

Section 1: Building Data

School: Swift Creek High School	Plan Date: Oct 21, 2022
Principal: David Cazier	District Approval Date (for TSI, WAEA, CSI):
District: Lincoln County School District #2	Current Identification (list all that apply: Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations, CSI, TSI, or ATSI): Partially meeting expectations
District Representative:	

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the “Completing the School Reflection” section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school’s biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as “Limited” or “Developing.”

Domain	Practice	School Reflection Rating
(F) Learning Support	Use a systematic approach to prevention and intervention to address academic and behavioral issues for all students.	2 - Developing
(B) Culture & Climate	Maintain ongoing communication with teachers and other stakeholders and solicit input on major decisions from relevant stakeholders.	3 - 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: Learning Support

Priority Practice #1: Use a systemic approach to prevention and intervention through a scheduled time during the school day to address academic and behavioral issues for all students.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	As the school improvement team discussed our needs as a school, we determined that our achievement indicator, issued as “below target,” reflects the school’s performance on the WY-TOPP, with 26.67% proficient or above in ELA, less than 10% proficient or above in Math, and 20% proficient or above in Science. These scores indicate that improvement is needed to increase the number of students performing closer to the indicated standards.
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>	School-wide intervention time through a systematic approach has long been determined to be an effective means to meet the needs of students who are not demonstrating mastery in their learning. The Multi-Tiered Systems of Support (MTSS) is one systematic approach we have determined to utilize this school year. We have incorporated academic support time for a total of 45 minutes daily where students meet based on need for the content areas individually with their core teachers. This time facilitates students' increased independent practice and reteaching of skills to ensure that their learning is at a proficient level.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By August 2023, SCHS will improve by 10% in ELA, Math, and Science on the WY-TOPP proficient and advanced performance ratings as reported by the Wyoming Department of Education.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	By establishing an effective MTSS, teachers can monitor students’ needs and celebrate success as the academic and behavioral data can be analyzed and decisions can be made based on the acquired data. Then, interventions can be applied to allow students other pathways to acquiring the knowledge needed for them to be successful in the classroom. Finally, the interventions’ effectiveness can be analyzed to determine their effect.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Establish school-wide consistent intervention time	August 2022	None	Scheduling and correlation with part-time staff members
Data monitoring - curriculum based assessments	January 2023	Online training (Google Sheets, Infinite Campus)	Teachers are planning interventions based on the data given them on formative assessments and monitoring their effectiveness.
Content-specific interventions identified and utilized	February 2023	Professional development (district, building, individual)	Effective, research-based interventions are established and utilized regularly for students with poor academic achievement.

High-Impact Domain: Culture & Climate

Priority Practice #2: Maintain ongoing communication with teachers and other stakeholders and solicit input on major decisions from relevant stakeholders.

Practice Rationale <i>Provide an explanation for choosing this Practice, including why focusing on this Practice will impact student performance (WAEA indicators).</i>	While a positive school climate has been a staple of the SCHS community for several years, the improvement team determined that an even higher focus of this area will improve students' performance. While SCHS has received a "Meets Target" on the WAEA Alternative School Target Level indicator, we are interested in taking this to the next level and pushing for "Above Target." The rationale for this is based on our core beliefs that as students feel safe and comfortable in their learning environment, they learn at a deeper level and can acquire knowledge easier. All stakeholders are important in creating the culture at SCHS, and their input is valuable in building students' learning
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.	"The Discovery Program", established by Eric Larsen and William M. Timpson, is an approach geared for at-risk high school students that SCHS implements. This approach includes teaching students the importance of overcoming their anger and frustration by handling it in appropriate ways through good communication. Effective communication is key for all stakeholders, and it would be beneficial in facilitating stakeholders' input into important decisions for the school through The Discovery Program. The improvement strategy would be to provide parental and community classes, based on The Discovery Program, through SCHS in the evenings. This would enable parents and community members to better access the current culture of SCHS and provide them with more vestment in the school. Ideally, this would lead to better communication between school leadership and families and community members.
1-Year Adult Practice Goal <i>Provide a measurable goal aligned to the Practice.</i>	By August 2023, a system designed for parents and stakeholders of SCHS will be established based on The Discovery Program, allowing interested parties to learn the skills of the program and participate in providing input for school decisions.
Impact on Performance Goals <i>Describe how the focus on this Practice will impact performance goals.</i>	As this becomes a focus, the stakeholders for SCHS will be able to become more involved with the happenings at the school, as well as providing a conduit for them to reinforce the skills used in The Discovery Program by the students. This will impact the overall School Climate performance indicator.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Determine curriculum process	December 2022	The Discovery Program, Centennial High School, CO	An ample curriculum is identified.
Determination of cost	January 2023	Grant writing, district finance consultation	A final cost to run the program is determined.
Approval of district leadership	February 2023	-	Program direction is determined
Promotion of parenting skills class	March 2023	Public relations - advertising	Varied means of communicating the promotion of the class have been executed.
Discovery Program for stakeholders launches	March 2023	-	The program is initiated and members of the community and parents attend.

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 Alternative School Performance Goals

	Current Performance Score (insert a numeric score)	1 Year Performance Goal (insert a numeric goal)
Achievement (Numeric value)	25	28
Growth (Numeric value)	46	48
School Climate (Numeric value)	3.23	3.5
Engagement (Numeric value)	Yes	Yes
For High Schools Only		
High School Credential Rate (Numeric value)	64	70
Credit Earning (Numeric value)		
College and Career Readiness (Numeric value)	16	20

Content Area Performance Goals

	Current Performance Score (% Proficient or Above)	1 Year Performance Goal (% Proficient or Above)
ELA (Numeric value)	26.67%	30%
Math (Numeric value)	<=10%	12%
Science (Numeric value)	20%	24%

In-house Relevant Data

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
Maintain ongoing communication with teachers and other stakeholders and solicit input on major decisions from relevant stakeholders	Culture & Climate	3	By August 2023, a system designed for parents and stakeholders of SCHS will be established based on The Discovery Program, allowing interested parties to learn the skills of the program and participate in providing input for school decisions.
Use a systemic approach to prevention and intervention through a scheduled time during the school day to address academic and behavioral issues for all students.	Learning Support	2	By August 2023, SCHS will improve by 10% in ELA, Math, and Science on the WY-TOPP proficient and advanced performance ratings as reported by the Wyoming Department of Education.

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
David Cazier	Principal
Drew Hathaway	PLC Leader
Trish Parkinson	SpEd Department

District School Improvement Representative Name	Position
Jason Horsley	Curriculum Coordinator