

Wyoming School Comprehensive Plan
Rock Springs High School



Rock Springs, Wyoming
Darrin M. Peppard, Principal

2016-2017

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.

Introductory Narrative:

The rural community of Rock Springs, located in southwest Wyoming, has a transient population that revolves around natural resources and energy. Rock Springs High School is a large (by Wyoming standards) 9-12 high school. As the primary high school in the community, we have seen continued increase in student population over the past 10 years. For example, in the 1999-2000 school year, our total number of students was 970. By 2010-2011, our numbers climbed to 1265. We continue to see growth in 2016-2017, as we currently have 1375 students enrolled.

While class numbers have increased, RSHS has remained steady with approximately 90 teaching staff. Our average class size remains high. Due to the fact that we share some staff with other buildings, we do not always have that faculty member with us for certain collaboration efforts or professional development. The increase in numbers has also put strain on our teachable areas in the building. As a result, we have had to create classrooms in areas that were not originally designated as a teaching space.

Over the past several years, Rock Springs High School has been honored as the only school in Wyoming to be named to the AP Honor Roll (2 times). Our career academy implementation, now 7 years into the process, has been named as an *Island of Excellence* by the United States Department of Education, during their Education Drives America tour, 2012. A school that has traditionally struggled in achievement and graduation rate, we have seen great improvement in graduation rate, moving from the low 70% range in 2005 to nearly 84% in 2014.

One very strong feature of our school community is the many businesses willing to be involved with our students through programs such as the Community Fine Arts Center, Mentorability, Career Academies, and concurrent enrollment and practicum visits with Western Wyoming Community College. Another unique feature of our school is our two student leadership groups, Renaissance and Student Council, who assist in improving student academics and behavior as well as the overall school climate and culture.

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. (3.1 Rubric)	Acceptable
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Summary of Practices: At Rock Springs High School, we strive to push all students to be the best student they can be. This is accomplished with strong curriculum and supports for students who struggle. Access to the AP curriculum, concurrent and dual enrollment classes with Western Wyoming Community College, Career Academies, as well as intervention classes for both reading and math ensure all students have appropriate, rigorous learning opportunities.

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. (3.2 Rubric)	Acceptable
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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. (3.3 Rubric)	Acceptable
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Summary of Practices:

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	Acceptable
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Summary of Practices:

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	Acceptable
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Summary of Practices:

Instructional Process (3.6)

Teachers implement the school’s instructional process in support of student learning. (3.6 Rubric)	Acceptable
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Summary of Practices:

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. (3.7 Rubric)	Acceptable
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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. (3.8 Rubric)	Acceptable
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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. (3.9 Rubric)	Acceptable
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Summary of Practices:

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. (3.10 Rubric)	Acceptable
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Summary of Practices:

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	Acceptable
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Summary of Practices:

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	Acceptable
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Summary of Practices:

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. (5.1 Rubric)	Acceptable
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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. (5.2 Rubric)	Needs Improvement
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Summary of Practices: RSHS staff have received training in the data teams protocol, designed to increase efficacy and purpose with departmental PLC's. In addition to PLC data use, the instructional leadership team will monitor trend data in grades, attendance, and PLC data on a regular basis.

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
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Summary of Practices: All staff will be trained in the use of data, through the data teams process. The interpretation and analysis of data, specifically focused on the skills assessed by the ACT and Aspire, will be a cyclical process within each departmental PLC. Continual feedback on the implementation and progress with the process will also be given.

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
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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)	Acceptable
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Summary of Practices:

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
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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)	Acceptable
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Summary of Practices:

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
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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)	Needs Improvement
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Summary of Practices: Board policies begin and are revised through the district policy committee. All stakeholders have representation on this committee and two readings must be performed for the policy/revisions to be sent to the board for community input and approval.

District Board Operations (2.2)

District Board Operations: The governing body operates responsibly and functions effectively. (2.2 Rubric)	Needs Improvement
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Summary of Practices: The board will be undergoing a change this upcoming December, as two new members join the board and a new board chair will be selected.

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. (2.3 Rubric)	Acceptable
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Summary of Practices:

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. (2.4 Rubric)	Acceptable
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Summary of Practices:

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school’s purpose and direction. (2.5 Rubric)	Acceptable
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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. (2.6 Rubric)	Acceptable
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Summary of Practices:

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)	Needs Improvement
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Summary of Practices: Hiring and retaining staff is a critical element of school improvement. Over the past several years, our staff has seen a high number of retirements and staff leaving for a variety of reasons. New hiring, recruiting, and retention practices have been implemented by the district’s Human Resources department, which, along with a strong focus on positive culture and climate, should positively impact the recruiting, and retention of highly qualified staff.

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)	Acceptable
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Summary of Practices:

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)	Acceptable
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Summary of Practices:

Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school’s educational programs. (4.4 Rubric)	Acceptable
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Summary of Practices:

Technology Resources (4.5)

The technology infrastructure supports the school’s teaching, learning, and operational needs. (4.5 Rubric)	Acceptable
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Summary of Practices:

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. (4.6 Rubric)	Acceptable
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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. (4.7 Rubric)	Acceptable
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Summary of Practices:

RSHS Improvement Plan

RATIONALE: Rock Springs High School felt our previous plan had us scattered with too many initiatives to make improvements in any one area. Therefore, our plan has changed to focus on raising the score in the Achievement indicator. This will have an impact on many other areas as well as on our goal from last year in increasing the Overall Readiness indicator. Our goals pertain to improving our teachers because we believe in order grow our students; we need to grow our teachers.

GOAL(S): At the conclusion of the 2017-18 school year, a minimum of 36% of Rock Springs High School 11th grade students will be proficient or above, as measured by the 11th grade ACT. Scoring at or above 32% ensures Rock Springs High School will meet the expectation set by state accountability measures.

Performance Milestones:

2016-2017 school year

Achievement: from 28% to 32%

By the conclusion of the 2016-2017 school year, 32% or more of Rock Springs High School 11th grade students will score proficient or advanced on the ACT exam.

2017-2018 school year

Achievement: from 32% to 36%

By the conclusion of the 2017-2018 school year, 36% or more of Rock Springs High School 11th grade students will score proficient or advanced on the ACT exam.

MEASURES AND METHODS (INTERVENTIONS):

1. Leadership Capacity Domain

Rock Springs High School maintains a continuous cycle of improvement focused mainly with the School Improvement Committee, and the Instructional Leadership Team. This year instructional staff indicated the need to effectively use data. We are in the process of extending this capacity to department heads and teacher leaders through the data teams protocol. We feel this will help Professional Learning Communities (PLC's) use data in a way to improve instruction and have their own cycle of improvement within their content areas.

2. Learning Capacity Domain

In a building-wide push to emphasize teaching skills using content, Rock Springs High School instructional staff has identified three concentrations (English language usage, informational text, and data and graph interpretation) based on building ACT scores.

INTERVENTION #1: Professional Learning Communities will utilize relevant and meaningful assessments that inform effective teaching and student learning. They will utilize the data teams protocol to design and inform instruction around skills identified as needing improvement based on the ACT and ASPIRE test data.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
The department chairs, teacher leaders, and instructional leadership team will be trained in the Data Teams process and protocols.	October 2016	Outside consultant	Completion of training
All professional learning communities will utilize the data teams process to assess student progress towards identified ACT skill.	2016-2018 school year	Instructional leadership team, teacher leaders, department chairs; PLC time, act.org, instructional coaches	PLC's will successfully complete the data teams cycle
All department PLC's will develop and utilize relevant and meaningful assessments (pre, post, and short cycle) to progress monitor student progress on ACT skills.	2016-2018 school year	PLC time, act.org, instructional coaches	PLC's will provide their progress monitor data to instructional leadership team.
Students identified for Tier II and III interventions will be supported in the after school program with additional ACT preparation	2016-2018 school year	After school program funding (Bridges), teachers, e-prep for ACT	Student ACT progress monitored through e-prep and through ACT scores

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

- Professional learning communities meeting agenda/minutes
- Progress monitored assessment data from PLC's

INTERVENTION #2: Teachers will design their instructional practices to focus on career and college readiness skills necessary for success after high school.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
All staff will view and analyze 2015-16 WAEA data, including ACT and Aspire testing data. In department PLC's, staff will then identify key skills to be intentionally taught during the 2016-17 school year.	September 2016	Data broken down by test & score band; PLC time	Completion of presentations, Common assessments, Instructional Planning Resource (IPR), lessons designed on teaching skills
Staff will utilize research based instructional strategies to ensure student learning.	November 2016 - May 2018	<i>Visible Learning for Teachers</i> by John Hattie	Common assessments, Instructional Planning Resource (IPR), lessons designed on teaching skills

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

- Classroom walk-throughs, formal and informal observations, instructional rounds
- Teacher lesson plans and IPR's (instructional planning resource)