

# Wyoming School Comprehensive Plan

## Swift Creek High School



Afton, Wyoming  
Tyler Jack, Principal

**2016-2017**

## **PLAN SIGNATURES**

**A signed hard copy of Swift Creek High School's 2016-2017  
Comprehensive Plan is on file in the office**

**Lincoln County School District #2:  
Success at the Next Level**

**Swift Creek High School:**  
**We build pathways to promising futures through:**

- Academic Achievement**
- Life, Career, and College Preparation**
- Positive Relationships**
- Hope and Resiliency**



## **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.**

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# 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>	ACCEPTABLE
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YES	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)
YES	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
YES	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
YES	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
N/A	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
YES	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

#### Summary of Practices:

Swift Creek High School seeks to prepare students to be ready for the next level. The great majority of our students are not college bound, therefore, we focus on providing students with the skills to be successful in the workplace while ensuring that the curriculum delivered to all students meets uniform content and performance standards in all areas of the Wyoming common core of knowledge and skills by engaging in a continuous cycle of analysis, practices, reflection, and adjustment of instruction.

We work closely with the traditional high school (Star Valley High School) in our school district to ensure that we can offer our students both the Hathaway Success Curriculum and a wide array of Career Technical courses. Our campus is open to students taking partial day classes in our building, and then taking classes at Star Valley High School for the other portion of the day.

Our courses' common assessments are aligned throughout the school district and were created collaboratively. Though the format and delivery of our assessments differ slightly from those of the Star Valley High School, the same content is represented. Through our 1 to 1 iPad initiative, teachers, students and administrators are able to utilize a Learning Management System (LMS) called Canvas that allows all parties to continually track student

progress relative to standards that have been unpacked, identified, and taught. Gaps in instruction are continually identified through the PLC process and addressed through academic support periods with their classroom teachers. These take place early Tuesday mornings before the start of the school day. We also have 30-minute optional remediation sessions prior to lunch twice per week, and a 60-minute mandatory remediation session as determined by student progress on the last day of each week.

## 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. [\(3.2 Rubric\)](#)

**NEEDS  
IMPROVEMENT**

### Summary of Practices:

Curriculum is reviewed and adjusted at the district level. We only have one teacher in each of the core content areas so it can be difficult for them to collaborate with the other two high schools in the district. We use four common assessments in each course that are consistent throughout the district, and those make up 40% of a student's overall grade in the class. We do have a couple of district wide curriculum days each year that provides that opportunity. The English department, K-12, has met multiple times this year to vertically align curriculum. The district is in the process of developing a district assessment in each content area. During the 2016-17 school year the Language Arts District assessment was administered to students via Canvas. We use the Marzano iObservation tool to facilitate growth in our teachers and to improve instructional strategies. Instruction and assessments are monitored at the teacher level with a collaborative effort involving teachers and administrators. We meet as a PLC weekly.

## Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. [\(3.3 Rubric\)](#)

**EFFECTIVE  
PRACTICE**

### Summary of Practices:

At Swift Creek High, we take pride in our efforts to deliver instruction in an active and hands on way. This, and the fact that we have small classes of between six and twelve students creates a great environment for student engagement, reflection, and critical thinking. Our emphasis on 1 to 1 iPads in the district also provides us with an opportunity to use technology to both increase and monitor student engagement through apps such as Canvas, Kahootz, and Quizzizz.

During the 2016-17 school year all students in the school are registered for a financial literacy course entitled EVERFI to prepare them for real-life financial situations that will come before them in the years immediately following graduation. This course is completed through an online format. In addition to this course, each student is enrolled in an online banking program in which they earn money for positive behaviors at school which can be spent at a school store. This offers practice in banking and money management for students.

## Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. ([3.4 Rubric](#))

**EFFECTIVE  
PRACTICE**

### Summary of Practices:

The principal at SCHS regularly is in the classrooms observing instruction and participating in lessons. Beyond this, regular surveys are given to students seeking feedback on what is working or not working to effectively deliver the curriculum.

Every teacher at SCHS participates at some level in a wide variety of professional development intended to improve instructional practice and to ensure student success. These include opportunities to travel to regional and national conferences, and well as in-house trainings offered by our buildings IT building and instructional facilitators, and visits to other alternative high schools in the state. Beyond this, teachers are asked to do observe one of their peers at least once per semester. The district provides opportunities to do this through the district wide instructional round program. We also provide a staff member with the opportunity to share a “Teaching Tip” with his/her peers once per block. Our instructional facilitators do a good job of stopping by and sharing information that helps us to be better teachers too. The FUSION program also provides incentives for teachers to increase their skillset and collaborate with their colleagues.

## Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. ([3.5 Rubric](#))

**EFFECTIVE  
PRACTICE**

### Summary of Practices:

The PLC process at SCHS includes a Tuesday PLC meeting and a Thursday staff meeting (both in the mornings before school). Both focus on improving instruction and increasing student achievement. Our PLC does a great job of breaking down data and coming up with strategies to help our kids be more successful. This PLC team also collaborates and develops school-wide cross curricular projects. Again, incentives are provided for teachers to observe each other and work and there is an expectation that our doors are always open. We have an excellent mentoring program for our new teachers (three of our four teachers have been in our building for less than three years). The one struggle we have in this process is overcoming the fact that we have four singletons that have a hard time collaborating with teachers in other grade levels or similar courses. We have set up mentor relationships with other teachers in the traditional high school to facilitate more content driven discussions.

A new addition in the 2016-17 school year is that teachers are building connections with other alternative school teachers in the state. They are spending time each month collaborating with teachers inside their content areas permitting them to communicate with another teacher facing similar challenges in an alternative school setting.

## Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning. [\(3.6 Rubric\)](#)

**ACCEPTABLE**

### Summary of Practices:

The teachers at SCHS do a great job of providing their students with learning goals each day and instructions with how the day's activities with reinforce student learning towards the goal. Teachers are consistently looking for feedback and measuring student learning throughout the lesson in a formative way. Our small student population assists us in constantly informing ourselves of the need to modify the lesson to ensure student success.

## 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. [\(3.7 Rubric\)](#)

**EFFECTIVE PRACTICE**

**YES**

The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)

### Summary of Practices:

Instructional facilitators provide mentoring, coaching and induction in the form of:

- New teacher boot camp for three days prior to the beginning of the school. This time is used to define our purpose and direction in educating the whole student. Including the values and beliefs based upon stakeholder surveys.
- Instructional rounds, which provide peer observations opportunities and show case instructional strategies using the Marzano framework.
- Weekly campfires- short professional development focused on current issues available to all teachers during their planning hours.
- Monthly new teacher meetings for continued support and training specific to the school's needs.
- Mentor teacher assignments.
- New teacher induction programs.

## 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. [\(3.8 Rubric\)](#)

**EFFECTIVE PRACTICE**

**YES**

Parent contact procedures and history regarding unexcused absences and student misconduct



resulting in suspension is documented (Wyoming)

### Summary of Practices:

Swift Creek High School engages and communicates with the family through:

- Biannual parent teacher conferences (where we have almost 100% participation)
- School and district websites
- School and district calendars
- School Facebook page
- All incoming students must go through an interview process with our principal
- iPad training for parents and students.
- Canvas parent portal to view all student work and assignments
- Power School parent portal to view student's grade and attendance.
- Personal phone calls from our secretary, teacher, or administrator for absences
- A district Facebook page to communicate information to the community
- Our teachers and secretary will make a personal call home once a student has multiple absences
- All staff are expected to make a positive phone call home once per week

## 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](#))

**EFFECTIVE  
PRACTICE**

### Summary of Practices:

This is where Swift Creek High School truly excels. SCHS graduates report that the thing they loved most about their experience in our school was how it felt like family. The students sincerely appreciate their teachers and get to know them very well. Often, a student will take four or five classes from the same teacher in a small class setting which really facilitates some close relationships of trust, which is what our population of at-risk students seem to really thrive in. We have very close relationships with their families as well which, of course, is really enhanced by our small size. Our school psychologist meets with specific students regularly to help them work through difficulties from their home environments, disability classifications, and struggles with relationships. Our principal meets with each student regularly to discuss graduation progress and post-high school goals.

## 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**

### Summary of Practices:

Swift Creek High School has a consistent grading policy and process throughout all courses in our school. These are explained to the students at the beginning of each block in every class. Common Assessments are uniform throughout the district and make up 40% of a student's grade in a class. Our retake policy and school wide expectations are clearly and frequently communicated to our students and the other stakeholders.



## Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. <a href="#">(3.11 Rubric)</a>	<b>ACCEPTABLE</b>
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<b>YES</b>	The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)
<b>YES</b>	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

### Summary of Practices:

Swift Creek High School has implemented the following professional development opportunities:

- Instructional rounds or peer observations to show case instructional strategies and exceptional skills
- Teaching Tip shared amongst the staff at faculty meetings
- Fusion-Individualized professional development that teachers may utilize for specific interests and receive a stipend for completing
- School visits to other alternative schools throughout the state
- Instructional facilitator request form in Canvas to schedule individual help
- Our entire teaching staff attended the EdTech Google Summit in June

## 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>ACCEPTABLE</b>
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<b>YES</b>	The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)
<b>YES</b>	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
<b>YES</b>	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
<b>N/A</b>	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)

<b>N/A</b>	The school meets the educational needs of historically underserved populations. (Federal)
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**Summary of Practices:**

Swift Creek High School has a great faculty and support staff that does good work in identifying needs and meeting those needs. As mentioned previously, our school psychologist is excellent at both meeting the mental health needs of students and in staying current in the research to help us in supporting students that have a disproportionate amount of unique characteristics that affect student learning. Our PLC does a good job in identifying strategies that are working/not working with specific students. Again, our small size allows us to dedicate the needed amount of time to each student that is needed in an alternative environment. We have adjusted assessments and instruction to allow for students to take advantage of their learning style. Students with special education needs are identified and IEP's are developed to meet their needs. Based on life situations many students take advantage of an online learning platform which can be completed either through our own teachers pre-developed canvas courses or through a third party online provider. SCHS monitors and pays for this learning alternative.

**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>
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<b>YES</b>	The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)
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**Summary of Practices:**

Swift Creek High School conforms to the district assessment system through the following assessments: ACT Suite, MAP (9<sup>th</sup> grade), common assessments, and pre/post tests in all content areas. Each department has unpacked, mapped, and targeted essential standards through the Atlas curriculum mapping software use throughout the district. PLC's and PowerSchool are being used to track, communicate, and collaborate on student progress. In addition, teachers, parents, and students can monitor assessment progress through Canvas. Teachers are being provided professional development with Dr. Thomas Many for analyzing and using data to improve assessment systems.

## 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. [\(5.2 Rubric\)](#)

**ACCEPTABLE**

### Summary of Practices:

District-wide surveys were made available to all stakeholders, including students. Results were analyzed and used as a guide to evaluate our progress towards maintaining the district's purpose and direction. ACT suite data is used to help identify students who are in need of additional learning support systems and meeting prerequisite requirements for concurrent enrollment courses and Hathaway Scholarship requirements. Through regularly scheduled PLC's, teachers identify students in need of remediation, course and unit instruction is analyzed to ensure that it meets student needs and applicable standards. PLC groups have and continue to receive professional development from Dr. Thomas Many related to analyzing and effectively using assessment data to improve student learning and instruction.

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

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

**ACCEPTABLE**

### Summary of Practices:

Professional and support staff have received professional development and have been trained by Dr. Thomas Many in the evaluation, interpretation and use of data. We meet in PLC's each week to practice the evaluation, interpretation, and use of data to meet students' academic needs. At a school level, SCHS is analyzing which data most completely represents our vision of "success at the next level." Types of data being considered include ACT scores, MAP scores, graduation rate, common assessments, occupational plans, post-high school employment rate, etc. Once the most relevant types of data are identified they will be used as a guide in making school decisions and monitoring progress.

## 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:

Student academic progress is monitored through Canvas and/or PowerSchool. Results are used to implement interventions during academic support next to lunch hour on Tuesday and Wednesdays, and last day of the week remediation. In our school, we do not accept common assessments lower than a 70%, nor do we allow zeroes. Departments administer common assessments and pre/post tests to gauge student improvement. ACT suite information is used to predict college readiness of student populations.

## 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. [\(5.5 Rubric\)](#)

**NEEDS  
IMPROVEMENT**

### **Summary of Practices:**

Standardized test results including ACT Suite and MAP are analyzed and monitored by leadership and scores are sometimes shared with stakeholders.

# Teaching and Learning Improvement Plan

## GOAL(S):

All students will improve their literacy skills.

All students will improve their mathematics skills.

## MEASURES AND METHODS (INTERVENTIONS):

All students will show growth in reading and mathematics through the ACT Aspire and ACT assessments.

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
All students will participate in Guided Reading for twenty minutes every day	Everyday	Our school's aide does this with our students each day	We will evaluate effectiveness of the program each block (six weeks) and adapt as needed
ACT Preparation Course to assist students with skills that specifically are assessed on the ACT	March – April 2017	All teachers and staff will participate for a portion of their day during the six weeks leading into the assessments	Teachers will use practice materials and sample questions to analyze where students are and provide them individualized preparation
Focus on the comprehension of informational and technical text across all core areas	At least weekly throughout the school year	All teachers will emphasize this focus in their core area classes	Teachers will discuss strategies in their PLC to ensure most effective practices are being used in their classrooms
Focus on problem solving skills and critical thinking skills across all core areas	At least weekly throughout the school year	All teachers will emphasize this focus in their core area classes	Teachers will discuss strategies in their PLC to ensure most effective practices are being used in their classrooms

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

When the scores come back from the ACT and Aspire, we will examine each student's growth comparing to last year's results with the expectation that each and every student will demonstrate

growth. Generally, our students come to us beneath the 20<sup>th</sup> percentile. Our goal is see them make progress each year and hopefully see them leave us above the 50<sup>th</sup> percentile.

## 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. <a href="#">(1.1 Rubric)</a>	<b>NEEDS IMPROVEMENT</b>
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<b>YES</b>	The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)
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#### Summary of Practices:

Our school has a vision and mission statement that was created with the input and support of stakeholders; however, we need to formalize a process to review and revise if necessary that includes all stakeholders.

#### 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. <a href="#">(1.2 Rubric)</a>	<b>ACCEPTABLE</b>
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#### Summary of Practices:

Our leadership and staff is committed to a culture where all students can be successful and learn and acquire the skills necessary for success at the next level. This is one of the things that makes us who we are as an alternative school, where students who have been unsuccessful in the traditional setting have come to work with a staff that is willing to be flexible in how they achieve the high expectations we have for them.

## 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. <a href="#">(1.3 Rubric)</a>	<b>ACCEPTABLE</b>
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<b>YES</b>	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
<b>YES</b>	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
<b>YES</b>	The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)
<b>N/A</b>	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
<b>YES</b>	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
<b>YES</b>	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

### 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**

**YES**

The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building. (Wyoming)

#### Summary of Practices:

Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.

LCSD#2 Board of Trustees has policies and practices in place to ensure effective administration of each school.

### District Board Operations (2.2)

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

**ACCEPTABLE**

#### Summary of Practices:

The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.

One of the essential roles of the board of trustees is to implement and manage a governing process that oversees the entire school organization. To effectively encompass that charge, the trustees of Lincoln County School District #2 have engaged in a governance model that has allowed them to develop and adopt specific roles and responsibilities for the board and for the superintendent of schools in regards to sharing the district's purpose and direction and performance expectations.

The School Board has strategically focused its roles, taking a broad view of the organizational needs of the school district. The board, in its governance policies, has committed to work in collaboration with the superintendent, the school staff and the community as a whole. The governance policies are strategically focused and begin to make sense as we consider the different roles of the board: personnel, time management, and resource procurement and allocation.

## 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**

### Summary of Practices:

The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

## 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**

### Summary of Practices:

Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.

SCHS consistently utilizes PLC Meetings, Faculty and In-service Meetings to create a culture and understanding of the school's and district's purpose and direction.

In the 2016-17 school year SCHS began a school-wide Positive Behavior Intervention System (PBIS). This plan includes an emphasis on the 6 Ps at SCHS including: Prompt, Prepared, Polite, Positive Mental Attitude, Participate, and Produce. Students are taught the 6 Ps through an introductory class called Discovery. Then throughout the year students can earn money SCHS money which is put into an electronic bank account for students as reinforcement for demonstrating positive behaviors.

## Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. [\(2.5 Rubric\)](#)

**NEEDS  
IMPROVEMENT**

<b>YES</b>	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
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#### Summary of Practices:

While we are consistently communicating with stakeholders, we need to establish procedures for involving them in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities.

## 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>EFFECTIVE PRACTICE</b>
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<b>YES</b>	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
<b>YES</b>	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)
<b>YES</b>	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

#### Summary of Practices:

The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.

LCSD#2 has a district wide evaluation process that is focused on improved student success by ensuring that teachers are effective and using a variety of strategies to reach all learners.

## 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. [\(4.1 Rubric\)](#)

**EFFECTIVE  
PRACTICE**

<b>YES</b>	The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)
<b>YES</b>	Instruction is provided by highly qualified teachers (Federal)
<b>YES</b>	Paraprofessionals meet the requirements of ESEA (Federal)

#### Summary of Practices:

Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.

LCSD #2 employs only highly qualified teachers and paraprofessionals.

## 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**

<b>YES</b>	<p>The school complies with the State Board of Education's definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> <li>• ½ Day Kindergarten – 450 hours</li> <li>• Full Day Kindergarten – 900 hours</li> <li>• Elementary – 900 hours</li> <li>• Middle/Jr. High – 1050 hours</li> <li>• High School – 1100 hours (Wyoming)</li> </ul>
<b>YES</b>	<p>On Presidents' Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)</p>
<b>YES</b>	<p>The following days are appropriately observed:</p> <ul style="list-style-type: none"> <li>• Wyoming Day, December 10 of each year.</li> <li>• Nellie T. Ross' birthday, November 29 of each year.</li> <li>• Native American Day, the second Friday in May.</li> <li>• Pearl Harbor Remembrance Day, December 7 of each year.</li> <li>• Constitution Day, September 17 of each year. (Wyoming)</li> </ul>
<b>YES</b>	<p>Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)</p>
<b>YES</b>	<p>Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)</p>
<b>YES</b>	<p>Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)</p>
<b>YES</b>	<p>Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)</p>
<b>YES</b>	<p>Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)</p>
<b>YES</b>	<p>Activities approved for Federal Funding are completed within the approved time period. (Federal)</p>

### Summary of Practices:

Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.

## 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**

<b>YES</b>	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
<b>YES</b>	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
<b>YES</b>	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
<b>YES</b>	Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. (Wyoming)
<b>YES</b>	The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming)
<b>YES</b>	The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming)
<b>YES</b>	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
<b>YES</b>	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)

<b>YES</b>	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
<b>YES</b>	The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

#### Summary of Practices:

School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.

SCHS and LCSD#2 comply with all local and state inspection requirements. Emergency procedures such as fire drills, evacuation and other emergency procedures are practiced on a regular basis. Regular meetings are held with custodians and maintenance staff. An electronic Helpdesk system is used to request, track and maintain requests for all maintenance related items.

## 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>
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<b>YES</b>	Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)
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#### Summary of Practices:

All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

Swift Creek High has multiple resources available to all students and staff. Our 1 to 1 iPad program and use of Canvas places us on the cutting edge of using technology in the classroom.

## 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>
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YES	The school has implemented the district technology plan. (Wyoming)
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#### Summary of Practices:

This is an area of significant improvement for SCHS in the 2016-17 school year. We are now in a new building with improved wifi connectivity. Students are required to keep their iPads at school ensuring that they have them available for each class with a fully charged battery. Furthermore, we have purchased a portable lab of MacBook Air computers so that any class can have access to a full lab of functioning computers.

## 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>	EFFECTIVE PRACTICE
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#### Summary of Practices:

School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

Occupational and Physical Therapists meet with students who require needed services. A school psychologist is available for individual or group therapy on a weekly basis. The small size of our school enables our school psychologist to meet with students frequently and monitor them through their daily activities at school.

## 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>	ACCEPTABLE
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YES	The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)
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<b>YES</b>	All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming)

**Summary of Practices:**

All students within the school meet personally with the principal/school psychologist twice per year to review academic progress towards graduation. Beyond determining proximity to graduation, in this meeting a student occupational goal is recorded along with documenting the educational components necessary for the student to achieve the occupational goal.

## Assistance Needed

For assurances marked NO, please explain what is preventing your school from meeting the requirement and what support is needed to assist your school in meeting the requirement.

# ESEA CORRECTIVE ACTION PLAN

Required for those Title I Schools in School Improvement Status Year 3 or 4, Corrective Action Status and for all non-Title I Schools in Corrective Action Status

## Corrective Action Options (Please select at least one option listed)

<b>Option 1:</b> Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation	
<b>Option 2:</b> Extend the school year or school day	
<b>Option 3:</b> Replace school staff who are deemed relevant to the school not making Adequate Yearly Progress	
<b>Option 4:</b> Significantly decrease the management authority at the school	
<b>Option 5:</b> Restructure the internal organization of the school	
<b>Option 6:</b> Appoint one or more outside experts to advise the school on (1) how to revise and strengthen the improvement plan it created while in school improvement status; and on (2) how to address the specific issues underlying the school's continued inability to make AYP	

## Please describe:

- The Corrective Action selected
- Professional Development activities (If option 1 is selected)
- District improvement efforts being implemented to support the corrective action
- How this plan will support current school improvement efforts
- Data that will be used to measure the success of the corrective action

# ESEA RESTRUCTURING PLAN

Required for Title I Schools in School Improvement Status Year 4 (Planning For Restructuring)

## SELECT A RESTRUCTURING OPTION

<b>OPTION 1:</b> Close and Reopen as a Charter School	
<b>OPTION 2:</b> Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress	
<b>OPTION 3:</b> LEA contracts with private management to govern the school	
<b>OPTION 4:</b> Any other major restructuring of the school's governance	

### Please include:

- Members of Restructuring Planning Committee and Titles/Positions
- Description of the School's Plan for Restructuring
- Description of how Stakeholders were involved in Restructuring Plan
- What data has been used to support selected option?
- Professional development activities
- How the District is supporting the Restructuring Plan
- How this plan will support current School Improvement efforts
- Data that will be used to measure the success and monitor restructuring efforts
- Resources needed to implement this plan
- Major milestones or timelines for plan
- Other Supporting Documentation
- Signatures of the State Superintendent of Public Instruction and the State School Board Chairman

# PLAN SIGNATURES

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**District Superintendent**

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**District Board Chairman**

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**WAEA School Improvement Representative**

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**Plan Year**

# COMPREHENSIVE PLAN DIRECTIONS

## Writing Plans

There are three domains: Teaching and Learning, Leadership Capacity and Resource Utilization. For each domain:

### 1. ASSESS NEEDS

- Read related research, evaluate student performance and stakeholder survey data, and self-evaluate using the AdvancED rubrics to rate the level of implementation for each indicator as needs improvement, acceptable, or effective practice, or 1, 2, 3 or 4.
- Indicators rated as **Level 4 on the AdvancED rubric are effective practices**. Indicators rated as **3 are acceptable**. Indicators rated as **1 or 2 are needs improvement**.

### 2. STATUTORY ASSURANCES

- Review the statutes aligned to the indicators to ensure the school is meeting the requirements of Wyoming statute and applicable Federal statutes. [Statutory authority](#) is included in a separate document.

### 3. SUMMARY OF PRACTICES

- For indicators marked as Effective Practice, Title 1 Plan and School Improvement Grant (SIG) requirements, schools will write a summary of the school's approach to implementation of the applicable requirements. All schools may have effective practices and all schools may write summaries for any or all indicators, even those not marked as an Effective Practice.

### 4. IMPROVEMENT PLANS

- Based on the needs identified, write an improvement plan for each domain. All schools are required to complete improvement plans every five years for accreditation. All schools write improvement plans annually if required by state and/or federal statute. At least one of the improvement goals should reflect the intent to improve WAEA indicator scores.
- Plans for small schools (those that don't receive a school performance rating) should address all WAEA indicators.

## Plan Submission

- Submit plans to the district superintendent for signature. Plans that require board approval will also be signed by the district board chairman.
- Post the signed plan on the district web site in .pdf format or as a view-only shared file.
- Send a link to Accreditation Consultant/Dianne Frazer at the Wyoming Department of Education (WDE) annually by November 1. (Dianne.Frazer@wyo.gov)
- Upload plan through the AdvancED Assurances in ASSIST every five years for accreditation.

## WDE Representative Assistance

- The plan template is currently available from WDE in Google Docs and as an Adobe Acrobat Form. Plans can be converted to Microsoft Word. Plan templates can be developed in other collaborative formats if necessary.
- WDE representatives will work collaboratively with schools using Google Docs (or another collaborative format) to develop school plans as required by W.S.21-2-204(f).