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: RSJH	**Plan Date:** 9-24-25
Principal: Tina Searle	**District Approval Date (for TSI, WAEA, CSI):**
District: Sweetwater School District #1	**Current Identification** ***(list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI): TSI***
District Representative: Mrs. 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 F. Learning Support	F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to	Developing

	prevention and intervention, to promptly address academic and behavioral issues for all students.	
Domain C: Data-Informed Planning	C2.Systems are in place to collect non-academic data such as: absences, tardiness, discipline, mental, emotional, and physical well-being of students, families, and staff, etc.	Developing

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 F. Learning Support

Priority Practice #1: 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).*	A. Rock Springs Junior High has a need for developing a multi-tiered system of support to align with the district's strategic plan. B. According to survey data, 37% of participants felt they spent a majority of their time managing behavior issues. C. Achievement result was 'below target.'

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.*	Academic: The junior high has placed intervention time 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, modular assessments, and Beyond Textbooks assessments. The junior high has developed a cross-curricular PLC team (X teams) consisting of 3 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. This will increase achievement by focusing on student performance and pinpointing student gaps in knowledge to be addressed during the intervention time, which may include after-school intervention and Friday School. All content area classrooms will formulate a plan to implement interventions based on student scores on mid-unit assessment data (or more frequently if the content is in the position). This will be provided daily in all core classes. Content areas will provide remedial and enrichment groups and provide instruction for the students across core curricular contents. Students are placed into a Guided Study class to support those who had struggled in their Language Arts/Math WY-TOPP from the previous year. Formative assessments will indicate if a student needs more remediation.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	The junior high has placed intervention time for reading,math, science and social studies; Guided Study. 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, modular assessments, and Beyond Textbooks assessments. The junior high has developed a cross-curricular PLC team (X teams) consisting of 3 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. This will increase achievement by focusing on student

	performance and pinpointing student gaps in knowledge to be addressed during the intervention time, which may include after-school intervention and Friday School. 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 across the core curricular contents. Formative assessments will indicate if a student needs more remediation. PLC teams meet weekly to review student data and adjust lessons based on student performance.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	By the end of the 2025-26 school year, students will improve their grades in core subjects (math, reading, science, and social studies) to a passing grade as a result of participating in interventions during core and/ or guided study time..

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
MTSS all-staff training	August 2025	Ted Hanson ongoing training and support; reflective feedback	High Yield strategies taught at the Tier 1 level as evidenced in Planbook, PLC minutes, additional tools from the training
Onsite coaching & support with BHSS and Ted Hanson	Monthly from September 2025 through May 2026	Ted Hanson to coach; PLC supports in content areas; PLC supports in cross-curricular teams	PLC agendas and conversations; coteacher relationships
PBIS and social/emotional training	August for a full training with monthly support through PBIS	Ted Hanson; PLC supports	PBIS team data reviews
Tier One High-Yield Learning Strategies implemented in all classrooms	August 2025-June 2026	PLC supports and planning/ Hattie strategies	Student data analyzed in PLC data cycles
Guided Study	August 2025-June 2026	Edmentum; direct instruction strategies; stations teaching	Guided Study student data/Edmentum pre- and post-data for all students

MTSS all-staff training	August 2025	Ted Hanson ongoing training and support; reflective feedback	High-Yield strategies taught at the Tier 1 level as evidenced in Planbook, PLC minutes, and additional tools from the training

High-Impact Domain: Domain C: Data-Informed Planning

Priority Practice #2: Systems are in place to collect non-academic data such as: absences, tardiness, discipline, mental, emotional, and physical well-being of students, families, and staff, etc.

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	We chose this practice as our staff would like to focus on providing consistent, school-wide application of expectations to reduce ambiguity, promote equity, and minimize opportunities for disruptive behavior, thereby decreasing the risk of violence and bullying. We are in the process of receiving PBIS training as a staff and continue to implement best practices that promote a safe and orderly environment. Daily practices that support consistency in school-wide expectations will improve academic data, as students will be able to focus on reaching proficiency in all core content classes.
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.*	The junior high has policies and expectations that promote a safe, orderly environment, which need to be consistently implemented school-wide in order to prevent violence and bullying. Regular reminders of school expectations will help prevent major incidents currently tracked in the PowerSchool platform. The threat assessment team will be trained by the district to appropriately respond when needed. The junior high has developed a cross-curricular PLC team structure which will allow for team-based behavior interventions to deter incidents. More professional development will assist in the consistent implementation of a PBIS tiered system to better meet student needs. In addition, time will be set aside for social emotional learning lessons in order to promote student emotional awareness.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	By the end of the 2025-2026 school year, student incident data will show lower safety/behavior incidents compared to the previous school year as measured by incidents in PowerSchool.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	Students will adhere to school and classroom rules across all settings, supported by staff who consistently enforce behavioral expectations to foster a safe and positive learning environment.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Tiered PBIS programs to support positive choices amongst students	August 2025-June 2026	Entire staff training on what and how this can successfully build and improve in the building.	Build Tiered programs with results, increase culture and morale for all as shown on climate-based results.
School surveys for students, staff, and parents	August 2025	Survey results	Build Tiered programs with results, increase culture and morale for all as shown on climate-based results.
Threat assessment training- District	September 2026 -May 2026	Threat assessment team	Review Policy EB. Implement and deliver relevant information to the whole staff in a system that is consistent.
PBIS training	August 2026 - June 2026	Strategies from Ted Hanson's training	Gaining the knowledge and education to be systematic and implement a tiered PBIS model with fidelity.
Expectations reviewed quarterly	Quarterly throughout the 2025-26 school year	Expectations posters from the PBIS folder to share with students/ Policy JFC	Behavioral Data (PowerSchool), climate survey from staff and students
Social Emotional Learning lessons for all students/Small group sessions weekly for tier 2 support	August 2025-June 2026	ASCA Standards-based lessons stored in an accessible drive for Jag Time.	Pre and post assessment on 4 core areas of SEL as well as behavioral data. Increase emotional intelligence evidenced by behavior and the student's feeling of safety in school shown in survey data.

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)	1.6	2.0
Achievement (Numeric value)	48	51
Growth (Numeric value)	54	58
Equity (Numeric value)	54.1	58
EL Progress (Numeric value)	21	36
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	2.6
Achievement (Numeric value)	48.1	52
Growth (Numeric value)	54.1	58
Equity (Numeric value)	54.2	58
EL Progress (Numeric value)	21.3	27.7
For High Schools Only		
Four year on-time graduation rate (Numeric value)		
Post-Secondary Readiness (Numeric value)		

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)		
Credit Earning (Numeric value)		
College and Career Readiness (Numeric value)		

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	54.85	59
Math (Numeric value)	40.1	50
Science (Numeric value)	46.4	49.25

In-house Relevant Data

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
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.	Developing	By the end of the 2025-26 school year, students will improve their grades in core subjects (math, reading, science, and social studies) to a passing grade (D or better) as a result of participating in interventions.
Data Informed Planning	C2.Systems are in place to collect non-academic data such as: absences, tardiness, discipline, mental, emotional, and physical well-being of students, families, and staff, etc.	Developing	By the end of the 2025-2026 school year, student incident data will show lower safety/behavior incidents compared to the previous school year as measured by incidents in PowerSchool.

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
Tina Searle	Principal
Anthony Lott	Assistant Principal
Jordan Erspamer	Assistant Principal

Amie Kinyon	ELA 8th grade teacher
Breanna Jackman	ELA 8th grade teacher
Candi Ruffini	8th grade Science teacher
Mike Swenson	8th grade Math teacher
Nathan Wonnacott	Electives Teacher

District School Improvement Representative Name	Position