

**2016-2017 School Comprehensive Plan**  
**Campbell County High School**

**Mr. Troy Zickefoose, Principal**



**North Campus**  
**1000 Camel Dr.**  
**Gillette, WY 82716**

**South Campus**  
**4001 Saunders Blvd.**  
**Gillette, WY 82718**

# PLAN SIGNATURES

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**District Superintendent**

**Dr. Boyd Brown**

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**District Board Chairman**

**Dr. David Fall**

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**WAEA School Improvement Representative**

**Mr. Kelly Hornby**

**2016-2017**

**Plan Year**



## DISCLAIMER

This comprehensive plan was developed by the Wyoming Department of Education (WDE) in cooperation with AdvancED Wyoming to align state and federal plan requirements to a common framework. This document meets the requirements of both the WDE and AdvancED for school continuous improvement.

# TABLE OF CONTENTS

## DOMAIN 1: TEACHING AND LEARNING

### AdvancED Standard 3: Teaching and Assessing for Learning

- Standards and Curriculum (3.1)
- Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)
- Instructional Strategies that Engage Students (3.3)
- Instructional Leadership (3.4)
- Collaborative Learning Community (3.5)
- Instructional Process (3.6)
- Mentoring, Coaching and Induction (3.7)
- Family Engagement (3.8)
- Student Advocacy Structure (3.9)
- Grading and Reporting (3.10)
- Professional Learning (3.11)
- Learning Support Services (3.12)

### AdvancED Standard 5: Using Data for Continuous Improvement

- Student Assessment System (5.1)
- Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)
- Training in the Interpretation and Use of Data (5.3)
- Determining Verifiable Improvement in Student Learning (5.4)
- Communicating School Performance (5.5)

### Teaching and Learning Improvement Plan

## DOMAIN 2: LEADERSHIP CAPACITY

### AdvancED Standard 1: Purpose and Direction

- Purpose Revision Process (1.1)
- Culture Based on Shared Values and Beliefs (1.2)
- School Improvement Process (1.3)

### AdvancED Standard 2: Governance and Leadership

- Board Policies and Practices (2.1)
- District Board Operations (2.2)
- Leadership Autonomy (2.3)
- Leaders and Staff Foster Culture (2.4)
- Stakeholder Engagement (2.5)
- Leader and Staff Evaluation (2.6)

### Leadership Capacity Improvement Plan

## DOMAIN 3: RESOURCE UTILIZATION

### AdvancED Standard 4: Resources and Support Systems

- Staff Recruiting and Retention (4.1)
- Sufficient Resources (4.2)
- Safe, Clean and Healthy Environment (4.3)
- Information Resources (4.4)
- Technology Resources (4.5)
- Supports to Meet Physical, Social and Emotional Needs (4.6)
- Services to Support Student Educational Needs (4.7)

### Resource Utilization Improvement Plan

# DOMAIN 1: TEACHING AND LEARNING

## AdvancED Standard 3: Teaching and Assessing for Learning

### Standards and Curriculum (3.1)

<p>The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. <a href="#">(3.1 Rubric)</a></p>	<p><b>Acceptable</b></p>
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<b>YES</b>	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)
<b>YES</b>	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
<b>YES</b>	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
<b>YES</b>	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
<b>N/A</b>	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
<b>YES</b>	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

**Summary of Practices:**

District Curriculum provides all students with sequential learning opportunities to achieve success.

<http://www.campbellcountyschools.net/departments.cfm?subpage=64356>

<http://www-cchs.ccsd.k12.wy.us/info/classes/index.html>

## Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. [\(3.2 Rubric\)](#)

Acceptable

**Summary of Practices:**

District uses curriculum facilitators, DSPAs, and curriculum guides to insure vertical and horizontal alignment of curriculum and assessment.

## Instructional Strategies that Engage Students (3.3)

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

Acceptable

**Summary of Practices:**

Instructional Facilitators and Professional Development Specialists provide access to and training for all teachers in effective practices.

## Instructional Leadership (3.4)

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

Acceptable

**Summary of Practices:**

District Administrators use Frameworks to monitor instruction on a monthly basis.

## Collaborative Learning Community (3.5)

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

Acceptable

**Summary of Practices:**

All teachers participate in at least one Professional Learning Community.

## Instructional Process (3.6)

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

Acceptable

### Summary of Practices:

Teachers use instructional strategies that are grounded in research-based practices and address the learning needs of all students.

## Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. [\(3.7 Rubric\)](#)

Acceptable

YES

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

### Summary of Practices:

Mentoring, coaching and induction programs are provided for three year to all teachers new to the district.

CCHS has a full time instructional facilitator dedicated to coaching all teachers in the building.

## Family Engagement (3.8)

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. [\(3.8 Rubric\)](#)

Acceptable

YES

Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)

### Summary of Practices:

Parents are kept informed of their student's progress using PowerSchool, Communique, Blackboard Connect, school and district websites, Camel TV.

<http://www-cchs.ccsd.k12.wy.us/index.html>

<http://www-cchs.ccsd.k12.wy.us/handbook.pdf>

## Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. [\(3.9 Rubric\)](#)

**Acceptable**

### Summary of Practices:

CCHS students participate in Advocacy 30-minutes each week. Advocacy teachers monitor each student's progress and success on a weekly basis.

## Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. [\(3.10 Rubric\)](#)

**Acceptable**

### Summary of Practices:

Teachers use common formative and summative assessments (including DSPAs) and a common district grading scale to evaluate each student's attainment of content skills and knowledge.

## Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. [\(3.11 Rubric\)](#)

**Acceptable**

**YES**

The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)

**YES**

The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

### Summary of Practices:

Instructional facilitator provides building specific professional development to teachers on an as needed basis to meet district and building initiatives.

## Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. [\(3.12 Rubric\)](#)

**Acceptable**

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

### Summary of Practices:

CCHS utilizes Summer School, ELO, intervention strategies, and provides advanced and AP Courses to meet the academic needs of all students.



# AdvancED Standard 5: Using Data for Continuous Improvement

## Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. [\(5.1 Rubric\)](#)

**Acceptable**

**YES**

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

### Summary of Practices:

Teachers use a variety of assessment data from local (DSPAs) and standardized assessments including ACT Suite and MAP.

Teachers uses common formative and summative classroom assessments where applicable.

## Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. [\(5.2 Rubric\)](#)

**Acceptable**

### Summary of Practices:

The school uses current and trend data from ACT Suite and MAP to gain a complete picture of student learning.

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

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

**Acceptable**

### Summary of Practices:

The Instructional Facilitator provides needed and necessary training to staff where applicable on using data in the classroom including MAP and the Learning Continuum.

## Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. [\(5.4 Rubric\)](#)

**Acceptable**

### Summary of Practices:

MAP data is used to verify student growth in learning.

## Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. [\(5.5 Rubric\)](#)

**Acceptable**

### Summary of Practices:

Leaders use a variety of communication methods to educate all stakeholders of students and school improvement.

## Teaching and Learning Improvement Plan

**GOAL(S):** Increase student achievement by .2 points as measured by the average ACT composite score by Spring, 2017. Reduce the number of students in Equity category by 10% by Spring, 2017.

**MEASURES AND METHODS (INTERVENTIONS):** ACT Composite, ACT Reading, ACT Language, ACT Math, ACT Science, Aspire

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks & Activities
SSR – Students and staff will have scheduled silent reading for at least 120 minutes per week. Reading selections will be free choice.	Ongoing	Staff	Staff Training/Refresher SSR Period
Read 180 – Targeted students will use Read 180 on a daily basis.	Ongoing	Special Ed Teachers Funded at District Level (D. Rose)	Read 180 Program Read 180 Inservice/Refresher
Content Literacy – Teachers will implement reading strategies in their content classrooms	Ongoing	Classroom Teachers IF	Literacy activities provided by IF Staff training/refresher
Graphic Organizers – Teachers will implement a variety of graphic organizers in their content classrooms to promote literacy skills including reading and writing.	Ongoing	Classroom Teachers IF	Graphic organizers provided by IF Staff training/refresher
Core Curriculum – Literacy strategies will be taught and implemented in the content area classrooms.	Ongoing	Teachers	Guaranteed and Viable District curriculum

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks & Activities
Professional Book Club – Staff can elect to participate in a book club focused on reading strategies for the classroom.	Ongoing	LSorenson Volunteer teachers	Monthly meetings
Student Book Club – Students will select titles to read and discuss in a group setting throughout the year.	Ongoing	LCooper Funded by CCPRD grant	Monthly meetings
Common Core Aligned Strategies – Teachers will incorporate each of the identified areas (Close Reading, Questioning, Text Complexity, Depth of Knowledge) into appropriate lessons/activities on a regular basis.	Ongoing	Staff	Inservice/refresher trainings by IF
Student Engagement – Teachers will utilize the Schlechty Engagement model to plan and prepare engaging activities for their classrooms.	Ongoing	Leadership Team	Leaders attended training in KY in Fall 2014 Advocacy implementation 2016-2017
21 <sup>st</sup> Century Technology – Teachers will learn to use and will implement 21 <sup>st</sup> Century Technology using the SAMR Model. Implementation will include iPads, Google, tablets, and apps where appropriate.	Ongoing	Committee Team	Staff Inservices Cchscamels.net Ccsd1schools.net

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks & Activities
ACT/Aspire Prep – Math teachers will implement a variety of review activities and test-taking strategies in their sophomore and junior level math classrooms. All students will receive instruction in ACT review in sophomore and junior English and science classes.	Ongoing	Math Teachers Jr. & Soph. English Teachers Science Teachers	Jr. Math PLC SMART goal Jr. English PLC SMART goal
Math Interventions – Teachers will target IEP students with math intensive bell work during study skills classes daily.	Ongoing	SpEd Teachers	Targeted strategies/activities
FastMath Next Generation – Targeted students will utilize the FastMath computer program in the math class for 30 minutes each class period.	Ongoing	SpEd Math	30 minutes per class period
Science Professional Development – Teachers will receive training in support of the STEM grant award.	Ongoing	Science Professional Development	Trainings 2014-2017

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks & Activities
Science Curriculum Training – Curriculum facilitators will receive ongoing, intermittent training with Wyoming Science Standards.	Ongoing	Science teachers Curr. Facilitator	Fall, 2014 Spring, 2015 Fall, 2016 Spring, 2016 Fall, 2016 Spring, 2017
Professional Learning Communities – Teachers will participate in at least one PLC at least twice a month.	Ongoing	Staff	Fall, Spring
Extra Learning Opportunity – Students have access to teacher tutors after school for math, English, and Science at least 2 days per week	Ongoing	Grant Funded	Schedule: <a href="http://www-cchs.ccsd.k12.wy.us/info/elo.html">http://www-cchs.ccsd.k12.wy.us/info/elo.html</a>
Summer School	Ongoing	Grant Funded	Summers Schedule available Spring

**Evaluation/Evidence** Monitor student achievement for increases in ACT Reading, ACT Writing, ACT Math, ACT Science, and Aspire.

# DOMAIN 2: LEADERSHIP CAPACITY

## AdvancED Standard 1: Purpose and Direction

### Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. <a href="#">(1.1 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school provides opportunities for <i>all children</i> to meet the State's proficient and advanced levels of student academic achievement. (Federal)
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**Summary of Practices:**

CCHS revisits and reviews its purpose (mission and vision) statements on a five year cycle. Input is gathered from a variety of sources including parents, students, and staff to evaluate and ensure effectiveness.  
<http://www-cchs.ccsd.k12.wy.us/index.html>

### Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. <a href="#">(1.2 Rubric)</a>	<b>Acceptable</b>
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**Summary of Practices:**

All decisions are made based on their ability to support our mission, vision, and school improvement goals. Common core aligned practices focus on integration of depth of knowledge (including close read, questioning, and text complexity) for all students.

## School Improvement Process (1.3)

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

### Summary of Practices:

As part of our ongoing school improvement process, CCHS maintains and regularly updates its school profile which contains information and data to support our literacy goal and interventions. The school improvement plan contains goals, interventions, monitor points, evaluations, and adjustments as applicable.



## AdvancED Standard 2: Leadership

### Board Policies and Practices (2.1)

**Board Policies and Practices:** The governing body establishes policies and supports practices that ensure effective administration of the school.  
([2.1 Rubric](#))

Acceptable

YES

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

#### Summary of Practices:

District Policies can be found here:

<http://www.campbellcountyschools.net/departments.cfm?subpage=57059>

### District Board Operations (2.2)

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

Acceptable

#### Summary of Practices:

School Board meeting agendas and minutes can be found here:

[http://www.campbellcountyschools.net/board\\_members.cfm?master=48123&cfm=end](http://www.campbellcountyschools.net/board_members.cfm?master=48123&cfm=end)

### Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. ([2.3 Rubric](#))

Acceptable

#### Summary of Practices:

CCHS has a fully staffed administrative department including principal, three associate principals, and one dean of students. In addition, each department is represented by a department head in a fully functioning faculty council.

## Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system’s purpose and direction. [\(2.4 Rubric\)](#)

**Acceptable**

### Summary of Practices:

Teachers are expected to fully engage all students in higher level learning and leaders are supportive of teacher creativity and collaboration. All teachers are trained in highly engaging best practices using the Schlechty Engagement Model.

## Stakeholder Engagement (2.5)

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

**Acceptable**

**YES**

The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)

### Summary of Practices:

Students, staff, and external stakeholders are subject to survey opportunities every three-years to collect data and input regarding a variety of improvement efforts.

## Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. [\(2.6 Rubric\)](#)

**Acceptable**

**YES**

The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)

**YES**

The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)

**YES**

The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

### Summary of Practices:

Teachers at CCHS are evaluated using the Danielson Frameworks Model of Supervision.

## Leadership Capacity Improvement Plan

**GOAL(S):** Increase student achievement by .2 points as measured by the average ACT composite score by Spring, 2017. Reduce the number of students in Equity category by 10% by Spring, 2017.

**MEASURES AND METHODS (INTERVENTIONS):** ACT Composite, ACT Reading, ACT Language, ACT Math, ACT Science, Aspire

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks & Activities
Teachers Supervision – Teachers will be evaluated regularly using the Danielson Frameworks model.	Ongoing	Administrators	Training, Spring 2012 Refresher as needed Monthly Walk-throughs Formal Evaluations
Leadership – Principals attend leadership meetings monthly to enhance communication and foster district relations.	Ongoing	Administrators	Thursdays following board meetings
Growth Plan – Leaders will implement a growth plan and will model successful professional growth for their building members.	Ongoing	Administrators	Frameworks
Professional Learning Communities – Principals participate in district level PLCs at least once a month.	Ongoing	Administrators	Intensive Advocacy Group Faculty Council
Parent Council - Principals meet monthly with a parent advisory group to gather input and suggestions regarding CCHS.	Ongoing	Administrators	Monthly meetings

**Evaluation/Evidence** Monitor student achievement for increases in ACT Reading, ACT Writing, ACT Math, ACT Science, and Aspire.

# DOMAIN 3: RESOURCE UTILIZATION

## Standard 4: Resources and Support Systems

### Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program. <a href="#">(4.1 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)
<b>YES</b>	Instruction is provided by highly qualified teachers (Federal)
<b>YES</b>	Paraprofessionals meet the requirements of ESEA (Federal)

**Summary of Practices:**

The district uses TalentEd for applicants to apply for positions. Applicants have to meet the requirements set by the State of Wyoming Department of Education to teach in Campbell County School District.

## Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. [\(4.2 Rubric\)](#)

**Acceptable**

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

### Summary of Practices:

Resources at CCHS are allocated in support of instructional time and academic purpose.

## Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. [\(4.3 Rubric\)](#)

**Acceptable**

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

### Summary of Practices:

Campbell County School District has a Healthy Schools & Safety Manager that has clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders.

Maintenance Schedule -

<https://drive.google.com/a/ccsd1schools.net/file/d/0B3jLBndNLQYLWDIwbHdkUVV4TWM/view>

## Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. [\(4.4 Rubric\)](#)

**Acceptable**

**YES**

Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)

### Summary of Practices:

CCHS provides kindles, i-pads, laptops and a fully operational library for students to access media and information resources to achieve educational programs of our school.

## Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. [\(4.5 Rubric\)](#)

**Acceptable**

**YES**

The school has implemented the district technology plan. (Wyoming)

### Summary of Practices:

CCHS has a technology plan that supports teaching, learning and operational needs of all stakeholders.

## Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. [\(4.6 Rubric\)](#)

**Acceptable**

### Summary of Practices:

Campbell County School District has implemented Kid Clinic, a school based health care clinic, provides medical care and mental health services for Campbell County Students and their siblings age two years and older. We also provide McKinney-Vinto students with resources as needed.

## Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. <a href="#">(4.7 Rubric)</a>	<b>Acceptable</b>
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<b>YES</b>	The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)
<b>YES</b>	All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming)

### Summary of Practices:

CCHS has implemented a BIT process for students who may be struggling in class. Our 504 parent guidelines are listed on the district website.



## Resource Utilization Improvement Plan

**GOAL(S):** Increase student achievement by .2 points as measured by the average ACT composite score by Spring, 2017. Reduce the number of students in Equity category by 10% by Spring, 2017.

**MEASURES AND METHODS (INTERVENTIONS):** ACT Composite, ACT Reading, ACT Language, ACT Math, ACT Science, Aspire

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks & Activities
Health Core Curriculum – Students will be instructed in healthy lifestyle choices in their health class.	Ongoing	PE/Health Teachers	<a href="http://www.campbellcountyschools.net/departments.cfm?subpage=64356">http://www.campbellcountyschools.net/departments.cfm?subpage=64356</a>
Gym 60 – Students will participate in the Gym 60 program. Classes are available for staff.	Ongoing	PE/Health Teachers	Lifelong fitness and wellness activities
Social Norming Campaign – Students will receive information and have the opportunity to participate in a healthy lifestyle.	Ongoing	Student Asst. Coordinator PE/Health Teachers Dir. Student Support	Posters related to drug/alcohol use Community media
Mental Health Referral System – Students will be referred to mental health counseling as needed.	Ongoing	Student Asst. Coordinator Dir. Student Support Teachers Administrators Nurse/ Counselors	Signs of Suicide Program
Substance Abuse Referral System – Students will be referred to substance abuse support programs as needed.	Ongoing	Student Asst. Coordinator Dir. Student Support Teachers Administrators Nurse/Counselor	Staff/Parent Referrals

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks & Activities
Olweus Anti-Bullying Program – Students will participate in the Olweus Anti-Bullying program.	Ongoing	\$3000 Olweus Building Committee Burgess, Shields	Training, Fall 2012 New teacher training 6 hrs 1 hour refresher per year
Staff Wellness & Incentives – Wellness opportunities and incentives will be provided to staff members. Staff will be compensated monetarily for personal wellness.	Ongoing	Wellness Committees	Touchdown fall 2016 Self off the shelf 2016 Unnamed 2017
Suicide Prevention – Jason Flatt Act	3 year implementation	All Staff	Complete 8 hours of suicide prevention training within 3 years. Spring, 2017
Student Resource Officers – CCHS has a full time SRO.	Ongoing	SRO	

**Evaluation/Evidence** Monitor student achievement for increases in ACT Reading, ACT Writing, ACT Math, ACT Science, & Aspire.