



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 Junior High	Plan Date: September 21, 2023
Principal: Ronald Urbin	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School District 1	Current Identification (list all that apply: 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
Data Informed Planning	C.3 - The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning	

Instruction	E.3 - Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (e.g. Social Emotional Learning)	

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: Data Informed Planning

Priority Practice #1: C.3 - The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning

<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>A) The junior high has intervention in place for reading and math. Student placement in interventions is based on data and scores. Core content areas have participated in planning for flex grouping this semester based on student performance on WY -TOPP interim and modulars.</p> <p>B) The junior high has developed cross curricular PLC teams (X Teams) consisting of four teams per grade with at least one member of each core area on the team. The elective teachers comprise another team. The elective team provides feedback about specific students to the appropriate teams. The grade level X Teams act as an Achievement Monitoring Process (AMP) team and compile data and make arrangements for referral for further interventions and possibly special education testing.</p> <p>This will increase achievement by focusing on student performance and pinpointing student gaps in knowledge to be addressed during the intervention time, may include after school intervention, and Friday School.</p>
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Improvement Strategy <ul style="list-style-type: none"> ● 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. 	<p>All content areas will formulate a plan to do intervention based on student scores on mid-unit assessment data (or more frequently if the content is in the position). Content areas will provide remedial and enrichment groups and provide instruction for the students and across core curricular contents.</p> <p>Formative assessments will indicate if a student needs more remediation.</p> <p>Don't Ever Stop</p>
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	<p>Student grades of 'F' will reduce in all content areas by 20%.</p> <p>Cross curricular PLCs will reduce 'F' within teacher classes by 20%.</p>
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	<p>Students who understand the materials will receive a better grade overall in the class.</p>

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLCs make plan for interventions and enrichment	1st semester	Department and Cross Curricular PLC Time	Total number of students receiving an 'F' for Quarter 2 will reduce by 20% from Quarter 1 in 2023.
Data teams protocol	2nd Semester	Department and Cross Curricular PLC Time	Total number of students receiving an 'F' for Quarter 4 will reduce by 20% from Quarter 3 in 2024.
Remedial and Enrichment Groups	1st/2nd semester	Google docs, data teams protocol, PowerSchool	Increase of student scores on common assessment from CS1 to CS9 of the 2023/24 academic year by 5% per assessment cycle to the end of the year

			of 2024. Final Proficiency not to be less than 75%.
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High-Impact Domain: Instruction

Priority Practice #2: E.3 - Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (e.g. Social Emotional Learning)

<p>Practice Rationale Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</p>	<p>RSJH students receive discipline referrals for poor choices around self-management, positive relationships, etc. These students miss instructional time because of being in the counseling office or the principals' office.</p>
<p>Improvement Strategy</p> <ul style="list-style-type: none"> ● 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. 	<p>Students will receive instruction in Digital Citizenship. Students will receive instruction in Habitudes. Staff professional development will be provided for training in motivating students, building resilience, grit, and habits for success. Minga-points</p>
<p>1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.</p>	<p>Student discipline referrals will reduce by 20% from the 2022- 2023 school year to 2023-2024. Surveys between adult staff members and corresponding student surveys will show a 20% increase in relationships amongst the varying groups.</p>
<p>Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.</p>	<p>A reduction in referrals will result in significant increase in student achievement due to more class time and less time out of class due to office referrals.</p>

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Sources of Strength	October, November, December, January, February	Counselor Train the Trainer, Trainers teach students and staff	Counselor Data - Google form
Digital Citizenship	September, October	Online materials, lessons planned	Number of discipline referrals for technology violations.
<i>Habitudes</i>	<i>October, November, December</i>	<i>Online materials, lessons planned</i>	<i>Number of discipline referrals for aggressive behavior violation school year 2023-2024</i>
Survey students, staff, and guardians	October, January, March, May	<i>Google forms and/or ParentSquare</i>	Compare data points
<i>Jaguar Time</i>	<i>School Year 2023-2024</i>	<i>Class time</i>	<i>Student surveys</i>

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)	2.0	2.4
Achievement (Numeric value)	53	55
Growth (Numeric value)	53	55
Equity (Numeric value)	53	56
EL Progress (Numeric value)	4	7
For High Schools Only		
Extended Graduation Rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		
Grade Nine Credits (Numeric value)		

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)	1.8	2.0
Achievement (Numeric value)	55	57
Growth (Numeric value)	53.2	55
Equity (Numeric value)	53.1	55
EL Progress (Numeric value)	3.8	7
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (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) 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
1	Data Informed Planning	3	Student grades of 'F' will reduce in all content areas by 20%. Cross curricular PLCs will reduce 'F' within teacher classes by 20%.
2	Instruction	3	Student discipline referrals will reduce by 20% from the 2022-2023 school year to 2023-2024. Surveys between adult staff members and corresponding student surveys will show a 20% increase in relationships amongst the varying groups.

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
Ronald Urbin	Principal
Jenny Ketterling	Special Education Teacher
Samantha Worden	U.S History Teacher
Halli Riskus	Fine Arts Teacher
Dan Clayson	Science Teacher
Michael Hansen	Language Arts Teacher
Matthew Walter	Math Teacher

District School Improvement Representative Name	Position
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