



We Value...

Collaboration: Working cooperatively to achieve our mission, vision, and goals.

Communication: Sharing and receiving information in a respectful and effective manner.

Compassion: Showing kindness and empathy as a foundation for positive relationships.

Innovation: Promoting creativity and forward thinking.

Integrity: Being honest and trustworthy in words and actions.

Resiliency: Learning to adapt and persevere.

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

Responsibility: Taking individual and collective ownership for actions and outcomes.

July 1, 2022 - June 30, 2027

Teaching Effectively. . . Learning Successfully

Our Mission: Empowering our students for success.

Our Vision: United in excellence.

Goal 1: Improve Student Achievement

- ❖ Students will demonstrate proficiency or growth as measured by the district assessment system.
- ❖ District grade levels will exceed the state average in content areas measured by the Wyoming state assessment.
- ❖ The district graduation rate will exceed the state graduation rate.

Goal 2: Support Student and Employee Well-Being

- ❖ The district will provide evidence-based programs and services to support students' physical and mental well-being.
- ❖ The district will provide programs to support employees' physical and mental well-being.

Goal 1: Improve Student Achievement

Measurable Objective 1: Students will demonstrate proficiency or growth as measured by the district assessment system.

Measures: FASTBridge; WY-TOPP modulars; WY-TOPP interims; District Student Performance Assessments (DSPA)

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

Measures: WY-TOPP; ACT

8/23/22

English Language Arts and Math results of the 2022 WY-TOPP will not be available for public review until September 14, 2022. Science performance is expected to be released in October. In addition, ACT results will not be available until November. Once available, student achievement data will be shared publicly during individual school academic reports to the board of trustees and posted on the district website.

Strategy 1: Professional Learning Communities (PLC)

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
1.1 Develop instructional cycles that include common formative assessments aligned to Specific, Measurable, Attainable, Results-Based, and Timely (SMART) goals.	July 1, 2022	June 30, 2027	In Progress				
1.2 Determine appropriate interventions based on common formative assessment data, and monitor and document progress to drive instruction.	July 1, 2022	June 30, 2027	In Progress				
1.3 Collaborate in ongoing professional development regarding best practices for instruction.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

1.1. - Professional development was completed in grades K-6 on instructional cycles and quality common formative assessments in the spring of 2022. For grades 7-12, this professional development is scheduled for this academic school year. Continued support for all schools will be done through professional development visits throughout the year.

- 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 English Language Arts (ELA) and math.
- 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.

Strategy 2: District Assessment System (DAS)

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
2.1 Monitor and adjust the DAS consistent with state guidelines.	July 1, 2022	June 30, 2027	In Progress				
2.2 Fully implement the DAS.	July 1, 2022	June 30, 2027	In Progress				
2.3 Identify areas of strength and improvement for student learning.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

- 2.1 - The District Assessment System will continue to be implemented during this school year, assessing performance standards in each content area. CCSD is also revising the district assessment system to align to changes to standards as all content areas roll out performance standards.
- 2.2 - The District Assessment System will continue to be revised to meet state statute and expectations. In addition, the District Assessment System will remain as an indicator of student achievement throughout the school year to support instruction.
- 2.3 - Administration and teachers will use data from the District Assessment System to support instruction needs and celebrate high levels of achievement.

Strategy 3: Literacy Instruction Across Content Areas

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
3.1 Identify and implement best practice reading and writing instructional strategies across all content areas.	July 1, 2022	June 30, 2027	In Progress				
3.2 Develop, validate, and implement a districtwide process for tiered interventions.	July 1, 2022	June 30, 2027	In Progress				
3.3 Provide differentiated professional development to support district initiatives.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

- 3.1 - At the elementary level, district professional development was developed and implemented for grades K-2 in the spring of 2022. CCSD will continue professional development for grades 3-6 this fall. This professional development supports the expectations in the K-3 Literacy bill as well as best practices from a framework released by the Wyoming Department of Education (WDE) last year. At the secondary level, professional development will

continue to be offered to support instructional strategies identified as areas of needing support aligned to WY-TOPP and ACT data. This includes support for reading and writing across all content areas.

3.2 - The use of FASTBridge in grades K-10 continues to be supported by the district, with professional development provided to support teachers in analyzing the data and supporting interventions FASTBridge recommends for students. Tiered interventions continue to occur in elementary grades, with progress monitoring being used to support the need for intervention and the effect the intervention is having on students' development of reading and writing skills. At the secondary level, progress monitoring, used within FASTBridge, will be an area of professional development to support teachers. The addition of intervention teachers at the high school level will work to support tiered interventions in reading and writing.

3.3 - The restructured support provided by the professional development team will provide differentiated support to meet teachers' needs that is based on observations and analysis of data. This will support teachers with content help as well as instructional strategies. The professional development catalog will continue to include a variety of full-credit courses and action labs to support a variety of areas in reading and writing instruction.

Strategy 4: Core Math Instruction

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
4.1 Identify and implement best practice instructional strategies.	July 1, 2022	June 30, 2027	In Progress				
4.2 Develop, validate, and implement a districtwide process for tiered interventions.	July 1, 2022	June 30, 2027	In Progress				
4.3 Provide differentiated professional development to support district initiatives.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

4.1 - At the elementary level, work to support the continued implementation of Eureka math, includes providing instructional resources to support teachers in grades K-6. College Preparatory Mathematics (CPM) training was offered for secondary teachers to support instructional strategies in secondary math classrooms. This professional development will continue this school year with return visits that bring observations to the classroom to provide feedback and support to teachers. The district will provide additional CPM training each summer as support for new teachers or a refresher class for returning teachers.

4.2 - The use of FASTBridge in grades K-10 continues to be supported by the district with professional development provided to support teachers in analyzing the data and supporting interventions FASTBridge recommends for students. Tiered interventions continue to occur in elementary grades, with progress monitoring being used to support the need for intervention and the effect the intervention is having on students' development of math skills. At the secondary level, progress monitoring, used within FASTBridge, will be an area of professional development this school year to support teachers. The addition of intervention teachers at the high school level will work to support tiered interventions in math. The district continues to provide AVMR (Math Recovery) training for all grade-level teachers and intervention teachers. The addition of a fractions course will be added during the 2022/2023 school year to support higher-level math.

4.3 - The restructured support provided by the professional development team will provide differentiated support to meet teachers' needs that is based on observations and analysis of data. This professional development will support teachers with content help as well as instructional strategies. The professional development catalog will continue to include a variety of full-credit courses and action labs to support a variety of areas in math instruction.

Strategy 5: Core Science Instruction							
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Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
5.1 Identify and implement best practice instructional strategies.	July 1, 2022	June 30, 2027	In Progress				
5.2 Develop, validate, and implement a districtwide process for tiered interventions.	July 1, 2022	June 30, 2027	In Progress				
5.3 Provide differentiated professional development to support district initiatives.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

5.1 - With the full implementation and assessment of the new science content standards, CCSD will work to analyze WY-TOPP and ACT data to support the need for support with instructional strategies. This will occur by bringing in collaborative teams of teachers to work with content facilitators and professional development staff.

5.2 - Tiered intervention support will be developed based on the results from the state assessment and the district assessments in science.

5.3 - The professional development team and content facilitators will work to develop differentiated professional development that helps support the science content in other content areas such as reading and writing. PD will be provided to support the integration of science content into reading and writing classes as well as opportunities to explore science concepts with hands-on activities and learning opportunities.

Measurable Objective 3: The district graduation rate will exceed the state graduation rate.							
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Measures: WDE reported graduation rates							
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8/23/22

2022 State graduation rate data will not be released until January 2023.

Strategy 1: Early Warning Indicators							
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Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
1.1 Utilize Performance Matters to track and analyze academic performance.	July 1, 2022	June 30, 2027	In Progress				
1.2 Utilize Multi-Tiered Systems of Support (MTSS).	July 1, 2022	June 30, 2027	In Progress				
1.3 Provide summer school and extended day opportunities.	July 1, 2022	June 30, 2027	In Progress				

1.4 Monitor 9th grade credit attainment.	July 1, 2022	June 30, 2027	In Progress				
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8/23/22

- 1.1 - All secondary schools have been trained to use Performance Matters, a program that is utilized to organize and sort relevant data, such as attendance, credit attainment, and discipline referrals. Building administrators will utilize the program to identify trends and respond with appropriate interventions. Administrators will also utilize the program at the individual student level to monitor at-risk status.
- 1.2 - Each secondary school has established a Multi-Tiered System of Support based on the needs of their students.
- 1.3 - Secondary summer school was offered to 9-12 students at the conclusion of the 2022 spring semester. The session included 16 student contact days, with 251 students participating to recover credit, which is an all-time high. Students successfully passed 295 classes out of 387 attempted for a success rate of 76.2%. Summer school continues to be a valuable opportunity for students to get back on track for graduation.
- 1.4 - Ninth-grade credit attainment is a strong predictor of success in earning a high school diploma. District high schools will monitor ninth-grade credit attainment each semester and will adjust programming as necessary. Ninth-grade credit attainment will be reported in each update of this document beginning in the spring of 2023.

Strategy 2: Student Involvement

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
2.1 Monitor student attendance.	July 1, 2022	June 30, 2027	In Progress				
2.2 Provide academic and athletic activities.	July 1, 2022	June 30, 2027	In Progress				
2.3 Implement Positive Behavior Intervention Systems (PBIS).	July 1, 2022	June 30, 2027	In Progress				

8/23/22

- 2.1 - Secondary student attendance is monitored daily in each of the 7 periods offered at the district’s traditional schools. Parents will be notified by the conclusion of each day if their child was absent for one or more periods during the day. Overall attendance rates will be compiled and reported at the end of each quarter. Overall attendance will be reported in each update of this document beginning in the spring of 2023.
- 2.2 - A full slate of activities will continue to be offered to CCSD students. Participation rates will be compiled at the conclusion of each activity. Programming will be evaluated based on student participation. Overall student participation will be reported in each update of this document beginning in the spring of 2023.
- 2.3 - Each secondary school will implement Positive Behavior Intervention Systems (PBIS) to promote ideal behaviors and desired school climate.

Strategy 3: Post-Secondary Readiness

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
3.1 Support ACT preparation.	July 1, 2022	June 30, 2027	In Progress				
3.2 Monitor CTE and Concurrent/Dual Course Enrollment.	July 1, 2022	June 30, 2022	In Progress				

3.3 Monitor secondary counselor and principal engagement with students.	July 1, 2022	June 30, 2027	In Progress				
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8/23/22

- 3.1 - Each CCSD high school is responsible for developing and implementing an ACT preparation program. Both stand-alone and embedded preparation is expected.
- 3.2 - Career Technical Education (CTE) and college (dual/concurrent) course enrollment will be tabulated at each high school/district level. New courses will be considered based on student interest and community need. CTE and college course enrollment will be reported in each update of this document beginning in the spring of 2023.
- 3.3 - All secondary students will be assigned to the same principal/counselor for the duration of their schooling at each level of schooling (JH/HS). It is expected each principal/counselor will have a non-disciplinary conference with each student a minimum of twice each semester.

Goal 2: Support Student and Employee Well-Being

Measurable Objective 1: The district will provide evidence-based programs and services to support students’ physical and mental well-being.

Measures: Mid-continent Research for Education and Learning (McREL) Referral Tracking System; McREL National Outcome Measures (NOM) data; Prevention Needs Assessment (PNA) data; Disciplinary Office Referral Form; CCSD Student Behavioral Health Survey; Student attendance; Social Academic Emotional Behavior Risk Screener (SAEBRS)

Strategy 1: Positive Social Norming Campaign

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
1.1 Engaging students utilizing: Social media blitzes, radio ads, texting, and print media.	July 1, 2022	June 30, 2025	In Progress				
1.2 Engaging parents utilizing: Social media and parent engagement nights.	July 1, 2022	June 30, 2025	In Progress				

8/23/22

- 1.1 - Sylvestri Customization developed a Back-To-School campaign with the help of Student Support Services. Four different posters were developed to highlight CCSD students choosing not to use substances and focusing on school and sports performance. Posters were printed and distributed to all secondary schools. The new National Suicide Prevention and Crisis Lifeline is now 988. Individuals are now able to call and text in Spanish and English to the new 988 to receive support during emotional distress or suicidal crisis. Student Support Services, through the district print shop, printed and distributed posters of the new number to all secondary schools. Cards were printed and sent to every counselor in the district.
- 1.2 - Silvestri Customization and the Project Aware Manager developed magnets with mental wellness resources. The magnet also provides information on future parent engagement nights. Parents will have access to events such as Back-To-School routines to calm the chaos, ask-a-cop night, suicide prevention training, ask-a-professional night, and college/career ready.

Strategy 2: Targeted Support for Students Requiring Interventions

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
2.1 Develop, validate, and implement a districtwide process for tiered behavior interventions.	July 1, 2022	June 30, 2027	In Progress				
2.2 Provide referrals as appropriate for mental health services.	July 1, 2022	June 30, 2027	In Progress				
2.3 Provide referrals as appropriate for substance abuse services.	July 1, 2022	June 30, 2027	In Progress				
2.4 Provide referrals as appropriate for primary care services.	July 1, 2022	June 30, 2027	In Progress				
2.5 Provide transportation to the Kid Clinic for students needing interventions.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

- 2.1 - Tiers of intervention are a useful way of identifying the group of students that may benefit from a given intervention, from all students (tier 1) to students at-risk or showing signs of behavior difficulty (tier 2), to students with chronic or intense behavior needs (tier 3). CCSD will be using Multi-tiered Systems of Support, Response to Intervention, and Positive Behavioral Interventions and Support to provide different tiered levels of support.
- 2.2 - CCSD will be referring students who have a need for long-term mental health counseling, crisis counseling, threat assessments, and group counseling to our partner agencies.
- 2.3 - CCSD will be referring to the YES House and Kid Clinic for substance abuse assessments and individual drug and alcohol counseling.
- 2.4 - CCSD counselors and nurses will be referring students with illnesses and injuries to the Kid Clinic for primary care services. The Kid Clinic now has two primary care providers on staff.
- 2.5 - CCSD will provide transportation to and from the schools to the Kid Clinic for primary care and mental health services. CCSD anticipates transporting between 50 and 70 kids per week.

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

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
3.1 Collaborate with outside agencies in support of the Advancing Wellness and Resiliency in Education (AWARE) Grant.	July 1, 2022	June 30, 2025	In Progress				
3.2 Use the existing referral process by: month, connection rate, school, grade, and source.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

- 3.1 - The district is currently partnering with six outside agencies to meet the demand for professional counseling services: Behavioral Health Services, Kid Clinic, Yes House, Summit Counseling, Free Indeed, and the Counseling Center. Each agency brings a different level of intervention to the district.

3.2 - Through funding provided by the AWARE grant, the district and the AWARE Cohort have developed a referral process that allows CCSD counselors to refer to any of the partnering agencies through a single portal. This process allows the district to access standardized data for better analysis, collection procedures, and monitor the services provided by the agencies.

Strategy 4: Suicide Prevention

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
4.1 Comply with Jason Flatt Act.	July 1, 2022	June 30, 2027	In Progress				
4.2 Conduct annual screening of all students in Grades 7-12 for depressive symptoms using the Signs of Suicide (SOS) prevention screener.	July 1, 2022	June 30, 2027	In Progress				
4.3 Provide interventions for at-risk students by partnering with local mental health agencies.	July 1, 2022	June 30, 2027	In Progress				
4.4 Provide annual suicide awareness and prevention training for all staff.	July 1, 2022	June 30, 2027	In Progress				
4.5 Implement a peer-to-peer program (Hope Squad) in all schools.	July 1, 2022	June 30, 2027	In Progress				
4.6 Provide a certified Question-Persuade-Refer (QPR) instructor in all schools.	July 1, 2022	June 30, 2027	In Progress				
4.7 Develop and implement a youth mental health first aid program.	July 1, 2022	June 30, 2027	In Progress				
4.8 Develop and implement Acute Childhood Experiences (ACES) program across the District.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

- 4.1 - All certified staff are required to complete 8 hours of suicide prevention training every four years of employment. All staff must complete 2 hours of training during their first year of employment.
- 4.2 - In the fall of 2022, Student Support Services will facilitate the Signs of Suicide presentation/screening at all CCSD high schools and junior high schools.
- 4.3 - CCSD expanded at-risk intervention/mental health services, partnering with The Counseling Center, Summit Counseling, and Free Indeed Counseling, along with a continued partnership with the Kid Clinic.
- 4.4 - Close to one hundred new staff were trained in suicide prevention in August of 2022. Nutrition, maintenance, and transportation staff will receive training in the fall of 2022-spring of 2023.
- 4.5 - Buffalo Ridge, Sunflower, and Rozet elementaries are adding HOPE Squads to their schools in the fall of 2022. Fourteen CCSD schools now facilitate HOPE Squads within their buildings.
- 4.6 - Building QPR instructors are in training for individual CCSD schools.
- 4.7 - CCSD has two certified Mental Health First Aid trainers offering training to staff in the fall of 2022.
- 4.8 - Acute Childhood Experiences training will be provided to staff in the fall of 2022.

Strategy 5: Physical Well-being Opportunities

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
5.1 Offer various physical education and health courses to meet graduation requirements in addition to electives.	July 1, 2022	June 30, 2027	In Progress				
5.2 Promote involvement in various activities, athletics, and clubs.	July 1, 2022	June 30, 2027	In Progress				
5.3 Support continued nutrition opportunities by working with federal grants, state organizations, and local organizations.	July 1, 2022	June 30, 2027	In Progress				
5.4 Provide well-child checks and sports physicals at the Kid Clinic.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

- 5.1 - Current Physical Education and Health Standards are in the standard review process. Work will be done this year to collect stakeholder input on these proposed standards.
- 5.2 - School clubs and activities will continue to recruit and build their memberships in order to give students a multitude of opportunities for development and enjoyment outside of the classroom.
- 5.3 - CCSD will continue to work with the Blessings in a Backpack program to provide food for students and their families on the weekends. CCSD nutrition services will be providing the Fresh Fruit and Veggie program this fall. In addition, CCSD will continue to provide the standard breakfast and school lunch program.
- 5.4 - The two primary care practitioners at the Kid Clinic will provide sports physicals this summer/fall and well-child checks throughout the year.

Measurable Objective 2: The district will provide programs to support employees’ physical and mental well-being.

Measures: Participation percentages; Reaching the Discounted Health Insurance Goal

Strategy 1: Staff and Spouse Participation in the Know Your Numbers (KYN) program

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
1.1 Present wellness updates to all buildings and departments.	July 1, 2022	June 30, 2027	Oct. 2022				
1.2 Provide orientation to all new employees.	July 1, 2022	June 30, 2027	In Progress				
1.3 Encourage participation in District blood draws.	July 1, 2022	June 30, 2027	In Progress				
1.4 Provide incentives for KYN 1 and KYN 2.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

- 1.1 - This fall we will start with a marketing campaign to educate existing staff at building meetings with the Know Your Numbers Wellness Plans.
- 1.2 - This will be incorporated into the existing orientation for Educational Support Staff (ESP). Teacher Orientation was completed on August 10, 2022, with 98 certified staff.
- 1.3 - There will be ongoing marketing and education on incentives for the blood draws. KYN1 had 90% participation last spring.
- 1.4 - KYN2 will launch this fall. This program is for those not on our health insurance and is scheduled for October 1 through November 30, 2022. It will be a no-cost blood draw.

Strategy 2: District Health and Wellness Programs

Activity	Begin Date	End Date	Status 8/23/22	Status	Status	Status	Status
2.1 Offer districtwide health and wellness opportunities.	July 1, 2022	June 30, 2027	In Progress				
2.2 Support building level health and wellness opportunities.	July 1, 2022	June 30, 2027	In Progress				
2.3 Support employee mental well-being through the employee assistance program.	July 1, 2022	June 30, 2027	In Progress				

8/23/22

- 2.1 - New building Wellness Representatives will be assigned at the first meeting scheduled for September 7, 2022.
- 2.2 - Wellness representatives will choose wellness challenges for each quarter and encourage individual building challenges. A Pink Out “Breast Cancer Awareness” event is scheduled for October 3-7, 2022, and the Jingle Bell Run is scheduled for December 3, 2022.
- 2.3 - Our ongoing fall wellness campaign will begin on October 1, 2022.