

## **Goal 1: Improve Student Achievement**

**Measureable Objective 1:** Students will demonstrate proficiency or growth as measured by district assessments.

**Measures:** District Assessment System (DAS)

**Measureable Objective 2:** District grade levels will exceed the state average in content areas measured by the Wyoming state assessment.

**Measures:** Wyoming state assessment, ACT

### **12/13/16**

Measureable Objective #1, "Students will demonstrate proficiency or growth as measured by district assessments," and Measureable Objective #2, "District grade levels will exceed the state average in content areas by the Wyoming state assessment," were adopted by Campbell County Board of Trustees in July of 2016. Currently the MAP assessment, the PAWS assessment, and the ACT Suite, to include Aspire, will serve as the proxy measures for tracking student achievement in the two goal areas mentioned. Campbell County School District #1 will continue its focus on the following broad initiatives:

- Balanced Literacy
- District Assessment System
- Professional Learning Communities
- Reading Comprehension
- STEM
- Student Centered Coaching
- Lab Classroom Implementation

2016 MAP achievement results illustrated the following for Measurable Objective #1:

- Math - 60.4% of CCSD students in Grades K-10 met or exceeded their grade level target of 50%, ranging from 38% in the 9th grade to 68% in kindergarten
- Reading - 65.2% of all CCSD students met or exceeded the grade level target of 50%, ranging from 47% in the 8th grade to 72.2% in the 10th grade

2016 MAP growth results were as follows:

- Math - 46.3% of CCSD students met or exceeded their growth targets
- Reading - 51.6% of CCSD students met or exceeded their growth target

2015-2016 PAWS proficient/advanced comparison results for Measureable Object #2 are as follows:

<b>Grade</b>	<b>Subject</b>	<b><u>District</u> % Proficient/Advanced</b>	<b><u>State</u> % Proficient/Advanced</b>
11th	Math	33.88	39.69
11th	Reading	30.95	36.25
11th	Science	27.11	33.24
3rd	Math	44.17	52.94
3rd	Reading	53.27	58.05
4th	Math	52.20	55.18
4th	Reading	63.58	65.44
4th	Science	55.28	54.47
5th	Math	47.09	56.31
5th	Reading	57.45	61.07
6th	Math	52.93	49.79
6th	Reading	56.63	57.89
7th	Math	52.86	49.38
7th	Reading	58.45	60.08
8th	Math	45.73	47.88
8th	Reading	47.90	53.67
8th	Science	38.89	41.57

2016 ACT Suite comparison results for Measureable Objective #2 follow:

<b>Aspire Results (Composite Scale: 400-452)</b>										
Grade	District	State	District	State	District	State	District	State	District	State
	English		Math		Reading		Science		Composite	
9th	426	427	425	425	422	422	424	425	425	425
10th	428	430	425	426	422	423	425	427	426	427
<b>ACT Results</b>										
Grade	District	State	District	State	District	State	District	State	District	State
	English		Math		Reading		Science		Composite	
11th	18	19.1	18.9	19.7	19.8	20.5	20.1	20.4	19.2	20

**2016 Wyoming Accountability Act in Education School Performance Levels**

Out of Campbell County’s 21 schools, 4 were exceeding expectations, 10 were meeting expectations, 3 were partially meeting expectations, and 4 were not meeting expectations as measured by the 2016 Wyoming Education Act Performance Level Report.

**07/19/17**

Adopted in July of 2016, Measureable Objective #1, “Students will demonstrate proficiency or growth as measured by district assessments,” and Measureable Objective #2, “District grade levels will exceed the state average in content areas measured by the Wyoming state assessment,” will continue to serve as the district’s systemic measure for academic continuous improvement. Currently the MAP assessment, the PAWS assessment, and the ACT Suite to include Aspire, will continue to serve as the proxy measures for tracking student achievement in the two goal areas mentioned for the fall of 2017. To that this will be the last year that the district will be using MAP, PAWS, and Aspire as systemic measures for our learning the system’s strategic plan due to the state on-boarding the new state assessment, Wyoming Test of Proficiency and Progress (WY-TOPP). WY-TOPP will provide options for teachers and schools to access assessments on demand and interim

assessments to be more closely aligned to the state's summative assessment which will provide a closer predictor to student, classroom, school, and district performance. WY-TOPP data will become the systemic measures in the spring of 2018. Campbell County School District #1 will continue its focus on the following broad initiatives:

- Balanced Literacy
- District Assessment System
- Professional Learning Communities
- Reading Comprehension
- STEM
- Student Centered Coaching
- Lab Classroom Implementation
- MTSS (Multiple Tier System of Support)
- Co-Teaching

Balanced Literacy will be in its fourth year of implementation in our K-6 programming, and the initiative is targeted to receive one more year of resource support in our district elementary schools providing primary and secondary resources for teachers to fully and successfully implement the English language arts (ELA) Units. In addition STEM, Student Centered Coaching, and lab classrooms will receive continued support through training, professional development offerings and coaching, and continuing our partnership with the University of Wyoming as we continue to support systemic processes within our school seeking the outcome of quality sustainment of our district initiatives while allowing our schools the level of autonomy needed to serve the needs of their stakeholders. Professional Learning Communities will continue to be a systemic focus as a quality collaborative framework for the delivery of the state standards.

In the fall of 2016, the district partnered with Wyoming's Department of Education to start piloting a Multitiered System of Support (MTSS) process within the district, focusing on our early literacy implementation and supports needed for early literacy intervention using a tiered approach in the classroom. The curriculum and assessment department will continue to lead a MTSS Steering Committee targeting several district elementary schools for the implementation and ongoing practice of tiered interventions within our literacy programming. In addition to the tiered initiative, CCSD is piloting a co-teaching model in three elementary schools, one junior high school and one high school as a research based instructional strategy in serving students on Individual Education Plans (IEPs) within our general education classrooms. This strategy is asking our participating schools to move from a "pull-out" approach to a "push-in" approach in serving our at-risk population in general education classroom.

**2017 MAP Assessment Results-Status**

**Math** - 62% of all our students in grades K-10 met or exceeded their grade-level target of 50%, improving 2% overall from 60% in spring 2016. Scores ranged from 53% of students meeting grade-level targets in second grade to 73% of students meeting grade-level targets in the 1st grade.

**Reading** - 65% of all our students in grades K-10 met or exceeded their grade-level target of 50%, which was equal to the 65% of students meeting their grade-level target in spring 2016. Scores ranged from 57% in the 2nd grade to 77% of students meeting their grade-level targets in the 10th grade.

**Science** - 69% of all our students in grades 3-10 met or exceeded their grade level targets of 50%. Scores ranged 62% in the 3rd grade to 78% of students in the 10th grade meeting or exceeding their grade-level targets.

**2017 MAP Assessment Results-Growth**

**Math** - 59% of CCSD students met or exceed their growth targets, which is a 1% drop from 2016 (60%).

**Reading** - 57% of CCSD students met or exceeded their growth targets, which is a 5% increase from 2016 (52%).

**Science** - 54% of CCSD students met or exceeded their growth targets. CCSD did not track science in 2016 due to standard alignment.

2016-2017 PAWS proficient/advanced comparison results for Measureable Object #2 are as follows:

<b>Grade</b>	<b>Subject</b>	<b><u>2016 District</u></b>	<b><u>2016 State</u></b>	<b><u>2017 District</u></b>	<b><u>2017 State</u></b>
11th	Math	33.88	39.69	TBD	TBD
11th	Reading	30.95	36.25	TBD	TBD
11th	Science	27.11	33.24	TBD	TBD
3rd	Math	44	53	46	52
3rd	Reading	53	58	56	59
4th	Math	52	55	56	58
4th	Reading	64	65	61	63
4th	Science	55	54	55	55
5th	Math	47	56	60	58

5th	Reading	57	61	60	62
6th	Math	53	50	54	49
6th	Reading	57	58	54	58
7th	Math	53	49	49	47
7th	Reading	58	60	50	56
8th	Math	46	48	50	48
8th	Reading	48	54	52	53
8th	Science	39	42	44	45

2017 Aspire Preliminary Grade Level Proficiencies for Measureable Objective #2 follow:

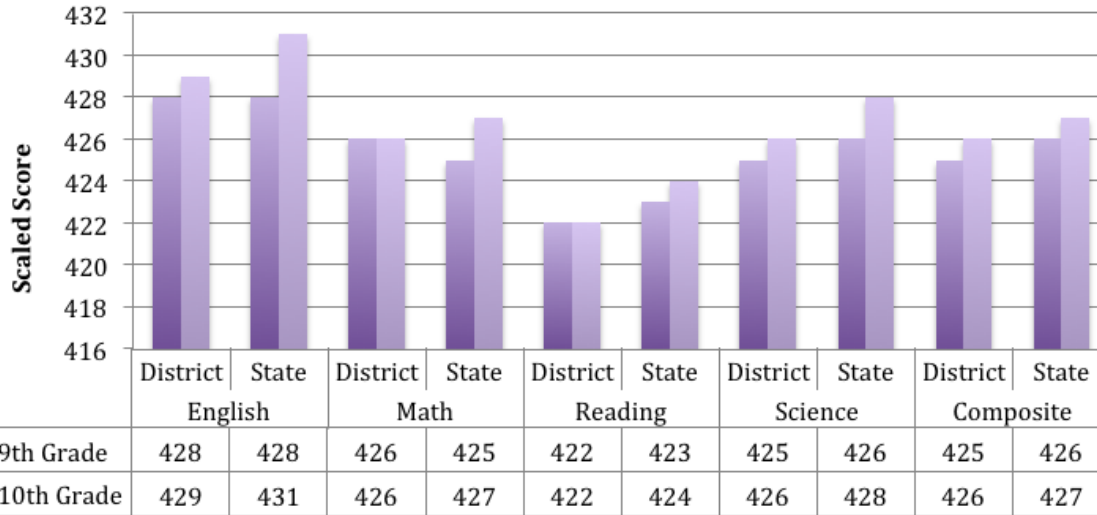
**9th and 10th Grade Aspire Subject Proficiency by Percentage**

	District	9th Grade	10th Grade
English	59	60(A)	58(A)
Reading	34	39(SB)	29(SB)
Writing	54	55(E)	54(E)
Science	29	29(SB)	29(SB)
Math	33	39(E)	27(SB)

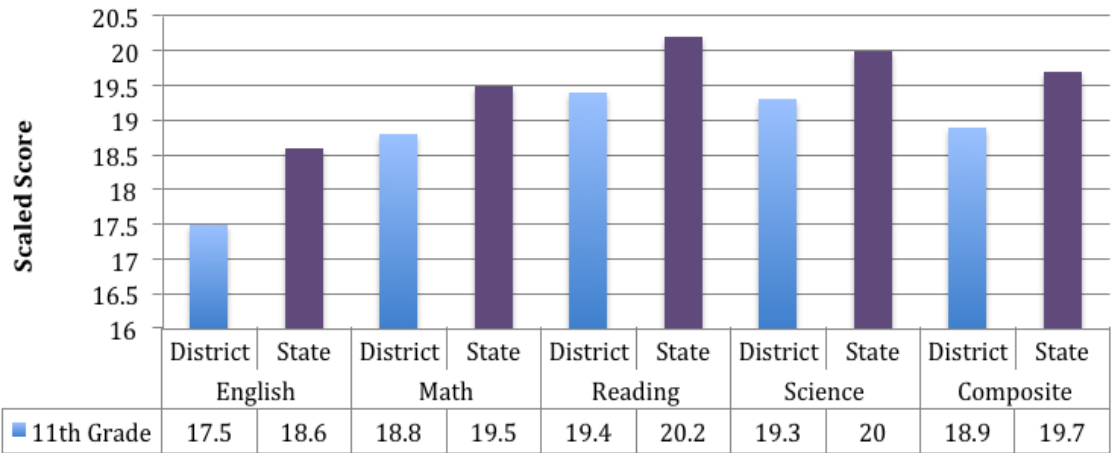
2017 Wyoming Accountability Act in Education School Performance- tentative release in August 2017.

**01/23/18**

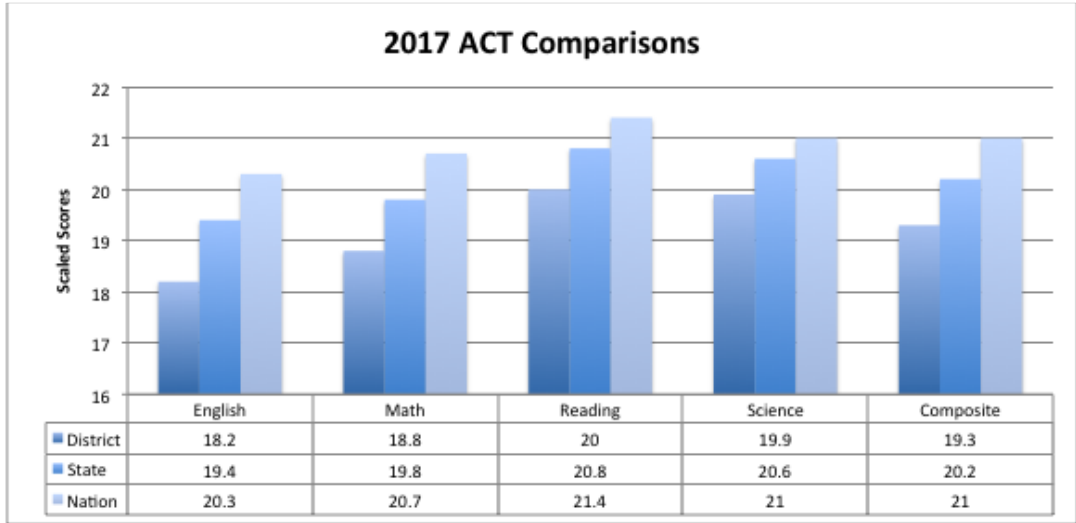
### CCSD 2017 Aspire Comparison to State



### CCSD 2017 ACT Comparison to State



		English		Math		Reading		Science		Composite	
		District	State	District	State	District	State	District	State	District	State
2015-2016	9th Grade	427	427	425	425	422	422	424	425	425	425
	10th Grade	429	430	425	426	422	423	425	427	426	426
	11th Grade	18	19.1	19.9	19.7	19.8	20.5	20.1	20.4	19.2	19.2
2016-2017	9th Grade	428	428	426	425	422	423	425	426	425	425
	10th Grade	429	431	426	427	422	424	426	428	426	426
	11th Grade	17.5	18.6	18.8	19.5	19.4	20.2	19.3	20	18.9	18.9





### Campbell County School District #1 Performance Level Reports (WAEA)

CCSD #1 Elementary Schools	2013-1014	2014-2015	2015-2016	2016-2017
Cottonwood	PME	NME	NME	PME
Hillcrest	PME	PME	NME	PME
Meadowlark	ME	PME	PME	ME
Lakeview	ME	PME	PME	PME
Rawhide	PME	PME	NME	PME
Rozet	ME	ME	NME	NME
Prairie Wind	ME	ME	ME	ME
Wagonwheel	ME	ME	ME	ME
Paintbrush	EE	EE	EE	EE
Conestoga	ME	EE	EE	ME
Sunflower	EE	ME	ME	EE
Pronghorn	ME	EE	EE	EE
Buffalo Ridge	ME	ME	ME	ME
Stocktrail				PME
CCSD #1 Junior High Schools				
Wright Junior	PME	PME	ME	PME
Twin Spruce	PME	PME	PME	PME
Sage Valley	PME	NME	ME	ME
CCSD High Schools				
Campbell County	ME	ME	ME	ME
Thunder Basin				
Wright Senior	ME	PME	ME	PME
CCSD #1 Rural Schools				
4-J	ME	EE	ME	PME
Little Powder	ME	ME	EE	ME
Recluse	ME	EE	EE	EE
WAEA Performance Categories				
Not Meeting Expectations	NME			
Partially Meeting Expectations	PME			
Meeting Expectations	ME			
Exceeding Expectations	EE			

**10/22/19**

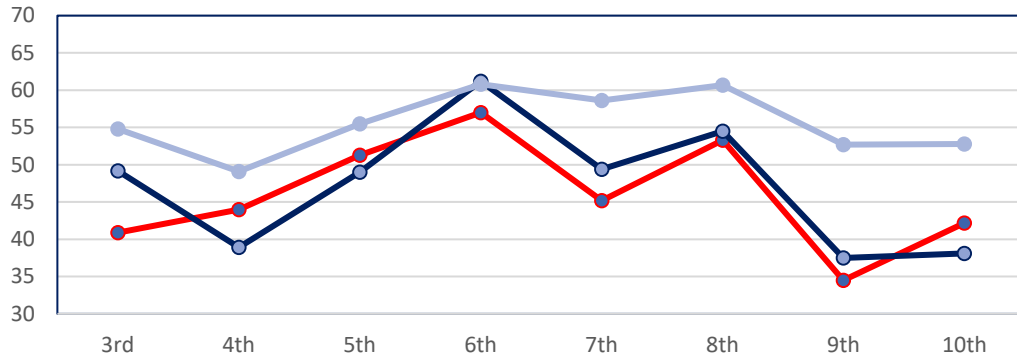
**Measureable Objective #1.** "Students will demonstrate proficiency or growth as measured by district assessments." During the 2016-2017 Wyoming Accountability in Education Act (WAEA) peer review Campbell County School District #1 initiated implementation of its District Assessment System (DAS) as required by state statute. The DAS is a dynamic framework composed of many moving parts, among those are Common Interim Assessments (CIAs) and Common Summative Assessments (CSAs). The purpose of the DAS as defined by the Wyoming Department of Education (WDE) is to provide evidence that will allow the district to draw inferences to the "equity of educational opportunity" for its students. The DAS is also intended to assist as a predictor of measurable outcomes in relation to other assessments, including but not limited to, WY-TOPP and ACT. To support educational opportunity Campbell County School District #1 will engage in the following broad initiatives:

- Balanced Literacy
- Co-Teaching
- Multiple Tier System of Support (MTSS)
- Math Recovery
- Positive Behavior Interventions and Supports (PBIS)
- Professional Learning Communities (PLC)
- Reading Comprehension Strategies
- Science, Technology, Engineering and Mathematics (STEM)
- Reading Recovery

**Measurable Objective #2.** "District grade levels will exceed the state average in content areas measured by the Wyoming State Assessment." The spring of 2019 was the second opportunity Campbell County Students in grades 3-10 had to demonstrate proficiency on the Wyoming state assessment, Wyoming Test of Proficiency and Progress (WYTOPP). Results from the 2019 assessment revealed improved proficiency levels in 12 of the 19 areas assessed from the previous year. CCSD students exceeded the state average in 6<sup>th</sup> and 7<sup>th</sup> grade math, and 6<sup>th</sup> grade ELA (see figures 1, 2, 3). CCSD will continue to utilize the state's modular and interim assessments to monitor instruction.

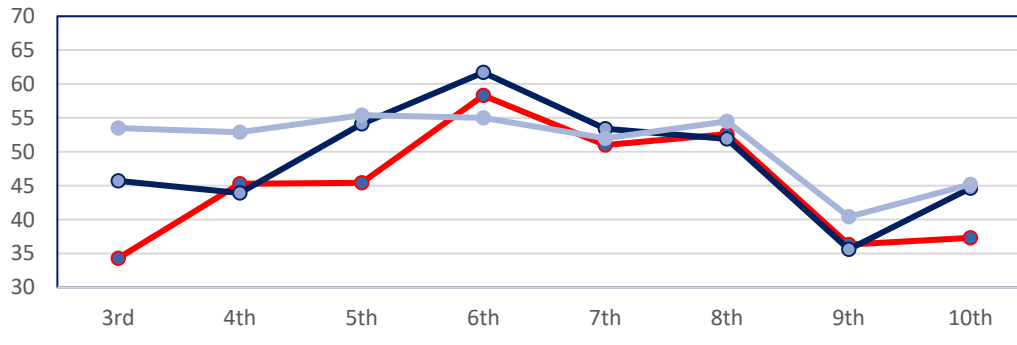
### WyTOPP English Language Arts

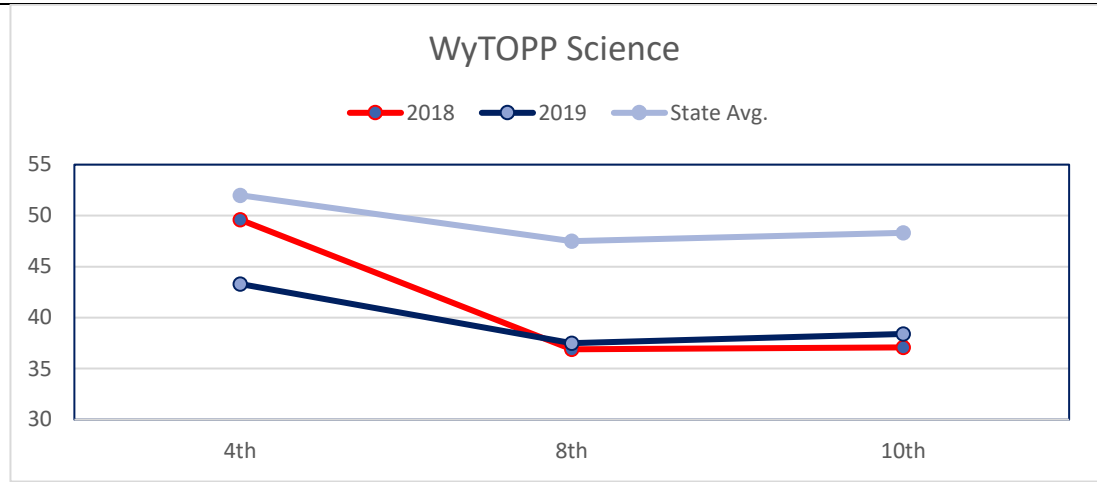
● 2018 ● 2019 ● State Avg. (2019)



### WyTOPP Math

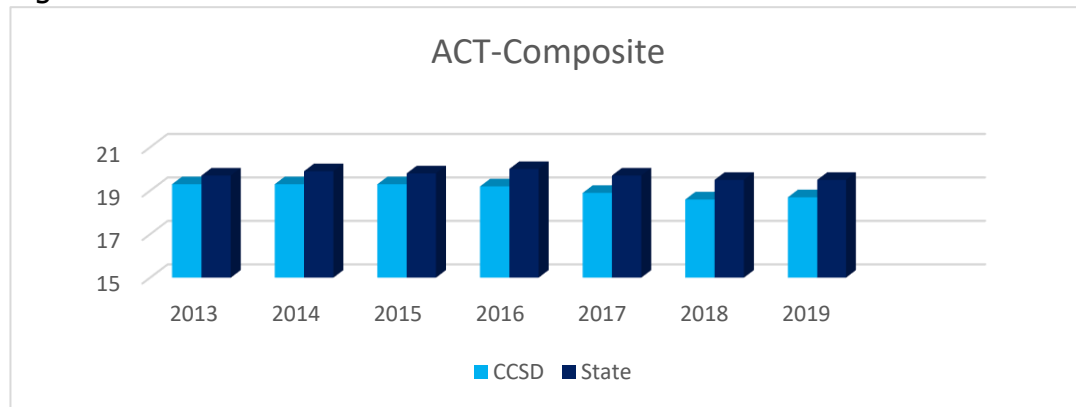
● 2018 ● 2019 ● State Avg. (2019)





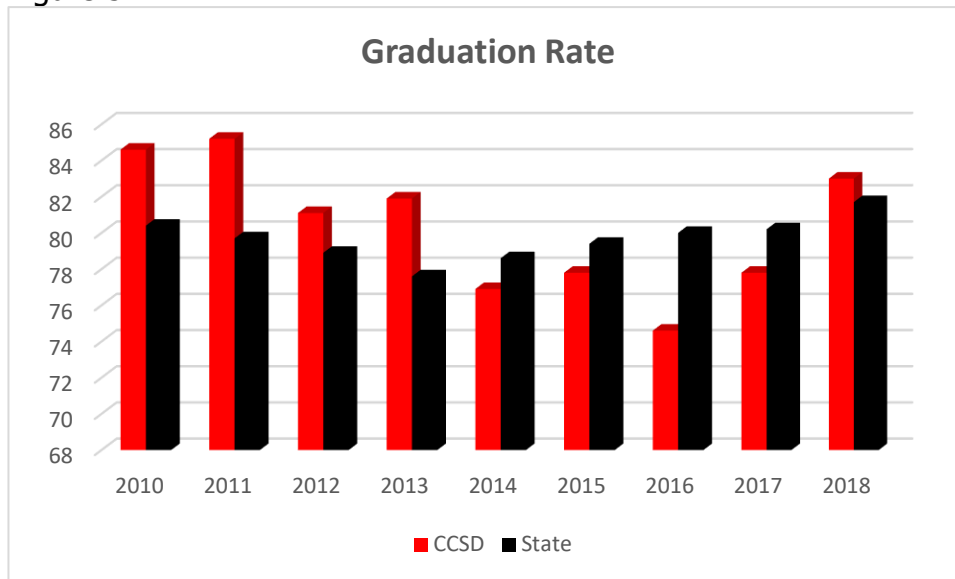
Additionally, all CCSD 11<sup>th</sup> grade students participate in the ACT test. (see figure 4). High School teachers will continue to imbed relevant concepts and processes into coursework which will support student success on the assessment. District schools continue to utilize strategies gained from district peer discussions. Individual schools plan to provide condensed sample assessments to prepare students for the rigor of the ACT.

Figure 4.



CCSD's graduation rate has recently demonstrated a significant trend upward. The 2017 CCSD graduation rate increased by 3.2% compared to the previous year. An additional increase of 5.2%, was realized in 2018, exceeding the state average, while all four district high schools achieved an improved graduation rate. The Wyoming Department of Education publicly recognized CCSD for this achievement. Success in this area may be interconnected with Goal 2, and the dedication to create meaningful relationships and additional opportunities supported by the daily student/staff interaction during the 7 period day, increased counselor FTE, and opportunities created with the opening of the additional high school. The 2019 graduation rate will be available in February, with the expectation of continued improvement.

Figure 5.



# WAEA

## School Performance Report

	Not Meeting Expectation	Partially Meeting Expectation	Meeting Expectation	Exceeding Expectation		
School	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
4-J	Meets	Exceeds	Meets	Partially	Meets	Meets
Buffalo Ridge	Meets	Meets	Meets	Meets	Meets	Partially
CCHS	Meets	Meets	Meets	Meets	Not	Not
Conestoga	Meets	Exceeds	Exceeds	Meets	Not	Partially
Cottonwood	Partially	Not	Not	Partially	Meets	Partially
Hillcrest	Partially	Partially	Not	Partially	Partially	Partially
Lakeview	Meets	Partially	Partially	Partially	Not	Partially
Little Powder	Meets	Meets	Exceeds	Meets	Not	Meets
Meadowlark	Meets	Partially	Partially	Meets	Not	Not
Paintbrush	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Meets
Prairie Wind	Meets	Meets	Meets	Meets	Meets	Meets
Pronghorn	Meets	Exceeds	Meets	Exceeds	Meets	Exceeds
Rawhide	Partially	Partially	Not	Partially	Meets	Meets
Recluse	Meets	Exceeds	Exceeds	Exceeds	Meets	Meets
Rozet	Meets	Meets	Not	Not	Partially	Partially

Stocktrail	NA	NA	NA	Partially	Partially	Meets
Sunflower	Exceeds	Meets	Meets	Exceeds	Meets	Partially
SVJH	Partially	Not	Meets	Meets	Meets	Meets
TBHS	NA	NA	NA	NA	NA	Partially
TSJH	Partially	Partially	Partially	Partially	Partially	Not
Wagonwheel	Meets	Meets	Meets	Meets	Not	Exceeds
Westwood	NA	NA	NA	NA	Meets	Partially
WJSHS (7-8)	Partially	Partially	Meets	Partially	Meets	Not
WJSHS (9-12)	Meets	Partially	Meets	Partially	Meets	Not

### District Assessment System (DAS)

- Students will demonstrate proficiency or growth as measured by district assessments.

		District	District
		% Proficient & Advanced	% Proficient & Advanced
Grade	Subject	2017-18	2018-19
Kindergarten	Math	88%	86%
	ELA	78%	79%
1st	Math	94%	91%
	ELA	83%	84%
2nd	Math	88%	84%
	ELA	76%	79%
3rd	Math	44%	52%
	ELA	72%	64%

4th	Math	36%	39%
	ELA	62%	59%
	Science	61%	64%
5th	Math	40%	38%
	ELA	70%	56%
6th	Math	40%	46%
	ELA	76%	70%
7th	Math	76%	70%
	ELA	90%	88%
8th	Math	69%	58%
	ELA	72%	74%
	Science	66%	69%
9th	Math <i>Alg I</i>	59%	55%
	ELA	81%	80%
10th	Math <i>Geometry</i>	73%	70%
	ELA	80%	74%
	Science <i>Biology</i>	70%	44%

## **12/08/20**

### **Measureable Objectives #1 and #2**

The Covid-19 pandemic caused a severe disruption to the District Assessment System (DAS). Although the Adapted Learning Plan (ALP) was fully implemented, the primary focus was instruction and maintaining contact with students. At the time, CCSD did not have a Learning Management System (LMS) which would allow for uniformity of data across the district. It was necessary to condense content and assessments in order to accommodate online learning.

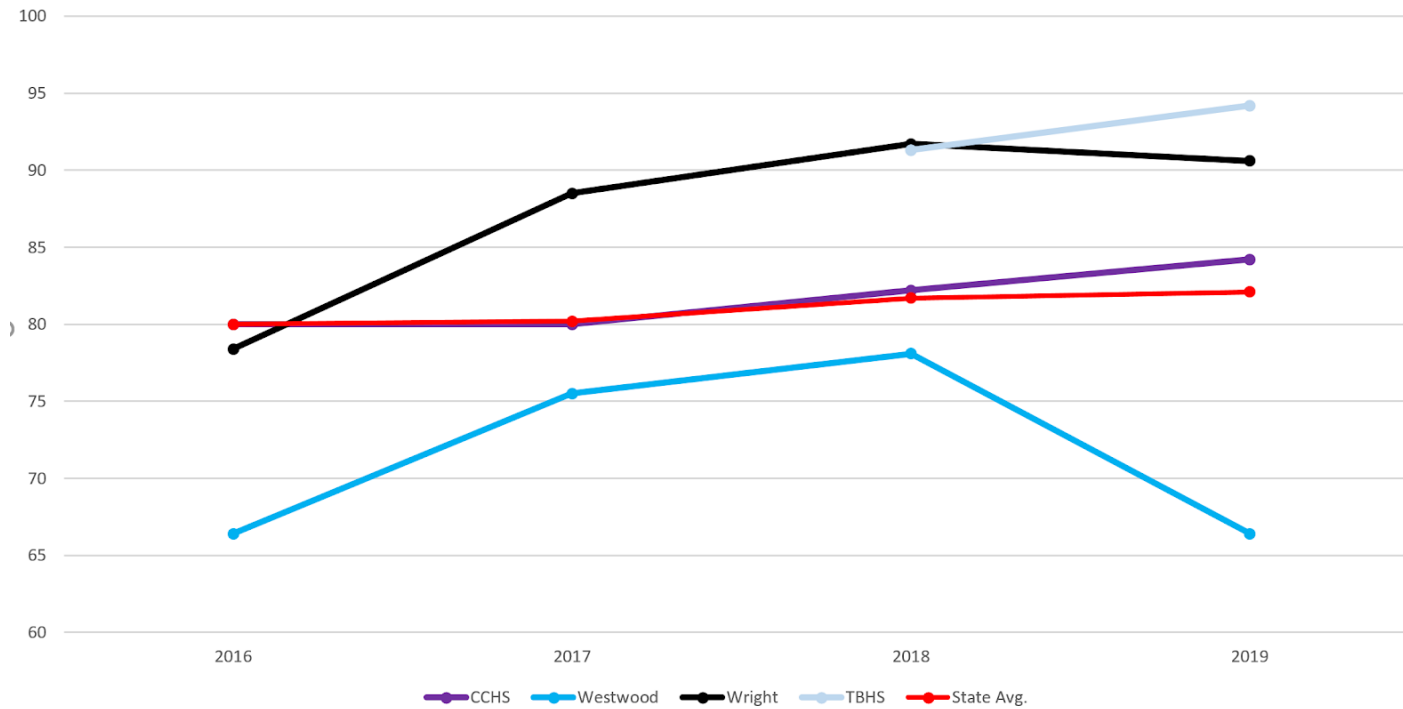
Covid-19 also prevented CCSD students from participating in the State Assessment, Wyoming Test of Proficiency and Progress (WYTOPP). In addition, 11th grade students were prevented from taking the ACT exam. Since Wyoming's Accountability in Education Act (WAEA) is reliant on data from both assessments in order to determine each school's annual performance rating, a waiver was issued for all Wyoming school districts for the 2019-2020 school term. In addition, the 2020-2021 accountability determination will also be affected in the areas of growth and equity, due to the year to year comparisons.



**Graduation Rate:**

CCSD's three traditional high schools continue to exceed the state average, with CCHS and TBHS continuing an upward trend. Comparing 2018 to 2019, CCHS realized a 2.0% improvement while TBHS gained 2.9%. WJSHS is subject to larger fluctuations due to the smaller enrollment; with 29 out of 32 seniors earning a diploma. Although Westwood experienced a decline from 2018-2019, the school continues to maintain one of the highest graduation rates compared to other alternative high schools across the state. In addition, Westwood will also see an increase in their 5 year graduation rate due to students returning to earn their diploma after the cohort date.

**Graduation Rate-Historical**



## Strategy 1: Professional Learning Communities (PLC)

Activity	Begin Date	End Date	Status 12/13/16	Status 07/19/17	Status 01/23/18	Status 10/22/19	Status 12/08/20	Status
1.1 Develop common formative assessments to monitor student progress and drive instruction.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	
1.2 Determine appropriate interventions based on common formative assessment data, and monitor and document progress.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	
1.3 Participate in ongoing professional discussion regarding best practices for instruction (i.e., book studies, professional readings, and continued professional development in the PLC process).	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

### **12/13/16**

- 1.1 - Revisions to unit assessments in all nine content areas continue to include common formative assessments in all grade levels. Assessment work is supported by the deployment of the district assessment system to ensure that students have equitable access to the standards and to drive quality instruction. In 2016-2017 reliability and validity processes are being designed to assist in the evaluation of content alignment and the depth of knowledge assessed as to meet the rigor level of the Wyoming Content Standards.
- 1.2 - Ongoing practice and the development of Professional Learning Community (PLC) proficiency in assisting with the design and implementation of quality interventions to enrich and to remediate instruction continues throughout the schools in CCSD. Using student-centered coaching techniques, balanced literacy as an instructional delivery system, and best practice instructional strategies, formative assessments continue to serve as the instructional foundation. The district assessment system is being designed to support formative instructional cycles which are aligned to the priority standards and inform instruction. Progress monitoring student growth determines best-suited instructional interventions.
- 1.3 - Professional development districtwide is focused on PLC deployment and fidelity, balanced literacy around quality instructional pedagogy and progress monitoring student growth with coaching support of our instructional staff. To that, continued book studies have included *Rigorous Reading*, *The Writing Thief*, and *6+1 Writing Traits*.

### **07/19/17**

- 1.1 - Revisions to subject and grade-level units, especially in science, math and English language arts (ELA) continues as curriculum continues to adjust based on alignment work to the Wyoming Content Performance Standards. All content areas at this time should be

fully aligned to current standards with prioritized and bundled standards of which to design common formative assessment. These assessments will continue to be monitored through the District Assessment System (DAS) protocols to ensure reliability and validity of the formative and interim assessments as identified in the DAS. In September of 2017, the DAS will be reviewed by Wyoming's Department of Education in conjunction with our accreditation review cycle. All content area assessment systems have been designed and are ready to publish and present within the auspices of the district assessment system parameters and guidelines. Future alignment work in the state tested areas will drive the assessment alignment work as new blueprints will be presented based on the new state assessment (WY-TOPP).

- 1.2 - As part of the district's year three initiative deployment of Balanced Literacy, the focus will be on defining an instructional framework that best suits a balanced literacy approach in the classroom. The continued support and use of student-centered coaching techniques, gradual release as an instructional delivery system, best practice instructional strategies, and formative assessments will continue to serve as the instructional foundation. The gradual release of responsibility as the foundational approach will continue to be the apex of our professional development and support in the classroom.
- 1.3 - Professional development will focus on sustaining and building capacity with regards to student-centered coaching, lab classrooms, and the instructional strategies that serve as best-practice approaches within Balanced Literacy. Professional development will continue with those schools wanting and needing support with professional learning communities and assessment literacy. Continued district efforts to support district level initiatives will include classes on guided reading, writing, Math in Focus, and assessments.

### **01/23/18**

- 1.1 - Common formative assessment will continue to be the focus for teachers as framed by our DAS system and to support Professional Learning Communities (PLCs) throughout the district. The WY-TOPP module and interim assessments will be piloted to support PLC work and to assist teachers in making data driven instructional decisions. The WY-TOPP assessments will be looked at and reviewed as possible replacements to some of our content District Student Performance Assessments (DSPAs) in tested areas.
- 1.2 - Multi-tiered systems of support will continue to be developed to support teachers in effective interventions and differentiation pedagogy. Professional development (PD) will continue to support assessment literacy for our teachers to assist in effective PLC operations. Continued professional development will focus on sustaining and building capacity with regards to student-centered coaching, lab classrooms, and the instructional strategies that serve as best-practice approaches within Balanced Literacy. Professional development will continue with those schools wanting and needing support with PLCs and assessment literacy. Continued district efforts to support district level initiatives will include classes on guided reading, writing, Math in Focus, and assessments.

### **10/22/19**

- 1.1 – Common Interim Assessments (CIAs) in the District Assessment System (DAS) system will support Professional Learning Communities (PLCs) throughout the district as a predictor of student knowledge and an instrument to guide teams with building common formative assessments. Summative assessments may also be administered to evaluate curriculum and programming, to monitor educational trends, and to inform stakeholders.
- 1.2 – The implementation of Formative Assessment System for Teachers (FAST), a universal screener, has provided Multi-Tiered System of Support (MTSS) efforts with a universal screener to be used on all Tier 1 students. With a universal screener in place the focus will be

on identifying Tier 1, 2, and 3 interventions and pedagogical best practices. Professional development will continue with those schools wanting and needing support with PLCs and assessment literacy as it pertains to the DAS and state accreditation expectations. Continued district efforts to support district level initiatives will include classes on guided reading, writing, math instruction, and classroom management highlighting instructional practices.

- 1.3 – Professional development will continue to focus on instructional best practices via the CCSD Professional Development Department course offerings. The district strategic plan for improvement identifies specific professional development for reading, writing, math & science. Activities include: guided reading, DRA 2, 6 Traits of Writing, and Handwriting Without Tears. Secondary schools will be provided professional development for comprehension strategies by Stephanie Harvey. Activities for math include CPM training for secondary math teachers and Add+VantageMR (AVMR) for elementary teachers. Trainings have been identified as the district moves towards a more rigorous Multi-Tiered System of Support (MTSS) model including: Co-teaching, Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI) concepts through a PLC model. FAST, a universal screener and progress monitoring tool, will be implemented K-6. Engaging the Next Gen workshop provided by the Schlechty Center will continue to be offered by the CCSD #1 educational technology department. Professional development will support district staff to attend conferences that pertain to data, assessment, MTSS, and the PLC process. The district will do this by working with the WDE and other service providers to develop leadership strategies and implementation models of the Common Core State Standards (CCSS) for principals and district staff. Efforts will be made to increase MTSS capacity and understanding in the district.

## **12/08/20**

- 1.1 – Common Interim Assessments (CIAs) in the District Assessment System (DAS) will support Professional Learning Communities (PLCs) throughout the district as a predictor of student knowledge and an instrument to guide teams in providing interventions and core instruction to meet the needs of their students. Summative assessments may also be administered to evaluate curriculum and programming, to monitor educational trends, and to inform stakeholders.
- 1.2 – The implementation of Formative Assessment System for Teachers (FASTBridge), a universal screener, has provided Multi-Tiered System of Support (MTSS) efforts with a universal screener to be used with all Tier 1 students. With a universal screener in place the focus will be on identifying Tier 1, 2, and 3 interventions and pedagogical best practices. Professional development will focus on identifying prioritized and supporting standards in ELA and math. The development of proficiency scales will continue to support teachers' understanding of the standards and students level of mastery. Continued district efforts to support district level initiatives will include classes on guided reading, writing, math instruction, and classroom management highlighting instructional practices.
- 1.3 – Professional development will continue to focus on instructional best practices via the CCSD professional development department course offerings. The district strategic plan for improvement identifies specific professional development for reading, writing, math and science. Activities include: guided reading, DRA 2/Next Steps in Guided Reading Assessment, 6 Traits of Writing, Step up to Writing and Handwriting Without Tears. Secondary schools will be provided professional development for comprehension strategies by Stephanie Harvey. Activities for math include CPM training for secondary math teachers and Add+VantageMR (AVMR) for elementary teachers. Trainings have been identified as the district moves towards a more rigorous Multi-Tiered System of Support (MTSS) model including: Co-teaching, Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI) concepts through a

PLC model. FASTBridge, a universal screener and progress monitoring tool, will be implemented K-6. Engaging the Next Gen workshop provided by the Schlechty Center will continue to be offered by the CCSD educational technology department. Professional development will support district staff to attend conferences that pertain to data, assessment, MTSS, and the PLC process. The district will do this by working with the WDE and other service providers to develop leadership strategies and implementation models of the Common Core State Standards (CCSS) for principals and district staff. Efforts will be made to increase MTSS capacity and understanding in the district.

**Strategy 2: District Assessment System (DAS)**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>	<b>Status</b>
2.1 Develop a DAS consistent with state guidelines.	07/01/2016	6/30/21	In Progress	In Progress	Completed	Completed	Revision	
2.2 Implement the DAS.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

**12/13/16**

- 2.1 - CCSD’s assessment system is currently being constructed under the direction of the Curriculum Steering Committee. The target is to support and drive quality instruction but also meet statutory regulation.
- 2.2 - Deployment scheduled for the District Assessment System (DAS) is to pilot implementation in the spring of 2017 with full deployment in the fall of 2017. Trustee presentation is scheduled for second semester of 2017.

**7/19/17**

- 2.1 - The District Assessment System is near completion and will be ready for deployment in August of 2017. All content areas and designed assessment systems specific to the content area are meeting the mantle of not only the district parameters, but the states as well. The DAS has been designed using the guidelines provided by the state in addition to being sensitive in providing our content experts design practices that are valued and deployed in classrooms throughout CCSD. The focus is in using common formative assessments to drive and inform our instructional staff of how well students are learning.
- 2.2 - In the fall of 2017, CCSD will be fully implemented with their assessment system and will have state review in September of 2017.

**01/23/18**

- 2.1 - CCSD District Assessment System has been created across all content areas and has passed a successful review conducted by the Wyoming Department of Education. The review was in conjunction with our AdvancED review where the assessment system and our curriculum and assessment work received powerful practice recognition.
- 2.2 - Though completed, the DAS system will continue to be monitored and adjusted as needed to assist teachers in improving instructional pedagogy. DAS work and assessment creation will be ongoing, especially as we continue to learn and on-board WY-TOPP.

**10/22/19**

- 2.1 – The District Assessment System (DAS) was completed in 2018 and continues to be implemented.

2.2 – The DAS will continue to be monitored and adjusted to meet the needs of initiatives, such as, PLCs and MTSS. In addition, the DAS will remain adaptive to changes in the state accreditation system.

**12/08/20**

2.1 – The District Assessment System (DAS) is in the review process to support the work that is being done with prioritization of standards and also with standard revision work being done at the state level.

2.2 – The DAS will continue to be monitored and adjusted to meet the needs of initiatives, such as, PLCs and MTSS. In addition, the DAS will remain adaptive to changes in the state accreditation system.

**Strategy 3: Literacy Instruction Across Content Areas**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>	<b>Status</b>
3.1 Elementary 1. Provide reading and writing instruction within the balanced literacy framework. 2. Identify and implement best practice reading and writing instructional strategies across all content areas. 3. Develop, validate, and implement the units of study based on bundled standards.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	
3.2 Secondary 1. Identify and implement best practice reading and writing instructional strategies across all content areas. 2. Develop, validate, and implement curricular units based on state standards. 3. Explore a literacy framework in content areas.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

## **12/13/16**

- 3.1.1 – Campbell County will continue its focus on literacy in the elementary grades as supported by our balanced literacy initiative. For 2016-2017 continued efforts will be on the gradual release instructional framework for guided reading and phonics instruction. In addition the district will continue its resource support for balanced literacy deployment in elementary schools.
- 3.1.2 – District focus will be with continued support of reading comprehension strategies with Stephanie Harvey and 6+1 writing support. In addition, the district professional development department will continue to support the coaching of quality reading and writing strategies using Sweeney’s student centered coaching model and the scaling of lab classrooms across all elementary schools.
- 3.1.3 – Literary units of study will be completed in the spring of 2017. The validation and editing of Units 1 and 2 was completed during the fall of 2016 with the exception of a few items. The district’s unit committee will continue to refine and create supporting materials, assessments and lesson design in support of teachers implementing with fidelity.
- 3.2.1 - District focus on quality reading and writing instruction will continue with the balanced literacy framework and gradual release of responsibility of learning. The focus in 2016-2017 will be on guided reading using the workshop model in deploying quality reading and writing instruction. Professional development in 2016-2017 will focus on using leveled readers for guided reading instruction and deploying reading comprehension strategies through peer coaching and lab classrooms.
- 3.2.2 - Literacy Units 1 and 2 are completed and Units 3 and 4 will be completed at the conclusion of 2017. Using District Standard Performance Assessments (DSPAs) and formative assessment feedback in comparison to the summative results, unit validation and the revision process will start on Units 1 and 3 in the spring of 2017. Unit 3 and 4 will be validated in the fall of 2017.
- 3.2.3 - Secondary content facilitators are currently studying data and cohort feedback seeking best practice measures for content literacy deployment and an initiative focus for our secondary system. This is in conjunction with ACT and Aspire preparation.

## **07/19/17**

- 3.1.1 – CCSD will continue with its Balanced Literacy initiative for 2017-2018 continuing efforts to frame the gradual release instructional framework across all elementary schools. Focus will be given to continuing efforts in the prioritizing of Harvey’s reading comprehension strategies in our elementary schools with the possibility of expanding to our secondary system. CCSD will support one more year of resources for our elementary schools for Balanced Literacy implementation.
- 3.1.2 – Reading comprehension strategies will be supported by CCSD’s professional development through district provided classes and instructional facilitator cohort groups. CCSD will be targeting the introduction of reading comprehension strategies to the secondary system. CCSD’s professional development will contract with Stephanie Harvey for assistance in expanding the literacy initiative to the secondary system. Continued support will be given to student-centered coaching and lab classrooms in support of best-practice instructional strategies which augment the gradual release instructional framework.
- 3.1.3 – Literary units of study have been completed for continued implementation in 2017-2018. The validation and editing of units was completed in the spring of 2017. Unit work will continue as grade-level cohort groups continue to revise and edit units as exemplar lessons and quality resources are identified and provided to all teachers. The district’s unit committee will continue to refine and create supporting materials, assessments, and lesson design in support of teachers implementing with fidelity through the curriculum

corner. It is noted that there will need to be some realignment work regarding the prioritized standards as the new state assessment blueprints are finalized.

- 3.2.1 – District focus on quality reading and writing instruction will continue with the Balanced Literacy framework and gradual release. 2017-2018 will focus on the workshop model in deploying quality reading and writing instruction through a gradual release instructional framework.
- 3.2.2 – Literacy units one through four are completed. Using DSPAs and formative assessment feedback in comparison to the summative results, unit validation and the revision process will continue with all units in the fall of 2017 to augment the validation process. This will be important based on the new assessment blueprints for the WY-TOPP assessment.
- 3.2.3 – Secondary content facilitators are currently studying data and cohort feedback seeking best practice measures for content literacy deployment and an initiative focus for our secondary system for the 2017-2018 school year. Currently, curriculum and instruction are considering supporting literacy as a secondary initiative. This is in conjunction with ACT preparation, knowing Aspire will not be given in 2018.

### **01/23/18**

- 3.1.1 - The balanced literacy initiative will conclude in the spring of 2018 with a goal of all our elementary classrooms fully deploying a balanced approach to teaching literacy to our students. Continued professional development will be offered through our PD department with classes focusing on the components of the balanced literacy framework. These classes will include writing, close reading strategies, and Gradual Release of Responsibility of Learning in a workshop model.
- 3.1.2 - District focus will be with continued support of reading comprehension strategies with Stephanie Harvey and 6+1 writing support. In addition, the district professional development department will continue to support the coaching of quality reading and writing strategies using Sweeney's student centered coaching model and the scaling of lab classrooms across all elementary schools.
- 3.1.3 - The literacy units have undergone several revisions which include reviewing the bundled or prioritized standards and cross-walking to the WY-TOPP blueprints. Because of this; resources and instructional lessons, as well as the formative assessments, have been edited to align with the standards represented in the learning continuum which have a greater footprint in the state's summative assessment.
- 3.2.1 - All six of our secondary schools are undertaking a reading comprehension initiative across all content areas which will be supported by Stephanie Harvey. Cohort groups of teachers in our schools will be trained in reading comprehension strategies across all content areas to support greater secondary literacy, to improve critical thinking skills, and to augment the skills and knowledge which is required and asked for in our state standards. This too will support our ACT focus and preparatory programming as framed in our DAS.
- 3.2.2 - Secondary units of study conducted an alignment process to the WY-TOPP including a review of the curriculum map in language arts, ensuring alignment to the state's content performance standards, and prioritized standards being assessed on the state assessment.
- 3.2.3 - Secondary facilitators are continuing to design and support ACT preparatory learning modules for secondary schools. This will be targeted instruction and learning to support ACT improvement across all content areas. This is housed in our DAS system in support of assessment literacy and using formative data to drive instructional change.



## **10/22/19**

- 3.1.1 – Professional development for the balanced literacy initiative concluded in the spring of 2018. Professional development will be offered with classes focusing on the components of the balanced literacy framework. These classes include writing, co-teaching skills, and guided reading to name a few.
- 3.1.2 - Stephanie Harvey’s comprehension strategies will continue, as well as 6+1 writing support and phonic resources, such as, Secret Stories and Zoophonics.
- 3.1.3 - The literacy units continue to be evaluated and revised, which includes reviewing the state standards and cross-walking to the WY-TOPP blueprints. In accordance with accreditation expectations in regard to the DAS, and in support of the PLC efforts, district assessments have been reappraised to assist PLC teams in their efforts to devise common formative assessments.
- 3.2.1 - All secondary schools are continuing to participate in professional development regarding reading in the content areas supported by Stephanie Harvey with a focus on such skills as using contextual clues, inference and close reading. New groups of teachers, as well as teachers previously trained in the process, are continuing to attend trainings so they can learn reading comprehension strategies. Reading comprehension strategies across all content areas support greater secondary literacy goals, improve critical thinking skills, and augment the skills and knowledge which is required and asked for in our state standards.
- 3.2.2 - Secondary units of study in ELA, which previously underwent an alignment process between state testing (WYTOPP and ACT), Wyoming ELA content standards, and a review of the curriculum map, are being implemented by teachers.
- 3.2.3 - Secondary teachers are implementing ACT preparatory learning at the direction of building principals and PLCs.

## **12/08/20**

- 3.1.1 – Professional development will be offered with classes focusing on the components of the balanced literacy framework. These classes include writing, co-teaching skills, guided reading instruction, and reading assessments.
- 3.1.2 - A focus on phonics resources, such as, Secret Stories and Zoophonics, will continue at the elementary level.
- 3.1.3 - The literacy units continue to be evaluated and revised, which includes reviewing the state standards, developing prioritized standards and supporting standards, and cross-walking to the WY-TOPP blueprints. In accordance with accreditation expectations in regard to the DAS, and in support of the PLC efforts, district assessments have been modified to assist PLC teams in their efforts to devise common formative assessments at the building level.
- 3.2.1 - Professional development in the area of writing has become the focus for secondary schools. This includes the training of district staff in Step up To Writing, and for these staff members to provide professional development at the building level for secondary teachers.
- 3.2.2 - Secondary units of study in ELA, which previously underwent an alignment process between state testing (WYTOPP and ACT), Wyoming ELA content standards, and a review of the curriculum map, are being implemented by teachers.
- 3.2.3 - Secondary teachers are implementing ACT preparatory learning at the direction of building principals and PLCs. Students are exposed to ACT practice questions in their classes and teachers work to align instruction to College Readiness Benchmarks.

## Strategy 4: Literacy Interventions

Activity	Begin Date	End Date	Status 12/13/16	Status 07/19/17	Status 01/23/18	Status 10/22/19	Status 12/08/20	Status
4.1 Develop, validate, and implement a districtwide process for tiered interventions.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

### **12/13/16**

4.1 - In the fall of 2017 initiate Multitiered System of Support (MTSS) Steering Committee to investigate the creation and implementation of a tiered support system districtwide to provide schools guidance and support for tier one and tier two strategies. This is to augment and support the current district Response to Intervention (RTI) practices in schools. In addition, the curriculum office will continue to support our early literacy facilitators in statewide professional development (PD) and state committee participation in the state's MTSS initiative. To date there have been two MTSS Steering Committee Meetings.

### **07/19/17**

4.1 - CCSD's Multi-Tiered System of Support Steering Committee was created in the fall of 2016 and met seven times throughout the 2016-2017 school year. Focus was on developing an understanding of a tired system and investigating current practice in our district with the use of literacy screeners and providing students assistance if needed within the learning continuum. For the 2017-2018 school year, the MTSS Committee will be targeting several elementary schools to pilot tiered support systems in classrooms.

### **01/23/18**

4.1 - Continued professional development opportunities to engage our workforce in multi-tiered level of instructional support for our schools will be continued through 2018. This training is to augment and support the Positive Behavioral Intervention and Supports (PBIS) work that is happening through our special services department. At this time we have offered Module One and two trainings for our schools that are interested in deploying tiered instructional support which is about 10 elementary schools and all secondary schools.

### **10/22/19**

4.1 – The implementation of FAST, a universal screener, in the fall of 2019 will provide the foundation to multi-tiered system of support in grades K-6. Positive Behavioral Interventions and Supports (PBIS) has been the anchor in the MTSS structure. In the fall of 2019 CCSD began training Math Recovery interventionists to support Title schools, in addition to the continued efforts to train and hire Reading Recovery teachers.

### **12/08/20**

4.1 – The implementation of FASTBridge, a universal screener, will provide the foundation to a multi-tiered system of support in grades K-12. Positive Behavioral Interventions and Supports (PBIS) has been the anchor in the MTSS structure. CCSD continues to provide Math Recovery professional development and training of district trainers to provide support to all schools in addition to the continued efforts to train and hire additional Reading Recovery teachers at Title I Schools.

### Strategy 5: Literacy Professional Development

Activity	Begin Date	End Date	Status 12/13/16	Status 07/19/17	Status 01/23/18	Status 10/22/19	Status 12/08/20	Status
5.1 Provide differentiated professional development to support district initiatives.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

#### **12/13/16**

5.1 - CCSD Professional Development Department will continue to offer professional development opportunities for the workforce in support of the district initiatives, including instructional essentials, writing, tech integration, classroom management and assessment. Fall of 2017 will focus on continued growth opportunities for our Educational Support Staff in reference to survey feedback targeting customer service.

#### **07/19/17**

5.1 - CCSD professional development will continue to provide differentiated professional development in continued support of our district initiatives. Current targeted growth opportunities include the following: Instructional Essentials, Writing, Tech Integration, Classroom Management, Assessment, STEM, Thinking Strategies, Guided Reading and gradual release instruction.

#### **01/23/18**

5.1 - Professional development will continue to support quality instruction (PD department courses), Integration (supporting STEM and unit development), Balanced Literacy (emphasizing writing and reading), and the use of Gradual Release of Responsibility of Learning as our instructional framework. The secondary schools are undertaking a reading comprehension initiative supported by Stephanie Harvey and our PD department which is targeted to be a three-year initiative using a cohort approach. To that, the reading initiative will continue to support reading improvement using high yield instructional strategies for all content areas.

#### **10/22/19**

5.1 - Secondary schools are implementing a reading comprehension initiative supported by Stephanie Harvey. The reading initiative will continue to support improvement in reading comprehension using high yield instructional strategies for all content areas.

#### **12/08/20**

5.1 - CCSD continues to provide professional development to support district initiatives. This includes prioritization of standards and development of proficiency scales, Step up To Writing, technology integration to support virtual learning with the teaching of reading, and writing strategies.

### Strategy 6: Core Math Instruction

Activity	Begin Date	End Date	Status 12/13/16	Status 07/19/17	Status 01/23/18	Status 10/22/19	Status 12/08/20	Status
6.1 Elementary	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

<ol style="list-style-type: none"> <li>1. Identify and implement best practice instructional strategies.</li> <li>2. Provide instruction with fidelity: <ul style="list-style-type: none"> <li>• <i>Focus on Prioritized Standards</i></li> <li>• <i>Every Day Counts, Calendar Math</i></li> <li>• <i>Partner Games</i></li> </ul> </li> </ol>								
<p>6.2 Secondary</p> <ol style="list-style-type: none"> <li>1. Identify and implement best practice instructional strategies.</li> <li>2. Provide instruction with fidelity: <ul style="list-style-type: none"> <li>• College Preparatory Mathematics (CPM)</li> </ul> </li> </ol>	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

**12/13/16**

6.1 - In conjunction with the development with of the DAS system, implement components of Phase 3 training which focuses on instructional strategies once an aligned and viable curriculum is implemented. This is in support of Karin Hess leanings and a standards based environment as it pertains to math. Continue with *Math in Focus* trainings on the assessment system and units of study which are aligned to the PAWS blue print.

6.2 - Fall 2017 will continue with training teachers in College Preparatory Mathematics (CPM), targeting the alignment to the ACT building Prep work. Train teachers in Phase 3 implementation of quality teaching strategies.

**07/19/17**

6.1 - Implement components of Phase 3 training which focuses on instructional strategies after an aligned and viable curriculum is implemented. This is in support of Karin Hess leanings and a standards based environment as it pertains to math. Continue with math in Focus trainings on the assessment system and units of study which are aligned to the new WY-TOPP assessment blueprints. Currently we have three to five Math in Focus trainings set for 2017-2018 which targeting elementary math instruction.

6.2 - 2017-2018 will continue with training teachers in CPM, targeting the alignment to the ACT building Prep work, and train teachers in Phase 3 implementation of quality teaching strategies. Focus will be given to grades nine and ten as 2018 will be the first year of implementing the new state assessment.

**01/23/18**

- 6.1 - Curriculum and Assessment will continue with their system focus on the full implementation of the District Assessment System, to include continued work with Karin Hess and the Phase trainings sponsored by the Wyoming Department of Education. Specifically to math, the district will continue to emphasize alignment to the Math in Focus resource as well as continued PD around high yield strategies for math instruction.
- 6.2 - Continued support of training teachers in using CPM as the primary math resource, continued ACT prep that is not only embedded in classroom instruction but emphasized, and ACT preparatory practices are the primary focuses of our secondary math instruction. The curriculum facilitators have designed ACT instructional and resource support using the DAS interface as a mechanism to span all content areas.

**10/22/19**

- 6.1 -The District Assessment System is in year three and fully implemented. During the 2018-19 school year, the final 2018 district essential standards and district essential skills prioritization was completed for grades 3 through 6. District essential standards and district essential skills prioritization will continue through the 2019-20 school year for Kindergarten through grade 2.
- 6.2 - ACT Prep has become a school initiative responding to the needs of their students. During the 2018-19 school year, the final 2018 district essential standards and district essential skills prioritization was completed for secondary math. Implementation of the district essential standards and skills is being led by building principals, instructional facilitators, and PLC teams with curriculum facilitator support as requested.

**12/08/20**

- 6.1 -The District Assessment System is in year four and fully implemented. Math teams continue to perform reliability checks on all assessments. K-6 grade teams are working to develop prioritized standards and proficiency scales with professional development support. Representatives from grades K-6 are working to align a new resource to state standards. This process will lead to the implementation of a new elementary math resource for the 2021/2022 school year.
- 6.2 - Teams continue to work on developing assessments aligned to district essential standards and district essential skills prioritization that was completed for secondary math. Implementation of the district essential standards and skills is being led by building principals, instructional facilitators, and PLC teams with curriculum facilitator support as requested.

**Strategy 7: Math Interventions**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>	<b>Status</b>
7.1 Develop, validate, and implement a districtwide process for tiered interventions.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

**12/13/16**

7.1 – In fall of 2017 initiate MTSS Steering Committee to investigate the creation and implementation of a tiered support system districtwide to provide schools guidance and support for tier one and tier two strategies. This is to augment and support the current district RTI practices in schools. In addition the curriculum office will continue to support our early literacy facilitators in statewide PD and state committee participation in the state’s MTSS initiative. To date there have been two MTSS Steering Committee Meetings.

**07/19/17**

7.1 – For the fall of 2017 curriculum and assessment will continue to initiate a MTSS Steering Committee, supporting the creation and implementation of a tiered support system districtwide to provide schools guidance and support for tier one and tier two strategies. CCSD will be targeting two to three elementary schools to pilot a tiered system of support focusing on instructional strategies used in the general classroom. In addition the curriculum office will continue to support our early literacy facilitators in statewide professional development and state committee participation in the state’s MTSS initiative. For 2017-2018 we are adding secondary facilitators to the MTSS initiative. To date there have been seven MTSS Steering Committee Meetings.

**01/23/18**

7.1 - With the refocus of our MTSS Steering Committee to include the module training provided by the Wyoming Department of Education, math intervention work has been aligned to the processes as provided in the trainings. Focus in professional development offerings will continue to be on tier one and tier two strategies that teachers can use in the general educational classroom promoting math procedural and conceptual skill development, which is key to math success.

**10/22/19**

7.1 – Secondary math teachers participated in modular assessment training led by the district’s math facilitator in 2018-19. Across the district, implementation of PBIS has been the strongest leg of the MTSS initiative.

**12/08/20**

7.1 – CCSD is continuing professional development to support the training of ALL elementary teachers in AVMR (Math Recovery Interventions). This includes the training of five staff to become a trainer of the AVMR courses. Secondary math teachers are working in teams to perform test reliability for CIAs.

**Strategy 8: Math Professional Development**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>	<b>Status</b>
8.1 Provide differentiated professional development to support district initiatives.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

**12/13/16**

8.1 – The CCSD professional development department will continue to offer professional development opportunities in math for the workforce in support of the district initiatives, including *Math in Focus* and CPM. PD Steering has been charged with seeking a

secondary district initiative for focus and establishing initiative in the spring of 2017. March 27, 2017 has been identified as a professional development day for 7-period-day quality math instruction.

### **07/19/17**

8.1 – For 2017-2018 the curriculum office has contracted Math in Focus training throughout the school year for our elementary classrooms focusing on math instruction, and using the aligned resources to augment the instruction in the classroom. For the secondary focus, curriculum is supporting the CPM training in August for our new teachers in preparation for the start of school. Training is to focus on instructional strategies that support the math learning continuum using the CPM resource.

### **01/23/18**

8.1 - Math in Focus and math practices professional development will continue through the 2017-2018 school year with a continued emphasis on math instruction, aligning resources with instruction in the classroom, and using formative assessments to inform teachers on the learning success of students and successful teaching practices. The district provided a districtwide math professional development to start off the year, but it was not received well by our teachers. We are currently working with the professional development department and our math facilitator to edit our approach regarding math professional development to make it more differentiated to meet the varying needs in all our schools. The goal is to walk in concert with our Balanced Literacy approach to differentiating professional development.

### **10/22/19**

8.1 - All new secondary math teachers receive College Preparatory Mathematics (CPM) regional training. All secondary math teachers received of professional development from Cassandra Erkens who presented assessment strategies which support the framework for Professional Learning Communities. Currently, teachers are working with the elementary curriculum facilitator to realign our primary resource to the 2018 Wyoming Mathematics Standards in an effort to determine where supplemental material is needed to ensure students have access to the standards. Add+Vantage Math Recovery (AVMR), a Math Recovery intervention, will be provided to elementary teachers.

### **12/08/20**

8.1 - All new secondary math teachers receive College Preparatory Mathematics (CPM) regional training. All secondary math teachers received professional development from Cassandra Erkens who presented assessment strategies which support the framework for Professional Learning Communities. Currently, teachers are working with the elementary curriculum facilitator to develop prioritized math standards at grades K-6 and aligning those standards to a new core resource for implementation next school year. Add+Vantage Math Recovery (AVMR), a Math Recovery intervention, will continue to be provided to elementary teachers.

## Strategy 9: Core Science Instruction

Activity	Begin Date	End Date	Status 12/13/16	Status 07/19/17	Status 01/23/18	Status 10/22/19	Status 12/08/20	Status
9.1 Develop and align science curriculum based on prioritized standards.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	
9.2 Continue to develop and implement science, technology, engineering, and mathematics (STEM) units.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

### **12/13/16**

- 9.1 - Complete the year 4 requirement of the STEM grant into the spring of 2017 to include revised K-12, aligned science curriculum. This will include resource support based on financial feasibility.
- 9.2 - Complete the year 4 requirement of the STEM grant and partnership with University of Wyoming to include unit development and formative assessment support.

### **07/19/17**

- 9.1 - CCSD educators have completed alignment to the Science Content Performance Standards as adopted by the state and are continuing to design units of study which support the learning continuum and prioritized standards. This work has been supported by the partnership with the University of Wyoming within our STEM initiative. Units of study have been crafted not only to align to the bundled standards, but have been supported by best practice science pedagogy to include project based learning, investigation, and hands-on experiences which enhance student engagement. This work will continue through 2017-2018 with an extended partnership with the University of Wyoming.
- 9.2 - CCSD will focus on continued work within STEM by extending our contractual agreement with the University of Wyoming for 2017-2018. The STEM initiative will continue with this support where teachers will continue to design STEM units of study and supportive lessons that augment and ensure that students have access to the state standards. CCSD's science departments have adopted new supportive textbooks which are aligned to the state standards, and they have pushed for more one-to-one options for students in the classroom. Significant monies have been allocated to purchase tech equipment for 2017-2018 and beyond which enhances the science learning experience and supports STEM for our students in the classroom (probes, software, science apparatus, etc.).

### **01/23/18**

- 9.1 - The four-year and fifth year extension of the WDE STEM Grant has concluded with the final evaluation conducted by a third party completed, submitted, and approved by the department of education. Curriculum and Assessment is very proud of the product created over the past five years which includes a science curriculum that is rigorously aligned to the newly adopted state science content performance standards and an assessment package also aligned to the standards providing teachers formative assessment data to help guide and inform quality instruction. Though the state assessment (WY-TOPP) is not currently aligned to the new science standards,



we are seeing an uptick in our science performance and achievement marks among our students. This is evidenced in our district assessments (DSPAs), MAP and ACT assessments.

- 9.2 - CCSD has extended its partnership with the University of Wyoming through the spring of 2018. The focus will be the continued development of units of study which meet the rigor and quality pillars of science instruction in supporting our students in the acquisition of the skills and knowledge identified in our adopted science content standards.

In addition, through support and partnership with Campbell County School District trustees, the remaining monies from our fourth year STEM Grant will be used toward funding the implementation of a STEM Lab in one of four elementary schools targeted for STEM Lab implementation. The STEM Labs are in support of the K-12 science curriculum and assessment work accomplished in Campbell County which has been supported through the partnership with the University of Wyoming and four years of STEM Grant funding by the State. As a result of the focused STEM work in CCSD, we have an aligned and viable K-12 science curriculum with designed assessments and performance based projects which align to the newly adopted standards to engage our students in 21st century STEM learning. Our goal is to implement STEM labs to support our curriculum in a learning environment which supports 21st century learning where students will engage in math, science, engineering, and coding activities; as well as support the 360 degree approach to teaching the science standards. The STEM Lab serves as a fabrication lab where students can conceptualize, design, and actually build projects while learning the content and skills needed to be successful in continued science and engineering programming. In addition students have an opportunity to engage in computer programming and coding. This is the trustee's initiative target for the students of CCSD, and the labs are to support the STEM and science units of study crafted by our teachers during the STEM initiative.

### **10/22/19**

- 9.1 - Teacher teams have worked across the secondary schools to create a cohesive science instructional pathway that encompasses many standards, while prioritizing others based on other states and ACT. Teachers have created in-depth units that allow for personal practice and for continued student engagement while maintaining a core backbone of ensured curricular tasks and experiences.
- 9.2 - We are in the midst of onboarding computer science standards and will use this process to further extend and align the STEM initiative throughout the district. Beginning in the fall 2019 there is access to STEM labs for all students grades K-8. The focus has been to develop a scope and sequence for STEM and computer science standards K-5 lead by the STEM/computer science curriculum facilitator with teams of teachers. This work will then move vertically to grades 6-8, and then grades 9-12. The district has partnered with Gillette College to offer college course work at Area 59.

### **12/08/20**

- 9.1 - Teacher teams have worked across the secondary schools to create a cohesive science instructional pathway that encompasses many standards, while prioritizing others based on other states and ACT. Teachers have created in-depth units that allow for personal practice and for continued student engagement while maintaining a core backbone of ensured curricular tasks and experiences. CCSD K-5 educators are fully engaged in the new science units. Teacher teams will continue working together to refine assessments and make constructive modifications within units of study, when necessary.

9.2 - We are in the midst of onboarding computer science standards and will use this process to further extend and align the STEM initiative throughout the district. Beginning the fall 2019 there was access to STEM labs for all students grades K-8. The focus has been to develop a scope and sequence for STEM and Computer Science standards K-5 led by the STEM/computer science curriculum facilitator with teams of teachers. This work will then move vertically to grades 6-8, and then grades 9-12. The district has partnered with Gillette College to offer college course work at Area 59. CCSD will continue to work to meet state guidelines for implementation of computer science standards and classes with certified teachers in the year 2022/2023. Assessment development to support units of instruction in STEM classrooms continues to be the professional development focus.

**Strategy 10: Core Science Interventions**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>	<b>Status</b>
10.1 Develop, validate, and implement a districtwide process for tiered interventions.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

**12/13/16**

10.1 - In the fall of 2017 initiate MTSS Steering Committee to investigate the creation and implementation of a tiered support system districtwide to provide schools guidance and support for Tier 1 and Tier 2 strategies.

**07/19/17**

10.1 - Continued implementation of the Multitiered System of Support Steering Committee to support tiered interventions in two to three elementary schools. In the fall of 2017 we will be seeking to onboard our secondary system to the steering committee to expand tiered intervention options at our secondary levels.

**01/23/18**

10.1 - The district's Curriculum and Assessment office will continue to develop professional development offerings for teachers, principals and instructional coaches focusing on the successful deployment of Multi-Tiered Systems of Support in the classroom. This augments and aligns with the standard based curriculum work conducted in all content areas as well as using formative assessment cycles to inform and gauge the learning of our students. CCSD has partnered with WDE in providing a nine module training series to support schools interested in deploying this support mechanism. At this time, we have conducted two module trainings (1 and 2), and are slated to continue the training into the spring of 2018.

**10/22/19**

10.1 - The district will continue to partner with the WDE and the Statewide Systems of Support (SSOS) department to implement MTSS strategies in science.

**12/08/20**

10.1 - The district will continue to partner with the WDE and the Statewide Systems of Support (SSOS) department to implement MTSS strategies in science. Work to prioritize science standards and provide intervention support will be the focus for this school year. CCSD

had planned training for the 20-21 school year with the UW to continue support of the new science units. Covid-19 restrictions have postponed that training.

**Strategy 11: Science Professional Development**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>	<b>Status</b>
11.1 Provide differentiated professional development to support district initiatives.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	

**12/13/16**

11.1 - CCSD professional development department will continue to offer science professional development opportunities for the workforce in support of the STEM district initiatives. The fourth and final year concludes in the spring of 2017. The STEM partnership will continue to develop quality units of study with the focus on integrating the newly adopted state content science standards into the units of study supporting pedagogical change within our science classrooms around the content standards. March 27, 2017 is a professional development day identified for 7-period-day quality science instruction.

**07/19/17**

11.1 - For 2017-2018 curriculum and assessment in conjunction with professional development will continue STEM professional development project based learning classes and thinking strategies for science classrooms. CCSD will extend its contractual relationship with the University of Wyoming to continue to support our workforce who have participated in the STEM initiative as well as new staff in building capacity in the pedagogical instructional practices that have been crafted due to our four year STEM initiative.

**01/23/18**

11.1 – The professional development department continues to differentiate opportunities for the workforce of Campbell County School District. Offerings have included courses focused on STEM, mindfulness, classroom management, 6+1 Writing, Read 180, Multi-Tiered Systems of Support, and inclusion based instructional strategies (KASA). For the spring of 2018 we will continue to partnership with the University of Wyoming in the design and deployment of quality STEM units; supporting our aligned and viable curriculum. In addition, we will be sunsetting our Balanced Literacy professional development with Corwin, and we will look to differentiate professional development specific to Campbell County School District’s literacy framework to be more specific to teacher and classroom needs and to differentiate by school need and focus. This particular nuance to our PD menu will be directed by our Balanced Literacy Steering Committee which is comprised of principals, facilitators, and instructional coaches; and it will serve our schools nicely. The PD department is particularly excited about our secondary reading comprehension initiative across content and grade levels that will be launched this spring across all district secondary schools. The focus will be reading compression in a variety of genres to improve critical thinking skills among our secondary students.

**10/22/19**

11.1 – In 2019-2020 the Curriculum, Assessment and staff development department will continue STEM professional development project based learning classes and thinking strategies for science classrooms. CCSD STEM and science facilitators have been a part of the Strategic CS for All Resource and Implementation Planning Tool (SCRIPT) team as the State moves towards the adoption of computer science standards in 2019, adding a tenth content area.

**12/08/20**

11.1 – CCSD continues to participate in the SCRIPT training at the state level to support the implementation of the computer science standards, an additional content area to the basket of goods. CCSD STEM facilitators are working monthly with the STEM facilitators to implement unit of instruction and assessments.

**Goal 2: Support Student and Staff Well-Being**

**Measureable Objective 1: The district will provide comprehensive programs and services to support students in social, emotional, and physical well-being.**

**Measures:** Youth Risk Behavior Survey, Prevention Needs Assessment, *Olweus Bullying Questionnaire* (OBQ) and reduce bullying by 20% by 2021 as measured by the OBQ, referral tracking system, physical education grade level assessment

**Strategy 1: Positive Social Norming Campaign**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 09/11/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>
1.1 Engage students utilizing: 1. Direct mailing 2. Social media 3. Radio ads 4. Texting or other mass communications 5. Print media 6. Newsletters	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

**12/13/16**

1.1 - Youth to Youth Coalition: Empowers students to impact their school and community through substance abuse prevention.

- Creates a social norm change through hands-on activism and advocacy

- Implemented at Sage Valley Junior High School
- Advisor is Carmen Toole
- 10-15 students
- Students will learn about local issues, develop social skills, and take action.
- Youth Risk Behavior Survey (YRBS) and the Prevention Needs Assessment (PNA)
- Campbell County statistics
- Substance abuse use and crime rates
- Students will learn about local issues, develop social skills, and take action.
- Students will work on:
  - Presentations and public speaking
  - Media productions (radio, video, text)
  - Working with the press
  - Activism
  - Policy development
  - Pop culture influences, etc.
- Students will create partnerships with:
  - Local Campbell County Prevention Coalition (CCPC)
  - Police
  - Parents
  - Schools
  - Businesses
  - Media outlets
  - Religious leaders
  - City Council
  - Other community leaders

### **07/19/17**

1.1 - Students 4 Change (S4C) empowers students to impact their school and community through substance abuse prevention at the school level. Our district has partnered with our local Drug-Free Communities Grant Coordinator to increase prevention efforts within the school system.

- S4C participated in National Drug and Alcohol Facts Week January 23-27.
- Students designed banners and posters with facts about drugs and alcohol.
- Daily social media posts on the Sage Valley Facebook Page.
- Daily Video Morning Announcements at Sage Valley on facts about drugs and alcohol.

- Proclamation by the City of Gillette for Kick Butts Day March 2017.
- Presented to and influenced Camel Lanes Bowling Center and Family Fun Frontier Center to approve a smoke free facility the week of March 12-18.
- Social Media and Radio Ads—Basin Radio produced ads for social media and radio broadcasts including a video on cigarette facts. Radio Ads on facts about tobacco were aired for a week.
- Chalk the Walk event where facts were written about the harmful effects of smoking.
- S4C Participated in de-stressing Sage Valley students with a stress-less booklet.
- S4C has partnered with, and became a chapter of, Students Against Destructive Decisions (SADD).

### **1/23/18**

1.1 - Students 4 Change is in their second semester of operation. Mission: Our goal is to help our school and community live better by being drug, alcohol, and tobacco free. We will share information and provide positive opportunities to have fun!

- Summer 2017 students had a teen dance to fundraise for 2017-2018 school year.
- Students did an educational photography/hiking workshop with Monte Stiles where they learned about drug-free lifestyle/natural high.
- Analyzed 2016 Prevention Needs Assessment (PNA) document.
- Students focused on team and relationship building as well as acceptance and kindness.
- Participated in Red Ribbon Week to promote drug/alcohol/tobacco-free living.
- Students 4 Change partnered with Campbell County Prevention Council for a large recruitment event on December 21.
- Future event planning: Kick Butts Day in March and School/Community photo project.

Campbell County School District has partnered with Wyoming Association of Sheriffs and Chiefs of Police and continued partnership with Drugs Free Community Grant Coordinator to establish student coalitions in four secondary schools.

### **9/11/18**

1.1 - Students 4 Change (S4C) is in their second year of operation.

- Established a S4C chapter at Twin Spruce in the spring.
- Kick Butts Day event in March: S4C SVJH and TSJH chapters were the only youth coalition to participant in Wyoming. Thirty-two youth and thirteen adults in the community participated in chalking the town with anti-tobacco and vaping messages. SVJH participated in the Cups in the Fence activity with anti-tobacco and vaping messages.
- Twelve students attended the Wyoming Youth Summit over the summer.
- We are currently working on making a larger presence in the school and community.
- S4C will present during the Northeastern Wyoming Prevention Summit. National and local individuals will present information on marijuana, vaping, opioids and the impact of impaired driving.
- Future event planning: Kick Butts Day in March, school/community photo project, and Zombie Walk for the medication take back event.
- We are in the process of establishing two additional student coalitions in the high schools.

We are scheduled to do 300 anti-Juuling/Vaping public service announcements (PSA's) with Basin Radio over the next six months. We hope to incorporate a social norms message into the PSA's in the very near future during this campaign. The first PSA's will be recorded on Tuesday, September 11, 2018.

### **10/22/19**

1.1 - Students 4 Change (S4C) are in their third year of operation.

- S4C has participated in:
  - Red Ribbon Week: S4C at Sage Valley Junior High engaged student body through print and video media. S4C at Twin Spruce Junior High provided posters, announcements, and teacher door facts about drugs.
  - Parade of Lights: S4C at both Sage Valley Junior High and Twin Spruce Junior High partnered to build a float with drug facts during the yearly parade of lights.
  - Public Service Announcement (PSA): Twin Spruce Junior High provided a tobacco PSA along with a newspaper ad.
  - National Prevention Week: S4C at both Sage Valley Junior High and Twin Spruce Junior High provided facts about prescription drugs, alcohol, marijuana, tobacco, juuling, and suicide.
  - Rx Takeback Event: S4C dressed as zombies and held signs during the community Rx Takeback Event to encourage the event.
  - National Drug and Alcohol Facts Week: S4C at both Sage Valley Junior High and Twin Spruce Junior High provided posters, announcements, and activities for both schools.
  - Drug Dog Presentation: S4C partnered with the police station to provide a dog presentation to students.
  - Kindness Wyoming: S4C at both Sage Valley Junior High and Twin Spruce Junior High put up kindness posters at both schools.
  - Kick Butts Event: S4C at both Sage Valley Junior High and Twin Spruce Junior High participated in chalking the town with anti-tobacco and vaping messages. Sage Valley Junior High did Cups in the Fence for the second year.
  - City Hall Proclamation: Three students participated in the city proclamation for Kick Butts Day.
  - National Prevention Week: S4C sponsored print media and school announcements employing positive community norms.
  - Senior Center: S4C at Sage Valley Junior High partnered with student council to visit the Senior Center and bowl with individuals.
  - S4C will begin working with Student Support Services to plan PSAs and other norming messages to prevent the use of Juuls and other vaping devices.
  - Social Media: S4C have opened up an Instagram and a Facebook page in order to broaden their messages of prevention.
- The district is currently working with Personal Frontiers to offer parents and students opportunities for participating in juuling cessation programs and counseling. In addition, we continue to offer Stanford Juuling Cessation modules during our STAR intervention periods in the mornings. In 2018-19, 210 students were referred to this program.

### **12/08/20**

1.1 - Students 4 Change is no longer in operation. CCSD is partnering with Campbell County Prevention Council to launch a community youth coalition at the start of the 2021-2022 school year.

- Planning for the following will begin January 2021:

- Student support services has partnered with Public Health, Y.E.S. House, Juvenile Probation, Juvenile Diversion, Gillette Police Department, and Campbell County Sheriff's Office to provide a Virtual Town Hall meeting for parents on the culture of electronic nicotine delivery systems. The Virtual Town Hall meeting is in the process of being provided in spring 2021.
- The district will have four staff trained in the N-O-T: Not On Tobacco teen smoking and vaping cessation program and INDEPTH: Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health program in spring 2021. The program was developed by the American Lung Association. The student assistance coordinator and the attendance officer/homebound coordinator will provide ten, 50-minute sessions on tobacco and vaping cessation. The S.T.A.R. program coordinator and program instructor will incorporate the INDEPTH education materials into their morning sessions.

**Strategy 2: Targeted Support for Students Requiring Interventions**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 09/11/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>
2.1 Provide referrals as appropriate for: 1. Mental health services 2. Substance abuse services 3. Primary care services	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

**12/13/16**

2.1 – See Behavioral Health Services (BHS) data in Strategy 3.

**07/19/17**

2.1 – See Behavioral Health Services (BHS) data in Strategy 3.

**09/11/18**

2.1 – See Behavioral Health Services (BHS) data in Strategy 3.

**10/22/19**

2.1 – See Behavioral Health Services (BHS) data in Strategy 3.

**Strategy 3: School-Based Health Care Center (Kid Clinic)**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 09/11/18</b>	<b>Status 09/11/18</b>	<b>Status 12/08/20</b>
3.1 Collaborate with Campbell County Health in support of the Kid Clinic.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
3.2 Use existing referral process.	07/01/2016	6/30/21	In Progress	In Progress	In Progress, but Modified	In Progress	In Progress through CCH	In Progress through CCH



3.3 Enhance and develop partnerships for the use of mobile clinic.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress with Public Health	In Progress with Public Health
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**12/13/16**

3.1 and 3.2 – The Kid Clinic is in its fourth school year of operation during the 2016-2017 school year and is again experiencing record breaking growth. Here is the snapshot of the growth since the district started to keep data in 2014.

- Medical Services – First week of school through the week before Thanksgiving
  - 2014 - 204 students received services
  - 2015 - 577 students received services = 183% increase in traffic from 2014
  - 2016 - 854 students received services = 48% increase in traffic from 2015
- Behavioral Health Services – First week of school through the week before Thanksgiving
  - 2014 - 141 referrals
  - 2015 - 167 referrals = 18.5% increase in referrals from 2014
  - 2016 - 189 referrals = 13% increase in referrals from 2015
- Transportation-First week of school through the week before Thanksgiving
  - 2014 – The district was not collecting data at that time
  - 2015 – 147 students were transported for appointments
  - 2016 – 336 students were transported for appointments
- Completed intakes to referrals – August through October
  - 2014 - 51/99 = 51.5% completion rate with 2 FT counselors on staff during that time
  - 2015 - 77/141 = 54.6% completion rate with 2 FT counselors on staff during that time = 6% increase from 2014
  - 2016 - August to October - 88/144 = 61.1% completion rate having 2 FT counselors in August, 1.5 Counselors in September and 2.5 Counselors in October = 12% increase from 2015

3.3 – Mobile Unit – The district used the mobile unit for the Vaccine for Influenza Prevention (VIP) program. As of 11/23/2016 the district has vaccinated 2288 students, with a few students still presenting at public health for their vaccines.

**07/19/17**

3.1 and 3.2 – The Kid Clinic completed its fourth year of operation.

- Medical Services – First week of school through the end of the school year
  - 2014-2015 - 1315 students received services (“students” indicates single or multiple visits by the same student)
  - 2015-2016 - 1874 students received services = 43% increase in traffic from 2014-2015
  - 2016-2017 - 2703 students received services = 44% increase in traffic from 2015-2016

- Behavioral Health Services – First week of school through the end of the school year
  - 2014-2015 - 403 referrals
  - 2015-2016 - 512 referrals = 27% increase in referrals from 2014-2015
  - 2016-2017 - 392 referrals = 23% decrease in referrals from 2015-2016 (Kid Clinic reached capacity for referrals in April, and referrals were made to private counselors.)
- Transportation - First week of school through the end of the school year
  - 2014-2015 – The district was not collecting data at that time
  - 2015-2016 – 1168 students were transported for appointments
  - 2016-2017 – 1556 students were transported for appointments = 33% increase from 2015-2016
- Completed intakes to referrals – First week of school through the end of the school year
  - 2014-2015 - 240/403 = 59.5% completion rate with two full-time and two part-time counselors on staff during that time
  - 2015-2016 - 77/512 = 71.1% completion rate with three full-time counselors and bringing in extra staff to do intakes during that time = 20% increase from 2014/16
  - 2016-2017 - 334/392 = 85% completion rate having three full-time counselors, one part-time counselor, and bringing in staff to do intakes = 20% increase from 2015-2016

3.3 – Mobile Unit: Currently we are looking at options to partner with different agencies to utilize our Mobile Unit more effectively. We are in the exploration phase.

**1/23/18**

3.1 and 3.2 - The Kid Clinic is in its fifth school year of operation during the 2017-2018 school year. A snapshot of the growth since the district started to keep data in 2014 follows:

- Medical Services – First week of school through the week before Thanksgiving
  - 2014 - 204 students received services
  - 2015 - 577 students received services = 183% increase in traffic from 2014
  - 2016 - 854 students received services = 48% increase in traffic from 2015
  - 2017 - 742 students received services = 13.1% decrease in traffic from 2016. Kid Clinic provider was on maternity leave, substitute provider was unable to serve Medicaid patients.
- Behavioral Health Services – First week of school through the week before Thanksgiving
  - 2014 - 141 referrals
  - 2015 - 167 referrals = 18.5% increase in referrals from 2014
  - 2016 - 189 referrals = 13% increase in referrals from 2015
  - 2017 - 162 referrals = 14.3% decrease in referrals from 2016. Referrals are no longer being referred to Student Support Services (SSS) by counselors or nurses in the school district. Parents are asked to contact Kid Clinic directly.
- Transportation-First week of school through the week before Thanksgiving
  - 2014 - The district was not collecting data at that time

- 2015 - 147 students were transported for appointments
  - 2016 - 336 students were transported for appointments
  - 2017 - 459 students were transported for appointments
  - Completed intakes to referrals – August through October
    - 2014 - 51/99 = 51.5% completion rate with 2 full time (FT) counselors on staff during that time
    - 2015 - 77/141 = 54.6% completion rate with 2 FT counselors on staff during that time
    - 2016 - August to October - 88/144 = 61.1% completion rate having 2 FT counselors in August, 1.5 Counselors in September and 2.5 Counselors in October
    - 2017 - August to October – 102/109 = 93.6% completion rate having 3 FT counselors through September 18, 4 FT counselors after September 18
- 3.3 – Mobile Unit – The district used the mobile unit for the Vaccine for Influenza Prevention (VIP) program. As of 12/19/17 the district has vaccinated 2436 students, with a few students still presenting at public health for their vaccines.

## **9/11/18**

3.1 and 3.2 - The Kid Clinic completed its fifth year of operation.

- Medical Services – First week of school through the end of the school year.
  - 2014-2015 - 1315 students received services ("students" indicates single or multiple visits by the same student).
  - 2015-2016 - 1874 students received services = 43% increase in traffic from 2014-2015.
  - 2016-2017 - 2703 students received services = 44% increase in traffic from 2015-2016.
  - 2017-2018 - 2287 students received services = 15% decrease in traffic from 2016-2017 (Provider was gone 52 days- locum coverage – we could not process Medicaid patients at that time).
- Behavioral Health Services – First week of school through the end of the school year.
  - 2014-2015 - 403 referrals.
  - 2015-2016 - 512 referrals = 27% increase in referrals from 2014-2015.
  - 2016-2017 - 392 referrals = 23% decrease in referrals from 2015-2016 (Kid Clinic reached capacity for referrals in April, and referrals were made to private counselors).
  - 2017-2018 - Referral process discontinued through the school district. Kid Clinic is now keeping track of all referrals. Updates will be available at the end of the first quarter.
- Transportation - First week of school through the end of the school year.
  - 2014-2015 - The district was not collecting data at that time.
  - 2015-2016 - 1168 students were transported for appointments.
  - 2016-2017 - 1556 students were transported for appointments = 33% increase from 2015-2016.
  - 2017-2018 - 1586 students were transported for appointments = 2% increase from 2017-2018.
- Completed intakes to referrals – First week of school through the end of the school year.
  - 2014-2015 - 240/403 = 59.5% completion rate with two full-time and two part-time counselors on staff during that time.

- 2015-2016 - 77/512 = 71.1% completion rate with three full-time counselors and bringing in extra staff to do intakes during that time = 20% increase from 2014/16.
- 2016-2017 - 334/392 = 85% completion rate having three full-time counselors, one part-time counselor, and bringing in staff to do intakes = 20% increase from 2015-2016.
- 2017-2018 - Referral process discontinued through the school district. Kid Clinic is now keeping track of all referrals. Updates will be available at the end of the first quarter.

3.3 - Mobile Unit, with approval from US Department of Health and Human Services and Health Resources and Service Administration (HRSA), was donated to Public Health.

### **10/22/19**

3.1 and 3.2 - The Kid Clinic completed its sixth year of operation.

- Medical Services – First week of school through the end of the school year.
  - 2014-2015 - 1315 students received services (“students” indicates single or multiple visits by the same student).
  - 2015-2016 - 1874 students received services = 43% increase in traffic from 2014-2015.
  - 2016-2017 - 2703 students received services = 44% increase in traffic from 2015-2016.
  - 2017-2018 - 2287 students received services = 15% decrease in traffic from 2016-2017 (Provider was gone 52 days- locum coverage – we could not process Medicaid patients at that time).
  - 2018-2019 – 2307 students received services = .9% increase in traffic from 2017-2018 (Nurse Practitioner began working at the beginning of the school year).
- Behavioral Health Services – First week of school through the end of the school year.
  - 2014-2015 - 403 referrals.
  - 2015-2016 - 512 referrals = 27% increase in referrals from 2014-2015.
  - 2016-2017 - 392 referrals = 23% decrease in referrals from 2015-2016 (Kid Clinic reached capacity for referrals in April, and referrals were made to private counselors).
  - 2017-2018 - Referral process discontinued through the school district. Kid Clinic is now keeping track of all referrals. Updates will be available at the end of the first quarter.
  - 2018-2019 - 458 referrals.
- Transportation - First week of school through the end of the school year.
  - 2014-2015 - The district was not collecting data at that time.
  - 2015-2016 - 1168 students were transported for appointments.
  - 2016-2017 - 1556 students were transported for appointments = 33% increase from 2015-2016.
  - 2017-2018 - 1586 students were transported for appointments = 2% increase from 2016-2017.
  - 2018-2019 - 1267 students were transported for appointments = 20% decrease from 2017-2018.
- Completed intakes to referrals – First week of school through the end of the school year.
  - 2014-2015 - 240/403 = 59.5% completion rate with two full-time and two part-time counselors on staff during that time.

- 2015-2016 - 332/512 = 71.1% completion rate with three full-time counselors and bringing in extra staff to do intakes during that time = 20% increase from 2014-2015.
- 2016-2017 - 334/392 = 85% completion rate having three full-time counselors, one part-time counselor, and bringing in staff to do intakes = 20% increase from 2015-2016.
- 2017-2018 - Referral process discontinued through the school district. Kid Clinic is now keeping track of all referrals. Updates will be available at the end of the first quarter.
- 2018-2019 - 338/458 = 74% completion rate with four full-time staff from 8/20/2018 – 2/24/2019, and three full-time staff from 2/25/2019 – 5/24/2019.

## **12/08/20**

3.1 and 3.2 - The Kid Clinic completed its seventh year of operation.

- Medical Services – First week of school through the end of the school year.
  - 2014-2015 - 1315 students received services ("students" indicates single or multiple visits by the same student).
  - 2015-2016 - 1874 students received services = 43% increase in traffic from 2014-2015.
  - 2016-2017 - 2703 students received services = 44% increase in traffic from 2015-2016.
  - 2017-2018 - 2287 students received services = 15% decrease in traffic from 2016-2017 (Provider was gone 52 days- locum coverage – we could not process Medicaid patients at that time).
  - 2018-2019 – 2307 students received services = .9% increase in traffic from 2017-2018 (Nurse Practitioner began working at the beginning of the school year).
  - 2019-2020 – 2499 visits= 8% increase in traffic from 2018-2019.
- Behavioral Health Services – First week of school through the end of the school year.
  - 2014-2015 - 403 referrals.
  - 2015-2016 - 512 referrals = 27% increase in referrals from 2014-2015.
  - 2016-2017 - 392 referrals = 23% decrease in referrals from 2015-2016 (Kid Clinic reached capacity for referrals in April, and referrals were made to private counselors).
  - 2017-2018 - Referral process discontinued through the school district. Kid Clinic is now keeping track of all referrals. Updates will be available at the end of the first quarter.
  - 2018-2019 - 458 referrals.
  - 2019-2020 - 342 referrals = 25% decrease in referrals from 2018-2019 (A cyber security attack on the hospital in September 2019 and Covid-19 decreased the number of referrals).
- Transportation - First week of school through the end of the school year.
  - 2014-2015 - The district was not collecting data at that time.
  - 2015-2016 - 1168 students were transported for appointments.
  - 2016-2017 - 1556 students were transported for appointments = 33% increase from 2015-2016.
  - 2017-2018 - 1586 students were transported for appointments = 2% increase from 2016-2017.

- 2018-2019 - 1267 students were transported for appointments = 20% decrease from 2017-2018.
- 2019-2020 - 777 students were transported for appointments = 38% decrease from 2018-2019. (A cyber security attack on the hospital in September 2019 and Covid-19 decreased the number of transportations).
- Completed intakes to referrals – First week of school through the end of the school year.
  - 2014-2015 - 240/403 = 59.5% completion rate with two full-time and two part-time counselors on staff during that time.
  - 2015-2016 - 332/512 = 71.1% completion rate with three full-time counselors and bringing in extra staff to do intakes during that time = 20% increase from 2014-2015.
  - 2016-2017 - 334/392 = 85% completion rate having three full-time counselors, one part-time counselor, and bringing in staff to do intakes = 20% increase from 2015-2016.
  - 2017-2018 - Referral process discontinued through the school district. Kid Clinic is now keeping track of all referrals. Updates will be available at the end of the first quarter.
  - 2018-2019 - 338/458 = 74% completion rate with four full-time staff from 8/20/2018 – 2/24/2019, and three full-time staff from 2/25/2019 – 5/24/2019.
  - 2019-2020 - 134/342 = 39% completion rate with two full-time staff from 8/19/2019-10/21/2019, and three full time staff from 10/22/19-5/22/2020. (Full time counseling staff, a cyber security attack on the hospital in September 2019 and Covid-19 impacted completion rate).

**Strategy 4: *Olweus Bullying Prevention Program***

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 09/11/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>
4.1 Administer <i>Olweus Bullying Prevention Program Questionnaire</i> to all students in Grades 3-12.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
4.2 Train on <i>Olweus Bullying Prevention Program</i> . 1. Train appropriate committee members in the <i>Olweus Bullying Prevention Program</i> . 2. Provide training for newly hired staff throughout the year.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

4.3 Facilitate <i>Olweus Bullying Prevention Program</i> with fidelity at the school level to reduce bullying.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
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**12/13/16**

- 4.1 – Spring 2016 - Bullying was reduced by 23%. The district will commence administering the Olweus Bullying Questionnaire (OBQ) in February 2017, starting with Westwood High School, and will be completed by May.
- 4.2 and 4.3 – 2015-2016 school year - All Campbell County schools were implementing Olweus as their bullying prevention program.
- The Stocktrail Elementary committee will be trained in the spring of 2017, and the program will be implemented in the fall of 2017.
  - All new teachers received the first 3 of 6 hours of training during induction. The rest of the training is being provided in the respective buildings.

**07/19/17**

- 4.1 – Spring 2017 – The Olweus Bullying Questionnaire (OBQ) was administered at all schools between February 23 and May 9, 2017. Results of the OBQ for the 2016-2017 school year will be available in the fall of 2017.
- 4.2 and 4.3 – 2016-2017 school year - All Campbell County schools, with the exception of Stocktrail Elementary, have implemented Olweus as their bullying prevention program. The Stocktrail Elementary committee will be trained in the fall of 2017 with implementation following the training. All new teachers will receive three of six hours of training during induction in August, 2017. The remaining training will be provided in the respective buildings.

**1/23/18**

- 4.1 - Spring 2017 - Bullying was reduced by 22.7%. The district will commence administering the Olweus Bullying Questionnaire (OBQ) in spring 2018.
- 4.2 and 4.3 - 2016-2017 school year - All Campbell County schools implemented Olweus as their bullying prevention program.
- Fall 2017 school year-
- All new teachers received the first 3 of 6 hours of training during induction. The rest of the training is being provided in the respective buildings.
  - Twelve new committee members from Stocktrail Elementary, Thunder Basin High School, Rawhide Elementary, and Wagonwheel Elementary were trained in a two day Olweus training.

**9/11/18**

- 4.1 - Spring 2018 – The Olweus Bullying Questionnaire (OBQ) was administered at all schools between February 23 and May 2, 2018. Results of the OBQ for the 2017-2018 school year will be available in the fall of 2018.
- 4.2 and 4.3 - 2016-2017 school year - All Campbell County schools have implemented Olweus as their bullying prevention program. All new teachers received training during induction in August, 2018. In addition, we have scheduled a number of Positive Behavioral Instructional Supports (PBIS) workshops within the district for both elementary and secondary schools to address all behavioral issues.

Notwithstanding, we have a group of administrators who are getting trained to lead their schools in our second cohort starting this school year. At the end of the school year, all CCSD schools should be trained in PBIS.

**10/22/19**

4.1 - Spring 2018 – The Olweus Bullying Questionnaire (OBQ) was administered at every school in the district between February 11 and May 17, 2019. The district is currently waiting on the arrival of the OBQ data from the schools who were surveyed in April and May. The data will be analyzed and summarized by November.

4.2 and 4.3 - All new staff for 2019-20 were trained on the Olweus Bullying Prevention Program during the new teacher orientation. At this time, the district is incorporating Olweus into the Positive Behavioral Instructional Supports (PBIS) program. Each school will have the prerogative regarding the degree of implementation they choose with Olweus under the PBIS umbrella.

**12/08/20**

4.1 - Spring 2019 – The Olweus Bullying Questionnaire (OBQ) was administered at Rawhide, Stocktrail, Little Powder, Recluse and Westwood between February and the first week of March. Additional schools were unable to administer the OBQ due to the Covid-19 pandemic and not being able to return to school. District data will not be able to be analyzed and summarized for the 2019-2020 school year. The district will begin administering the OBQ in February 2021 and will be completed in May.

4.2 and 4.3 - All new staff were trained during new teacher orientation on PBIS in lieu of the Olweus Bullying Prevention Program. We will continue to move in this direction from this point forward as our new AWARE grant will incorporate a number of different types of Bullying Prevention programs.

**Strategy 5: Suicide Prevention**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 09/11/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>
5.1 Comply with Jason Flatt Act 1. Required staff will complete eight hours of training in suicide prevention within four years. 2. First-year teachers will complete two hours of training within their first year of being hired.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
5.2 Conduct annual screening of all students in Grades 7-12 for depressive symptoms using the <i>Signs of Suicide (SOS)</i> suicide prevention screener.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress



5.3 Provide interventions for at-risk students by partnering with local mental health agencies.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
5.4 Provide annual suicide awareness and prevention training for all staff.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
5.5 Implement a peer-to-peer program in all secondary schools.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

**12/13/16**

5.1-5.5 – A new policy is being developed which is in the final stages of the vetting process.

- Question, Persuade, Refer (QPR) – Student Support Services (SSS) has conducted 8 QPR trainings for CCSD employees and 3 for the community since August for a total of 321 CCSD employees receiving QPR specific training (390 including community people).
  - Transportation – completed
  - Maintenance – completed
  - Educational Services Center (ESC) staff – completed
  - Monthly staff development trainings are ongoing
  - Nutrition Services – February 8, 2017
  - Educational Support employees and substitutes will be scheduled for early release days during second semester.
- Signs of Suicide
  - Sage Valley Junior High School – completed
  - Westwood High School – completed
  - Wright Junior/Senior High School – completed
  - Campbell County High School/North – completed
  - Campbell County High School/South – postponed
  - Twin Spruce Junior High School – scheduled for 1/31/2017
- Hold On, Persuade, Empower (HOPE) Squads
  - HOPE Squad meets weekly during Advocacy time which is 11:15 a.m. till 11:48 a.m., and included seventeen active high school members.
  - Trainings:
    - Two advisors completed QPR training to be trainers
    - Fourteen students completed QPR training
    - Currently working through the ten HOPE modules
  - HOPE Week

- Monday: Hands of HOPE - At the beginning of second period all sophomores wrote uplifting messages on hand shaped post-it notes®. The hands were placed on the wall in the lunch room during lunch.
- Tuesday: Lifesavers and Greeting - HOPE Squad members greeted students at both entrances before school started.
- Wednesday: HOPE Movie at Lunch.
- Thursday: Whiteout - Students and staff wore white for hope.
- Friday: Random Acts of Kindness - HOPE Squad members greeted students at both entrances and distributed cards with random acts of kindness written on them for students to perform throughout the day.
- Future Activities
  - On the first Friday of every month, HOPE Squad students wear their t-shirts and welcome students into South Campus at the two entry doors.
  - On the last day before Christmas break, students will hand out candy canes with a message to "Be a light during this holiday season".
  - HOPE Squad advisors and a few student members will present the program to the Suicide Coalition on December 20.
  - HOPE Squad members will sell suicide prevention beanies at basketball games and tournaments during the 16-17 season until inventory is depleted.
  - The district anticipates monthly awareness events during the peak depression window (January - April) with handouts to the student body using the monies raised by selling the beanies.
  - To increase student body awareness of the program, the district will be shooting a brief interview of HOPE Squad members to be shown on Camel TV sometime during the month of December.
- Referrals
  - At this time there has been only one referral from HOPE Squad to advisors. When doing the QPR training, it is clear that directly asking about suicide is still something that needs more practice with all of the HOPE Squad members.

### **07/19/17**

5.1-5.5 – A new policy has been developed and is still in the vetting process.

- Question, Persuade, Refer (QPR) – Student Support Services (SSS) has conducted 34 QPR trainings for CCSD employees and 5 for the community. Since August a total of 882 CCSD employees have received QPR specific training (998 including community people).
- Signs of Suicide – Signs of Suicide was conducted in all secondary schools with approximately 3,550 students learning the warning signs and risk factors for suicide, knowing that there is help available, and where to access that help. Students were given the opportunity to speak with a counselor after completing a self-assessment for risk for depression.
- Hold On, Persuade, Empower (HOPE) – HOPE Squad was implemented at CCHS -South Campus. It will resume at Thunder Basin High School in the fall of 2017 and expand to CCHS during the 2017-2018 school year.

### **1/23/18**

5.1-5.5 - A new policy has been developed and has received final approval from the board. A snapshot of the activities follows:

- Question, Persuade, Refer (QPR) – Student Support Services (SSS) has conducted QPR trainings for 174 CCSD employees since August.
  - Transportation – January 15<sup>th</sup>, 2018
  - Maintenance – Spring 2018
  - Educational Services Center (ESC) staff – Spring 2018
  - Staff development trainings are ongoing – 4 completed
  - Nutrition Services – Spring 2018
  - Hope Squad leaders, community members – February 13<sup>th</sup> 2018
  - Four CCSD employees will be QPR suicide prevention Gatekeeper Instructors – Spring 2018
- Signs of Suicide
  - Sage Valley Junior High School – completed
  - Westwood High School – completed
  - Wright Junior/Senior High School – completed
  - Campbell County High School – completed
  - Thunder Basin High School – completed
  - Twin Spruce Junior High School – scheduled for 1/25/2018
- Hold On, Persuade, Empower (HOPE) Squads
  - HOPE Squad meets weekly at both Gillette high schools during advocacy time which is on Tuesdays, 12:44 p.m. - 1:18 p.m. CCHS is beginning its first year of the program and has 16 active high school members. TBHS, which is in its second year of the program, has 27 active high school members.
  - Trainings:
    - Three advisors have completed QPR training to be trainers.
    - Thirty-five HOPE Squad students have completed QPR training.
    - Both Gillette high schools are currently working through the ten HOPE modules.
  - HOPE Squad activities include:
    - Thanksgiving – HOPE Squad at TBHS presented “Finding Hope Through Gratitude” - students wrote uplifting messages regarding what they were grateful for on post-it notes®. The notes were placed on the wall in the entry hallway.
    - Parent night was held at TBHS to inform parents about their program.
    - TBHS Greeting - HOPE Squad members greet students at both entrances before school starts, welcoming them to school that day. They will continue to do so twice a month.
    - TBHS - Video spotlighting HOPE Squad members played during morning announcements.

- CCHS – Hot chocolate with the administration: HOPE squad members passed out candy canes to students who came and visited with administration.
- TBHS HOPE Squad members visited the YES house, crisis shelter, and a group home to familiarize themselves with services offered.
- TBHS HOPE Squad presented a mock “Q & A” presentation to Prevention Management Organization to share information on their program.
- TBHS HOPE Squad supported a “secret elves” program where students sent positive notes and packages to students in need of support.
- o Future Activities
  - CCHS is planning a video to introduce HOPE Squad to the school.
  - CCHS is planning monthly events to promote student communication with HOPE Squad members.
  - TBHS has created HOPE Squad “Bolt Woman” and “Bolt Man” characters to portray positive role models within the school. Short clips of the characters doing good deeds will be shown during advocacy.
  - TBHS HOPE Squad plans to “meet and greet” students at Sage Valley Junior High School as they enter the building in January 2018.
- o Referrals
  - At this time there has been one referral from HOPE Squad to advisors at CCHS. TBHS advisors have received 5-7 referrals from their HOPE Squad.

## **9/11/18**

5.1-5.6 A snapshot of the activities follows:

- Question, Persuade, Refer (QPR)
  - o Transportation – January 2019
  - o Maintenance – Spring 2019
  - o Staff development trainings are ongoing; 73 staff were trained spring 2018
  - o Nutrition Services – Spring 2019
  - o Four CCSD employees became certified as QPR suicide prevention Gatekeeper Instructors – Spring 2018
- Signs of Suicide
  - o Sage Valley Junior High School – December 2018
  - o Westwood High School – October 2018
  - o Wright Junior/Senior High School – Spring 2019
  - o Campbell County High School – November 2018
  - o Thunder Basin High School – November 2018
  - o Twin Spruce Junior High School – December 2018

- Hold On, Persuade, Empower (HOPE) Squads
  - TBHS and CCHS HOPE Squads meet weekly during advocacy time. CCHS is beginning its second year of the program and has 16 active high school members. TBHS, which is in its third year of the program, has 31 active high school members.
  - Twin Spruce and Wright Junior Senior High will begin their first year with HOPE squads this fall.
  - Trainings:
    - Six advisors have completed QPR training to be trainers.
    - Three advisors will attend HOPE squad advisor training October 2018.
    - HOPE Squad students complete QPR training.
    - Both Gillette high schools are currently working through the ten HOPE modules.

## **10/22/19**

5.1-5.7 A snapshot of the activities follows:

- Jason Flatt Act
  - First four-year cycle of the Jason Flatt Act ended in the spring of 2018-2019.
  - Certified staff will continue to complete eight hours of suicide prevention training every four years of employment.
- Question, Persuade, Refer (QPR)
  - Staff development trainings are ongoing; 80 new staff were trained - Fall 2019.
  - Three CCSD employees became certified as QPR suicide prevention Gatekeeper Instructors - Fall 2019.
- Signs of Suicide Scheduled Implementations
  - Sage Valley Junior High School – December 4, 2019
  - Westwood High School – October 3, 2019
  - Wright Junior/Senior High School – October 8, 2019
  - Campbell County High School – November 14, 2019
  - Thunder Basin High School – November 19, 2019
  - Twin Spruce Junior High School – December 18, 2019
- Hold On, Persuade, Empower (HOPE) Squads
  - Thunder Basin High School and Campbell County High School HOPE Squads meet weekly during advocacy/Camel time, 12:44 PM - 1:18 PM. Campbell County High School is beginning its third year of the program and has 20 active high school members. Thunder Basin High School is in its fourth year of the program and has 32 active high school members.
  - Twin Spruce Junior High and Wright Junior/Senior High School began their first year with HOPE squads last spring. Twin Spruce has 9 returning members and meets every other Tuesday. Wright Junior Senior High School has 12 members and meets Wednesday mornings.
  - Sage Valley has two trained advisors and is in the process of getting HOPE squad started this fall.

- o Elementaries: Lakeview, Prairie Wind, Paintbrush, and Cottonwood will begin their first year 2019-2020. Advisors have been trained for each school. Paintbrush anticipates 9-12 members, and will meet during lunch 1-2 times per month. Cottonwood anticipates 6 members, and will meet twice a month on Tuesdays. Lakeview anticipates 12-15 members.
- o Trainings:
  - Thunder Basin High School Hope Squad advisor, Amy Himes, was trained to be a certified trainer for new advisors - June 2019.
  - Nine new advisors attended HOPE squad advisor training - September 2019.
  - All high school and junior high school HOPE Squad students will complete QPR training.
  - Thunder Basin High School, Campbell County High School, Wright Junior/Senior High School, and Twin Spruce Junior High are currently working through the ten HOPE modules.
- o Referrals:
  - Thunder Basin High School has received five to seven referrals this fall.
  - Campbell County High School has received one referral this fall.
- o HOPE Squad Activities:
  - Thunder Basin High School participated in a kindness challenge/positive messaging chalking.
  - Campbell County High School held put the "I" in KIND week.
  - Both high schools helped with the 5K suicide awareness and prevention memorial run.
  - Thunder Basin High School has monthly greetings at their school and their feeder schools.
  - Campbell County High School has a "Take What You Need" wall with positive messages for students.
  - Campbell County High School journalism created a video introducing HOPE Squad members to share with the school.
- o Future Activities:
  - Campbell County High School is planning Hot Chocolate and HOPE before Christmas break.
  - Campbell County High School is planning monthly events to promote student communication with HOPE Squad members.
  - Thunder Basin High School is integrating a Rachel's Challenge kindness club in their school.
  - Current squads will plan HOPE Week this spring, and partner with the new squads at the junior high and elementary level.
  - Campbell County High School plans Soup Kitchen volunteering.
  - Paintbrush Elementary plans to hand out messages of HOPE, welcome students in the mornings, and pack blessings bags.

- Wright Junior/Senior High plans to hold Awareness Week with positive Post It Notes™, and a color run in the spring.
- Thunder Basin High School participates in community awareness events.

## **12/08/20**

5.1-5.8 A snapshot of the activities follows:

- Question, Persuade, Refer (QPR)
  - Transportation – trained 29 drivers, April 2020
  - Maintenance – training spring 2021
  - Staff development trainings are ongoing; 180 staff were trained Spring 2019-Fall 2020
  - Nutrition Services – trained 9 staff, May 2020
  - Three CCSD employees became certified as QPR suicide prevention Gatekeeper Instructors –Fall 2020
- Signs of Suicide Scheduled Implementations
  - Sage Valley Junior High School – completed November 2020
  - Westwood High School – scheduled for December 8th, 2020
  - Wright Junior/Senior High School – completed October 2020
  - Campbell County High School – scheduled for December 9th, 2020
  - Thunder Basin High School – completed December 1st, 2020
  - Twin Spruce Junior High School – completed November 2020
- Hold On, Persuade, Empower (HOPE) Squads
  - Thunder Basin High School and Campbell County High School HOPE Squads meet weekly, 12:44 p.m. - 1:18 p.m. CCHS is beginning its fourth year of the program. TBHS is in its fifth year of the program.
  - Twin Spruce Junior High and Wright Junior/Senior High School began their third year with HOPE squads this fall.
  - Lakeview, Prairie Wind, and Paintbrush Elementary schools began their second year fall 2020.
  - Meadowlark and Buffalo Ridge Elementary schools will begin their first year fall 2021.
  - Trainings:
    - Two new advisors completed QPR training to be trainers.
    - Two new advisors “attended” online HOPE squad advisor training October 2020.
    - Junior and High school HOPE Squad students are required to complete QPR training.
    - Both high schools and junior high schools are currently working through the ten HOPE of Utah modules.
    - The elementary schools have their own curriculum provided through HOPE of Utah they are working through.

## Strategy 6: Skills-Based Health Curriculum

Activity	Begin Date	End Date	Status 12/13/16	Status 07/19/17	Status 01/23/18	Status 09/11/18	Status 10/22/19	Status 12/08/20
6.1 Provide and instruct required health courses in Grades 7-12.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

### **12/13/16**

6.1 – Ongoing

### **07/19/17**

6.1 – CCSD continues to provide health course programming in grades 7-12. Seventh and eighth grade students are required to take a .25 credit health course in both seventh and eighth grade. These courses are designed to promote healthy life choices and lifestyles for our students and meet the muster of the state’s content performance standards. With the ninth grade moving to our high school grade configuration, students have an option to take a .5 credit health course in grades 9-12. This course requirement generally is appeased in the ninth or tenth grade and meets the rigor of the state’s content performance standards as well as meeting the graduation requirements for CCSD#1. In total, CCSD students receive one year of health programing if they matriculate through the system in grades 7-12.

### **01/23/18**

6.1 – Health teachers, with the support of the Curriculum Leadership Institute, has scoped and sequenced the district’s K-12 health curriculum to include bundled and prioritized standards. A learning continuum has been created identifying the pacing of the standards across grade levels. The current work will now focus on generating formative and common formative assessments in support of our DAS.

### **09/11/18**

6.1 – The K-12 health curriculum has completed its standards work and is engaged this year in the development of new formative and common assessments to support the DAS.

### **10/22/19**

6.1 – Health standards are starting the state review process this year. Formative and common assessments will continue to be used to support current standards and the District Assessment System (DAS). Once standards are adopted, the work will begin to align with the new standards. At that time, we will look at materials, curriculum, and professional development for needed changes. Continued work focusing on best practices and skill based instructional strategies are being used in CCSD health classes.

### **12/08/20**

6.1 – Health standards started the review with the Department of Education in October 2020 and should have the review completed and approved by December 2021. Continued instruction is based on best practices and skill based instruction. Once the standards are adopted, new materials and professional development will be needed to align with the new standards. The formative and common assessments will continue to be used to support current standards and District Assessment System (DAS).



## Strategy 7: K-12 Physical Education and Physical Activity

Activity	Begin Date	End Date	Status 12/13/16	Status 07/19/17	Status 01/23/18	Status 09/11/18	Status 10/22/19	Status 12/08/20
7.1 Identify and implement best practice instructional strategies to improve student fitness during physical education classes.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
7.2 Incorporate action-based learning for all students in Grades K-2 through physical education classes.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
7.3 Provide training opportunities for staff in S'cool Moves.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
7.4 Support Get Yourself Moving (GYM 60) curriculum.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	Inactive	Inactive	Inactive

### **12/13/16**

- 7.1 – Working to identify a scope and sequence for K-12. The district will continue to work on this. All K-12 fitness testing assessments and reporting have been aligned.
- 7.2 – All elementary teachers are using action-based learning (ABL) with kindergarten. Information is being collected from elementary teachers on how much it is being used in Grades 1 and 2. The district will continue to work on this.
- 7.3 – New staff will be trained in the second semester of this year.
- 7.4 – Ongoing

### **07/19/17**

- 7.1 – Current best practice strategies are being deployed in our physical education programming to meet the PE Content Performance Standards. Work has been focused on creating performance based assessments that drive quality instruction within our district Assessment System (DAS). Beyond traditional PE activities like dodgeball and team sports, the focus has been in identifying the actions stated in the deconstructed standards, and develop teaching strategies that meet the standard expectation through functional activities. In addition to adjusting activities that support the learning continuum, emphasis has been placed on crafting common formative assessments to be used across the district by grade-level to assist in the PLC process and to gauge teaching and learning in our schools.
- 7.2 – Action based learning continues in grades K-2. There has been less focus on this programming since the elimination of fitness coordinators in our elementary schools. To supplement this strategy, teachers have been focusing on main motor skill development through common lessons that stress functional motor movement during skill development instruction. Teachers use a variety of

instructional practices to incorporate skill development with regards to healthy exercise with motor skills. This approach is augmented in our literacy curriculum with Zoophonics.

- 7.3 – S’cool Moves is currently being researched and investigated as a best-practice strategy for physical education instruction in CCSD. At this time S’cool Moves is not being deployed in our classrooms.
- 7.4 – Gym 60 is currently not a focus for PE instruction due to the staff structure and schedule not supporting the current learning continuum in our elementary classrooms. Policy, in addition to supportive instructional strategies, is being reviewed to address current organizational practice which represents the quality instruction taking place in our PE classrooms. Now that students have an opportunity for daily PE daily in grades 7-12, the expectation of 60 minutes of activity can be achieved. At the elementary level our instructors are crafting lesson plans that meet the muster of our standards and expectations in addition to maximizing student contact minutes for quality outcomes.

### **01/23/18**

- 7.1 – Continued work focusing on best practice and high yield instructional strategies are being piloted throughout the physical education classes in CCSD. This has been ongoing due to the change in the schedule impacting class engagement time due to setup and course preparation. Continued focus on developing assessments that are rigorous and which meet the success criteria for our DAS system continues to be the focus of our PE teachers. This is in relation to the scope and sequence work being conduct on both our Health and Physical Education curriculums. The culminating product and goal is to have an aligned K-12 PE and Health curriculum with supportive common formative assessments and with resource support to ensure a quality health experience for our students.
- 7.2 – Action based learning continues to be the focus of our K-12 PE curriculum, but this will be changing due to the scope and sequence requiring a change in high yield strategies that support the adopted performance standards within health and PE. Continued monitoring and adjusting instruction based on formative assessments so students gain the knowledge and skills need to be successful within our learning system and beyond will be the foundational approach of our PE curriculum. Instruction that includes action based activities will be an essential component to our PE curriculum.
- 7.3 – No additional movement regarding S’cool Moves has been accomplished, but it will be included in the resource conversation with scope and sequencing for our PE curriculum.
- 7.4 – No additional movement with GYM 60 has occurred since the last update. Gym 60 is not the primary resource or delivery method for current PE instruction, but will be included in the scope and sequence conversation in the spring of 2018.

### **09/11/18**

- 7.1 – Continued work focusing on best practice instructional strategies are being applied in CCSD physical education classes. This has been an ongoing endeavor supported by professional development which addresses class engagement and course preparation. Focus on developing assessments that are rigorous and in accordance with the DAS, will continue for the PE teachers of CCSD. This is in relation to the scope and sequence work being conducted on both Health and Physical Education curriculums. The goal is to have an aligned K-12 PE and Health curriculum with supportive common formative assessments and resource support to ensure a quality health experience for our students.

- 7.2 – The scope and sequence support the adopted performance standards within Health and Physical Education. Instruction that includes action based activities are an essential component of the P.E. curriculum. CCSD P.E. teachers will continue to work on formative assessments and measures of student knowledge and skills within the instructional design of the P.E. continuum.
- 7.3 – Following the resource conversation from last year, the district continues to provide training for S’cool Moves to new teachers and para-professionals on an annual basis.
- 7.4 – There is no additional movement regarding GYM 60 since the last update -- Is inactive at this time.

### **10/22/19**

- 7.1 – The physical education standards are starting the state review process this year. The formative and common assessments will continue to be used to support current standards and District Assessment System (DAS). Once standards are adopted, the work will begin to align with the new standards. At that time we will look at the curriculum, equipment, and supporting professional development for needed changes. Continued work focusing on best practices and instructional strategies are being used in CCSD physical education classes. A trainer was brought in to the district January 2019 and presented to K-12 physical education staff on modules and best practices for their classes.
- 7.2 – Action based learning instruction is being used in K-2 physical education classes. A formative assessment was created for kindergarten to align with state and national standards in gross motor skills and implemented in the fall of 2019. Kindergarten will be assessed twice per year on gross motor skills. Professional development is needed for all elementary physical education teachers in the near future for the action based curriculum being used by the district. When the new physical education standards are adopted, work will begin to align current district standards with the new standards.
- 7.3 – S’cool Moves training is being offered by our special programs department and is being utilized by our paraprofessional staff and some special education teachers to calm students down through a series of self-regulation, focus, developmental skills, and academic goals.
- 7.4 – Gym 60 is no longer being used by our current physical education teachers and will be replaced by an enhanced action based learning approach through curriculum based on the new state standards.

### **12/08/20**

- 7.1 – The physical education standards started the review with the Department of Education in March 2020 and completed the review in September 2020. The standards should be approved by December 2021. Continued instruction is based on best practices and skill based instruction. Once the standards are adopted, new equipment, curriculum and professional development will be needed to align with the new standards. The formative and common assessments will continue to be used to support current standards and District Assessment System (DAS). All physical education teachers attended a virtual training in fall 2020 to support SEL and social distancing for the school year 2020-2021.
- 7.2 – Action based instruction is continued to be used in K-2 physical education classes. A formative assessment was created for kindergarten to align with state and national standards in gross motor skills. We were not able to look at the data for the school year 2019-2020 due to going remote. Professional development is needed for all elementary physical education teachers in the near future for the action based curriculum being used by the district. When the new physical education standards are adopted, work will begin to align current district standards with the new standards.

- 7.3 – S’cool Moves training is offered by our special programs department and is being utilized by our paraprofessional staff, JK-3rd grade, and some special education teachers. This program is to calm students down through a series of self-regulation, focus, developmental skills, and academic goals. Annual training is done in August, December and February.
- 7.4 – Gym 60 is no longer being used by our current physical education teachers and will be replaced by an enhanced action based learning approach through curriculum based on the new state standards.

**Measurable Objective 2: The district will provide wellness programs and services to support all staff.**

**Measures:** Participation percentages, biometric assessment results, and a discounted health insurance premium

**Strategy 1: Staff and Spouse Participation in the Power of Wellness (POW) Program**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 09/11/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>
1.1 Present wellness and insurance updates at all buildings.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
1.2 Orient and emphasize POW program to all new employees.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
1.3 Provide a biometric assessment opportunity.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
1.4 Encourage participation in the district-provided blood draw to achieve the highest possible discount available from insurance provider.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
1.5 Provide wellness incentive for employees. (POW), (POW2)	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

**12/13/16**

- 1.1 – Presentation of current wellness and insurance information at all buildings since November.
- 1.2 – Attendance at all new hire orientations, as well as new hire teacher orientation to ensure all new staff are educated on the wellness program and what is required for them to start earning the monthly incentive.
- 1.3 – Biometric testing will begin in the spring and runs February through May. The results from this screening period will be effective September 2017. CCSD has moved to a 3-year contract with CCH’s Wellness Team. This will provide many more opportunities for the blood draw, with a clinic site in Gillette.

1.4 – For the first time, CCSD hit the goal of 85% participation with last year’s blood draw. The final completion rate was just under 91% for staff and spouses. CCSD earned a 4% reduction in their insurance premiums beginning July 1, 2016, which is essentially a \$0 increase in insurance premiums for the 16-17 school year

1.5 – A new wellness coordinator and has been hired.

- POW2 program incentives will be delayed one month due to the wellness coordinator position being vacant for a period of time.
- There were 210 employee participants in the POW2 program during 2015.
- There will be just under 200 employee participants in POW2 in 2016.
- The decrease in POW2 participation is due to more employees enrolling in the district insurance rather than being part of POW2.

### **07/19/17**

1.1 – An insurance and wellness presentation was given at each school and department before or during open enrollment.

1.2 – Attendance at all new hire orientations is ongoing.

1.3 – Our annual employee wellness screenings were held February through May.

1.4 – Out of 1,611 employees and spouses covered on CCSD insurance, 1,498 completed the wellness screening, equating to a 93% participation rate.

1.5 – Our new Wellness Coordinator is thriving in her new position. She had 202 people participate in the spring POW-2 assessment.

### **1/23/18**

1.1 – We have begun wellness meetings in buildings, and will complete them in January.

1.2 – Continued attendance at all new hire orientations, as well as new teacher orientation, to ensure all new staff are educated on the wellness program and the requirements for them to start earning their monthly incentive.

1.3 – Wellness screenings will begin February 13th, and run through May 4th. The results will be effective September 2018 when the new incentive begins. We are in our second year with the CCH Wellness team and are very impressed with our partnership thus far.

1.4 – We will continue to educate staff on the importance of participation in the wellness screening. Not only is the monetary incentive important, but screening for chronic and emergent health concerns is our top priority.

1.5 – We completed our POW-2 program in November. We had 209 staff members complete both assessments, and they received their incentive on the December paycheck.

### **9/11/18**

1.1 – Meetings with CCH Wellness team will take place in October. The final schedule for our annual wellness screening will be established at that time. After releasing the final schedule, building principals and department supervisors will be contacted to schedule a wellness meeting for all staff.

- 1.2 – Wellness information was presented at all back to school in-services, as well as new teacher orientation. There is continued attendance at all new hire orientations to ensure all new staff are educated on the wellness program and the requirements to start earning a monthly incentive.
- 1.3 – Wellness screenings will begin in February and run through the first part of May. The final schedule will be established in October, and disseminated thereafter. The results from this wellness screening will be effective September 2019 when the new incentive begins. We are in our third year with the CCH Wellness team and continue to have a great working relationship.
- 1.4 – We will continue to educate staff on the importance of participation in the wellness screening. Not only is the monetary incentive important, but screening for chronic and emergent health concerns is our top priority. For our 2018 wellness screenings, we had a 92.2% completion rate, and earned a 4% discount on our insurance premiums. This meant a 0% change in our insurance premiums for the 18-19 school year.
- 1.5 – We completed the first of two assessments in the spring, with over 200 participants. These participants will complete a follow-up assessment this fall in order to earn their incentive in December.

### **10/22/19**

- 1.1 – Meetings with the Campbell County Health (CCH) Wellness Team will take place mid-October. The annual wellness screening schedule will be discussed at this time and finalized by November 1. After release of the final schedule, building principals and department supervisors will be contacted to schedule a wellness meeting for their staff. These meetings take place during December and January.
- 1.2 – Wellness information was presented during all back-to-school in-services and new teacher orientation. This information is also provided at weekly new-hire orientations at the Educational Services Center.
- 1.3 – Wellness screenings will begin in February and run through the first week in May, 2020. The outcomes of this wellness screening are effective for staff in September of 2020. We will begin our fourth year of working with CCH Wellness and maintain a highly effective and professional relationship with their department.
- 1.4 – Continuous efforts are made to educate staff on the importance of participation in our wellness screening, not only for the monetary discount, but also for the health of the employee. We encourage staff to share their wellness screening results with their physician to help take proactive steps in their health. During the 2019 wellness screening period 92.2% of CCSD employees and spouses covered on our insurance plan participated in the wellness screening. We maintained a 4% discount on our insurance premiums which allowed the district to reduce employee premiums by 3% for the 19-20 school year. This savings equates to more than \$500,000.
- 1.5 – Over 900 employees are currently earning a monthly incentive for participation in the Power of Wellness Program. Over 200 employees have participated in our POW 2 program which is offered to those staff who are not on district insurance. Those 200 employees will participate in their second assessment this fall and will earn their incentive on their December check.

### **12/08/20**

- 1.1 – The annual wellness screenings were altered during the spring due to Covid-19. WSBAIT waived the 85% participation rate of staff completion to receive the premium discount, and all districts were held harmless. For this reason, CCSD elected to offer screenings for people who wanted them and allowed all staff to keep their existing incentive through the 20-21 school year. The wellness screening

schedule for the spring of 2021 will be released before Christmas break but will most likely include two weeks of screening at LLC in March, and additional screening opportunities at Campbell County Health’s Wellness Team Location. Administrators and supervisors will be informed of the final schedule, and building presentations will be scheduled thereafter, as requested.

- 1.2 – Wellness information was presented during all back-to-school in-services and new teacher orientation. This information is also provided at weekly new-hire orientations at the Educational Services Center.
- 1.3 – Wellness screenings will begin in February and run through the first week in May, 2021. The outcomes of the wellness screening are needed for wellness incentives that will take effect for staff in September of 2021. We will begin our fifth year of working with CCH Wellness and maintain a highly effective and professional relationship with their department.
- 1.4 – Continuous efforts are made to educate staff on the importance of participation in our wellness screening, not only for the monetary discount, but also for the health of the employee. We encourage staff to share their wellness screening results with their physician to help take proactive steps in their health. We have recently experienced some challenges with completing wellness screenings due to the Covid-19 pandemic and a closure of CCH’s Wellness Clinic. We have plans in place for screening to take place spring 2021, and will keep staff up to speed on pertinent information regarding that screening.
- 1.5 – Over 950 employees are currently earning a monthly incentive for participation in the Power of Wellness Program. Our POW-2 program for staff not covered on our health insurance plan was interrupted this spring due to the Covid-19 pandemic. We have attempted to make accommodations for people who wanted to complete their screening and earn their incentive. Some staff may only earn half of the incentive, due to completion of only 1 of 2 assessments. These incentives will be paid out on the December paycheck.

**Strategy 2: District Health and Wellness Programs For All Staff**

<b>Activity</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Status 12/13/16</b>	<b>Status 07/19/17</b>	<b>Status 01/23/18</b>	<b>Status 09/11/18</b>	<b>Status 10/22/19</b>	<b>Status 12/08/20</b>
2.1 Offer districtwide health and wellness opportunities.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
2.2 Support building level health and wellness opportunities.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress
2.3 Support employee and family counseling provided by the district employee assistance program.	07/01/2016	6/30/21	In Progress	In Progress	In Progress	In Progress	In Progress	In Progress

**12/13/16**

- 2.1 – The CCSD wellness team has been working on creative strategies to get people involved in the wellness challenges in the absence of incentives.
  - Approximately 400 people signed up for the fall “NFL” challenge
    - A wellness day was awarded to a participant
  - “Get Yourself off the Shelf” challenge is currently in progress

- Two wellness days will be awarded to participants
- The annual “Jingle Bell Run/Walk has over 100 participants each year
  - The event had 103 participants despite -13 degree weather
  - Seventeen local business donated prizes

2.2 – Presentations are made at staff meetings regarding wellness challenges, health insurance rates, health insurance changes, health insurance costs, and information on programs. Wellness representatives are supported with information and programming for individual departments and schools.

2.3 – Work has been done with the student support services director, counselors, nurses, and wellness representatives on disseminating timely and pertinent material related to mental health service materials supplied by vendor Magellan (i.e., suicide prevention, holiday stressors, national disasters, etc.) The district will continue to share information regarding the mental health counseling benefit through employee meetings and orientation.

### **07/19/17**

2.1 – The CCSD Wellness team is continuing to work on strategies to get people involved in wellness opportunities in the absence of monetary incentives.

- Approximately 200 people completed the “Spring Training” challenge and the “Healthy Life” challenge. Both challenges awarded a convenience day for one lucky participant who completed the challenge.
- CCSD’s wellness team took part in United Way’s Helping Hands event, encouraging students and staff to donate items for charity with the competitions among schools to win an ice cream party. The event was a huge success, and CCSD donated thousands of items, equating to over \$8,500 in goods – from diapers and baby food to canned goods and peanut butter.

2.2 – Presentations on pertinent wellness and insurance information will continue as necessary.

2.3 – Mental Health service information dissemination is ongoing.

### **1/23/18**

2.1 – The wellness team has been working hard to get staff involved in our wellness challenges. We are currently giving away one wellness day to a random winner who completes each challenge.

- We had 122 people complete the NFL challenge.
- We had 251 people participating in the 12 days of Fitmas challenge.
- Our annual Jingle Bell run was a huge success, with over 110 participants. All proceeds from this race will be donated to the Council of Community Services.

2.2 – Presentations are made at staff meetings regarding wellness challenges, health insurance rates, health insurance changes, health insurance costs, and other information on programs. Wellness representatives are supported with information and programming for individual departments and schools.

2.3 – Mental health service information dissemination is ongoing.



## **9/11/18**

- 2.1 – The wellness team has been working hard to get staff involved in our wellness challenges. We are currently giving away one wellness day to a random winner who completes each challenge. We plan to offer four challenges this coming year.
- 2.2 – Presentations are made at staff meetings regarding wellness challenges, health insurance rates, health insurance changes, health insurance costs, and other information on programs. Wellness representatives are supported with information and programming for individual departments and schools.
- 2.3 – Mental health service information dissemination is ongoing.

## **10/22/19**

- 2.1 – CCSD has recently partnered with WSBAIT to offer four wellness challenges a year with a chance to win up to \$2,500 per challenge. All member districts are competing against each other for the winnings. CCSD won a challenge in spring 2019, and was able to purchase a fun incentive for the people who participated. Last school year we had between 175-200 staff members participate in each challenge. We are currently doing a Fall Wellness Challenge with 170 participants. We hope to have over 200 for our holiday wellness challenge.
- 2.2 – There is a continual effort to provide wellness information at staff meetings encouraging participation in our wellness challenges, our free adult fitness classes, and our fundraisers around the community. There is also great support in our buildings with wellness representatives who help promote and market our efforts, as well as creating opportunities for wellness in their own respective buildings.
- 2.3 – The district will continue to work with our third party contractor Magellan Health for dissemination of mental health service information including stress management, depression management, major disaster recovery, holiday pressures, job performance standards, substance abuse, etc. The district works with counselors and principals to inform them of the mental health services available to all employees through Magellan. Magellan provided employee assistance counseling to 48 employees during the 2018-2019 school year.

## **12/08/20**

- 2.1 – CCSD's Wellness team is committed to providing wellness opportunities throughout the year to its employees. This year we will have four wellness challenges; one every quarter. Staff are encouraged to participate, and those who complete each challenge have a chance to win an extra convenience day. We average between 150-250 people per challenge.
- 2.2 – There is a continual effort to provide wellness information at staff meetings encouraging participation in our wellness challenges, our free adult fitness classes, and our fundraisers around the community. There is also great support in our buildings with wellness representatives who help promote and market our efforts, as well as creating opportunities for wellness in their own respective buildings.
- 2.3 – The district will continue to work with our third party contractor Magellan Health for dissemination of mental health service information including stress management, depression management, major disaster recovery, holiday pressures, job performance standards, substance abuse, etc. The district works with counselors and principals to inform them of the mental health services available to all employees through Magellan. Magellan provided employee assistance counseling to 40 employees during the 2019-2020 school year.