rock Springs High School CTE Teacher |
| Kasey Damori | Reviewer Rock Springs High School Parent |
| Carol Edman | Reviewer Rock Springs High School Parent |
| Tracy Meats | Reviewer Rock Springs High School Parent |
| Chris Meats | Reviewer Rock Springs High School Parent |

| District School Improvement Representative Name | Position |
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