

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 Junior High School	Plan Date: September 20, 2021
Principal: Kris Cundall	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater #1	Current Identification: 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
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	Minimal with marks in Moderate and No
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)	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: Data Informed Planning

Priority Practice #1:

C.3

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

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	The junior high has intervention in place for reading and math. However, entry into the interventions is not flexible and fluid. Some, but not all, content areas have been flex grouping on a weekly basis for one class period (day). This will increase achievement by focusing on student need and providing instruction at the student level to close the gap for proficiency.
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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.	All content areas will formulate a plan to do flex grouping based on student scores on mid-unit assessment data (or more frequently if the content is in the position). Content areas will flex group students and provide instruction - remedial and enrichment - for the students. Formative assessments will indicate if a student needs more remediation. Teachers are looking for ways to increase individual student proficiency but have not had the means and time to do so. By designating specific class periods/days for flex grouping, the teachers will have the plan.
1-Year Adult Practice Goal Provide a <i>measurable goal</i> aligned to the Practice.	Student grades of 'F' will reduce in all content areas by 20%. Cross curricular PLCs will reduce 'F' within teacher classes by 20%.
Impact on Performance Goals Describe <i>how</i> the focus on this Practice will impact performance goals.	Students who understand the materials will receive a better grade overall in the class.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLCs make plan for flex grouping	1st semester	Friday PD time	Total number of students receiving an 'F' for the semester will reduce by 20% from Second Semester 2 in 2021 to Second Semester 2 in 2022.

<i>Data teams protocol</i>	<i>1st semester</i>	<i>Content PLC time, Friday PD time, Common assessments</i>	<i>Total number of students receiving an 'F' for the semester will reduce by 20% from Second Semester 2 in 2021 to Second Semester 2 in 2022.</i>
<i>Implement flex grouping</i>	<i>2nd Semester</i>	<i>Google docs, data teams protocol</i>	<i>Increase of student scores on common assessment</i>

High-Impact Domain: Instruction
Priority Practice #2:

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)

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	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 principal office.
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>	Students will receive instruction in Digital Citizenship Students will receive instruction in Habitudes Staff will receive professional development for motivating students building resilience, grit and habits for success. The PD will demonstrate 10 strategies proven to strengthen relationships, grab attention, inspire, and build resilience in all ages and learning types. Participants will receive insights into teaching social and emotional life skills in ways all can understand, relate to, and remember.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	Student discipline referrals will reduce by 20% from school year 2020-2021 to 2021-2022. Adult surveys will show a 20% increase in self-assessed student relationships surveys monthly.

Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Student achievement will improve because they will be in class more and miss less instruction.
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Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Digital Citizenship	September/October	Online materials, lessons planned	Number of discipline referrals for technology violations.
Habitudes	October/November/December	Online materials, lessons planned	Number of discipline referrals for aggressive behavior violation school year 2021-2022
Motivating Students PD	December/January	Online materials, lessons planned	Reduction in students with 'F' as a grade at end of semester 2
Survey students and staff	October/January/March/May	Google forms	Compare data points
Jaguar Time	School Year 2021-2022	Class time	Student surveys

Part 2: Student-Focused Performance Goals

Fill in your school's performance goals for each category that is required (based on your school's designation).

WAEA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	2.6
Achievement (Numeric value)	63
Growth (Numeric value)	63
Equity (Numeric value)	58
EL Progress (Numeric value)	23
For High Schools Only	
Extended Graduation Rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	
Grade Nine Credits (Numeric value)	

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	2.5
Achievement (Numeric value)	59.7
Growth (Numeric value)	63.1
Equity (Numeric value)	63.0
EL Progress (Numeric value)	23.1
For High Schools Only	
Four year on-time graduation rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	57%
Math (Numeric value)	54%
Science (Numeric value)	50%

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
Data Informed Planning	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	Minimal with marks of moderate and no	Student grades of 'F' will reduce in all content areas by 20%
Instruction	Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (e.g. Social Emotional Learning)	Minimal	Discipline referrals will reduce by 20% from school year 2020-2021 to 2021-2022.

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
Kris Cundall	Principal
Darcie PUNCHES	ELA Teacher
Jason Doerr	PE/Health Teacher
Candy Bedard	CTE Business Teacher
Britney Meduna	Special Education Resource Teacher

Heidi Rubich	Parent
District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer