

**Wyoming School Comprehensive Plan**  
**Rock Springs Junior High**



**Rock Springs, Wyoming**

**Tina Johnson, Principal**

**2016-2017**

## **Mission**

**Our purpose, through the combined effort of staff, parents, students and community, is to provide an educational environment for learning that will enable our students to become productive, lifelong learners and responsible citizens.**

# PLAN SIGNATURES



District Superintendent



District Board Chairman



WAEA School Improvement Representative

2016-2017

Plan Year



## DISCLAIMER

This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.

# DOMAIN 1: TEACHING AND LEARNING

## AdvancED Standard 3: Teaching and Assessing for Learning

### Standards and Curriculum (3.1)

|  |                   |
|--|-------------------|
| The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. <a href="#">(3.1 Rubric)</a> | <b>Acceptable</b> |
|--|-------------------|

**Summary of Practices:**

### Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

|   |                   |
|---|-------------------|
| Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. <a href="#">(3.2 Rubric)</a> | <b>Acceptable</b> |
|---|-------------------|

**Summary of Practices:**

### Instructional Strategies that Engage Students (3.3)

|  |                   |
|--|-------------------|
| Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. <a href="#">(3.3 Rubric)</a> | <b>Acceptable</b> |
|--|-------------------|

**Summary of Practices:** RSJH teachers work collaboratively in PLC's to identify needs for differentiation. The Data Teams Process is used to pinpoint student deficiencies and time is dedicated for discussing research based instructional strategies that will target the identified deficiencies. Additional time is then built into the schedule as teachers go back and reteach their students using the selected strategies. At the classroom level, student use of technology, peer collaboration, exit tickets, graphic organizers, Socratic seminars and quality questioning are emphasized means for differentiation. Teachers also work to present information using multiple modalities such as auditory, visual, kinesthetic and tactile.

## Instructional Leadership (3.4)

|   |            |
|---|------------|
| School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. <a href="#">(3.4 Rubric)</a> | Acceptable |
|---|------------|

**Summary of Practices:**

## Collaborative Learning Community (3.5)

|  |            |
|--|------------|
| Teachers participate in collaborative learning communities to improve instruction and student learning. <a href="#">(3.5 Rubric)</a> | Acceptable |
|--|------------|

**Summary of Practices:** RSJH teachers give common assessments by grade level team and then use The Data Teams Process to analyze student data. This process of charting data, prioritizing needs, setting goals, and implementing strategies aids in the team’s ability to answer the following questions: What do we want our students to learn? How do we know when they have learned it? What do we do when they have learned it? What do we do when they haven’t learned it? These questions are discussed in weekly PLC’s as well as research based instructional strategies and individual interventions.

## Instructional Process (3.6)

|  |            |
|--|------------|
| Teachers implement the school’s instructional process in support of student learning. <a href="#">(3.6 Rubric)</a> | Acceptable |
|--|------------|

**Summary of Practices:** RSJH teachers are required to participate in at least one book study each school year. The book study is typically designed to target a desired area of staff growth as predetermined by the administration. The math department is currently reading Accessible Mathematics 10 Instructional Shifts that Raise Student Achievement. The intent of this study is to ensure that each member of the department is implementing the shifts into their daily lessons. In addition to Accessible Math, the entire staff is also reading How to Design Questions and Tasks to Assess Student Thinking. The intent of this study is to ensure that teachers are planning in more higher level thinking questions into their lessons as well as providing more time for students to talk about and problem solve these questions. Finally, the RSJH staff also continues to utilize Chart Sense with the intent of implementing a variety of graphic organizers into their lessons.

### Mentoring, Coaching and Induction (3.7)

|   |                   |
|---|-------------------|
| Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning. <a href="#">(3.7 Rubric)</a> | <b>Acceptable</b> |
|---|-------------------|

Summary of Practices:

### Family Engagement (3.8)

|  |                   |
|--|-------------------|
| The school engages families in meaningful ways in their children’s education and keeps them informed of their children’s learning progress. <a href="#">(3.8 Rubric)</a> | <b>Acceptable</b> |
|--|-------------------|

Summary of Practices:

### Student Advocacy Structure (3.9)

|  |                   |
|--|-------------------|
| The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student’s educational experience. <a href="#">(3.9 Rubric)</a> | <b>Acceptable</b> |
|--|-------------------|

Summary of Practices: Weekly cross content PLC’s are designed to create and foster a smaller learning environment. This system ensures that teachers, counselors and social workers have time to collaborate on individual students and their social, emotional and academic well-being.

### Grading and Reporting (3.10)

|   |                   |
|---|-------------------|
| Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. <a href="#">(3.10 Rubric)</a> | <b>Acceptable</b> |
|---|-------------------|

Summary of Practices:

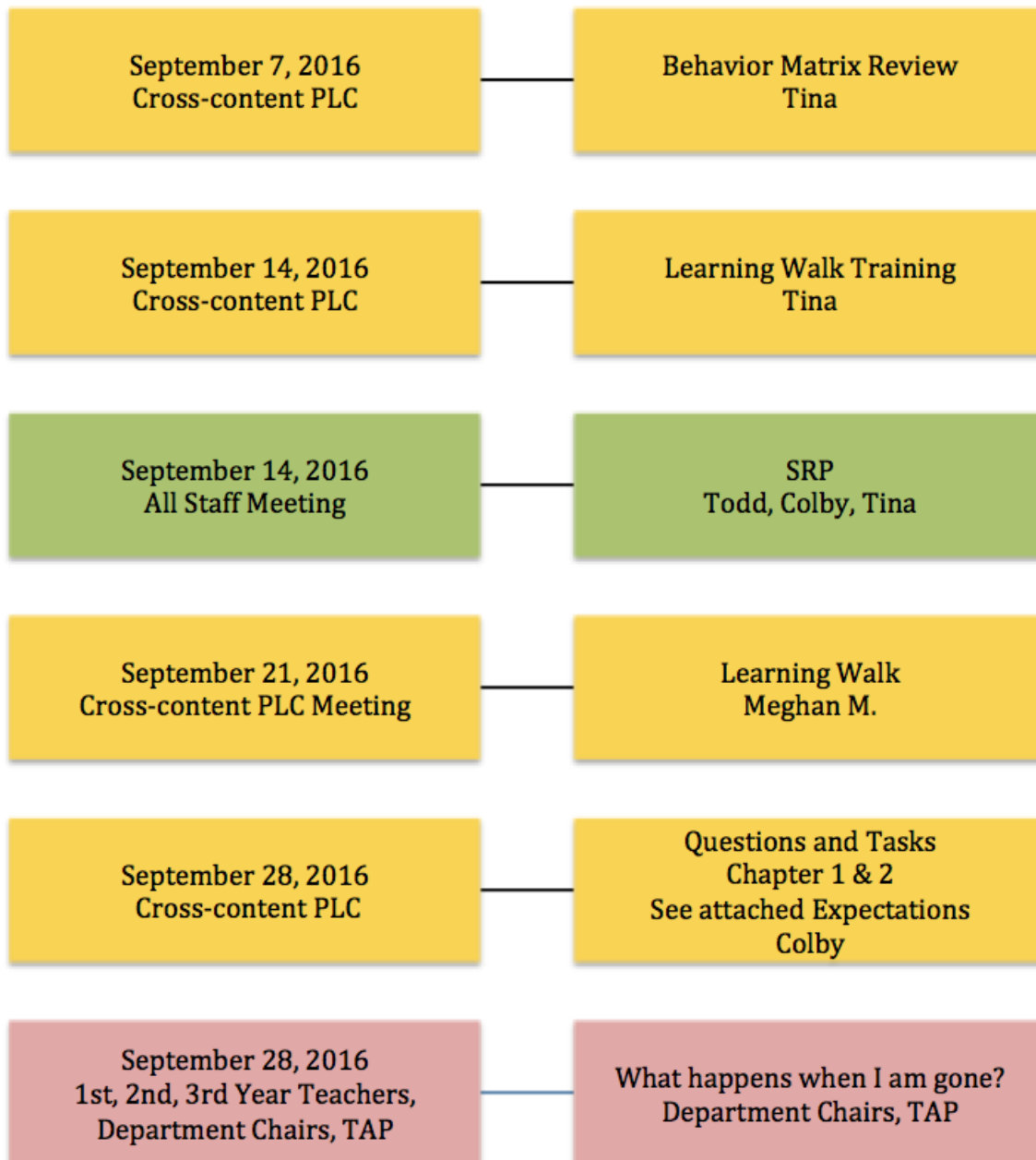
### Professional Learning (3.11)

|   |                           |
|---|---------------------------|
| All staff members participate in a continuous program of professional learning. <a href="#">(3.11 Rubric)</a> | <b>Effective Practice</b> |
|---|---------------------------|

Summary of Practices: At the district level, professional development centers on the curriculum mapping and alignment process as an extension of the work currently being done through the Curriculum Leadership Institute.

This year the majority of district PD time is spent focusing on the completion of Individual Planning Resources. IPR's are currently being completed for each learning target by department and serve as a template that unifies the team's approach to aligned, quality instruction. At RSJH, professional development continues to center on the data teams process. Consultants from The Leadership and Learning Center visit the school quarterly and lead workshops that guide staff through the data teams process. Last school year, teachers practiced the data teams process in cross content PLC teams, and this school year the data teams process has been formally implemented at the department level. Teachers now use the data teams process to guide their weekly department PLC meetings. In addition to the data teams process, RSJH also conducts its own Teacher Assistance Program, which is designed to support non-tenured teachers. Monthly meetings are conducted by the administration and department chairs, and focus on topics such as classroom management, dealing with difficult parents, PowerSchool, etc. Below is a sample of September's Professional Development Plan.

## Professional Development September 2016



## Learning Support Services (3.12)

|  |                           |
|--|---------------------------|
| The school provides and coordinates learning support services to meet the unique learning needs of students. <a href="#">(3.12 Rubric)</a> | <b>Effective Practice</b> |
|--|---------------------------|

**Summary of Practices:** The Bridges Grant is utilized to provide funding for students in need of summer remediation. The summer school program at RSJH is a five-week program that provides nontraditional opportunities for students to build skills in reading, writing, and math. For example, teachers team-teach classes that center on project based learning and real world applications. An enrichment opportunity, through the use of district funds, is also available for incoming ninth graders who qualify. Some students choose to enroll in an original credit health class, which, if completed successfully, frees up an additional elective during their freshmen year.

## AdvancED Standard 5: Using Data for Continuous Improvement

### Student Assessment System (5.1)

|  |                   |
|--|-------------------|
| The school establishes and maintains a clearly defined and comprehensive student assessment system. <a href="#">(5.1 Rubric)</a> | <b>Acceptable</b> |
|--|-------------------|

**Summary of Practices:**

### Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

|   |                   |
|---|-------------------|
| Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. <a href="#">(5.2 Rubric)</a> | <b>Acceptable</b> |
|---|-------------------|

**Summary of Practices:**

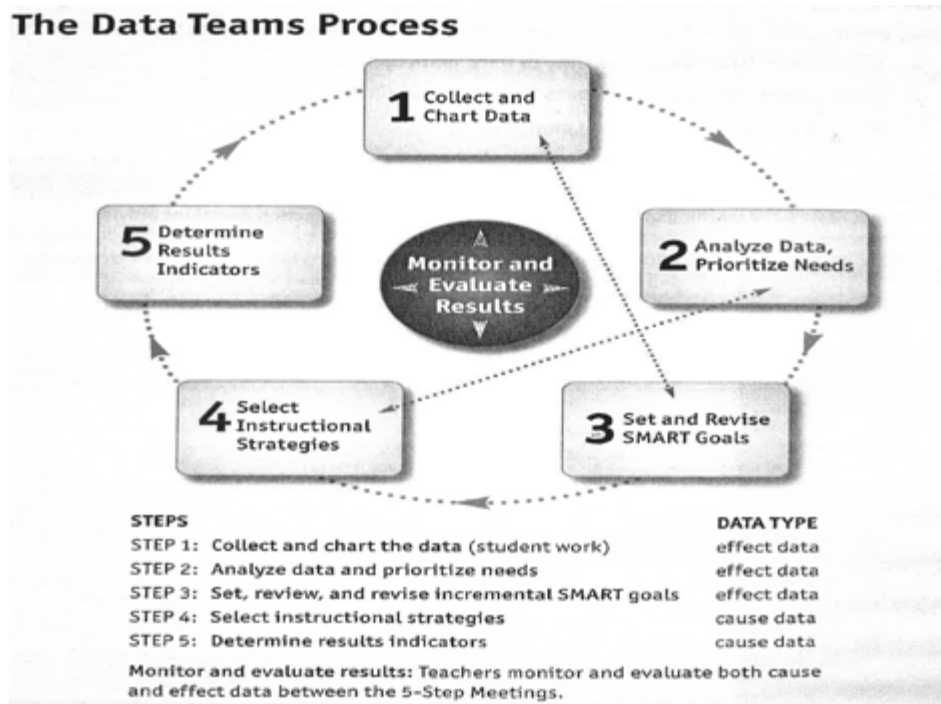


## Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. [\(5.3 Rubric\)](#)

**Needs Improvement**

**Summary of Practices:** RSJH staff have received continuous and ongoing training on The Data Teams Process. Since the 2013-14 school year, SIG funds have been used to pay for consultation from The Leadership and Learning Center on evaluation, interpretation and the use of data to guide effective instructional practices. A new emphasis has been placed on the training of our support staff. This school year, the RSJH support staff has been trained in several areas: the Behavior Matrix including major and minor discipline forms, the Achievement Monitoring Process and Suicide prevention.



## Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. [\(5.4 Rubric\)](#)

**Acceptable**

**Summary of Practices:**

# Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. [\(5.5 Rubric\)](#)

**Effective Practice**

**Summary of Practices:** The RSJH administrative team communicates information about student learning and the achievement of school improvement goals in several ways. Staff meetings and PLC's are used to breakdown and discuss information regarding student learning and school improvement goals with teachers. Back to school orientation night, the school newsletter, PowerSchool and Facebook are utilized as tools for communicating information to parents and community members about our RTI process, AMP process, MAP testing, PAWS testing, etc.

# DOMAIN 2: LEADERSHIP CAPACITY

## AdvancED Standard 1: Purpose and Direction

### Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. ([1.1 Rubric](#))

Acceptable

Summary of Practices:

### Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. ([1.2 Rubric](#))

Effective Practice

Summary of Practices: The RSJH leadership, staff and stakeholders have committed to building a culture that promotes high expectations and responsible citizenship.

## DIRECTION

We as a learning community:

**provide** a positive classroom environment with high expectations and explicit academic and behavioral goals

**model** positive behaviors associated with good character (respectful, responsible and safe.)

**continue** to increase student achievement utilizing instructional methods, current research, and proven effective classroom practices.

**sustain** an increase in our scores and be in the top 5 ranked junior high schools in the state.



## School Improvement Process (1.3)

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. [\(1.3 Rubric\)](#)

Acceptable

Summary of Practices:

## AdvancED Standard 2: Leadership

### Board Policies and Practices (2.1)

**Board Policies and Practices:** The governing body establishes policies and supports practices that ensure effective administration of the school. [\(2.1 Rubric\)](#)

Acceptable

Summary of Practices:

### District Board Operations (2.2)

**District Board Operations:** The governing body operates responsibly and functions effectively. [\(2.2 Rubric\)](#)

Effective  
Practice

**Summary of Practices:** The three main functions of the Board of Education in governing schools are legislative (policy making), executive and appraisal. The Board, in carrying out these functions, sees its chief responsibilities as follows:

1. To uphold the Constitution of the United States, the Constitution of the State of Wyoming, and the Wyoming school laws relating to public instruction.
2. To develop and improve through continuous evaluation of the educational program and to provide the best possible educational opportunities for the youth of the district.
3. To provide well-qualified personnel for staffing the school program.
4. To provide and maintain an efficient physical plant.
5. To secure adequate financial resources.
6. To develop and maintain effective communication with the adult community.
7. To choose a chief executive who shall implement the policies of the Board and work harmoniously with him.

## Leadership Autonomy (2.3)

|  |                   |
|--|-------------------|
| The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. <a href="#">(2.3 Rubric)</a> | <b>Acceptable</b> |
|--|-------------------|

**Summary of Practices:**

## Leaders and Staff Foster Culture (2.4)

|  |                           |
|--|---------------------------|
| Leadership and staff foster a culture consistent with the system’s purpose and direction. <a href="#">(2.4 Rubric)</a> | <b>Effective Practice</b> |
|--|---------------------------|

**Summary of Practices:** Our purpose, through the combined effort of staff, parents, students and community, is to provide an educational environment for learning that will enable our students to become productive, lifelong learners and responsible citizens. We commit to this statement by the systems that we implement and the work that we do as a staff. We take pride in calling RSJH a learning community, and we don’t just say the words of the mission statement, we live them. Teachers participate in book studies, learning walks and data teams. In PLC’s they study and discuss quality-questioning, depth of knowledge and teacher talk versus students talk. Our Response to Intervention pyramid helps the leadership team to ensure that students are being placed into appropriate classes based off of their test scores - classes that are designed to support them as we work then towards grade level or above. All of these examples help support a school culture that is consistent with our purpose and direction of helping students reach their highest potential.

## Stakeholder Engagement (2.5)

|  |                   |
|--|-------------------|
| Leadership engages stakeholders effectively in support of the school’s purpose and direction. <a href="#">(2.5 Rubric)</a> | <b>Acceptable</b> |
|--|-------------------|

**Summary of Practices:**

## Leader and Staff Evaluation (2.6)

|  |                   |
|--|-------------------|
| Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. <a href="#">(2.6 Rubric)</a> | <b>Acceptable</b> |
|--|-------------------|

# DOMAIN 3: RESOURCE UTILIZATION

## Standard 4: Resources and Support Systems

### Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. [\(4.1 Rubric\)](#)

**Acceptable**

#### Summary of Practices:

### Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. [\(4.2 Rubric\)](#)

**Effective  
Practice**

**Summary of Practice:** Two major time chunks are dedicated to teacher collaboration designed at meeting student needs and ensuring our purpose and direction. The first is cross content PLC time, which takes place during teachers' prep periods on Wednesdays. The second is content PLC time, which takes place once per week during Intervention Hour. A variety of material resources have been ensured through the use of SIG funds, which has helped RSJH become a leader in the use of technology implementation. Ipad labs and laptop labs have been added to every Language Arts and Social Studies classroom, and promethean boards and docucams can be found in nearly every classroom in the building.

### Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. [\(4.3 Rubric\)](#)

**Effective  
Practice**

**Summary of Practice:** The RSJH custodial staff maintains a strict routine of carpet cleaning and auto scrubbing tiles and custodial areas are sanitized and vacuumed daily. Safety meetings are held during in-service days to ensure raining for the proper use of cleaning agents and machinery. Additionally, custodial PLC's have recently been implemented. The RSJH custodial staff meets on the first Wednesday of each month at 3:30 to discuss a variety of different updates, events and concerns and to problem solve any issues that they may be facing.

## Information Resources (4.4)

|   |                           |
|---|---------------------------|
| Students and school personnel use a range of media and information resources to support the school’s educational programs. <a href="#">(4.4 Rubric)</a> | <b>Effective Practice</b> |
|---|---------------------------|

**Summary of Practices:** RSJH utilizes a range of media and informational resources to support teaching and learning. Such resources include but are not limited to: School messenger, Powerschool, MAP and NWEA websites, planbook, Promethean boards, Google Docs and Google Classroom, Facebook, the Schoolway app and the parent newsletter.

## Technology Resources (4.5)

|   |                   |
|---|-------------------|
| The technology infrastructure supports the school’s teaching, learning, and operational needs. <a href="#">(4.5 Rubric)</a> | <b>Acceptable</b> |
|---|-------------------|

**Summary of Practices:** RSJH technology infrastructure has been supported by the SIG grant. Grant funds have been used to purchase:

- iPad labs for all social studies, math and language arts classrooms
- iBook labs for all science and language arts classrooms
- Promethean boards
- ceiling mounted projectors
- software and app purchases

Training has been provided using both internal and external resources to ensure that teachers are prepared to utilizes the technology in a way that impacts student engagement and learning.

## Supports to Meet Physical, Social and Emotional Needs (4.6)

|   |                   |
|---|-------------------|
| The school provides support services to meet the physical, social, and emotional needs of the student population being served. <a href="#">(4.6 Rubric)</a> | <b>Acceptable</b> |
|---|-------------------|

**Summary of Practices:**

## Services to Support Student Educational Needs (4.7)

|  |                   |
|--|-------------------|
| The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. <a href="#">(4.7 Rubric)</a> | <b>Acceptable</b> |
|--|-------------------|

**Summary of Practices:**

# Teaching and Learning Improvement Plan

## Methods & Measures

By 2017, the WAEA school performance achievement score will be increased from 51 percent (below targets) to 53 percent (meeting targets). By 2018, the WAEA school performance achievement score will be increased to 55 (meeting targets). This will raise the WAEA school performance level to Exceeding Expectations.

**Measures and Methods (Interventions):**

*At Rock Springs Junior High, we believe that student growth is a byproduct of staff growth and data-driven identification of individual student needs.*

**Teachers will** participate in a cross-content PLC Book Study: *How to Design Questions and Tasks to Assess Student Thinking* by Susan Bookhart.

| Strategies to Implement the Intervention   | Timeline   | Personnel  | Financial Resources   | Benchmarks   |
|--|--|--|---|--|
| <ul style="list-style-type: none"> <li>* Occurs during cross-content PLC time</li> <li>* Chapters and questions are assigned in advance</li> <li>* Administration leads the discussion, activities and reflection</li> </ul> | Once per month at cross-content PLC meetings throughout the 2016-17 and 2017-18 school years | RSJH certified staff, administration and instructional facilitator | Building budget will be utilized to buy one book per certified staff member | <ul style="list-style-type: none"> <li>* Cross-content PLC discussions and reflections</li> <li>* Learning Walks “Look Fors”</li> <li>* Quality questioning observed in classrooms</li> <li>* Observed student talk versus teacher talk</li> </ul> |

**Teachers will** participate in cross-content Learning Walks (20 minute peer observations) and will provide one another with objective feedback regarding the teaching practices they observe.

| Strategies to Implement the Intervention  | Timeline   | Personnel  | Financial Resources   | Benchmarks  |
|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>* Occurs during cross-content PLC time</li> <li>* Facilitated by the instructional coach</li> <li>* Teachers observe fellow teachers and provide objective feedback</li> <li>* Reflection and debrief takes place after the observation</li> </ul> | Once per month at cross-content PLC meetings throughout the 2016-17 and 2017-18 school years | RSJH certified staff and instructional facilitator | Building budget will be utilized to buy one book per certified staff member | <ul style="list-style-type: none"> <li>* Peer descriptive feedback notes</li> <li>* The Three Minute Buzz</li> <li>* Teachers reflect on one thing they might use in their own classroom based off of their observation</li> <li>* Informal conversations with the instructional facilitator</li> </ul> |



**Teachers will** receive ongoing Data Teams Training from Weston Kieschnick of the Leading and Learning Center.

| Strategies to Implement the Intervention   | Timeline  | Personnel  | Financial Resources   | Benchmarks  |
|--|---|--|---|---|
| <ul style="list-style-type: none"> <li>* Teachers collect data by administering common assessments</li> <li>* Data is analyzed and goals are set</li> <li>* Instructional strategies are selected</li> <li>* Results are determined</li> </ul> | Monthly data teams cycles throughout the 2016-17 and 2017-18 school years | RSJH certified staff and instructional facilitator | October training paid for by remaining School Improvement Grant funds | <ul style="list-style-type: none"> <li>* Formative assessment</li> <li>* Summative assessment</li> <li>* Common assessment data</li> <li>* MAP scores</li> <li>* PAWS scores</li> </ul> |

**Students will** receive Dual Math and Language Arts Placement based upon MAP and PAWS achievement data.

| Strategies to Implement the Intervention   | Timeline  | Personnel  | Financial Resources                           | Benchmarks  |
|--|---|--|---|---|
| <ul style="list-style-type: none"> <li>* Five MAP and PAWS data points are averaged</li> <li>* Decision rules are utilized for class placement</li> <li>* Class sizes are smaller (10 to 14 students)</li> <li>* Teachers work to remediate, re-teach and pre-teach content</li> </ul> | 2016-17 school year with the option of testing out of placement | Identified Tier 2 students and highly qualified general education teachers | District funding to support adequate staffing | <ul style="list-style-type: none"> <li>* Common assessment data</li> <li>* Monthly data teams cycle</li> <li>* The number of students testing out of dual placement</li> <li>* Longitudinal MAP and PAWS achievement data</li> <li>* Observation and feedback data</li> </ul> |

**Students will** be provided the opportunity to attend a Math-specific After School Program to receive additional time and support in mathematics.

| Strategies to Implement the Intervention  | Timeline  | Personnel  | Financial Resources  | Benchmarks   |
|---|---|--|----------------------|--|
| <ul style="list-style-type: none"> <li>* After School Program teachers are paid with grant money</li> <li>* One additional hour of math for students and parents in need of assistance</li> <li>* Technology, classroom materials and bussing are provided</li> </ul> | November through May<br>Twice weekly<br>2:45 to 4:30 p.m. | Highly qualified math teachers and all interested students | Bridges Grant funded | <ul style="list-style-type: none"> <li>* Collaboration with the After School Program teachers</li> <li>* Collaboration with the classroom teacher</li> <li>* Individual student grades</li> <li>* Monthly data teams cycle</li> <li>* Common assessments</li> <li>* Individual learning plans</li> </ul> |

**Students on Individual Education Plans will** receive additional math instruction based upon identified need within a Co-taught Instructional Environment.

| Strategies to Implement the Intervention   | Timeline  | Personnel  | Financial Resources                          | Benchmark   |
|--|---|--|--|---|
| <ul style="list-style-type: none"> <li>* Five MAP and PAWS data points are averaged</li> <li>* Decision rules are utilized for class placement</li> <li>* Class sizes are smallest (5 to 9 students)</li> <li>* General education and special education teachers work together to individualize instruction</li> </ul> | 2016-17 school year with the option of testing out of placement | Identified Tier 3 students and highly qualified special education and general education teachers | District funding to support adequate funding | <ul style="list-style-type: none"> <li>* Common assessment data</li> <li>* Monthly data teams cycle</li> <li>* The number of students testing out of dual placement</li> <li>* Special education progress monitoring data</li> <li>* Longitudinal MAP and PAWS achievement data</li> <li>* Observation and feedback data</li> </ul> |

**Evaluation/Evidence (How will you know when the intervention is fully Implemented?)**

Rock Springs Junior High will know when our six interventions are fully implemented when we are, once again, an Exceeding Expectations school. More specifically, when we see an increase in student achievement data in the areas of PAWS math and science. Evidence of the implementation will also be shown through training agendas, sign-in sheets, the master schedule, lesson plans, observation and feedback data, and PLC agendas.