



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 High School	Plan Date: October 25–September 2026
Principal: Benjamin Straka	District Approval Date (for TSI, WAEA, CSI):
District: Sweetwater County School District #1	Current Identification (list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI): Not Meeting Expectations
District Representative: Jodie Garner, Chief Academic Officer	

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 E: Instruction	E1: Leaders and staff work together to design and implement high-quality, standards-based instructional program that results in high levels of achievement for all students.	2 - Minimal
Domain B: Culture and Climate	B3. The School maintains a safe, orderly environment with measures in place to prevent violence and bullying and uses a team approach with established protocols for threat assessment and response.	2 - Minimal
Domain F: 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.	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 E: Instruction

Priority Practice #1: E1: Leaders and staff work together to design and implement high-quality, standards-based instructional program that results 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>	• Alignment with district strategic action plan • Address learning gaps based on school report card (WAEA indicators)- WY-TOPP, ACT • Part of the Governor's RIDE Initiative Cohort 2 • Inconsistent instructional program
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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.	● Regularly review school-wide, department, and individual data through grade-level PLC's ● Training and implementation of Beyond Textbooks ● Focus on Common Formative Assessments within shared content areas ● Use of Edmentum during content and extension classes for additional school-wide support in Math and English ● Use of ISTEOP for foundational English support for 9th grade ● Increased administrative focus on instructional coaching through Instructional Rounds and Walkthroughs ● Provide feedback on lesson plans through monitoring of Planbook
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	Goal Statement: By the end of the 2025-2026 school year, our school will implement a cohesive, high-quality, standards-based instructional program, resulting in measurable improvements in student achievement. This will be reflected by a 5% increase in proficiency across all tested subjects as measured by WY-TOPP and ACT assessments.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	1. Data-Driven Instruction: - Action Step: Regularly analyze school-wide, department, and individual data through grade-level PLCs, with ongoing support from Don't Ever Stop consultants. - Success Indicator: 100% of PLC teams engage in data review at least twice a month, using data to inform instructional adjustments. 2. Standards-Based Instruction & Common Formative Assessments: - Action Step: Provide training and fully implement Beyond Textbooks to align instruction with state standards. Emphasize the development and use of common formative assessments within shared content areas. - Success Indicator: By May 2026, 100% of teachers in English and Math are consistently using standards-aligned lesson plans from Beyond Textbooks and common formative assessments, with use documented through instructional rounds, walkthroughs, and review of student data. 3. Math and ELA Intervention Support: - Action Step: Integrate Edmentum as a targeted intervention tool during class time to address learning gaps. - Success Indicator: 100% of all core subject teachers require student participation, with regular progress monitoring showing a reduction in Math and ELA performance gaps.

	4. Instructional Coaching and Feedback: - Action Step 1: Increase the frequency of instructional coaching using instructional rounds and walkthroughs to provide real-time feedback and support. - Success Indicator: Administrators will conduct at least two instructional rounds per quarter, with feedback cycles focused on identified instructional priorities. - Action Step 2: Provide feedback on lesson plans by monitoring Planbook to ensure alignment with standards and instructional goals. - Success Indicator: 100% of teachers receive documented feedback on lesson plans through Planbook at least twice per quarter. Progress Monitoring: - Monthly review of PLC data tracking student progress and instructional effectiveness. - Quarterly feedback sessions with staff on the implementation of Beyond Textbooks, common formative assessments. - Bi-annual feedback sessions with staff on walk-through data and instructional coaching effectiveness. - Annual analysis of formative assessments, WY-TOPP, and ACT scores to measure growth towards the 5% proficiency increase.
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Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Regularly analyze school-wide, department, and individual data through grade-level PLCs.	August 2025 - May 2026	• School-wide and department data • Allotted PLC time	Monthly review of PLC data tracking student progress and instructional effectiveness.
Emphasize the development and use of common formative assessments within shared content areas.	August 2025 - May 2026	• Beyond Textbooks and other curricular items per department. • Common formative assessment created in departments.	Weekly and Monthly feedback sessions during PLC for data team reviews.
Common School-Wide Formative Assessment	August 2025 - May 2026	• RSHS Annotation Strategy	Department Chairs will roll out the protocols to their departments. Departments will work on a common rubric to assess. During department and school wide PLCs, data discussions will occur throughout the year.

Use Edmentum as a targeted intervention tool during class time to address Math and ELA learning gaps.	August 2025 - May 2026	● Edmentum Program ○ Eng/SS → English ○ Math/Sci → Math	Edmentum reports will be reviewed monthly to track a baseline and continued growth of students. Impact will show through an analysis of formative assessments, WY-TOPP, and ACT scores to measure growth towards the 5% proficiency increase.
Use ISTEOP as a targeted ELA intervention tool for 9th grade only, “Freshman Literacy Project”	August 2025 - May 2026	● ISTEOP Program	ISTEEP will be used for literacy intervention for Freshman only. Freshman ELA and History teachers will team up to use this tool as an intervention. Teachers will regularly meet during professional development days to review data with a consultant.
Increase the frequency of instructional coaching using instructional rounds and walkthroughs to provide real-time feedback and support.	August 2025 - May 2026	● Walkthrough form (Google) ● Time for follow-up conversations with teachers.	Quarterly feedback sessions with teaching staff on walkthrough-data and instructional coaching effectiveness.
Provide feedback on lesson plans by monitoring Planbook to ensure alignment with standards and instructional goals.	August 2025 - May 2026	● Planbook	Quarterly feedback sessions with staff on the implementation of Beyond Textbooks, common formative assessments.
Formative Assessments	August 2025- May 2026	● Individual departments will create formative assessments that align with standards. Math, ELA, and Science will use Beyond Textbook connections and Wyoming Educational Blueprints to guide their assessments.	Data will be reviewed during Friday PLCs. Further instruction will be based and adjusted on the data. This process will help to align our standards based instruction and further state assessment data.

High-Impact Domain: Domain B: Culture and Climate

Priority Practice #2: B3. The School maintains a safe, orderly environment with measures in place to prevent violence and bullying and uses a team approach with established protocols for threat assessment and response.

Practice Rationale Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).	• Upbeat Survey Data • Feedback from teachers through campus surveys and discussions
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.	• Implement situational response training in preparation for specific scenarios • Evaluate the school's Behavior Matrix and implement it with routines, procedures and expectations amongst teachers and administration. • Train teachers on how to do incident reports within PowerSchool and establish routines, procedures and expectations around using this • Suicide awareness/prevention training
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	Goal Statement: By the end of the 2025-2026 school year, implement situational response training and improve staff awareness and procedural consistency for behavior around violence and bullying in accordance with district protocols, procedures and policies:
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	1. Avoid, Deny, and Defend Training through ALERRT: - Action Step: Deliver Avoid, Deny and Defend training through ALERRT to 100% of staff by the end of the third quarter, ensuring all staff are prepared for specific emergency scenarios. https://www.avoiddenydefend.org/ - Success Indicator: Track participation and completion rates, conduct post-training assessments to measure understanding, and follow up with scenario-based evaluations twice during the year. 2. Behavior Matrix Implementation:

	- Action Step: Evaluate and revise the school's Behavior Matrix, ensuring that 90% of teachers report consistent implementation of the matrix in their routines, procedures, and classroom expectations by the end of the first quarter. - Success Indicator: Collect feedback through discussions and conduct classroom observations at two points during the year to evaluate consistency in behavior expectations. 3. PowerSchool Incident Report Training: - Action Step: Train 100% of teachers on incident reporting within PowerSchool by the end of the first quarter, and establish clear routines and procedures for accurate and timely reporting, with a compliance rate of 95% in incident reporting by the end of the school year. - Success Indicator: Monitor the number of accurate and timely reports submitted, provide ongoing support, and conduct a mid-year audit of report submissions. 4. Suicide Awareness/Prevention Training: - Action Step: Provide QPR suicide awareness and prevention training to all staff members, aiming for a 90% completion rate within the first semester. - Success Indicator: Track training completion, staff discussion on confidence and public school works quiz on knowledge post-training.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
RAPTOR System	August 2025 - May 2026	Raptor technologies, mobile electronic device SRP protocols	Initial training at the beginning of the year during staff meetings. Further training will be rolled out throughout the year. Staff will be able to get alerts in real time on major incidents. Staff will be able to interact with the app to identify student and staff locations to further enhance safety.
Avoid, Deny, and Defend training through ALERRT.	School year 2025-2026	School Resource Officer	Deliver Avoid, Deny and Defend training through ALERRT to 100% of staff by the end of the third quarter, ensuring all

			staff are prepared for specific emergency scenarios.
Review and update SRP protocols with staff, parents, and students.	August 2025 - May 2026	Safety Team Website	Review protocols with staff during the first staff meeting of the year. Make sure information is posted on the website for parents, students and community members.
Utilize the school's Behavior Matrix, ensuring teachers report consistent implementation of the matrix in their routines, procedures, and classroom expectations.	August 2025 - May 2026	Behavior Matrix PowerSchool UpBeat Survey	Collect feedback through discussions and conduct classroom observations during the year to evaluate consistency in behavior expectations. Use data from the UpBeat survey to determine effectiveness. Specific UpBeat question: "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes." The current indicator is 16/100. One of the school goals this year is to increase teacher awareness of other teachers and their adherence to behavior expectations. This will be something that is brought up in the Dept. Chair meetings so it can be discussed with all teachers throughout the year.
PowerSchool Incident Report Training for new staff. Refreshers are available to any staff at any time.	August 2025	Rikki	100% of teachers will use incident reporting within PowerSchool. Teachers will establish clear routines and procedures for accurate and timely reporting. Incident reporting will be reviewed periodically with staff.
QPR Suicide Prevention Training	Dec. 12, 2025	Counselors / Social Workers	Provide QPR suicide awareness and prevention training to all staff members.

High-Impact Domain: Domain F: Learning Support

Priority Practice #3: 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).	• Below the state average on WY-TOPP • Below the state average on ACT • Below the state average on graduation rate • Below the state average on equity • Below the state average on credits earned • Higher than the state average for identified SPED population
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.	• Grade Level PLCs once per week on a consistent basis. • Review individual, content specific and school wide data at least one timer per month. • Each class period will have an additional 45 minutes one time per week to address intervention and enrichment. This additional time is currently called Power Hour. • Continue to establish an MTSS process through what was the AMP process.
1-Year Adult Practice Goal Provide a measurable goal aligned to the Practice.	Goal Statement: By the end of the 2025-2026 school year, strengthen data-driven instruction, collaboration, and targeted interventions through the consistent implementation of grade-level PLCs, data reviews, Power Hour interventions, and a structured MTSS process.
Impact on Performance Goals Describe how the focus on this Practice will impact performance goals.	1. Grade-Level PLCs: - Action Step:Facilitate consistent weekly Grade-Level PLCs (Professional Learning Communities) with 100% participation from teachers, ensuring they meet at least once per week throughout the school year to collaborate on instructional practices and interventions. - Success Indicator:Track attendance and participation, review meeting minutes, and assess the impact on student outcomes using pre- and post-PLC assessments. 2. Data Reviews:

	- Action Step:Ensure that each PLC reviews individual, content-specific, and school-wide data at least once per month, with 90% of teachers demonstrating data-driven adjustments to their instruction based on this analysis. - Success Indicator: Monitor data review meeting schedules, use tracking tools to document instructional changes, and assess the effect on student performance through progress monitoring tools. 3. Extension Classes Interventions and Enrichment: - Action Step:Implement Extension Classes (45 additional minutes per day/week) for every class period to provide targeted intervention and enrichment, aiming for a 15% improvement in student achievement for those participating in interventions by the end of the school year. Courses will focus on English Foundations/Applications, Math Foundations/Applications, and College and Career Readiness. - Success Indicator: Track attendance and participation in Extension Classes, assess student progress through formative assessments, and compare pre and post-intervention performance for targeted students. 4. MTSS Process Implementation: - Action Step: Establish a fully operational MTSS (Multi-Tiered System of Supports) process by the end of the year, building on the previous AMP process. Ensure that 90% of at-risk students are identified, and 80% of those students demonstrate academic, behavioral, or social-emotional improvements through tiered interventions by the end of the year. - Success Indicator: Track the number of students receiving tiered supports, document the interventions provided, and evaluate student progress through data collection tools aligned with the MTSS framework.
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Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Grade Level PLCs	August 2025 - May 2026	Teachers, Admin, Counselors, Parents, etc.	Consistent weekly Grade-Level PLCs (Professional Learning Communities) with 100% participation from teachers, ensuring they meet at least once per month throughout the school year to collaborate on instructional practices and interventions.
Data Review	October 2025 - May 2026	Admin & Teachers	Ensure that each PLC reviews individual, content-specific, and school-wide data at least once per month, with 90% of teachers demonstrating data-driven adjustments to their instruction based on this analysis.
Extension Period Interventions	August 2025 - May 2026	Teachers, Administration, Counselors	Extension Periods will include Math, English, and College and Career Readiness. 90 additional minutes per week for every course to provide targeted intervention aiming for a 15% improvement in student achievement for those participating in interventions by the end of the school year.
MTSS Process Implementation	August 2025 - May 2026	AMP Chairs, Administration, Counselor	Establish a fully operational MTSS (Multi-Tiered System of Supports) process by the end of the year, building on the previous process. Ensure that 90% of at-risk students are identified, and 80% of those students demonstrate academic, behavioral, or social-emotional improvements through tiered interventions by the end of the year.
PBIS Implementation	August 2025 - May 2026	Minga Teachers	Establish a PBIS framework that supports safe and positive learning

		Administration Supplies for Tiger Store	environments, along with consistent consequences for behaviors as needed. Ensure that Minga is utilized by 100% of teachers by October, to give or take Minga points according to the expected behaviors.

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)	1.0	1.6
Achievement (Numeric value)	42	45
Growth (Numeric value)	44	47
Equity (Numeric value)	44	47
EL Progress (Numeric value)	15	20
For High Schools Only		
Extended Graduation Rate (Numeric value)	79	85
Post-Secondary Readiness (Numeric value)	62	65
Grade Nine Credits (Numeric value)	77	88

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)	1.0	1.5
Achievement (Numeric value)	40.5	45.0
Growth (Numeric value)	41.5	45.0
Equity (Numeric value)	N/A	N/A
EL Progress (Numeric value)	14.9	20.0
For High Schools Only		
Four year on-time graduation rate (Numeric value)	79.1	85
Post-Secondary Readiness (Numeric value)	62.4	65

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	53	55
Math (Numeric value)	47	55
Science (Numeric value)	46	55

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
E1: Leaders and staff work together to design and implement high-quality, standards-based instructional program that results in high levels of achievement for all students.	Domain E: Instruction	2 - Minimal	By the end of the 2024-2025 school year, our school will implement a cohesive, high-quality, standards-based instructional program, resulting in measurable improvements in student achievement. This will be reflected by a 5% increase in proficiency across all tested subjects as measured by WY-TOPP and ACT assessments.
B3. The School maintains a safe, orderly environment with measures in place to prevent violence and bullying and uses a team approach with established protocols for threat assessment and response.	Domain B: Culture and Climate	2 - Minimal	By the end of the 2024-2025 school year, implement situational response training and improve staff awareness and procedural consistency for behavior around violence and bullying in accordance with district protocols, procedures and policies:
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.	Domain F: Learning Support	3 - Moderate	By the end of the 2024-2025 school year, strengthen data-driven instruction, collaboration, and targeted interventions through the consistent implementation of grade-level PLCs, data reviews, Power Hour interventions, and a structured MTSS process.

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
Benjamin Straka	Principal
Hope Downs, Steve Akers, Molly Nedrow, Trista McMartin, Kendra Kellhofer	Assistant Principals
Misty Simek	Admin Intern / Teacher
Amber Greene, David Doporto, Logan Christensen, Caitlin Person, Jacob Webb, Jeff Atkinson, Theresa Flores, Amberlee Beardsley, Heidi Rubich, Cody Pierantoni, Angie Banks, Stacey Hanson,	Building Leadership Team / Teachers

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer