
Application Printout

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Applicant: 40-I091 ARKOMA

Application: 2019-2020 Continuous Improvement Plan - A0 - 0715 ARKOMA HS

Project Period: 7/1/2019 - 6/30/2020

Cycle: Original Application

Date Generated: 4/28/2020 5:00:00 PM

Generated By: 131786

Nine Essential Elements (9EE) Needs Assessment Prioritization

INSTRUCTIONS: Using the 9EE Needs Assessment, the Schoolwide Data Picture, and the results of the 9EE Stakeholder Surveys, Sites will identify their strengths and prioritize their areas of focus in the table below.

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i>
Academic Performance - Elements 1,2,3	1.3-1.4 We do well because we typically have one teacher per subject. 1.5 We are partially implementing ICAP, completely implementing 2019-2020.2.7 We feel this is a strong positive for our school. 2.1 District does have a policy. 3.Our district does support teachers to broaden their abilities. 3.4 We feel we are strong in collaboration about motivation techniques. 3.5 We are really good with technology. 3.6 We have plenty of usable technology.	1.1Need curr. alignment.1.2 Need mapping and vertical teaming to close gaps. 2.6 is a need.2.8 We have not received training nor do we collaborate across content areas.1.6Our district does not currently have a systematic process for monitoring, evaluating, reviewing and making recommendations.1.7 Our district needs to work on higher order thinking, being project based, and applying content area beyond the common academic core. 2.2Need collaboration.2.3We need to incorporate pre-tests, rubrics, rigorous dok levels.2.4Need.2.5 We are lacking variety of assessments and providing feed back.3.1We need to use varied instructional strategies. 3.2 We need to work on implementing differentiated activities. We need more vertical teaming.3.3Need to incorporate more learning activities. 3.7 Need to analyze student work.3.8Homework is not utilized to its full potential.
Learning Environment - Elements 4,5,6	4.1 Buildings are very clean, orderly, and safe.4.4 There is positive communication about decision-making processes. 4.5 Leadership acknowledges teacher successes and efforts.4.6 Assignment of teachers maximizes opportunity for students. 4.9 District has website and uses social media. 5.1 We feel we involve the family. 5.2 We are moving to a full time counselor to help fill gaps. 5.3 We provide small groups for instruction, opportunities for professional growth, and training on student identification. 5.5 Our student record system is in place. 6.7 We do have a clearly defined evaluation process. 6.8 Fiscal resources are provided for PD.	Need to work on standards being communicated.4.2 Need to establish an environment conducive to higher rigger and a welcoming environment. 4.3 Need to work on expectations and the impact teachers have on student success. 4.7 Communication with student families is poor. 4.8 The moral of staff needs improvement. 4.11 Need to look at diversity.5.1Need to work on involving families with intellectual and developmental needs.5.5 We need academic portfolios.5.4 We need to provide learning support beyond the classroom.6.1 PD is offered and encouraged but not taken advantage of by staff members. 6.2 PD is not specific to individual staff members needs.6.4 High quality PD is difficult to attain when funding isn't provided. 6.5 We are inadequate in this area. 6.6 PD does not connect with student achievement.6.10 Personnel evaluations meet requirements but are not properly executed. 6.11 Our comprehensive school improvement plan needs to be utilized

<p>Collaborative Leadership - Elements 7,8,9</p>	<p>7.1 We have good communication about our vision. 7.2 We do collaborate about student performance. 7.3 There is a established growth plan for each administrator. 7.4 Population subgroups are used to meet the needs of individual students. 7.5 Instructional staff's access to curriculum training is allocated for fiscally. 7.6 Adequate time is spent to maximize instruction. 7.7 Goals have been established and continuously trying to be met. 7.8 A safe and effective learning environment is a priority. 7.9 School policy is efficient. 7.10 Staff focuses on academics. 8.1 School does a good job managing and allocating resources. 8.2 Students have access to entire curriculum. 8.3 Staff allocation is sufficient. 9.1 The school's vision, mission and beliefs are established and communicated.</p>	<p>better. 6.12 Evaluation process needs work.</p> <p>7.2 Need to improve analyzing data. 7.11 Leadership skills of the principal are a work in progress. 8.4 Instructional time is not maximized by most faculty. 8.5 We need to establish more effective ways to vertically and horizontally align. 9.6 Planning needs to be developed. 9.16 Comprehensive school improvement plan is not effectively utilized.</p>
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Mission/Vision Statements

INSTRUCTIONS: Revisit on the site's current Mission and Vision statements. Develop new statements or modify the current statements to align with the site's goals for continuous improvement. Enter the Site's Mission and Vision statements.

Continuous Improvement Mission Statement(506 of 1000 maximum characters used)

Arkoma Public School's staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of students. Our highly qualified staff recognizes the value of professional development in order to rigorously challenge students. Our teaching practices are both reflective and responsive to the needs of our students. Through diversified experiences, our students discover their potential, achieve readiness for college and careers, and succeed in a safe and caring environment.

Continuous Improvement Vision Statement (321 of 1000 maximum characters used)

The vision at Arkoma Public School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocol, identify the current year's priorities. Sites are required to enter two SMART Goals with the option to add a third. 'S' is for specific. 'M' is for measurable. 'A' is for achievable. 'R' is for realistic. 'T' is for time bound. After entering the SMART Goal, select the 9EE Pillar and Element that aligns with the goal. Enter the target date that the goal will be achieved. *Priority 3 is REQUIRED if applying for the competitive grant*

FY20 Priority 1: SMART Goal (250 of 250 maximum characters used)

By the end of the FY20 school year, all teachers will have received extensive training in curriculum alignment with state standards to close reading and math gaps, so that students master state standards and increase ACT composite score by one point.

Pillar and Element

AP - Curriculum*

Target Date

5/1/2020

FY20 Priority 2: SMART Goal (242 of 250 maximum characters used)

By the end of FY20, students will receive instruction focused on differentiation and higher order thinking skills using evidence based

Pillar and Element

AP - Instruction*

Target Date

5/1/2020

practices in order to meet diverse learner needs and increase the average ACT composite score by one point.

AP - Instruction 5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (126 of 250 maximum characters used)

Pillar and Element

Target Date

By May 2020, our school graduation rate will increase by 10% as evidenced by the 2019 School Report Card and district records.

LE - School Culture* 5/1/2020

Plan Narrative Rubric

INSTRUCTIONS: Use the rubric below to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for the competitive grant must also upload a supplemental narrative on the Edge Grant tab. See Edge Grant tab for details.

COMPONENTS	Implementation Level	Development Level	Planning Level
Overview of Continuous Improvement Plan	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achievable.	Narrative addresses all components, but some lack thoroughness and clarity. Action Steps have gaps or may need revision.	Narrative does not address a majority of components with thoroughness and clarity. Action Steps are incomplete or unachievable.
Evidence Based Interventions (EBI)	The process the site used to select the EBIs is described in detail along with how the EBIs not only support the SMART Goal(s), but contribute to the sustainability of the goal long term.	The process the site used to select the EBIs is described in detail along with how these EBIs support the SMART Goal(s).	The process the site used to select the EBIs is outlined, but no connection to the SMART Goal is evident.
Progress Monitoring	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction and the implementation of those elements at the site are described in detail.	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction are described.	The elements of progress monitoring are mentioned, but in general terms; not specific to the site or the SMART Goal.
District Involvement	Provides specific examples of how the District will support the development and implementation of the SMART Goal(s).	Provides an overview of the how the District will support the development and implementation of the SMART Goal(s).	Provides brief statement about District involvement, with no connection to SMART Goal(s).
Professional Learning Communities (PLC)	Explains, in detail, how the existing PLCs have been integrated into the site's process for achieving the SMART Goal(s). A list of topics and schedule is included.	The narrative discusses the PLCs role in supporting the SMART Goal(s) and includes examples to potential topics.	The site currently does not use PLCs and/or narrative provides a brief statement about PLCs.
	Describes the process of how the site		

Professional Development	has selected appropriate, quality PD opportunities that support the SMART Goal(s) and how PD will lead to the sustained achievement of the SMART Goal(s).	Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).	Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.
Rigorous Review Process <i>(Provide information only if using an external partner.)</i>	The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included and the types of external partners the site will be using have been identified.	The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.	The Rigorous Review Process has not been addressed.
Operational Flexibility <i>(Provide information only if the site identifies barriers.)</i>	The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are clearly listed and the District has agreed to provide this operational flexibility.	The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are listed.	Operational flexibility have not been addressed.

Plan Narrative

INSTRUCTIONS: Use the rubric provided to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for competitive grant funds must also upload a Supplemental Narrative on the Edge Grant tab.

(7978 of 8000 maximum characters used)

Arkoma Leadership Team attended CSI training in April and June where they were guided by the SDE CSI team using a triangulation analysis process. Using this process, our team conducted a Needs Assessment for the 9 EE's (consensus building), we also analyzed our ACT data and benchmark data from the 18/19 school year. In addition, all teachers, students, parents, and administrators were asked to complete the OSDE surveys at the end of the year and this perception data was utilized as well. Having analyzed all three data points we determined that our three SMART goals would be; Priority 1 SMART Goal - By the end of the FY20 school year, all teachers will have received extensive training in curriculum alignment with state standards to close reading and math gaps, so that students master state standards and increase the average ACT composite score by one point. Developing and incorporating PLC teams to work on curriculum alignment and mapping. Creating Pacing Guides and Curriculum Maps in at least one core content area. Aligning educational resources to Oklahoma Academic Standards (OAS). Providing teachers with the needed resources to develop curriculum (USA Test Prep and MacBooks), while also providing them with training opportunities to build their capacity in curriculum development. Implement vertical team discussions during PLC's focused on curriculum alignment to close gaps and increase student mastery of standards. Network with other districts/High Schools similar to ours to share curriculum maps, assessments, differentiated activities, and evidence-based practices. Utilize a 7-step review process to evaluate and assess the effectiveness of the designed curriculum. Priority 2 SMART Goal - By the end of FY20, students will receive instruction focused on differentiation and higher order thinking strategies using evidence base practices in order to meet diverse learner needs and increase the average ACT composite score by one point. Disaggregate and analyze data using an inquiry process to understand and monitor student needs and growth in order to improve achievement. Our external provider will provide Differentiated Instruction training using evidence-based practices and individualized instruction using a variety of modes. Our external provider will provide Higher Order Thinking using questioning strategies training to all staff. We will send our part-time counselor, who will be training to be an instructional coach, to the Jim Knight Instructional Coach Institute in order to support instruction and learning and close achievement gaps and while sustainability. Instructional Coaching (Jim Knight model) and training will be provided by our external provider for the High School Instructional Coach and classroom teachers, using a Train the Trainer Model to build sustainability and teacher instructional support and meet the diverse needs of our students in order to close achievement gaps. Priority 3 SMART Goal - By May 2020, our school graduation rate will increase by 10% as evidenced by the 2019 School Report Card and district records. Many of our students have parents that either did not graduate or had no post-secondary training. Because of this, many of our students and their families are not aware of college and training opportunities, therefore the proposed action steps for this third SMART goal would be: Increase career awareness through partnership with Kiamichi Technology Center. Implement career testing, such as Pre-ACT, ASVAB, Job Aptitude testing, etc. Plan for a Family Night to review the college application process and funding opportunities for our students. Implement a plan to provide support for ICAP implementation. We feel that the proposed action steps are needed and will be attainable through PLC Planning Time, PD, the use of an external provider, and our Leadership Team meetings. The sustainability of our goals will be maintained by building teacher and administrator knowledge and capacity in curriculum development, providing instructional coaching supports for teachers, building professional learning communities to "work on the work "and implementing a monitoring process for all goals. It is our desire at Arkoma High School to meet the needs of all of our learners and preparing them for college/career once they graduate. As outlined in our plan we will do that by creating and aligning our curriculum so that our students master state standards, provide intentional and planned instruction focused on differentiation to meet student needs and higher order thinking strategies using evidence based practices to increase academic achievement, and changing our culture to increase our graduation rates. It is our desire to provide the best possible learning environment for our students and are committed to implementing the changes needed to do so. Evidence Based Interventions District leaders and the leadership team

accessed What Works Clearinghouse and Effective Practices Research Briefs and Evidence Rating to select a "Strong Evidence" for implementation and obtaining our three SMART goals. satisfied the ESSA criteria for "Strong Evidence," and will meet the identified instructional and learning needs. Sustainability will be achieved by growing teachers as teachers of reading and by providing the reading foundation students need for future learning. In addition, will be using Collier Education Consulting, L.L.C. as our external provider. Our leadership team used the Edge External Provider Rubric to determine if the provider would meet ESSA criteria, as well as our team/school's. Our leadership team also met with Kim Collier, president of Collier Education Consulting, L.L.C., to discuss background working with small rural districts like ours, results, and capacity. Priority SMART Goal 1 - Teachers will have received extensive training focused on curriculum alignment and design in core subject areas to improve student academic achievement and mastery of state standards in all tested subjects that are aligned with grades above and below so that all gaps are filled and unnecessary overlaps are removed. The curriculum mapping process is a proven strategy to help "space learning over time and arrange to review key elements of the course content" (Educators Practice Guide Organizing Instruction and Study to Improve Student Learning, pgs.5-7-Moderate). In addition, research shows that delayed review has a large positive impact on the amount of information remembered much later. In addition, assessments using quizzing to promote learning and re-expose students to key content not only reduces the rate at which information is forgotten but has "strong evidence" (WWC Practice Guide Organizing Instruction & Study to Improve Student Learning, pgs.19-22-Strong) of effectiveness. Some additional components of curriculum mapping include assessments and asking deep explanatory questions (pgs.29-31, Strong). Time will be provided during PLC's to create and design curriculum and conduct vertical team discussions. There is strong evidence of the effectiveness of instructional teams (professional learning communities) positively benefitting student learning and ensuring that units of instruction are standards aligned and frequent assessment of student learning is research supported (Evidence Review and Effective Practices Briefs, pg. 6, strong evidence). Furthermore, engaging instructional teams in assessing and monitoring student mastery shows strong evidence for effectiveness (Evidence Review and Effective Practices Briefs, pg. 11, strong evidence). Priority SMART Goal 2 - In order to meet student learning needs and increase academic achievement, teachers will focus on using differentiated instruction and higher order thinking strategies using evidence base practices. We do not have enough space to place the rest of our CIP Narrative here so we have uploaded the entire CIP Narrative in Supporting Documentation for your review

Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

Priority 1 SMART Goal:

By the end of the FY20 school year, all teachers will have received extensive training in curriculum alignment with state standards to close reading and math gaps, so that students master state standards and increase ACT composite score by one point.

Pillar and Element:

AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Developing a PLC strategic plan based on data and teacher needs to incorporate PLC teams to work on curriculum alignment and building.	Administration and all teachers	External Provider Leadership Team Administration and all teachers	Time to work on curriculum alignment.	Scheduled LC's, and PDAugust 2019-May 2020	515 for external provider	Lead teachers, external providers will provide support as needed when reviewing completed curriculum.
Aligning educational resources to Oklahoma Academic Standards (OAS).	Administration and all teachers	External Provider OAS and ACT standards Curriculum Frameworks ACT Learning Progressions	Planning time for teachers to align OAS .	All through the year, including PLC's and PD days when provided.	NONE	ACT composite scores Benchmarks Lesson Plans

Creating Pacing Guides and Curriculum Maps in at least one core content area.	Administration and all teachers	External provider OASACT Learning ProgressionsResources	Planning time to complete the process. Time will be provided during PLC's and PD days.	September, 2019-May, 2020 during PLC's, PD's, and Plan times when appropriate.	515 for external provider	OAS/ACT composite scoresAdministration and External provider will monitor curriculum maps and provide feedback.
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Providing teachers with the needed resources to develop curriculum, while also providing them with training opportunities using Collier Educational Consulting, L.L.C., to build their capacity in curriculum development.	School AdministratorsTeachers, Administrators	Instructional resources that are needed to build an appropriate curriculumUSA test prepMacBook Airs for teachers to use when creating curriculum maps, formative assessments, and research evidence based practices to align OAS standards and close achievement gaps.	Teachers are used to using and teaching from textbooks and they need to begin using authentic lessons aligned to OAS.Aligning resources with data and OAS and close achievement gaps (this is a new process for all). Use technology to create curriculum maps and align OAS. Time will be needed to create the curriculum maps and for teachers to become familiar with using MacBook's.	Throughout the school year to meet teacher and student needs.Throughout the school year to meet teacher and student needs.	515515	TLE evaluations by administration and support from External providers. Formative assessments using USA test prep results to determine student mastery and OAS skills and DOK levels needed for mastery throughout the school year.
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Vertical team discussions during PLC's to close achievement gaps.	TeachersAdministrators	OAS and ACT standardsCurriculum FrameworksACT Learning ProgressionsCurriculum Maps	Understanding the standards and being open to suggestions for change to vertically align standards	During PLC's, PD's, and Plan times when appropriate.	NONE	Vertical teaming notes and findings
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Utilize a 7-step review process to			Planning time to			
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evaluate and assess the effectiveness of the designed curriculum.

Administration
External
Provider
Teachers

NONE

complete the process and resistance to change

End of FY 20

515 for external provider

Increase on the ACT composite score

Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

Priority 2 SMART Goal: By the end of FY20, students will receive instruction focused on differentiation and higher order thinking skills using evidence based practices in order to meet diverse learner needs and increase the average ACT composite score by one point.

Pillar and Element: AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Disaggregate and analyze data using an inquiry process to understand and monitor student needs and growth in order to improve achievement.	Administrators and Teachers	ECS, External provider NWEA MAP PSRC Chrome books for students Supplies for data wall	Understanding and using data to drive decision making. We have a new benchmarking system and teachers need to get familiar with it.	During PLC's and during data digs.	CSI515515515515	Growth data on NWEA Map will increase during the year. ACT composite score will increase by 1 point.
Our external provider will provide Differentiated Instruction training using evidence-based practices (Learning styles, small group, RTI, etc.).	All teacher and Administration ECS, external provider	ECS will provide training focused on using differentiated instruction. MacBook Air Laptops for teachers	Going from traditional methods of teaching to learner centered that is differentiated.	September, 2019- May, 2020	CSI515	Focus walks, lesson plans, TLE will be used to monitor implementation and effectiveness using differentiated instructional strategies.

<p>Our external provider will provide Higher Order Thinking strategies training.</p>	<p>All teachers and Administrators ES, external provider</p>	<p>ECS, Kim Collier will provide training Blooms DOK Webbs DOK</p>	<p>Increasing rigor in classrooms is a challenge for many teachers due to students in the gap or lack of teacher knowledge on how to implement rigor.</p>	<p>August, 2019-May, 2020</p>	<p>CSI</p>	<p>Focus walks, lesson plans, TLE will be used to monitor implementation and effectiveness using higher order thinking strategies.</p>
<p>We will send our part-time counselor, who will be training to be an instructional coach, to the Jim Knight Instructional Coach Institute in order to support instruction and learning and close achievement gaps and while sustainability.</p>	<p>School Administration and Instructional Coach</p>	<p>ECS, Train the trainer model with the instructional coach</p>	<p>time to implement</p>	<p>October, 2019-May, 2020</p>	<p>CSI</p>	<p>Administrator evaluation teacher feedback and reflections through coaching</p>

Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

Priority 3 SMART Goal:

By May 2020, our school graduation rate will increase by 10% as evidenced by the 2019 School Report Card and district records.

Pillar and Element:

LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Increase career awareness through career fairs and partnership with Kiamichi Technology Center.	School Counselor Kiamichi contact	Vendors to be present at the career fairs	_____	Fall and spring	CSI	Attendance at career fairs with our students
Implement career testing, such as Pre-ACT, ASVAB, Job Aptitude testing, etc.	School Counselor	Flexibility in scheduling testing dates.	Student's attendance and effort.	Fall and spring	NONE	Assessments administered
Plan for a Family Night to review the college application process and funding opportunities for our students.	School Counselor Leadership Team	District support PLC's and planning time	Time to complete planning and communication with families to attend	Fall	NONE	Participation percent of families attending and number of applications processed
Implement a plan to provide support for ICAP implementation.	Administrators and School Counselor	NONE	Time to complete and implement	Fall and spring	NONE	ICAP given to HS students and possibly JH students

Guest Speakers - David Rendall - motivating teachers and building student engagement

Administrators and Teachers

David Rendall

Be willing to change status quo

Throughout the year

515

Focus walks, TLE by administration and collaboration with teachers during PLCs documenting with sign in sheets and agendas.

Decrease Chronic Absenteeism

Administrators and Teachers

School Attendance Records Attendance Folders Guest Speaker - Tommie Mabry - decrease dropout rate and decrease chronic absenteeism

Helping change our school culture with our parents so they see the importance of their children's attendance at school.

Throughout the year

NONE515515

Attendance folders will be monitored through collaboration during PLCs with teachers and administration. School attendance reports will be monitored throughout the year and comparison data will be utilized with the school report card each year to determine decline with chronic absenteeism.

Professional Development

INSTRUCTIONS: List the professional development planned for the current year that specifically support the site's SMART Goals. Each quarter, the site will amend the CIP in order to enter any completed dates. Required annual trainings such as CPR, Bloodborne Pathogens, etc are not applicable and should not be listed.

Provider Definitions:

LEA - The PD is provided by district staff, site staff, or staff from another LEA.

SEA - The PD is provided by the Oklahoma State Department of Education.

External Provider - The PD is provided by any other non-LEA or non-SEA source.

Professional Development Name	Tentative Date	Provider	Date Completed
Where we were. Where we are. Where we want to be! School Report Card/Curriculum Frameworks-9E	08/13/2019	External Provider	08/13/2019
Freak Factor	08/14/2019	External Provider	08/14/2019
Building Positive Student-Teacher Relationships	08/21/2019	LEA	08/21/2019
Providing Structure in the Classroom	08/28/2019	LEA	8/28/2019
USA Test Prep training	10/31/2019	External Provider	
NWEA MAP Training-OPRSC - SMART Goal Priority 2 - Instruction	09/23/19	External Provider	09/23/19
Beginning of Year Data Dig and NWEA Map support - SMART Goal Priority 2 - Instruction	10/16/19	External Provider	
Introduction and Overview of Curriculum Alignment and Mapping-SMART Goal Priority 1 Curriculum	10/30/19	External Provider	
Tommie Mabry - Motivational Speaker	01/08/20	External Provider	
Differentiation and HOT Strategies - Kim Collier, ECS - SMART Goal Priority 2 - Instruction	03/06/20	External Provider	