



Strategic Plan

Monitoring Document

as of October 2013

Table of Contents

Strategic Plan	i
Goal 1: Improve Student Achievement	1
Measurable Objective 1	1
Measurable Objective 2	5
Measurable Objective 3	7
Measurable Objective 4	10
Goal 2: Improve Wellness of Students and Staff	14
Measurable Objective 1	14
Measurable Objective 2	20
Measurable Objective 3	23
Measurable Objective 4	25
Measurable Objective 5	29
Goal 3: Ensure Efficient and Effective Operations	31
Measurable Objective 1	31
Measurable Objective 2	33
Measurable Objective 3	34
Measurable Objective 4	35



We Value . . .

Accountability: Taking responsibility for our actions and outcomes, both individually and collectively.

Communication: Utilizing effective interactions that include genuine sharing of information.

Compassion: Showing empathy and kindness as a foundation for greater interpersonal connection.

Effectiveness: Taking purposeful actions that result in success.

Honesty: Being truthful in words and actions.

Innovation: Fostering creativity by incorporating original ideas and progressive thinking.

Respect: Honoring opinions and diversity while treating each other with dignity.

Trust: Relying upon and having confidence in our relationships and operations.

Teaching Effectively. . .

Learning Successfully

Our Mission: To prepare our students for tomorrow's opportunities.

Our Vision: United in the pursuit of educational excellence and wellness.

Goal 1: Improve Student Achievement

State Assessment

- ❖ Eighty percent of our students will score at proficient or above on the statewide assessment in the following areas:
 - Reading by 2015
 - Writing by 2015
 - Math by 2015
 - Science by 2017

Growth/Benchmark

- ❖ Annually, 80% of all students in Grades K-10 will meet their growth target or achieve end-of-the-year grade level benchmarks as measured by the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) or *Measures of Academic Progress* (MAP) in the following areas:
 - Reading
 - Math

Goal 2: Improve Wellness of Students and Staff

- ❖ Students in Grades 7-12 will reduce risk factors by 10% and increase protective factors by 10% as measured by the Wyoming Youth Risk Behavior Survey and the Prevention Needs Assessment by 2015.
- ❖ Annually, 70% of students in Grades 3-6 will score at or above the 50th percentile on cardiovascular fitness as measured by *FITSTATS*.
- ❖ Student bullying will decrease by 20% as measured by the *Olweus* bullying prevention survey by 2015.
- ❖ The percentage of participants meeting required standards utilized by Wyoming Health Fairs in the categories of blood pressure, glucose, cholesterol, and body mass index will increase by 10% in each category by 2015, while the percentage of TriFIT participants categorized in blood pressure and body mass index will increase by 10% by 2015.
- ❖ Participation in the district provided health risk appraisal and blood draw will increase to 85% of insured employees and spouses by 2015.

Goal 3: Ensure Efficient and Effective Operations

- ❖ A districtwide recognition program for staff will be developed and implemented by 2013.
- ❖ A districtwide communication plan will be identified, prioritized, and improved by 2013.
- ❖ Two district-level operational processes will be identified, prioritized, and improved by 2014.
- ❖ Employee evaluation systems will continue to be revised and updated by 2014.

Goal 1: Improve Student Achievement

Measurable Objective 1:

- A. Eighty percent of our students will score at proficient or above in reading on the statewide assessment by 2015.
- B. Annually, 80% of all students in Grades K-10 will meet their growth target or achieve end-of-year grade level benchmarks as measured by the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* or *Measures of Academic Progress (MAP)* in reading.

Strategy 1: Reading Core Program

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 Elementary Provide instruction in: 1. <i>Treasures</i> -- 60 minutes/day 2. Guided reading/literature circles – 30 minutes/day	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
1.2 Secondary Provide instruction in: 1. Silent sustained reading – 20 minutes/day 2. Varied strategies in content area	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

District and building administration are developing a report to track Measurable Objective 1.B. Currently, buildings and the district are using the MAP assessment as a proxy in this measurable objective as part of board reports.

The Strategic Plan was adopted by the Board of Trustees in July of 2012, and the monitoring document was approved that August. Buildings worked to collaboratively set schedules in the spring of 2012 for the 2012-2013 school year. Some elementary schools reported that with the implementation of *Math in Focus* and the requirement of science minutes, a few classrooms are not meeting the required minutes in either *Treasures* or guided reading/literature circles. Secondary schools report they are meeting targets.

6/11/2013

Building and district administration have developed a report to track Measureable Objective 1.B. The report for next year will track students from the spring of 2012 to the spring of 2013 on the MAP assessment and from the fall of 2012 to the spring of 2013 on the DIBELS assessment for reading. Reports to the board next year will be by grade level and overall school.

District elementary schools have established a unified 7-hour instructional day for next year. In-town elementary schools will start at 8:40 a.m. and end at 3:40 p.m.; 4J, Rawhide and Rozet will start at 8:30 a.m. and end at 3:30 p.m.; Cottonwood will start at 7:55 a.m.

and end at 3:00 p.m.; Recluse will start at 7:45 a.m. and end at 2:45 p.m., and Little Powder will start at 7:40 a.m. and end at 2:40 p.m. This equalization of elementary time will allow closer monitoring of elementary schools' ability to meet the time requirements in the strategic plan

10/17/2013

- Eighty percent of CCSD sixth grade students scored proficient or above in reading on the statewide assessment in 2013.
- For the district as a whole 73.53% percent of our students scored at proficient or above in reading on the statewide assessment in 2013.
- In Grades K, 1, 2, 3, 4, and 6, 80% of all students met their growth target or achieved end-of-year grade level benchmarks as measured by the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) or *Measures of Academic Progress* (MAP) in reading during 2013.
- In 2013, 78.01% of all students in Grades K-10 met their growth target or achieved end-of-year grade level benchmarks as measured by the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) or *Measures of Academic Progress* (MAP) in reading.

Strategy 2: Reading Interventions

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
2.1 Elementary Utilize as appropriate 20 minutes/day: 1. <i>Corrective Reading</i> , 3-6 2. <i>Leveled Literacy Intervention</i> , K-2 3. <i>Reading Mastery</i> , K-3 4. <i>Reading Recovery</i> , Grade 1 5. <i>Read Naturally</i> , K-6 6. <i>Compass Learning</i> , K-6 7. <i>Accelerated Reader</i> , K-6 8. Summer school, K-6 9. Extended learning opportunities, K-6 10. Enrichment activities, K-6	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

2.2 Secondary Utilize as appropriate: 1. Summer school, 7-12 2. Extended learning opportunities, 7-12 3. Graphic organizers, 7-12 4. <i>Compass Learning</i> , 7-8 5. <i>Accelerated Reader</i> , 7-8 6. <i>Taylor Reading</i> , Grade 10 7. <i>READ 180</i> , targeted 7-12 8. <i>READ 180</i> and <i>System 44</i> , 7-12	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
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3/5/2013

Elementary and secondary schools report they are using appropriate interventions for reading. Twin Spruce requested and was approved additional funding to expand the *READ 180* program.

We are working to “Develop a systematic and continuous process to evaluate, monitor, and adjust curriculum, instruction, interventions, and assessment to ensure vertical and horizontal alignment with instructional goals and stated purpose,” which is a required action from our AdvancED visit. We will be looking at the effectiveness of all the interventions when this process is complete.

6/11/2013

No changes or updates have occurred in this area since 3/5/2013. Elementary and secondary remedial summer schools have great participation scheduled for the summer. We believe students and parents value the summer school opportunity based on the participation rate.

10/17/2013

We had 833 students participate in remedial summer school to help improve reading skills this past summer.

Strategy 3: Reading Professional Development

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
3.1 Elementary Provide professional development for: 1. <i>Compass Learning</i> 2. Best practice literature 3. Professional learning communities 4. Intervention training and refreshers	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3.2 Secondary Provide professional development for: 1. <i>Taylor Reading</i> 2. <i>READ 180</i> 3. Silent sustained reading refresher 4. Reading strategy refresher 5. Best practice literature 6. Professional learning communities 7. <i>Compass Learning</i>	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
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3/5/2013

Elementary – In the fall of 2012, training in *Compass Learning* was provided to elementary staff (K-6), as well as a variety of best literary practices, including the *Daily 5 CAFE* instructional model, *Treasures*, guided reading, and running records. Additional reading intervention trainings were provided to elementary staff in *Reading Recovery*, *Read Naturally*, *Leveled Literacy Intervention (LLI)*, and assessment tools such as the *Diagnostic Reading Assessment (DRA)* and the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*.

Building administrators continued to build capacity in professional learning communities with on-site training from outside experts and also by sending staff to regional workshops. Both Hillcrest Elementary and Prairie Wind Elementary hosted on-site PLC training during the fall of 2012, and Rawhide Elementary sent staff to the PLC Institute in the spring of 2012.

Secondary – In the fall of 2012 and also the spring of 2013, the staff development office offered courses focused on secondary content literacy. The fall 2012 class did not have enough participants to be offered, but the spring class has met the participation requirement and will be provided. *Compass Learning* training was provided to secondary staff in the fall of 2012, along with *Taylor Reading* and *READ 180*. The sustained silent reader refresher and reading strategy refresher have not been provided to staff and are planned to be delivered in the fall of 2013.

6/11/2013

Elementary – The district plans to continue to provide reading professional development for elementary staff throughout the 2013-2014 school year. Specific trainings will include guided reading strategies, the *Daily 5 CAFÉ* instructional model, *Reading Recovery*, *Level Literacy Intervention (LLI)*, and assessment tools such as the *Diagnostic Reading Assessment (DRA)* and the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*. Additional training will be provided to staff focused in the implementation of the Common Core State Standards for English Language Arts.

Secondary – The district plans to continue to provide professional development focused on content literacy and the implementation of the Common Core State Standards for English Language Arts throughout the 2013-2014 school year, in addition to continued training on *Compass Learning*, *Taylor Reading*, and *READ 180*.

10/17/2013

Elementary – The district has scheduled various professional development activities focused on reading. The *Daily 5 CAFÉ* instructional model was offered prior to the start of the 2013-2014 school year. Training for the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is scheduled for K-6 staff beginning in October 2013. In addition, the district has launched a yearlong professional development model for Title I schools focused on reading comprehension strategies. It includes on-site work at buildings with demonstrations and expert labs for building administrators, instructional facilitators, and classroom teachers.

Secondary – The district provided professional development to all secondary teachers prior to the beginning of the school year on four identified literacy areas: depth of knowledge, text complexity, close reading, and questioning strategies. Follow-up professional development is planned for the 2013-2014 school year on these four areas. McREL associates are providing on-site work throughout the school year focused on the four prioritized areas. District administrators, building principals, district curriculum specialists, building instructional facilitators, and district staff development specialists are receiving the professional development.

Measurable Objective 2:

Eighty percent of our students will score at proficient or above in writing on the statewide assessment by 2015.

Strategy 1: Writing Core Program

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 Elementary Provide instruction in the writing process: 1. Lucy Calkins – writers workshop 2. <i>Step Up to Writing</i> 3. <i>Six Traits of Writing</i>	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
1.2 Secondary Provide instruction in the writing process: 1. <i>Step Up to Writing</i> 2. <i>Six Traits of Writing</i>	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Elementary and secondary buildings report they are implementing the writing process. The adoption and implementation of the Common Core State Standards (CCSS) will require adjustment of the district writing curriculum. The curriculum department will begin the update during the 2013-2014 school year.

6/11/2013

Students have taken the first Student Assessment of Writing Skills (SAWS) required by the State of Wyoming. The district will report in the fall on Measurable Objective 2.

10/17/2013

The elementary language arts curriculum facilitator is updating our elementary writing curriculum this year.

The statewide assessment for writing, SAWS, was scored for individual students, but scores were not aggregated to the school or district level so we do not have scores again this year to report.

Strategy 2: Writing Professional Development

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
2.1 Elementary Train staff in writing process.	10/1/2012	6/1/2015	Ongoing	Ongoing	Ongoing
2.2 Secondary Train staff in writing process.	8/15/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Elementary – In the fall of 2012, all new elementary teachers were provided training by the district staff development specialists and selected classroom teachers in the overall writing process, *Step Up to Writing*, Lucy Calkins writers workshop and the *Six Traits of Writing*. In addition, *Handwriting Without Tears* training was provided to new staff in the fall of 2012.

Secondary – In the fall of 2012, all new secondary teachers were provided training in the overall writing process, *Step Up to Writing*, and the *Six Traits of Writing* by the district secondary language arts curriculum facilitator.

6/11/2013

Elementary – The district will continue to provide training to all new elementary teachers on the overall writing process, *Step Up to Writing*, the Lucy Calkins writers workshop, and the *Six Traits of Writing*. Additional training will be provided, focusing on the Common Core State Standards for Writing.

Secondary – The district will continue to provide training to all secondary teachers in the overall writing process, *Step Up to Writing*, and the *Six Traits of Writing*. Additional training will be provided focusing on the Common Core State Standards for Writing.

10/17/2013

Elementary – During the fall of 2013, all new elementary teachers are participating in the district professional development writing

training in overall writing process, *Step Up to Writing*, the Lucy Calkins writers workshop and the *Six Traits of Writing*. In addition, *Handwriting Without Tears* training has been scheduled for the fall of 2013.

Secondary – During the fall of 2013, all new secondary teachers are participating in the district professional development writing training in overall writing process, *Step Up to Writing*, the Lucy Calkins writers workshop and the *Six Traits of Writing*.

Measurable Objective 3:

- A. Eighty percent of our students will score at proficient or above in math on the statewide assessment by 2015.**
- B. Annually, 80% of all students in Grades K-10 will meet their growth target or achieve end-of-year grade level benchmarks as measured by Measures of Academic Progress (MAP) in math.**

Strategy 1: Core Math Program

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 Elementary Provide instruction in: 1. <i>Math in Focus</i> – 60 minutes/day 2. <i>Every Day Counts</i> – 15 minutes/day 3. <i>Partner Games</i> – 15 minutes/day (Special Programs)	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
1.2 Secondary Provide instruction in <i>College Preparatory Mathematics</i> (CPM) – 80 minutes over two days	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

District and building administration are developing a report to track Measurable Objective 3.B. Currently buildings and the district are using the MAP assessment as a proxy in this measurable objective as part of board reports.

The Strategic Plan was adopted by the Board of Trustees in July of 2012, and the monitoring document was approved that August. Buildings worked to collaboratively set schedules in the spring of 2012 for the 2012-2013 school year. Some elementary schools reported that with the implementation of the new math program, a few classrooms are spending more than the required minutes on either *Math in Focus* or *Every Day Counts*.

6/11/2013

Building and district administration have developed a report to track Measureable Objective 3.B. The report for next year will track students from the spring of 2012 to the spring of 2013 on the MAP assessment for math. Reports to the board next year will be by grade level and overall school.

District elementary schools have established a unified 7-hour instructional day for next year. In-town elementary schools will start at 8:40 a.m. and end at 3:40 p.m.; 4J, Rawhide and Rozet will start at 8:30 a.m. and end at 3:30 p.m.; Cottonwood will start at 7:55 a.m. and end at 3:00 p.m.; Recluse will start at 7:45 a.m. and end at 2:45 p.m., and Little Powder will start at 7:40 a.m. and end at 2:40 p.m. This equalization of elementary time will allow closer monitoring of elementary schools' ability to meet the time requirements in the strategic plan

10/17/2013

- Eighty percent of CCSD third and sixth grade students scored proficient or above in math on the statewide assessment in 2013.
- For the district as a whole 75.34% percent of our students scored at proficient or above in math on the statewide assessment in 2013.
- No grade level had 80% of all students meet their growth target or achieved end-of-year grade level benchmarks as measured by *Measures of Academic Progress* (MAP) in math during 2013.
- In 2013, 68.04% of all students in Grades K-10 met their growth target or achieved end-of-year grade level benchmarks as measured by *Measures of Academic Progress* (MAP) in math.

Strategy 2: Math Interventions

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
2.1 Elementary Utilize as appropriate: 1. <i>Compass Learning</i> 2. Summer school 3. Extended learning opportunities	8/28/2012 6/1/2013 8/28/2012	6/1/2015 6/30/2015 6/1/2015	Ongoing	Ongoing	Ongoing
2.2 Secondary Utilize as appropriate: 1. Extended learning opportunities 2. Summer school 3. <i>ODYSSEYWARE</i> 9-12 4. <i>Compass Learning</i> 7-8 5. Half-time math interventionist at SVJH and TSJH	8/28/2012 6/1/2013 8/28/2012 8/28/2012 8/28/2013	6/1/2015 6/30/2015 6/30/2015 6/1/2015 6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Elementary and secondary schools report they are using appropriate interventions for math. Math interventions are mainly outside of the school day at this time. Elementary principals are discussing trying to find time during the instructional day to have math interventions. A larger discussion of the elementary instructional day will be required to establish equity and adequacy for all requirements. This will take some time.

We are working to “Develop a systematic and continuous process to evaluate, monitor, and adjust curriculum, instruction, interventions, and assessment to ensure vertical and horizontal alignment with instructional goals and stated purpose,” which is a required action from our AdvancED visit. We will be looking at the effectiveness of all the interventions when this process is complete.

6/11/2013

No changes or updates have occurred in this area since 3/5/2013. Elementary and secondary remedial summer schools have great participation scheduled for the summer. We believe students and parents value the summer school opportunity based on the participation rate.

10/17/2013

We had 891 students participate in remedial summer school to help improve math skills this past summer.

CCSD implemented an additional secondary interventionist at the request of the junior high principals.

Strategy 3: Math Professional Development

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
3.1 Elementary Provide professional development in: 1. <i>Math in Focus</i> 2. <i>Every Day Counts</i> 3. Annual grade level parent training	5/14/2012 4/23/2012 8/21/2012	6/1/2015 6/1/2015 6/1/2015	Ongoing	Ongoing	Ongoing
3.2 Secondary Provide professional development for: 1. Math facilitators in CPM 2. CPM math teachers 3. Parents through annual course level training in CPM 4. <i>Compass Learning</i> , 7-8	6/25/2012 8/21/2012 8/21/2013 8/21/2012	7/3/2012 6/1/2015 6/1/2015 6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Elementary – During the spring of 2012, training in *Math in Focus* (MIF) instructional strategies was held for all certified and special education K-6 teachers, as well as the *Every Day Counts* (EDC) calendar program. In August 2012, the MIF kickoff was held prior to the beginning of the school year. In the fall of 2012, the balance of training needed for EDC was offered, as well as training in *Partner Games* for special programs paraprofessionals and Title I paraprofessionals.

Secondary – The secondary math facilitator provided training to new math instructors in effective implementation of *College*

Preparatory Math, including philosophy, study team strategies and chapter walkthroughs. Throughout the course of the 2012-2013 school year, teachers have been involved in rewriting the curriculum, developing units aligned with the Common Core State Standards and writing common assessments.

6/11/2013

Elementary – The district will continue to provide training in *Math in Focus* (MIF) and *Everyday Counts* (EDC) to all new elementary staff during the 2013-2014 school year. Refresher training will be provided to all staff on *Math in Focus* (MIF) and *Everyday Counts* (EDC) during grade level meetings throughout the 2013-2014 school year.

Secondary – The district will provide training to all secondary math teachers on the implementation of *College Preparatory Math* (CPM) at the beginning of the 2013-2014 school year. Additional trainings will be provided on the implementation of the Common Core State Standards in Mathematics.

10/17/2013

Elementary – The district has scheduled follow-up training in *Math in Focus* (MIF) and *Everyday Counts* (EDC) for all new elementary staff and existing staff for the fall of 2013. Additional training will be provided to district special education staff also. Refreshed training will be provided throughout the fall semester during grade level meetings.

Secondary – The district provided *College Preparatory Math* (CPM) on-site professional development prior to the beginning of the 2013-2014 school year to secondary mathematics teachers. Continued follow-up is planned for the 2013-2014 school year during grade level and content meetings.

Measurable Objective 4:

Eighty percent of our students will score at proficient or above in science on the statewide assessment by 2017.

Strategy 1: Core Science Curriculum

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 Elementary Provide instruction in: 1. Science reading and kit-based lessons for K-2 students – 40 minutes minimum/week 2. Science reading and kit-based lessons for Grades 3-6 students – 120 minutes minimum/week	8/28/2012	6/1/2017	Ongoing	Ongoing	Ongoing
1.2 Secondary Provide science instruction -- 80 minutes over two days.	8/28/2012	6/1/2017	Ongoing	Ongoing	Ongoing

3/5/2013

During the strategic planning process, we set 2017 as the end date for this measurable objective based on the required improvement needed to get district and building scores to the 80% goal. The Strategic Plan was adopted by the Board of Trustees in July of 2012, and the monitoring document was approved that August. Buildings worked to collaboratively set schedules in the spring of 2012 for the 2012-2013 school year.

Elementary schools reported most classrooms are meeting the time requirements, but this will be a targeted area as they develop schedules for next year. Elementary principals are beginning a discussion and evaluation of the instructional day to meet the requirements of the Strategic Plan and district curricula. Secondary schools report they are meeting target.

6/11/2013

District elementary schools have established a unified 7-hour instructional day for next year. In-town elementary schools will start at 8:40 a.m. and end at 3:40 p.m.; 4J, Rawhide and Rozet will start at 8:30 a.m. and end at 3:30 p.m.; Cottonwood will start at 7:55 a.m. and end at 3:00 p.m.; Recluse will start at 7:45 a.m. and end at 2:45 p.m., and Little Powder will start at 7:40 a.m. and end at 2:40 p.m. This equalization of elementary time will allow closer monitoring of elementary schools' ability to meet the time requirements in the strategic plan.

10/17/2013

For the district as a whole, 45.85% percent of our students scored at proficient or above in science on the statewide assessment in 2013.

The district did incorporate science as part of the elementary remedial summer school. It was well received by students, and the teachers who taught it are well versed in science.

Strategy 2: Science Curriculum and Assessment Alignment

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
2.1 Elementary and secondary Review district science curriculum, delivery, and assessments to ensure alignment with state and national standards.	8/28/2012	6/1/2017	Ongoing	Ongoing	Ongoing
2.2 Training for curriculum facilitators Align science curriculum to state and national standards.	7/1/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Elementary – During the spring of 2013, the elementary science facilitator, along with the district's science committee, began the

crosswalk of current standards (adopted November 19, 2008) to the Next Generation Science Standards (NGSS). Targeted levels for current review are Grades 3, 4, and 6. Currently, they are beginning the review of materials available for K-2, but a limited amount of materials are available that align with the NGSS. MAP science tests are currently being used at Prairie Wind and Conestoga's fourth grade level.

Secondary – During the course of the 2012-2013 school year, the secondary science facilitator, along with secondary science teachers, conducted a crosswalk of current standards (adopted November 19, 2008) to the Next Generation Science Standards. Two grade levels, seventh and eighth, completed an analysis and revised the curriculum for these grade levels. Staff continues to update and align chemistry, environmental chemistry, culinary science, environmental science, physics and biology to current standards, NGSS, and Common Core State Standards. MAP science tests are currently being used in seventh, eighth, and ninth grades at Twin Spruce Junior High, Sage Valley Junior High and Wright Junior/Senior High. Work is presently underway to review current class offerings for accuracy and alignment with current and pending standards.

Facilitator training has been an ongoing component during the 2012-2013 school year. The Wyoming Standards Coalition, who contracted with the Regional Educational Laboratories (REL) and the Association for Supervision and Curriculum Development to provide training during the transition to the CCSS, has provided training. By the end of the 2012-2013 school year, eighty percent of the training will be complete. Plans are underway for the final training in the fall of 2013.

6/11/2013

Activities listed previously are ongoing.

Elementary - All students in Grades 3 and 5 will be assessed using the science portion of the NWEA MAP assessment beginning in the 2013-2014 school year.

Secondary - To determine instructional equipment inventory, the secondary science facilitator completed a science classroom walkthrough to determine equipment needed or desired at each secondary building.

10/17/2013

Activities listed previously are ongoing.

Elementary - All students in Grades 3 and 5 will be assessed using the science portion of the NWEA MAP assessment beginning in the 2013-2014 school year. Elementary teams from Grades 3 through 6 have spent the year unpacking the Next Generation Science Standards. After gaining a firm understanding of a standard, they began building units and lessons based on the standards.

Secondary - To determine instructional equipment inventory, the secondary science facilitator completed a science classroom

walkthrough to determine equipment needed or desired at each secondary building. This information has been shared with the principals of the schools.

The secondary science focus will become, in a formalized fashion, centered on embedding the science content as outlined in the Next Generation Science Standards, with the literacy competencies demanded by the Wyoming English language arts (ELA) state standards. Students will be engaged in defining and identifying problems, structuring research and experimentation to answer those questions and finally being able to gather information to defend or refute claims made in scientific context. This information will be gained through hands-on primary research as well as garnering an understanding of the demands of secondary research.

This focus will be structured around gaining a wider use of texts within the classroom, as well as focusing on the reading and writing components within science. There will also be an investment in promoting and updating the expectations associated with students' work within the framework of the scientific process.

The needs of the department will be assessed in terms of training and resources. The implementation of authentic scientific practices within all classrooms from Grades 6 through 12 will be an ongoing process that will greatly impact the education of students in science.

Currently, CCSD is accepting bids to purchase 60 microscopes for TSJH and 60 for SVJH. In addition, the bid includes a demonstration microscope for each of the buildings. The microscopes will be used predominately at the seventh and ninth grades. Microscopes at WJSH are new enough that none were needed at that campus.

The only changes are to add the rest of the content classes to Rubicon Atlas. The secondary staff continues to refine the work done during the 2012-2013 school year on interrater reliability on eighth grade and refining seventh grade assessments. Discussion has begun with secondary principals about reassigning ninth grade science offerings to another content focus. The science department is moving toward alignment with Next Generation Science Standards and waiting on formal adoption by the state.

Strategy 3: Science Professional Development

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
3.1 University of Wyoming Partnership Provide training in the four strands of science to:			Ongoing	Ongoing	Ongoing
1. Facilitators	8/16/2012	8/16/2017			
2. Teachers	8/16/2012	8/16/2017			
3. Principals	8/17/2012	8/17/2017			

3/5/2013

Elementary – During the fall of 2013, the director of staff development, along with a team of teachers and science facilitators,

brainstormed the needs of science training in CCSD. A significant concern that arose was the need to provide in-service to teachers, facilitators and principals on the best practices, content literacy, Next Generation Science Standards and effective instructional strategies.

An application for a Science, Technology, Engineering, and Math (STEM) grant was submitted to the Wyoming Department of Education, and as a result, CCSD was awarded \$228,000 for professional development beginning in February 2013 and running through September 2014. The STEM grant was written to address multiple years and all grade levels, K-12.

The STEM science grant specifications will be shared with staff at the elementary level, and those interested can apply for the limited participant availability. The STEM institute will begin in August 2013.

During the fall of 2012, the University of Wyoming provided training to elementary teachers on specific science strategies for the classroom. In addition, the UW staff provided an overview of the Next Generation Science Standards to district principals following the elementary training this fall.

6/11/2013

During the 2013-2014 school year, 37 elementary teachers from across the district will participate in the CCSD STEM grant focused on Grades 3-6. Teachers will work on creating units of study aligned to the Next Generation Science Standards and researched-based instructional strategies. Nine secondary staff members will be mentoring the elementary staff.

10/17/2013

Elementary – Thirty-four elementary teachers participated in the August 2013 University of Wyoming STEM Institute. Teachers unpacked the Next Generation Science Standards and created new science units for their classrooms. District mentors worked with the classroom teachers.

Goal 2: Improve Wellness of Students and Staff

Measurable Objective 1:

Students in Grades 7-12 will reduce risk factors by 10% and increase protective factors by 10% as measured by the Wyoming Youth Risk Behavior Survey and the Prevention Needs Assessment by 2015.

Strategy 1. Skills-Based Health Curriculum

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 Secondary Provide and instruct one required semester of health for: 1. 7 th grade 2. 8 th grade 3. Grades 10, 11, or 12	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Curriculum is in place, with updated standards aligned to newly adopted state standards. New units and lessons are also currently being built on the Rubicon Atlas mapping site.

6/11/2013

No changes since the 3/5/13 update.

10/17/2013

Wyoming has updated health standards. Mr. Miller and our health instructors will be updating CCSD's health curriculum to meet the updated standards throughout the year.

Strategy 2: Get Yourself Moving (GYM) 60.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
2.1 Physical education core curriculum Provide physical education instruction in lifelong fitness/wellness/cardiovascular activities.	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Goals and objectives are in place at all secondary schools, Grades 7-12.

6/11/2013

No changes since the 3/5/13 update.

10/17/2013

No changes since the 3/5/13 update.

Strategy 3: Encourage positive behavioral changes.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
3.1 Social norming campaign Engage students utilizing: 1. Text 2. Print 3. Media	8/28/2012	6/1/2015	1. Discontinued 2. Ongoing 3. Ongoing	1. Discontinued 2. Ongoing 3. Ongoing	1. Discontinued 2. Ongoing 3. Ongoing

3/5/2013

As the 2012-2013 year began, Student Support Services (SSS) was informed that school district general fund monies could no longer be used to provide incentives for students to register in the texting program. Attempts were unsuccessful in getting local businesses to donate incentives. The decision was made to discontinue the program. School district staff continues to explore ways to implement the campaign.

During the fall 2012 semester, posters were designed and displayed using the 2010 Prevention Needs Assessment data. The 2012 PNA data was received in January, and posters are currently being designed. In addition, flags will be created to display social norms messages on school campus grounds.

Student Support Services staff are collaborating with our private evaluator to develop a brief student self-report survey that will be implemented as a supplement to the Youth Risk Behavior Survey. The supplemental survey will include questions with topics that are pertinent to youth. This data will be used for future social norms messaging.

6/11/2013

Underage Drinking – The 2012 Prevention Needs Assessment data was received in February. Immediately it was apparent that the data posed some messaging challenges for us. The junior high data indicated that fewer students were drinking; however, those students who were drinking were doing so more often. This was challenging in that if we used the messaging we have used for five years (that most students don't drink in a typical week), it would appear that more students were drinking when, in reality, fewer were.

Simultaneous to the “eighth grade conundrum” was a realization that we needed to improve our social norms project. Our messages and options for marketing the message were becoming stale. We decided to seek some technical assistance in order to boost our campaign. On March 5, we entered into a one-year partnership with *MOST of Us*, the leading organization for social norms marketing. *MOST of Us* will provide intensive technical assistance until March 4, 2014.

The technical assistant from *MOST of Us* assisted in determining possibilities for new messaging for the junior highs. The messaging options were pilot tested by conversations with students at Twin Spruce Junior High. Through the input of students, it was decided to

go to messaging “Most students don’t drink monthly.” Posters were created with the new message and were hung in junior highs in April. In addition, posters with a senior high message were displayed at Campbell County High School.

Through the guidance of *MOST of Us*, we conducted a three-hour workshop with community representatives to define the vision and principles by which we will conduct our campaign. The process will assist us in marketing our message in a way that resounds with Campbell County students and families.

Suicide – During the 2012-2013 school year Student Support Services partnered with CCHS to present the *Signs of Suicide* (SOS) program for all students in Grades 10-12. Approximately 50 students made a self-referral to speak with a counselor about themselves or a peer on the day of the event, identifying a risk for depression and/or suicidal ideation. Many of those who met with a counselor were subsequently referred for mental health services through Safe Schools/Healthy Students in the days and weeks following the implementation. The program was deemed a success. Westwood and WJSHS have expressed an interest in implementing *Signs of Suicide* with their students during the 2013-2014 school year. In an effort to educate youth to recognize the warning signs of depression and suicidal ideation and to enhance help-seeking skills, it is proposed that *Signs of Suicide* be implemented at the junior high level as well. SSS has a budget of \$15,000 to implement suicide prevention strategies during the 2013-2014 school year, which should sufficiently cover the expense of implementing *Signs of Suicide*. SOS materials cost approximately \$400 for every 300 students, and many materials can be reproduced at little cost to the district. It is estimated that implementing SOS at all five secondary schools during the 2013-2014 school year will cost between \$5,000 and \$7,000.

Student Support Services is partnering with local and regional suicide prevention experts to identify effective, evidence-based strategies that enhance suicide prevention efforts. One strategy will be to broaden the safety net of gatekeepers in the school community. SSS will be working with Staff Development to schedule *QPR (Question, Persuade, Refer) Gatekeeper* trainings for educators for the 2013-2014 school year. Plans are also in the works to offer QPR through the Parent University. Additionally, SSS is working with local suicide prevention experts to identify evidence-based universal suicide prevention strategies that could be implemented in the schools in the years to come.

10/17/2013

Underage Drinking – With the support of the *MOST of Us* technical assistance, Student Support Services put together a plan and timeline to revamp its social norms marketing campaign to reduce underage drinking during the 2013-2014 academic year. The components of the improvements include: 1) building student knowledge and ownership of the campaign; 2) building student leadership in the campaign; 3) building teacher and staff knowledge and ownership in the campaign; 4) extending the marketing efforts to reach parents; and 5) expanding marketing elements beyond simple posters. Fall semester objectives include developing student and teacher knowledge, ownership, and leadership in order to more effectively reduce underage drinking behavior.

Suicide – During the 2012-2013 school year Student Support Services rewrote CCSD’s policy on suicide prevention. The revised policy was adopted by the school board on July 17, 2013.

Student Support Services continues to partner with the Campbell County Suicide Prevention Coalition (CCSPC) to prevent suicide deaths in Campbell County. Over the summer months, Student Support Services worked with the CCSPC and Campbell County Memorial Hospital on the hospital's "Life is Beautiful, Suicide is Preventable" radio campaign. This radio campaign will be a year-long endeavor to prevent suicide among all age groups but will have specific messaging targeting youth, including an opportunity to promote CCSD's partnership with Behavioral Health Services in the Kid Clinic.

Plans are developing to implement the *Signs of Suicide* program at CCHS North and South Campuses, WJSHS and Westwood second semester, though dates have yet to be determined. *Signs of Suicide* was implemented at CCHS North and South Campuses second semester last school year, with over 1,400 students participating.

In anticipation of the state legislature passing the Jason Flatt Act during the 2014 budget session, which would require all educators in the state to complete two hours of suicide awareness training a year, Student Support Services will partner with the CCSPC to provide *QPR (Question, Persuade, Refer) Gatekeeper* training to CCSD employees. QPR will teach CCSD employees facts and stats about suicide, how to recognize the warning signs of suicide, how to best ask whether someone is suicidal, ways to persuade people to get help, and to know where and how to refer the suicidal person to seek help. This training is currently scheduled for October 1, November 12, and December 10, 2013. QPR will be offered through Parent University during second semester. In addition to providing QPR to CCSD employees, Student Support Services personnel have been actively involved in providing QPR trainings in the community. Since June 2013, Student Support Services has assisted in providing QPR training to staff at Wright Junior/Senior High School, City of Gillette employees and Cloud Peak Energy employees.

To further enhance and promote comprehensive suicide prevention strategies in CCSD, Student Support Services personnel completed the School Suicide Prevention Accreditation program through the American Association of Suicidology.

Strategy 4: Targeted Support for Students Requiring Interventions

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
4.1 Referral system Provide referrals as appropriate for: 1. Mental health services 2. Substance abuse services	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

At this point, the referral system is very effective. We have 107 persons registered as referrers in the system. Referrers include school district administrators, nurses, and teachers, as well as community service providers from Diversion, Juvenile Probation, the YES House, Behavioral Health Services, Personal Frontiers, the Counseling Center, and Counseling Connections.

From 8/28/2012 to 2/28/2013 there were 361 referrals through the referral system. Approximately 297 of those were for mental health services and 64 were for substance abuse services.

6/11/2013

From 2/28/2013 to 6/4/2013 there were 178 referrals made through the Safe School/Healthy Students referral system. Approximately 158 of those were for students to receive mental health services and 20 to receive substance abuse services.

Currently we are working with the agency that maintains the referral system to amend it to meet the needs of the school-based health center. Changes will include provisions to include students for primary care and assessments for case management. If grant funds are obtained, the system will also flag students who are at risk for poor academic performance and school drop out. At-risk students will receive targeted services to improve attendance, behavior incidents, and course performance.

10/17/2013

The Safe Schools/Healthy Students referral system has been adapted for use with the Kid Clinic school based health center. Currently that system is being used by our school counselors to make referrals to Kid Clinic for mental health and substance abuse services at the clinic.

Strategy 5: School-Based Health Care Center

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
5.1 Hospital staffing Collaborate with Campbell County Memorial Hospital to provide staffing.	1/7/2013	6/30/2015	Ongoing	Ongoing	Ongoing
5.2 Referral process Develop and implement referral processes.	8/1/2012	1/7/2013	Ongoing	Completed	Completed
5.3 Mobile clinic Implement and use mobile clinic.	10/1/2012	6/30/2015	Ongoing	Ongoing	Ongoing

3/5/2013

As of 1/2/2013, plans to collaborate with Campbell County Memorial Hospital are uncertain. In March 2013, the School-Based Health Center Advisory Committee will be drafting operational plans, including referral procedures for the clinic. The referral process will build upon the process already established through the Safe Schools/Healthy Students program.

We have had three referrals to date that had a need for the mobile unit. However, in each case, the students' families did not follow through with the recommended treatment plans for the students. We are poised to use the mobile unit as soon as there is demand.

6/11/2013

As of 5/31/2013 the school district was awarded a \$500,000 grant from the John P. Ellbogen Foundation out of Casper. The funds will be used over the next three years to supplement staff salaries while a patient base is developed. As the clinic increases the number

of patients, additional funds for the clinic will be generated through third party billing (billing private insurance, Medicaid, and CHIP). Conversations are being held with the hospital CEO regarding the partnership to provide staffing for the clinic.

Student Support Services is working with the CCSD Transportation Department to develop procedures for using the mobile unit. Procedures will include operating instructions and provisions for safety. Due to the unit's being used by non-district clinic staff, great care is being taken in determining appropriate steps for utilizing the unit.

On September 3, 2013, the clinic will open, and the mobile unit will be launched.

10/17/2013

On July 17, the Board of Trustees of Campbell County Memorial Hospital voted to be the medical sponsor for Kid Clinic. The clinic opened on September 3, 2013, providing mental health and substance abuse services. Currently, there are four providers in the clinic, all of whom are CCMH employees.

Referrals to Kid Clinic can be made by school counselors and school nurses. A secure web-based referral system is used to make and track referrals. During the month of September there were approximately 30 referrals to the clinic. As of October 9, 2013, we have had a total of 48 referrals.

Measurable Objective 2:

Annually, 70% of students in Grades 3-6 will score at or above the 50th percentile on cardiovascular fitness as measured by FITSTATS.

Strategy 1: Incorporate physical activities into the instructional day.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 K-2 Action-based learning Incorporate action-based learning for all students in Grades K-2 through physical education.	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
1.2 K-3 <i>S'cool Moves</i> Train staff in <i>S'cool Moves</i> (by occupational therapist).	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Action-based learning curriculum is in place, with the majority of the K-6 physical education teachers having been trained. Efforts are currently in place to ensure new teachers receive training and the necessary equipment is in place at all elementary schools.

The occupational therapy department in Campbell County School District has provided and continues to provide ongoing training for

the staff in the district. The primary focus of our trainings is on the *S'cool Moves* program. This program provided teachers with posters that consist of neurosensory activities for academic success. These posters are both easy to use and engaging for students. The program focuses on a behavior-learning connection that incorporates movement.

This past year the occupational therapy team has been instrumental in providing multiple training opportunities for staff. In addition to the trainings, the occupational therapists have written a grant to help promote the program with trained staff, maintain the program with supplies, and continue to train new staff.

- August 6 and 7, 2012 – *S'cool Moves* training was provided to over 90 staff members, including K-12 classroom teachers and paraeducators.
- September 2012 – *S'cool Moves* training was provided by occupational therapists to their assigned buildings for individuals new to the district or who had not had previous training.
- February 13, 2013 – Sensory and *S'cool Moves* training was provided to *Skills* program paraeducators.
- March 20, 2013 – *S'cool Moves* training will be provided at Lakeway Learning Center.

6/11/2013

- May 30, 2013 – Refresher training for teachers in the Bridges Summer School Program.
- Fall 2013 – OTs will work with assigned buildings for refresher workshops and in-service new staff on *S'cool Moves*. Material for new staff will be purchased.
- 2013-2014 – OTs will continue to work with students and teachers within the regular classroom on *S'cool Moves*.

10/17/2013

During the 2013-2014 school year, OTs will ensure that teachers in their respective buildings have the supplies necessary to follow through with the *S'cool Moves* program, as well as provide individual overviews of the program if necessary. It is also being emphasized that *S'cool Moves* is to be implemented as short breaks during the day to support academics and not to replace curriculum time.

On December 11, 2013, *S'cool Moves* training will be offered for new staff. Additional *S'cool Moves* posters and supplies were purchased through strategic plan funding with the anticipation of approximately 40 new staff members. *S'cool Moves* training will be offered again in the spring of 2014 if necessary.

Strategy 2: Involve Grade K-6 students in activities that elevate their heart rate to a level that improves fitness.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
2.1 Core physical education curriculum Involve students in fitness activities during physical education classes.	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

2.2 Additional physical activities Engage students in physical activities beyond the core physical educational curriculum (building fitness coordinators).	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
2.3 GYM60 Teach and promote GYM60.	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Movement and small-sided games are encouraged to increase participation of all students during physical education class. Current *FITSTATS* cardio scores show that 50% of Grade 3-6 students are below the 50th percentile objective for this goal.

Fitness coordinators are in place at all elementary schools with the exception of Little Powder and Recluse. The objective of the fitness coordinator position is to provide physical activity opportunities and fitness intervention for all students. Current *FITSTATS* cardio scores show that 50% of Grade 3-6 students are below the 50th percentile objective for this goal.

Four of our sixteen elementary schools have gone through the GYM60 process and have their goals and objectives in place. It is recommended that all schools go through this training and adopt the GYM60 philosophy.

6/11/2013

PE teachers will be encouraged to use the *FITSTATS* data to make determinations on appropriate activities to enhance student performance. Building statistics will be shared with students, fitness coordinators, staff, parents, and principals to increase awareness of fitness levels and generate support for making improvements.

Fitness coordinators are asked to coordinate with PE teachers to support building efforts to improve student physical activity opportunities and help improve cardiovascular fitness. It has been recommended in our student wellness policy that elementary students will receive 250 minutes of moderate to vigorous physical activity per week, which takes a buildingwide effort to ensure that happens. GYM60 training guides each building in making a plan to meet this objective.

Efforts are underway to have the remaining elementary schools participate in the GYM60 process and have their plans in place by December 20, 2013. Meetings are scheduled with building principals to schedule the exact training date and determine who will participate from their building.

10/17/2013

Campaign efforts are under way in all elementary schools to bring awareness of the goal and to help parents and students access fitness information and scores. Data have been shared with staff to help support improvement at the building level as well. All schools and the Aquatic Center now have staff who have been trained and have adopted the GYM60 philosophy.

Measurable Objective 3:

Student bullying will decrease by 20% as measured by the *Olweus* bullying prevention survey by 2015.

Strategy 1: Establish an anti-bullying program in all schools.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 <i>Olweus Bullying Questionnaire</i> Administer survey to all students in Grades 3-12.	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
1.2 <i>Olweus</i> training Train appropriate school district personnel in the <i>Olweus Bullying Prevention Program</i> .	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
1.3 Anti-bullying programs Choose and implement with fidelity an anti-bullying program (by schools).	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

The administration of the *Olweus* bullying prevention survey to all students began in February 2013. It will be completed by April 30, 2013.

To date, nine elementary schools and three secondary schools have been trained in the *Olweus Bullying Prevention Program*. In May 2013, an additional three elementary schools and two secondary schools will be trained. In 2014, there will be four elementary schools remaining that will not have been trained in *Olweus*. These schools have expressed interest in the program.

In addition to training schools, two staff persons from the professional development department became certified *Olweus* trainers in 2010-2011. They provide professional training to schools implementing the *Olweus* program in order to facilitate fidelity. During the fall of 2012, district bus drivers were provided on-site training for *Olweus* bullying prevention. Wright Junior/Senior High School, Westwood High School, Pronghorn Elementary, Paintbrush Elementary, 4-J School, and Little Powder School will receive *Olweus* training in the spring of 2013. Plans are in place to train Buffalo Ridge Elementary, Hillcrest Elementary, Lakeview Elementary, and Wagonwheel Elementary during the 2013-2014 school year.

The school district is offering refresher training for those schools with member turnover of committees overseeing the *Olweus* program in their schools. The refresher training is to assist in facilitating fidelity to the program.

6/11/2013

As of May 30, 2013, students in Grades 3-12 have completed the *Olweus Bullying Questionnaire* (OBQ). Results will be available within 4-6 weeks from the date the survey is received by the scanning company in Minnesota. Results from each school's OBQ

should be available by mid-July, 2013.

Beginning in March 2014, students in Grades 3-12 at all CCSD schools will complete the *Olweus Bullying Questionnaire* for the second year. Schools determine the date on which they will administer the OBQ, but are asked to have completed it no later than May 16, 2014.

During the week of May 6, 2013, *Olweus Bullying Prevention* coordinating committees (OBPCC) from five new schools completed the two-day training for committees. Committees from Wright Junior-Senior High School, Westwood, Paintbrush, 4-J and Little Powder are prepared to begin training the rest of their staff in the *Olweus Bullying Prevention Program* in the fall of 2013 and begin implementing *Olweus* with students through the school year. During the 2013-2014 school year 12 elementary schools and 5 secondary schools in Campbell County will have incorporated *Olweus* into the school community. In addition to training five new OBPCCs, many new and existing OBPCC members from CCHS, Sage Valley, Twin Spruce, Cottonwood, Meadowlark, Prairie Wind, Pronghorn, Rawhide, and Sunflower participated in the two-day training. In all, 100 district employees and community partners participated in the *Olweus* training in May.

Student Support Services, along with Staff Development, is in the process of planning a “booster” training for existing OBPCCs for the fall of 2013. This training is being developed at the request of OBPCCs who would like a refresher training to ensure they are implementing the *Olweus* program with fidelity.

In the spring of 2014 (end of April, beginning of May) Student Support Services and Staff Development will provide the *Olweus Bullying Prevention* Coordinating Committee training for the remaining schools that plan to implement *Olweus* during the 2014-2015 school year. To date, Wagonwheel and Buffalo Ridge have made the commitment to training OBPCCs in the spring of 2014.

Student Support Services has submitted an application for the anti-bullying grant from the Office of the Superintendent of Public Instruction for \$15,000. If awarded, funds will be used to purchase program materials and OBQs for the remaining schools that have yet to implement *Olweus*.

10/17/2013

At the start of the 2013-2014 school year, all but four schools in CCSD have been trained in the *Olweus Bullying Prevention Program* and are at various stages of implementation. To that end, Student Support Services has received the OBQ results from all schools and has tabulated the outcomes for schools that have previously implemented *Olweus*, to measure progress and opportunities for improvements. A districtwide baseline has been established, based on OBQ results prior to implementing *Olweus* in each building, to measure progress toward the district’s objective of reducing bullying by twenty percent by 2015. Initial review of OBQ results from 2013, compared to baseline data (prior to implementing *Olweus*), indicates that most schools who have been implementing *Olweus* with fidelity are making progress in reaching the goal of reducing bullying behaviors.

WJSHS, Westwood, Paintbrush, Little Powder and 4-J schools were trained in *Olweus* in May 2013 and are in the process of training their staffs in *Olweus*. These schools are in various stages of introducing *Olweus* to their students and celebrating with kick-off events this fall. Conestoga, Cottonwood, Meadowlark, Prairie Wind, Pronghorn, Rawhide, Recluse, Rozet, Sunflower, CCHS, Sage Valley and Twin Spruce schools are continuing their *Olweus Bullying Prevention* activities and are working hard to ensure program fidelity.

Student Support Services is working with Staff Development to offer support and booster training to existing *Olweus Bullying Prevention* coordinating committee members. Student Support Services and Staff Development will resume bi-monthly meetings with coordinating committee members to integrate and streamline bullying prevention efforts across the district. The intended outcome of the booster training this fall would be to enhance program fidelity and provide continued education to staff who are coordinating the *Olweus Bullying Prevention* program within their buildings. The schools which have attended the booster training are Sage Valley, Pronghorn, and Paintbrush. Student Support Services is also coordinating with Staff Development to offer additional *Olweus* training to transportation employees.

Student Support Services applied for and was again awarded a Wyoming Department of Education Anti-Bullying Grant in the amount of \$12,308. Grant monies will be used to purchase *Olweus* training materials and *Olweus Bullying Questionnaires* for Lakeview, Hillcrest, Buffalo Ridge and Wagonwheel, the four schools who have yet to implement the *Olweus Bullying Prevention Program*.

To further school safety efforts, including bullying prevention, Student Support Services is supporting efforts at Campbell County High School to commence a Students Against Violence Everywhere (SAVE) chapter at North and South Campuses. A sophomore student approached the Director of Student Support Services with the interest and desire to start a student-led service group to prevent bullying by students. Coordinating with that student and the Dean of Students at CCHS, Student Support Services supports efforts to bring SAVE to the school environment this academic year. SAVE is a unique and powerful approach to youth safety in the school environment. SAVE recognizes the role that young people can take in making schools and communities safer. Because SAVE chapters are established and operated by students, the opportunity to spread the message of nonviolence to young people and their communities is enhanced. Focusing on crime prevention, conflict management and service projects, SAVE members provide positive peer influences in violence prevention efforts.

Measurable Objective 4:

The percentage of participants meeting required standards utilized by Wyoming Health Fairs in the categories of blood pressure, glucose, cholesterol, and body mass index will increase by 10% in each category by 2015, while the percentage of TriFIT participants categorized in blood pressure and body mass index will increase by 10% by 2015.

Strategy 1: Continue and promote the Employee Wellness Incentive Program.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 TriFIT wellness screening Increase wellness screening of CCSD health insurance nonparticipants.	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
1.2 District provided health insurance wellness screening Increase wellness screening of CCSD health insurance participants.	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
1.3 Core incentive professional development classes Provide instruction to staff on nutrition, physical activity, and general wellness.	1/9/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Beginning with the annual 2012 TriFIT assessment, participants were notified they would need to show improvement to receive an incentive, which is a change from previous years when incentives were awarded for participation only. Of the 202 participants, 186 showed improvement, thus making them eligible for the incentive.

The average payout for TriFIT was \$116 per participant, with a total cost of \$26,441 including benefits. Extensive campaigning has taken place to increase participation rates for the 2013 period, and a 50% increase in participation has been observed in the first two months.

Blood pressure and body composition will be areas of focus for TriFIT participants, in order to align with recommendations from biometric results for employees on benefits.

A major push was made this fall with presentations to buildings regarding the annual blood draw and biometric screenings. This year, the events were hosted over a two-week period with Wyoming Health Fairs as the new vendor conducting these events. Nine hundred and sixty-two (962) employees and spouses participated in this event. However, only 757 completed the health assessment. There are approximately 1,500 eligible employee and spouses on our health insurance plan. This is year three of our comprehensive wellness screening.

In the spring of 2012, the staff development office offered and provided wellness and nutrition classes as core incentive professional development courses for all district staff. This included offerings such as Nutrition, Fitness/Walking, and Wellness. In the fall of 2012, the staff development office continued to offer and provide wellness and nutrition classes for all district staff. This included offerings such as Fitness–Changing It Up, Fitness Walking, *WeightWatchers*, and General Nutrition. Spring 2013 offerings included Healthy You, Healthy Living the Wright Way, and Fitness Walking.

6/11/2013

There have been 286 employees participating in the TriFIT screening for this incentive period, an increase of 84 from the previous year. The estimated average payout per person is \$130 for a potential total payout of \$37,000 to \$40,000 in December 2013.

A renewed focus will be made this fall focusing on the following:

1. Importance of wellness for the individual.
2. Renewed efforts to let employees know about the \$10 per month participation reward and the \$25 individual incentive reward.
3. Reiteration of how the district can save premium dollars with the district incentive program offered by Wyoming School Boards Association Insurance Trust (WSBAIT). The discount involves our health insurance participants' completing a health risk appraisal and a blood draw.
 - a. Sixty-five percent (65%) participation will yield a 2% discount on premiums paid to WSBAIT.
 - b. Eighty-five percent (85%) participation will yield a 4% discount on premiums paid to WSBAIT.

10/17/2013

A majority of schools and departments have invited Human Resources to speak with their faculties. Topics have included discussion of health risks of CCSD employees. We are reiterating that the goal of improving wellness of students and staff is part of the district accreditation process, and the Board of Trustees is committed to this goal.

We continue to remind employees that 74% of health issues are preventable by lifestyle choices. This is especially true with our employee base, as many do not maintain a healthy body weight. Obesity is a major contributor to diseases such as heart disease, stroke, cancer, and diabetes. We have spoken at various staff meetings of the importance of taking the wellness scores seriously and making sure that copies of blood test results are given to the employees' physicians.

The district is offering two wellness classes during the fall of 2013 for district staff: Fitness Walking and Wright Fitness—Changing It Up.

Strategy 2: Continue and promote staff wellness activities.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
2.1 Use of pedometers Provide staff with a pedometer and encourage 10,000 steps a day.	8/28/2012	6/1/2015	Ongoing	Ongoing	Ongoing
2.2 Promote Weight for Me program. Provide information about weight control, nutrition, and portion control.	1/16/2012	6/1/2015	Ongoing	Ongoing	Ongoing

2.3 Promote Health for the Holidays program. Promote the exercise and nutrition program to support, maintain, and improve healthy lifestyle choices through the holiday season.	11/1/2012	1/13/2015	Ongoing	Ongoing	Ongoing
2.4 Promote staff wellness through education and activities. Provide activities and health education for district staff.	7/1/2012	6/1/2015	Ongoing	Ongoing	Ongoing

3/5/2013

Staff members have been encouraged to participate in a communitywide walking project that involves tracking total daily steps on the GYM60 walking website. On March 1, all employees will be eligible to participate in an 11-week walking project that encourages them to walk and record 500,000 steps. All participants will receive a water bottle for completing the 11-week program. Changes in staffing prevented the Weight for Me program in the fall of 2012, but it will be promoted at the start of the upcoming 2013-2014 school year.

Health for the Holidays took place over an 8-week span during the Thanksgiving and Christmas season. Participants are encouraged to monitor and record physical, mental, and social wellness activities, paving the way to a stress-free holiday season. A total of 310 employees participated and received a t-shirt for their effort.

The district wellness committee has been working on a number of items this year to promote wellness, health, and safety in our personal lives. This year several new things were started by the wellness committee with the Jingle Bell Run being a highlight of the new initiatives. Over 130 runners and walkers participated. Our wellness coordinator has started an electronic newsletter, promoted *Biggest Loser* contests in schools, updated the website, produces the monthly fitness class schedule, and has promoted smart phone applications.

6/11/2013

There were 111 employees who reported completing the walking program this spring, with each participant receiving a water bottle. The Worksite Wellness Committee will have quarterly meetings next year with an increased focus on “communication.” This year we have included members of the Staff Communicators Assembly to talk about benefits, wellness, and safety. We have discussed better ways of distributing information on each of these subjects including benefit seminars, faculty meetings, and more home communiqués.

10/17/2013

We have recently adopted four Wellness Pathways that are being offered through Wyoming Health Fairs for all employees, beginning with “Healthful Breakfast Club” for the month of October.

Measurable Objective 5:

Participation in the district provided health risk appraisal and blood draw will increase to 85% of insured employees and spouses by 2015.

Strategy 1: Educate employees about benefits of participation.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 Orient employees to benefits. Present annual update at all buildings and review wellness, safety, and insurance.	10/1/2012	6/30/2015	Ongoing	Ongoing	Ongoing
1.2 Orient new employees to wellness objectives. Introduce and emphasize wellness objectives to all new employees during orientation.	8/1/2012	6/30/2015	Ongoing	Ongoing	Ongoing
1.3 Social norming Utilize a texting campaign to educate employees on wellness ideas and updates.	8/28/2012	6/30/2015	Ongoing	Ongoing	Ongoing

3/5/2013

During the fall of 2012, a concerted effort to promote the wellness incentive and the biometric testing program was completed. This was done primarily for two reasons: first, to inform employees of the \$10 per month premium discount for participation, and second, to inform employees that the continuation of the individual incentive program is based on one's health. We also informed employees of the switch from Provant to Wyoming Health Fairs for the on-site events. This was done by talking with staff at each school and department. Numerous e-mails, mailings, and reminders by building wellness representatives were also done. Our participation was 62%.

Additional information has been added to new employee orientation packages regarding the wellness program and objectives. A new brochure is being created and will be distributed. Building/department wellness representatives are also responsible for disseminating information to new employees.

Steps will be made to speak at each building and department before the end of the school year to go over the annual results of biometrics and TriFIT assessments for the 2012 period. This has been done in the past and appears to be an effective method for informing and educating the staff on our wellness initiative.

A wellness text messaging program was launched January 1 to educate employees on wellness and to give them updates on current opportunities and programs. The building wellness reps have a goal of signing up 350 participants by March 12. There are currently 117 employees enrolled.

6/11/2013

We will include in our orientation process a presentation with new certified staff on our wellness program. A follow-up meeting will take place with the new certified class in the fall. Ongoing efforts will continue with our educational support personnel, as orientation takes place every Thursday. We are also including our wellness representatives to inform our new employees of wellness initiatives. There are 245 employees who have enrolled to receive weekly text messages. Those messages have also been placed in the wellness newsletter to increase the number of individuals receiving the informational health-promoting topics.

10/17/2013

The following was conveyed in meetings at most departments and schools: WSBAIT offers a program based on participation. If the district can achieve a 65% participation rate in the blood draw and health assessment, we would receive a 2% discount on health premiums. If we can achieve an 85% participation rate we would receive a 4% discount.

A major push was made regarding participation as we reminded staff that the health insurance premiums increased by 4% last year, which equated to \$500,000. If the district could have achieved 85% participation, there would have been no increase to the plan. It was emphasized that no external cost adjustment has been made for the last four years, and managing and monitoring health insurance expenditures would benefit everyone.

Strategy 2: Provide incentives for participants in biometric testing and coaching.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
2.1 Determine motivational incentive options. Utilize the worksite wellness committee for the purpose of exploring motivational incentive options.	9/15/2012	11/15/2012	Completed	Completed	Completed
2.2 Incentive survey Solicit feedback regarding incentive options.	11/16/2012	1/15/2013	Completed	Completed	Completed
2.3 Incentive recommendations Consider feedback and take recommendations for incentives to the Board of Trustees for approval (by committee).	1/16/2013	3/15/2013	Ongoing	Ongoing	Completed
2.4 Incentive program Implement incentive program.	7/1/2013	6/30/2015	Pending	Ongoing	Ongoing

3/5/2013

Several work-site wellness meetings have been held, and the overwhelming recommendation is to continue with the health premium discount. The incentive survey data was gathered through the Mayo Clinic health assessment completed by 757 employees and spouses. Over 57% (or 427) of those who completed this assessment said the premium discount was a motivator to promote their own health. Of these participants, 68% said they were satisfied with the wellness program offered through the district. Approximately

71% of these participants agreed or strongly agreed the district wellness program adds value to their health care needs. The Strategic Plan indicates that recommendations regarding incentives will be made to the Board of Trustees by March 15 of this year. A recommendation will be made later in the spring, as we will need to ascertain the amount of monies that will be coming to the district for the health insurance program.

6/11/2013

The district will apply for a wellness grant prize incentive through Wyoming School Boards Association Insurance Trust. This grant would allow us to offer prizes for participation in the blood draw that would not violate our district fiscal policies of offering gifts. We will continue to communicate with employees about the positive feedback gathered from the health risk appraisal regarding wellness incentives offered by the district.

The district will continue to promote current incentives and continue to review yearly (no increase this year due to economic impact of state funds to the health insurance account).

10/17/2013

The district has applied for a \$1,000 wellness grant from WSBAIT to be used for participation incentives for blood draws this year. We have discussed with our wellness representatives the possibility of also giving wellness days away as prizes to increase participation in our biometric screening.

We reiterated the importance of the individual incentives and how this can save employees money. Employees can earn up to \$35 per month through the wellness incentive (\$10 for participation and \$25 if parameters are met). This equates to a savings of \$420 per year for an individual or \$840 if the employee’s spouse participates and the full wellness incentive is earned.

Goal 3: Ensure Efficient and Effective Operations

Measurable Objective 1:

A districtwide recognition program for staff will be developed and implemented by 2013.

Strategy 1: Develop a process to recognize staff.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 Committee Form a representative committee to develop the recognition program.	9/1/2012	10/15/2012	Completed	Completed	Completed

1.2 Recognition activities Identify current recognition activities and seek feedback on potential new recognition activities.	10/16/2012	1/31/2013	Completed	Completed	Completed
1.3 Recognition program recommendations Finalize recommendations for a districtwide recognition program and forward the plan to district administration for review and input.	2/1/2013	2/28/2013	Completed	Completed	Completed
1.4 Recognition program approval Present plan to Board of Trustees for approval (committee and district administration).	3/1/2013	3/31/2013	Pending	Completed	Completed
Activity 1.5 Recognition program implementation Implement the approved plan/program.	4/1/2013	6/30/2015	Ongoing	Ongoing	Ongoing

3/5/2013

A committee has been formed with a representative makeup of employees, including aides, secretaries, maintenance staff, supervisors, and administrators. A review of current recognition programs and suggestions for future recognition programs were discussed.

Following is the recommended list for review: Teacher of the Year, Educational Support Person of the Year, years-of-service recognition, end-of-service recognition, and individual school/department recognition. It was also decided to promote ongoing programs that support education, including Arch Coal Teacher of the Year, Peabody Coal Leaders in Excellence, Education Week breakfast, and Board of Trustee school/department adoption. Final approval will be sought from the Board of Trustees.

6/11/2013

The Recognition Committee made the following proposals officially adopted by the Board of Trustees:

1. Continue with the Teacher of the Year program in conjunction with the Wyoming Department of Education.
2. Implement the Educational Support Person of the Year award, starting in the 2013-2014 school year.
3. Bring back and implement the service recognition awards based on five-year increments, starting in the 2013-2014 school year.
4. End-of-service awards have been initiated, including recognition in our local newspaper with 20 or more years of service. The end-of-service award has been increased to \$75 per auditor approval.

10/17/2013

Service recognition pins in five-year increments have been distributed to all schools and departments and will continue to be distributed monthly based on anniversary dates. Pins are awarded by principals or supervisors.

Work on the Educational Support Personnel (ESP) Employee of the Year award program will take place during the spring of 2014.

Measurable Objective 2:

A districtwide communication plan will be identified, prioritized, and improved by 2013.

Strategy 1: Effectively communicate and disseminate information internally.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 Evaluate current practices. Form a district team to evaluate current practices.	9/15/2012	11/15/2012	Completed	Completed	Completed
1.2 Communication plan Develop draft communication plan.	11/16/2012	1/15/2013	Completed	Completed	Completed
1.3 Evaluate new plan. Request feedback on draft communication plan.	1/16/2013	3/15/2013	Completed	Completed	Completed
1.4 Implementation Implement communication plan.	3/16/2013	6/30/2013	Pending	Completed	Completed
1.5 Monitor and adjust. Monitor and adjust as necessary.	3/16/2013	6/30/2013	Pending	Ongoing	Completed

Strategy 2: Effectively communicate and disseminate information externally.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
2.1 Evaluate current practices. Form a district team to evaluate current practices.	9/15/2012	11/15/2012	Completed	Completed	Completed
2.2 Communication plan Develop draft communication plan.	11/16/2012	1/15/2013	Completed	Completed	Completed
2.3 Evaluate new plan. Request feedback on draft communication plan (possible survey), review, and analyze results.	1/16/2013	3/15/2013	Completed	Completed	Completed
2.4 Implementation Implement communication plan.	3/16/2013	6/30/2013	Pending	Completed	Completed
2.5 Monitor and adjust. Monitor and adjust as necessary.	3/16/2013	6/30/2013	Pending	Ongoing	Completed

3/5/2013

The communication plan for the school district entails the identification of both current and proposed methods of communication, used internally and externally, as well as on a district-/communitywide basis. This plan identifies methods of communication so that stakeholders can understand the variety of communications available and utilize the method(s) most convenient to them. Additional elements of communication will be added as they are available in the future. Annual reviews of communication methods, whether internal, external, or district-/communitywide, will be identified and updated so that communications between and among stakeholders

and the Campbell County School District are maintained at a high level. Clear communications, both formal and informal, are essential as the school district, community, and stakeholders work toward a higher quality of education for our students.

6/11/2013

The communication plan has been implemented and was approved by the board on May 28, 2013. While the “Monitor and adjust” activity shows a June 30, 2013, end date, the plan will continue to be monitored as needed to ensure communication methods and processes are continuing to be effective and efficient.

10/17/2013

Monitoring of the communication plan continues and adjustments will be made as necessary.

Measurable Objective 3:

Two district-level operational processes will be identified, prioritized, and improved by 2014.

Strategy 1: Collaborate with district-level supervisors and managers.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 Review current processes. District-level supervisors and managers will brainstorm a list of possible operational processes needing improvement.	10/31/2012	12/31/2013	Completed	Completed	Completed
1.2 Prioritize processes for improvement. District-level supervisors and managers will prioritize the generated list.	1/1/2013	2/28/2013	Completed	Completed	Completed
1.3 Create improvement plan. District-level supervisors and managers will discuss and create a plan to improve identified processes including a task analysis.	3/1/2013	6/30/2013	Ongoing	Ongoing	Completed
1.4 Implementation Create and implement new, improved processes.	7/1/2013	6/30/2014	Pending	Pending	Ongoing
1.5 Monitor and adjust. Monitor and adjust as necessary.	7/1/2013	6/30/2014	Pending	Pending	Ongoing

3/5/2013

District-level supervisors and managers held a work session on November 7, 2012, to brainstorm operational processes for which to seek improvement. That discussion led to 12 suggestions for our consideration. The list was compiled and e-mailed to supervisors and managers for review and further input and to provide an opportunity for participation for those unable to attend.

On January 10, 2013, during our monthly supervisor meeting, each of the 12 items was discussed in further detail. In order to prioritize and select two operational processes for improvement, a confidential ballot was utilized. Two operational processes were selected by a wide margin: our purchasing process and our employee application process.

The next step in the process will be to explore improvements to the identified processes and to create a plan for doing so by June 30, 2013. Recommended changes to the processes will be brought to the Board of Trustees for approval, and the plan will be implemented during the 7/1/2013-6/30/2014 timeframe as appropriate.

6/11/2013

District-level supervisors and managers continue to evaluate the purchasing process and employee application process. Both operational processes are under review. The group is currently evaluating suggested changes to the district’s purchasing policies and regulations, as well as recent changes to the application process. Any proposed changes will take place during the 2013-2014 fiscal year with appropriate administrative and/or board approval.

10/17/2013

The purchasing process is under review for possible improvements. It is anticipated that the review will result in a recommendation to consolidate district policies and regulations in order to meet the updated needs of the district. Changes to policy and regulation will be brought to the Board of Trustees for consideration.

A group of supervisors and managers reviewed the improvements put in place by the Human Resources Department with regard to the application process. The group went through a mock application process to experience the requirements of each step of the application system, and the improvements to the system were well received. The implementation of the scheduled improvements is complete, although additional suggestions have been made for further consideration during the monitoring and adjustment period.

Measurable Objective 4:

Employee evaluation systems will continue to be revised and updated by 2014.

Strategy 1: Implement new Educational Support Personnel evaluation system.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
1.1 Committee Appoint a committee to investigate potential evaluation systems.	9/15/2012	11/15/2012	Completed	Completed	Completed
1.2 Gather feedback. Present evaluation systems to a representative group of ESP staff for feedback (beyond the committee).	11/16/2012	1/15/2013	Completed	Completed	Completed

1.3 Recommend plan. Consider feedback and make recommendations to district administration and the Board of Trustees for approval.	1/16/2013	3/15/2013	Pending	Completed	Completed
1.4 Implementation plan Create an implementation plan that includes appropriate staff development for the introduction of a new ESP evaluation system.	3/16/2013	6/30/2013	Pending	Ongoing	Ongoing
1.5 Implementation Implement evaluation plan.	7/1/2013	6/30/2014	Pending	Pending	Ongoing
1.6 Monitor and adjust. Evaluate the effectiveness of the evaluation system.	7/1/2013	6/30/2014	Pending	Pending	Ongoing

3/5/2013

A representative committee of administrators, supervisors, and educational support personnel was formed, and a recommendation will be forthcoming to include the revamping of the current educational support personnel evaluation system. The current evaluation system has three evaluation parameters; the new system will have four evaluation parameters, including distinguished, proficient, progressing, and unsatisfactory. It was also decided to rank each individual on the essential functions of his/her job description using the above parameters. The following categories will be recommended for the intrinsic parameters of evaluating other goals for employees in their particular roles with the district: interpersonal skills/communications, attendance and punctuality, and professional responsibilities/qualities.

6/11/2013

We have entered into a contract with Netchemia, a software company that is compatible with our Human Resources Information System. This contract will allow us to build an online evaluation system for our educational support personnel. We are in the document gathering phase and will be working this summer on beta testing of the new program. Training of principals and supervisors will take place August 7, 2013. This fall, faculty meetings will take place to inform staff of the new system and parameters.

10/17/13

Human Resources staff members continue to load job descriptions and develop the on-line system for supervisors. Educational support personnel evaluation handbooks will be edited and distributed to supervisors and principals to review with ESP staff.

Strategy 2: Continue support of teaching, professional staff, and administrator evaluation systems.

Activity	Begin Date	End Date	Status 3/5/2013	Status 6/11/2013	Status 10/17/2013
2.1 Staff development Provide staff development for new and existing staff.	8/1/2012	6/30/2014	Ongoing	Ongoing	Ongoing

2.2 Monitor and adjust. Evaluate the effectiveness of the evaluation system.	8/1/2012	6/30/2014	Ongoing	Ongoing	Ongoing
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3/5/2013

This year ongoing training has continued with the other certified personnel. These positions include library/media specialists, instructional facilitators, therapeutic specialists, nurses, and counselors.

Instruction continues for current staff and new instructional staff with the *Framework for Teaching* (Danielson) evaluation program adopted last year through the WDE. The professional development department continues to offer these classes for all staff. Principals and administrators continue to use the software to advance the observation, growth plan, walkthrough, comments, summative, and gathering of artifacts. *Framework for Teaching* training for new staff was conducted last November, and in December, 2012, specific training for other certified specialists was done. Training with *Framework for Teaching* continues this spring.

6/11/2013

Certified staff training will continue to take place with Staff Development and the continuation of offering the *Framework for Teaching* class for teachers and professional staff.

10/17/2013

Training has been provided and monitoring of the evaluation systems continues. Adjustments will be made as necessary.