

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

School: Rock Springs High School	Plan Date: 2021-2022 School Year
Principal: Glen Suppes	District Approval Date (for TSI, WAEA, CSI): 9/30/2021
District: Sweetwater School District #1	Current Identification (Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations): Not 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	E.1 Leaders and staff work together to design and implement a high-quality, standards-based instructional programs that result in high levels of achievement for all students.	None

Domain 6: 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.	Minimal
Domain 1: 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.	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

Priority Practice #1: Instruction

High-Impact Domain: 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.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	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 student achievement. Currently, students are being graded on a 100 point scale but the grading system is not consistent from teacher to teacher, or even department to department. We need to develop a clear and consistent way of grading and reporting student achievement through a school wide standards based grading system.
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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 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. Students at Rock Springs High School need a consistent and equitable way to identify their education growth and their educational needs. Students need to have clear and consistent communication from all content teachers about what the educational expectations are and a clear way to identify what it means to be a proficient student or to have learned to mastery. Community members need to also be able to identify what skills and knowledge the students from Rock Springs High School are leaving with. Parents of students at Rock Springs High School need a consistent way to identify what their students' educational growth and need areas are. We need a clear and consistent way to measure student achievement and need consistent communication from their students' content teachers regarding their students' learning and achievement levels. Parents need to know where and how to help their students reach proficiency. By the end of the 21-22 school year the goal will be for the staff to identify priority standards in each of the content areas, along with formative ways to assess students in their knowledge level of the standard, for only the standards addressed in the first semester of 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. This will allow all students an opportunity to graduate on time. It will also allow us to target our intervention and enrichment opportunities during Tiger Time 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.
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 Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
1. Inform the staff of the change, work with the guiding coalition, establish goals and benchmarks for the other quarters.	21-22 School year, Quarter 1 Aug-Oct	Time Observations and Research at Standards Based Schools/Districts Community Curriculum Council Support	<i>Documents created with questions/ concerns from each department along with documents stating goals for the different quarters.</i>
2. Staff start to identify priority standards for the content areas. Staff start breaking down the standards to actionable and measurable benchmarks.	21-22 School year, Quarter 2 Oct-Dec	Time Observations and Research at Standards Based Schools/Districts Community Curriculum Council Support Weekly PLC meetings with agendas and minutes	Working document with the standards identified and the actionable and measurable benchmarks
3. Staff continue to work on the step two, refining and establishing a process for creating proficiency scales for the different benchmarks within the standards.	21-22 School year, Quarter 3 Jan-March	Time Observations and Research at Standards Based Schools/Districts Community Curriculum Council Support Weekly PLC meetings with agendas and minutes	Working document which shows the progression towards the proficiency scales and the different benchmarks.
4. Staff continue work on the refinement of the benchmarks and proficiency scales, along with creating the assessments needed to measure student knowledge on those portions of the standards. Establishing what proficiency will look like for the standards.	21-22 School year, Quarter 4 Mar-May	Time Observations and Research at Standards Based Schools/Districts Community Curriculum Council Support Weekly PLC meetings with agendas and minutes	Working then finalized document with the proficiency scales and the assessments for each of the standards.

Priority Practice #2 - Learning Support

High-Impact Domain: 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.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	Rock Springs High School has 50 minutes per day allotted to addressing advocacy, intervention and enrichment needs. We call this time, Tiger Time. We have strategically placed some students in certain Tiger Times to meet their academic intervention and enrichment needs but need to continue developing our Tiger Time strategy and the way that we identify students to promptly address academic and behavioral needs of all students. We have something in place now but we need a school wide systematic approach to making Tiger Time effective in addressing all student needs.
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>	Rock Springs High School has been working with a consultant, Dennis King from Solution Tree in the area of RTI since the beginning of the 2020-2021 school year. We have implemented a 50 minute time period in our schedule everyday which is new for the 2021-2022 school year in response to the research based RTI model that was presented by our solution tree consultant. Rock Springs High School needs a school wide systematic way to promptly address student behavioral and academic needs. Our graduation rate and class failure rate has been unacceptable over the last few academic years. Tiger Time will address the need for intervention as well as the need for enrichment when students have met academic proficiency. This also allows the student to meet with their teachers everyday to get assistance in monitoring their grades, work on social skills and advocate for their education. Rock Springs High School implemented the PLC process a few years ago but we did not have a systematic approach to addressing student needs based on data. Implementing Tiger Time will give the teachers the time they need with students who have an academic or behavior need. This also allows the teacher to meet with their select students everyday to monitor their grades, work on social skills and advocate for their education.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By the second semester of the 2021-2022 school year, Rock Springs High School will have a systematic approach to identifying students for interventions and enrichments.

	80% of students at Rock Springs High School will spend 100 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 students an opportunity to graduate on time. It will also allow us to target our intervention and enrichment opportunities during Tiger Time 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 Practices #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
1. All administrators will read the book WIN Time	Quarter 1 of 2021-2022 school year.	Copies of the book WIN Time	Administrator PLC time-weekly meetings to occur on Thursday mornings.
2. Implement Tiger Time and assign all RSHS students in grade 9-11 a Tiger Time and students in grade 12 who need a Tiger Time.	Semester 1 of the 2021-2022 school year.	Guidance and advice from our solution tree consultant.	Student grades and student and teacher feedback.
3. Adjust Tiger Time and assign all RSHS students in grade 9-11 a Tiger Time and students in grade 12 who need a Tiger Time. Focus on core class placement for interventions	Semester 2 of the 2021-2022 school year.	Guidance and advice from our solution tree consultant.	Student grades and student and teacher feedback.

and elective classes for enrichments.			
4. Strategically place students in <i>Tiger Time</i> and assign all RSHS students in grade 9-11 a <i>Tiger Time</i> and students in grade 12 who need a <i>Tiger Time</i> .	End of the 21-22 school year	Reflection time and vetting of the established routine for the next school year's implementation of the process.	Teacher reflections and student achievement scores. Feedback from RSJH for incoming 9th graders.

Priority Practice #3: Priority Practice #3: Leadership

High-Impact Domain: 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.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	The RSHS staff and community have not reworked or re-established the current mission and vision statement in at least 4 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.
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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>	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 school that can collectively agree on student learning and strong instructional practices, which are also driven by the Mission and Vision of a school. This starts with the leadership team, the guiding coalition and the effective communication of the why and the how we will create the new collective commitments along with the mission and vision of our school. We will utilize the help from solution tree partners in this process along with the resources recommended by them to help us with the process. The creation of a new set of collective commitments, vision and mission will help our community build a school that addresses the needs of our students.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By the end of the 21-22 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 the community and stakeholders of the school.
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 #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
1. <i>Introduction of the concept, reasons why and the establishment of collective commitments from the different departments.</i>	21-22 School year, Quarter 1 Aug-Oct	<i>Time during the school day</i> <i>Observations and Research at Standards Based Schools and the Mission and Visions that drive them to success.</i> <i>Weekly PLC meetings with agendas and minutes</i>	Document creation along with staff meeting minutes of the discussion and work that will be done on the Mission/Vision.

2. Take the collective commitment and start working on the draft of the Mission/Vision. Start working with the select student groups	21-22 School year, Quarter 2 Oct-Dec	Time during the school day <i>Observations and Research at Standards Based Schools and the Mission and Visions that drive them to success.</i> Weekly PLC meetings with agendas and minutes Meetings with select student groups	Maintenance of the Document with demonstration of progress towards a working draft of the Mission/Vision with documentation of changes from stakeholders.
3. Finalize enough of the draft to present to the whole student body and then select community stakeholder members	21-22 School year, Quarter 3 Jan-March	Time during the school day <i>Observations and Research at Standards Based Schools and the Mission and Visions that drive them to success.</i> 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.
4. Finish the Mission and Vision. Create community forums to address the new Mission/Vision for our school	21-22 School year, Quarter 4 Mar-May	Time during the school day Weekly PLC meetings with agendas and minutes Meetings with community members	Published and disseminated Mission/Vision for RSHS

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)	21-22 school year 2.0
Achievement (Numeric value)	41 on the report/ 42 in 18-19 for the 21-22 school year: 45
Growth (Numeric value)	No Score/43in 18-19 for the 21-22 school year: 45
Equity (Numeric value)	No Score/43 in 18-19 for the 21-22 school year: 45
EL Progress (Numeric value)	13 on the report/18 in 18-19 for the 21-22 school year: 25

For High Schools Only

Extended Graduation Rate (Numeric value)	77 on the report/ 76 in 18-19 for the 21-22 school year: 80
Post-Secondary Readiness (Numeric value)	47 on the report/ 57 in 18-19 for the 21-22 school year: 55
Grade Nine Credits (Numeric value)	77 on the report/ 76 in 18-19 for the 21-22 school year: 80

ESSA School Performance Goals

1 Year Performance Goal (insert a numeric goal)	
ESSA Average Indicator Score (0.0-3.0)	21-22 school year 2.0
Achievement (Numeric value)	41 on the report/ 43 in 18-19 for the 21-22 school year: 45
Growth (Numeric value)	not reported/43 in 18-19 for the 21-22 school year: 45
Equity (Numeric value)	not reported/ not reported in 18-19for the 21-22 school year: 45
EL Progress (Numeric value)	13.1 on the report/ not reported in 18-19 for the 21-22 school year: 25
For High Schools Only	
Four year on-time graduation rate (Numeric value)	76.7 percent/ 75.4 in 18-19 for the 21-22 school year: 80
Post-Secondary Readiness (Numeric value)	47.2 on the report/ 56.8 in 18-19 for the 21-22 school year: 45

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)
ELA (Numeric value)	9th grade 48.6 in 18-19/10th grade 43.7 in 18-19 for the 21-22 school year: 9th grade: 50, 10th grade 50
Math (Numeric value)	9th grade 44.7 in 18-19/10th grade 41.8 in 18-19: for the 21-22 school year: 9th grade 50, 10th grade 50
Science (Numeric value)	10th grade 34.9 in 18-19 for the 21-22 school year: 45

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
Priority Practice #1: 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.	High-Impact Domain: 5 - Instruction	None	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.
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 6: Learning Support	Minimal	We have implemented a 50 minute time period in our schedule everyday which is new for the 2021-2022 school year in response to the research based RTI model that was presented by our solution tree consultant. Rock Springs High School needs a school wide systematic way to promptly address student behavioral and academic needs. Our graduation rate and class failure rate has been unacceptable over the last few academic years. Tiger Time will address the need for intervention as well as the need for enrichment when students have met academic proficiency.

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 1: School Leadership	Minimal	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 school that can collectively agree on student learning and strong instructional practices, which are also driven by the Mission and Vision of a school. This starts with the leadership team, the guiding coalition and the effective communication of the why and the how we will create the new collective commitments along with the mission and vision of our school. We will utilize the help from solution tree partners in this process along with the resources recommended by them to help us with the process. The creation of a new set of collective commitments, vision and mission will help our community build a school that addresses the needs of our students.
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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
Benjamin Straka	Assistant Principal
Hope Downs Lewis	Assistant Principal
Dr. Cynthia Porter	Assistant Principal
Thomas Jassman	Assistant Principal

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer