

Wyoming School Improvement Plan

Rawlins High School
Continuous Improvement Plan 2025-2026



Ms. Marnie Garner, Principal
Mr.Cedric Philo, Assistant Principal

Rawlins High School Mission Statement: Our mission is to empower students to achieve academic and lifelong personal success.

Rawlins High School Vision Statement: RHS will be a collaborative, purposeful learning environment for all.

2024-2025 WAEA/ESSA-State Report Card:

WAEA School Performance Rating = Meeting Expectations WAEA Weighted Average Indicator Score = 2.2

ESSA School Identification = Not Identified

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.

[SIP Guide](#)

Section 1: Building Data

School: Rawlins High School	Plan Date: October 15, 2025
Principal: Marnie Garner, Assistant Principal: Cedric Philo	District Approval Date (for TSI, WAEA, CSI):
District: Carbon County # 1	Current Identification (<i>Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations</i>): Partially Meeting Expectations
District Representative: Jacinda Waldrip, Curriculum Director/ SIP District Rep.	

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 “No Evidence of Implementation” or “Minimal Implementation.”

Domain	Practice	School Reflection Rating
B1- Culture and Climate	Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, and community). RHS- <u>High Expectations for ALL</u> -The results of building assessment cycles and data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform our intervention planning for use during I and E.	Developing
D2-Professional Development	Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback. RHS- <u>Building literacy practices into learning</u> . The Science of Reading, and Admin training in ASPIRE will be presented at each PD opportunity and peer to peer feedback provided regarding literacy strategies.	Developing
A2-Leadership	School leaders have a coherent theory of action for resource allocation and process improvement that links adult actions to student results. RHS- <u>Clarity and understanding of expectations</u> . Teams will be expected to follow the PLC process to focus on building clarity within the learning process by developing common Unit Plans (15-Day Challenge), Assessments, and a clear I and E process. Staff will be expected to organize and effectively communicate expectations by utilizing technology to engage students and parents. The school will utilize Google Drive to organize this work.	Providing

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:

Priority Practice #1: Culture and Climate-Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	RHS will focus on developing and implementing practices that inherently convey that we hold high expectations for all. RHS is implementing the TACA form for all teams this year to collect and analyze data and create concrete action plans (Teacher Analysis of Common Assessments) from <i>Solution Tree Training</i>. The use of the RHS Shared Google Drive will assist our teachers in two ways: ● Planning and implementing intervention and extension (stop days) following formative and summative assessments during weekly instruction (Tier I). ● Unit planning to include the 4 PLC questions. ● All data and results of learning. ● Placing students in the scheduled school-wide intervention and enrichment (I & E) time for three 30-minute periods per week (Tier II).
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>	Teachers who teach a viable curriculum designed to address the same outcomes can collect data in the same manner and analyze the results. If results reveal instructional strategies that support learning more effectively, teachers have daily collaboration time built in to share strategies to support similar courses and teachers. Teachers will share intervention and enrichment responsibilities within their teams. By setting high expectations for achievement, teachers will build intervention practices into the units and communicate them before instruction begins.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	Teachers will use CFA/CSA data weekly, in combination with the TACA form, to design interventions and extensions and to track the impact on student performance from unit to unit. Teams will use the TACA form at least once for a unit CFA and once for a unit CSA within each unit of instruction.
Impact on Performance Goals	ALL students and teachers will have a clear vision of where they are in the learning process and where they need to be. Student performance in growth, equity, and

Describe how the focus on this Practice will impact performance goals.	achievement will continue to increase on classroom common formative/summative assessments and WYTOPP/ACT assessments.
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Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Building Clarity	Aug 2025-May 2026	Google Drive Thrillshare Canvas	Performance on WYTOPP interim and summative assessments
MTSS	Aug 2025-May 2026	I and E reflection Student Success Data	Student Performance Data

High-Impact Domain:
Priority Practice #2: Professional Development-Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.

Practice Rationale Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).	Literacy is a school-wide effort. Many students struggle due to literacy concerns. Our practices will engage students in instructional tasks that elicit deeper levels of understanding and increased use of higher-level vocabulary.
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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.	Teachers will engage in literacy PD that supports secondary content learning and post-secondary success. Strategies to put in place: ● Engagement strategies ● Vocabulary Walls ● Technology that builds literacy Admin will be training in Lexia ASPIRE and Think SRSD and will guide staff in those trainings. Teachers who have completed literacy-specific training will provide PD opportunities to others.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	● Students will increase STAR Reading assessment scores. ● WYTOPP Reading Score to 70% proficient or advanced. ● ACT Reading Score to 19 Average.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	Higher levels of Literacy will enhance learning performance. Student CFA and CSA data will improve, as well as standardized testing scores. Students will utilize literacy growth to engage in higher levels of rigorous learning in all areas.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Instructional Strategies for higher engagement	Aug 2025 - May 2026	Science of Reading Training	Response opportunity tracking and feedback
Vocabulary Development	Aug 2025 - May 2026	Word Walls Vocabulary Lists	Classroom Observations Unit Checks by Teams and Admin
PD Breakout Sessions	Sept 2025 Jan, Feb, and April 2026	Staff-led PD training sessions	Student Achievement Data

High-Impact Domain:

Priority Practice #3: Leadership-School leaders have a coherent theory of action for resource allocation and process improvement that links adult actions to student results.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	One of the top three strategies that John Hattie identified is that students who think their teachers believe in their ability to learn will learn at higher levels and faster (Hattie, 2018). The RHS Guiding Coalition will agree upon schoolwide practices that hold all students to high expectations. Teams will be challenged to develop systems to clearly communicate expectations to all stakeholders.
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.	● Teachers will utilize Unit Planning and refer to the 15-Day Plan resource to promote clarity in learning for all. ○ Students who clearly understand the expected outcomes will have a richer learning experience. ○ Clarity is key to ensuring students can report their own progress toward learning. ○ Unit planning is stored digitally on the staff drive. ● Teachers will review and implement the tenets of TESA ● Teachers will use technology to communicate expectations: ○ Thrillshare (Rooms) ○ Google Drive ○ Canvas
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	● All teachers will implement a 15-Day Plan (Unit Plan) process into each course. ● All teachers will effectively use Thrillshare (Rooms) to communicate. ● WAEA indicators mentioned above in the rationale will improve to average or above-average scores.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	By adding clarity and a heavier emphasis on student responsibilities within the learning, students will be able to reflect on their learning progress. The book study will guide deeper learning and explore conceptual learning activities in the classroom.

Action Plan for Priority Practice #3

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Peer to Peer Staff Reflections	Dec 2025 - May 2026	Staff forms and schedule	Peer to Peer schedule and forms Data collection for Staff regarding TESA
Book Study Building Thinking Classrooms	March 2026	BTC Books	Admin and Peer to Peer Feedback Team review sheets
PD Breakout Sessions	Sept 2025 Jan, Feb, and 2026	Staff led PD training sessions	Student Achievement 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

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0) 2.4-2024-25 (Meets)	2.4 to 2.6
Achievement (Numeric value)53 2024-2025 (MeetsTarget)	56
Growth (Numeric value) 301-2024-2025 (Meets Target)	220
Equity (Numeric value) 54-2024-25 (Meets Target)	56
EL Progress (Numeric value)30-2024-2025 (Meets Target)	34
For High Schools Only	

Extended Graduation Rate (Numeric value) 95-2024-2025 (Exceeds Target)	98
Post-Secondary Readiness (Numeric value) 89-2024-2025 (Exceeds Target)	85
Grade Nine Credits (Numeric value) 103-2024-2025 (Meets Target)	95

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0) 2.4	2.6
Achievement (Numeric value) 53-2024-2025 (Average)	56
Growth (Numeric value) 207-2024-2025 (Above Average)	58
Equity (Numeric value) N/A	N/A
EL Progress (Numeric value) 30-2024-2025 (Below Average)	35
For High Schools Only	
Four year on-time graduation rate (Numeric value)95-2024-2025 (Above Avg)	98
Post-Secondary Readiness (Numeric value) 89-2024-2025 (Above Average)	92

Content Area Performance Goals

	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	55%
Math (Numeric value)	60%
Science (Numeric value)	68%

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
1	B1. Culture and Climate: Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).	2	Teachers will use CFA/CSA data weekly, in combination with the TACA form, to design interventions and extensions and to track the impact on student performance from unit to unit. Teams will use the TACA form at least once for a unit CFA and once for a unit CSA within each unit of instruction.
2	D 2. Professional Development: Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.	3	Shared Team Folders (by Departments) and Guiding Coalition Building: Share out-of-norms/minutes from collaboration conversations and data review. Book Review by teams submitted in Drive
3	A 2. Leadership: School leaders have a coherent theory of action for resource allocation and process improvement that links adult actions to student results.	2	• All teachers will implement Unit Planning and have it visible for each course. Admin walkthroughs will check for clarity • Student credit report/CSA Data • WAEA indicators mentioned above in the rationale will improve to average or above-average scores.

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
Marnie Garner	Principal
Cedric Philo	Assistant Principal
Andrew Salzman	Teacher-Band Director
Traci Vorn	Teacher-PE/Health Team
Sara Karstens	Teacher-Family and Consumer Science
Melissa Donough	Teacher-Science Team
Kaeli Jones	Teacher-Math Team
Lisa Bridger	Teacher-English Team and Social Studies Team
Jared Ritschard	Teacher-Spanish and ELL
Lori Eggleston	Teacher- English Team
Tiffany McClaren	SPED Coordinator-RHS
Krystle Johnston	School Counselor
Tammy Morgan	Para Support-Library
Brandon Snyder	Teacher-Social Studies Team

School Improvement Representative Name	Position
Jacidna Waldrip	Carbon County School District #1

Abbreviation Used in Plan	Explanation
CFA	Common Formative Assessments (classroom mid unit assessments)
CS	Character Strong Program
CSA	Common Summative Assessments (classroom end of unit assessments)
CTE	Career and Technical Education
GC	Guiding Coalition (Building Leadership Team)
MTSS	Multi-Tiered Systems of Support
PLC	Professional Learning Community

SMART Goals	Specific, Measurable, Attainable, Reasonable, Time-Sensitive
TACA	Teacher Analysis of Common Assessments
WY-TOPP	Wyoming Test of Proficiency and Progress