
Application Printout

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Applicant: 67-C054 JUSTICE

Application: 2019-2020 Continuous Improvement Plan - A0 - 0105 JUSTICE PUBLIC
SCHOOL

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

Cycle: Amendment 2

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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>
<p>Academic Performance - Elements 1,2,3</p>	<p>These areas of strength were identified using our three data points.9EE.1.1-1.2: The district provides weekly dedicated collaboration time to review data to maintain alignment to the OAS according to each grade and developmental level.9EE.2.4: Instructional personnel and administration analyze and disaggregate data from OSTP, benchmark, and formative assessments in order to identify and strategically plan instructional methods to eliminate gaps in learning.9EE.3.5: All instructional personnel integrate technology into classroom instruction regularly to support and enhance student learning.</p>	<p>These areas of weakness were identified using our three data points.9EE.1: Although dedicated collaboration time is regularly scheduled, additional training is necessary to fully develop and implement an evidence-based curriculum focused on the development of higher-order thinking skills.9EE.3: Collaboration and training is needed to effectively develop and provide differentiated instruction of student-centered, standards-based and culturally responsive lessons and units. 9EE.2: Additional training is needed for instructional personnel to develop and track effective formative and summative assessments.</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>These areas of strength were identified using our three data points.9EE.4.9: Teachers communicate regularly through traditional methods such as newsletters, bulletins, weekly notes and parent/teacher conferences. In addition, the district and teachers use multiple electronic methods of communication with families, including the school website, E-Note phone and text messaging service, the school Facebook and Twitter pages, and the automated calling system.9EE.5: All parents and family members are regularly encouraged and welcome to provide assistance in classrooms.9EE.6: The district maintains a formal process for prioritizing and aligning professional development to student achievement.</p>	<p>These areas of weakness were identified using our three data points.9EE.4.5, 4.8 & 4.10: Instructional staff need additional training to provide mentoring in advocate role as an advisor-advisee. District staff will strategically target celebrating student successes and achievements regularly.9EE.6.5: The instructional staff will become coaches and mentors for colleagues as they receive various job embedded training and professional development opportunities. 9EE.5: Learning support beyond the instructional day remains an ongoing struggle to remove barriers to student achievement for the school and for families.</p>

**Collaborative Leadership -
Elements 7,8,9**

These areas of strength were identified using our three data points.9EE.7.4: The district leadership team analyzes and disaggregates data for strategic planning throughout the year.9EE.9.2 & 9.3: The district maintains an ongoing system for the collection, analyzation, and disaggregation of data for strategic planning.9EE.8.4, 8.8 & 8.9: Shared planning and collaboration time is built into the daily schedule. All expenditures support the vision and mission of the school and in accordance with school improvement plans and grant requirements.

These areas of weakness were identified using our three data points.9EE.7.5: The school leadership team and staff need access to external curriculum development and training opportunities as well as opportunities for extended collaboration.9EE.9.4: The leadership team needs to review the latest educational research that impacts student learning and report the findings regularly to all staff members.9EE.8.5: Additional training for all instructional personnel is necessary to effectively collaborate for aligned team lesson planning and mapping.

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(150 of 1000 maximum characters used)

The mission of the Justice School District is to create a learning environment where students will master the skills needed to be productive citizens.

Continuous Improvement Vision Statement (170 of 1000 maximum characters used)

The vision of the Justice School District is that every Justice student who graduates from the 8th grade will be fully prepared to enter and be successful in high school.

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 (197 of 250 maximum characters used)

By the end of the FY20 school year, all teachers will have received extensive training related to curriculum and assessment in order to increase OSTP test scores in each tested area by at least 5%.

Pillar and Element

AP - Curriculum*

Target Date

6/15/2020

FY20 Priority 2: SMART Goal (221 of 250 maximum characters used)

By the end of the FY20 school year, students will receive instruction focused on differentiated and blended learning using evidence-based practices in order to increase OSTP test scores in each tested area by at least 5%.

Pillar and Element

AP - Instruction*

Target Date

6/15/2020

FY20 Priority 3 (Competitive): SMART Goal (233 of 250 maximum characters used)

By the end of FY20, school culture will have improved in the areas of mentoring (Q17-PS) and recognition of student successes (Q23-TS) as evidenced by an increase of 0.5 using the results of Marzano's "What Works in Oklahoma" survey.

Pillar and Element

Target Date

LE - School Culture*

6/15/2020

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.

(7999 of 8000 maximum characters used)

FY20 Justice Public School District CIP Overview
The Justice District Leadership Team (DLT) attended OSDE CSI training and guidance using a triangulation analysis process to analyze the Needs Assessment for the 9EE's (consensus building), FY17-FY19 OSTP and benchmark data, and OSDE teacher, student, parent, and administrator survey data. After assembling the data and analyzing all three data points, the DLT determined the following SMART goals:

1. Priority 1 SMART Goal - By the end of the FY20 school year, all teachers will have received extensive training related to curriculum and assessment in order to increase OSTP test scores in each tested area by at least 5%. Justice plans to achieve SMART Goal #1 by utilizing an external provider to train staff to incorporate PLC teams to work on curriculum alignment and building; aligning educational resources to OAS; creating pacing guides and curriculum maps; providing teachers with resources to develop curriculum, while also providing them with training to build their capacity in curriculum development; vertical team discussions during PLC's to close achievement gaps; and utilize a 7-step review process to evaluate and assess the effectiveness of the designed curriculum.
2. Priority 2 SMART Goal - By the end of the FY20 school year, students will receive instruction focused on differentiated and blended learning using evidence-based practices in order to increase OSTP test scores in each tested area by at least 5%. Justice plans to achieve SMART Goal #2 by utilizing an external provider to train staff to effectively incorporate differentiated, blended, and higher order thinking strategies into instruction using evidence-based practices. Additionally, instructional coaching will be provided by our external provider using a Train the Trainer Model. Also, training will be provided as needed to disaggregate and analyze data using an inquiry process to understand and monitor student needs and growth in order to improve achievement.
3. Priority 3 SMART Goal - By the end FY20, School Culture will have improved in the areas of mentoring (Question 17-Parent Survey) and recognition of student successes (Question 23-Teacher Survey) as evidenced by an increase to 0.5 using the results from Marzano's "What Works in Oklahoma" survey. Justice plans to achieve SMART Goal #3 by utilizing an external provider to provide culturally relevant curriculum and instruction training using evidence-based practices, and student mentoring training to effectively implement a teacher-student mentoring program. In addition, the district will schedule family engagement nights, regular automated phone calls and text messages, monthly newsletter, Facebook, Twitter, and other methods to showcase our students' achievements. The Justice DLT action process will be implemented through the guidance of external providers, PLC Planning, professional development, and DLT meetings. Implementation and sustainability of the action steps will be prioritized to monitor and evaluate the status of each SMART goal to meet the needs of all of our learners. To ensure the success of the plan, curriculum will be aligned with OAS; implement direct intentional planning which focuses on blended differentiated instruction; establish evidence based practices to increase higher order thinking skills and academic achievement; and implement steps to change the culture to promote an environment more conducive to learning for the community/school.

Evidence Based Interventions
The DLT reviewed evidence-based practices to assist with implementation and achievement of SMART goals. What Works Clearinghouse and Center on Innovations in Learning Effective Practices Research Briefs were utilized to select "Strong Evidence" findings for implementation of our three SMART goals. In order to achieve each SMART Goal, teachers and leaders will have received extensive training focused on curriculum alignment and mapping, effective differential and blended instructional and culturally relevant strategies (Educators Practice Guide Organizing Instruction and Study to Improve Student Learning, -Moderate; WWC Practice Guide Organizing Instruction & Study to Improve Student Learning, -Strong; Evidence Review and Effective Practices Briefs, -Strong).
Progress Monitoring
All students in K-8 will be administered the NWEA MAP Growth assessment three times a year. The BOY benchmark data is analyzed and disaggregated by all teachers to drive all instructional decisions, including curriculum and instructional strategies to identify and close gaps. Students are progress monitored at regular intervals using formative assessments aligned to OAS standards. To complete this process, we finalize the year by analyzing EOY benchmark assessments and OSTP data. EOY data is disaggregated for reflection strategic planning.

District Involvement
The

Justice administration supports all appropriate initiatives to utilize district funds to achieve the set SMART goals. Funding for various resources would include but are not limited to professional development and instructional supplies. Family and community engagement is prioritized to improve the climate and culture of the school. Flexible scheduling will be made as needed to allow goals to be met within the district. Professional Learning CommunitiesOur PLC process is modeled after Rick Dufour's Learning by Doing PLC's At Work and focuses on learning, collaborative culture, and results-driven composed of collaborative teams whose members work to achieve common goals connected to the purpose of learning for all. Focus will be on curriculum alignment and mapping, data analysis and decision-making, improving instruction for teachers and students, and improving school culture. Justice PLC's will be scheduled weekly on Thursdays from 12:40 to 1:30 p.m. for PK-4 grades and 2:20 to 3:10 p.m. for 5th -8th grades. Administrators and teachers will be in attendance for these trainings. See attached list of tentative topics. As the action steps are implemented and monitored, PLC topics may evolve to better meet the learning needs of the students and instructional needs of the teachers.

Professional DevelopmentThe Justice DLT coordinates with the PD Committee regularly throughout the year. Currently, targeted PLCs and PD sessions will focus on curriculum alignment, effective instruction using evidence-based practices, data analysis, and decision making. Below is a tentative list of proposed topics and dates.

07/31/19	OAS Curriculum Alignment: SMART Goal 1/9EE1-Curriculum
08/01/19	Integrating Technology into Instruction: Google-SMART Goal 2/9EE3-Instruction
08/02/19	Utilizing NWEA Assessment Data to Drive Instruction: SMART Goal 2/9EE3-Instruction
10/16/19	Implementing Cross-Curricular Instruction for Student Success: SMART Goal 2/9EE3-Instruction
01/06/20	Curriculum Alignment: SMART Goal 1/9EE1-Curriculum
	Culturally Responsive Curriculum: SMART Goal 3/9EE4-Culture
05/27-29/20	Teacher Academy: Curriculum Alignment and Mapping: SMART Goal 1/9EE1-Curriculum

Rigorous Review ProcessJustice School will utilize external providers. Collier Education Consulting, L.L.C.; Center for School Improvement; Great Expectations; and the Oklahoma Public School Resource Center as our external providers. External provider services will be utilized to accomplish our goals and provide PD and PLC support throughout the school improvement process with implementing our SMART goals and initiatives with fidelity.

Operational FlexibilityThe district is committed to supporting and providing assistance to the Justice School Plan. The administration is continually evaluating scheduling for flexibility to implement the reform and actions needed in this plan. This will provide opportunities for vertical teaming, improving instruction, job-embedded PD, and improving school culture and parent/family engagement.

Out of room - See EDGE Narrative upload for CIP/EDGE Narrative Details (12-8-2019 revised)

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 related to curriculum and assessment in order to increase OSTP test scores in each tested area by at least 5%.

Pillar and Element: AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p>
<p>Develop a PLC strategic plan based on data and teacher needs utilizing Collier Educational Consulting, L.L.C., Center for School Improvement, and OPSRC services to incorporate PLC teams to work on curriculum alignment and building utilizing data from OAS and NWEA.</p>	<p>Administration and District Leadership Team</p>	<p>PLC Meetings and External Providers Collier Educational Consulting Services, L.L.C.-Kim CollierCenter for School Improvement - Joe WorkOPSRC</p>	<p>Teachers and Leaders need to be aware of evidence-based practices and have time to build effective curriculum resources and analyze student data.</p>	<p>At the start of each quarter, external providers will review and provide guidance for strategic planning.</p>	<p>Project 515 - External Provider</p>	<p>The process will be actively monitored weekly by Administration and Lead Teachers. External Providers will provide support as needed when reviewing completed work.</p>
<p>Aligning educational resources (Performance Level descriptors, HMH</p>						

Reading program, Lesson plans, Curriculum Frameworks units/lessons, technology/websites, etc.), formative and summative assessments (delayed review of content, using quizzing, and asking deep explanatory questions), and NWEA assessment data to Oklahoma Academic Standards (OAS).

All Teachers, Principal, and External Provider

OASNWEA Map dataBlueprintsCurriculum FrameworksPerformance Level DescriptorsHMH Readig ProgramLesson planstechnology/websites

Teachers are accustomed to teaching with multiple resources. They need to integrate and align the multiple resources to create authentic lessons to meet the OAS standards.

Teachers will bring any requests for additional resources to the administration as needed.

Project 515 - Additional instructional resources as needed.

Teacher evaluations completed by administration. External providers will provide support as needed.

Creating Pacing Guides and Curriculum Maps (spacing learning over time) in at least one core content area for year 1 and an additional content area in year 2.

All Teachers, Principal, and External Provider

External Providers and LEA staff to provide access to effective professional learning opportunities. Collier Education Consulting, L.L.C. to provide curriculum mapping training.

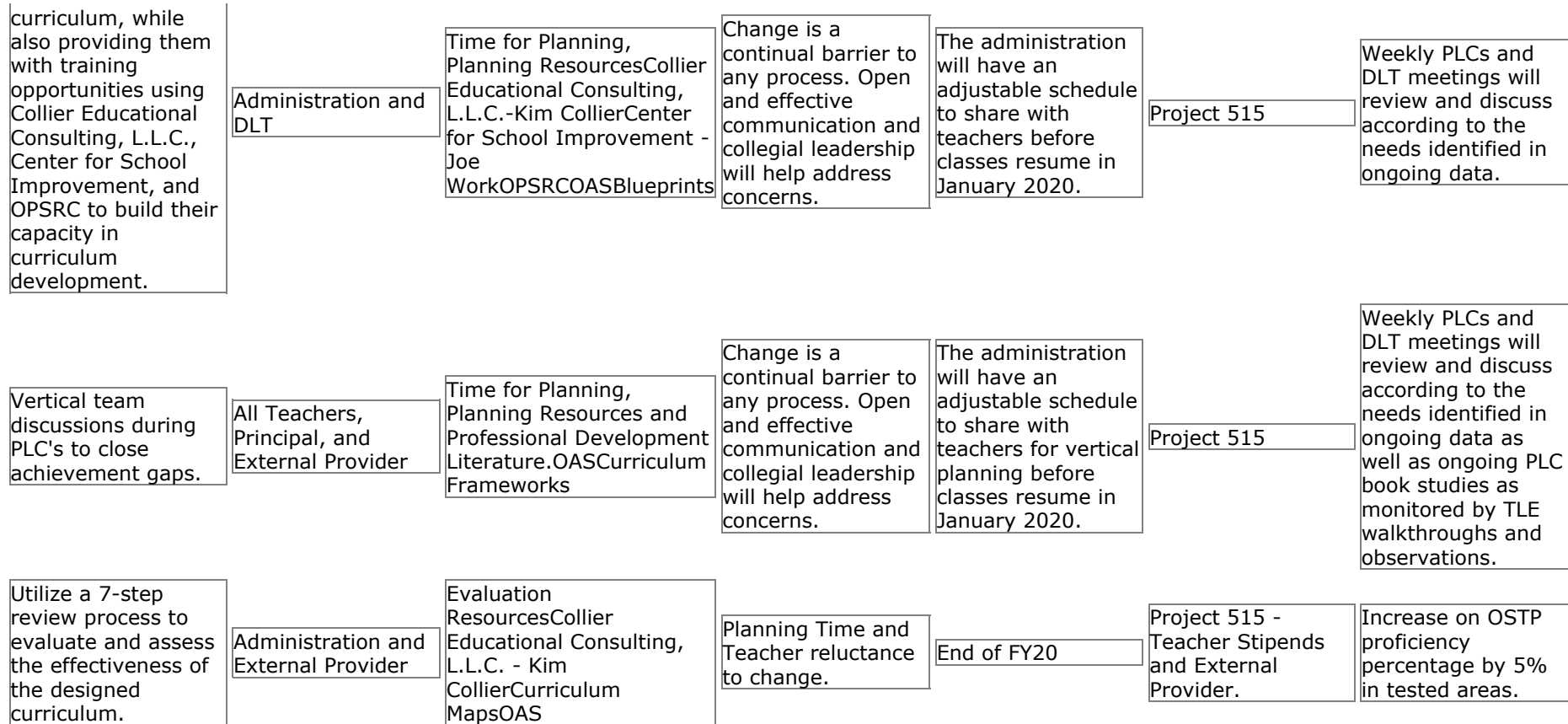
Teachers need to be aware of the time constraints for processing and implementing what is learned from PD.

Utilize PLCs to research PD opportunities that align with the SMART Goals. Provide a minimum of 10 PD days on the school calendar. Collier Education Consulting will provide curriculum mapping training during an Academy May 27-29, 2020.

Project 515 - All PD is scheduled on the annual district calendar. Non-contract days will be provided with stipends.

Weekly PLCs and DLT meetings will review and discuss according to the needs identified in ongoing data. A 7 Step Review process will be utilized to evaluate the curriculum.

Providing teachers with the needed resources to develop



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 the FY20 school year, students will receive instruction focused on differentiated and blended learning using evidence-based practices in order to increase OSTP test scores in each tested area by at least 5%.

Pillar and Element: AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p> <p>Disaggregate and analyze data, including Alpha Plus, OAS and NWEA, using an inquiry process to understand and monitor student needs and growth in order to improve achievement with benchmarking and formative assessments.</p> <p>Differentiated</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Administration and District Leadership Team</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>Data and planning resources. Alpha Plus data NWEA Map data and Continuum OAS formative assessments</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Teachers and Leaders need to be aware of evidence-based practices and have time to build effective instructional resources according to student data.</p>	<p><i>What is timeline for each action step?</i></p> <p>At the start of each quarter, external providers will review and provide guidance for strategic planning and disaggregating data to monitor student needs.</p>	<p><i>Identify any relevant funding source.</i></p> <p>None</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>The process will be actively monitored weekly by Administration and Lead Teachers. External Providers will provide support as needed when reviewing completed work.</p>

<p>Instruction training using evidence-based practices (Learning styles, small group, RTI, etc.) and Higher Order Thinking using deep level questioning strategies training will be provided by Collier Educational Consulting, L.L.C.</p>	<p>Administration and External Provider Collier Educational Consulting, L.L.C.</p>	<p>Resources and professional literature that are needed to develop differentiated instruction and higher order thinking strategies into lessons aligned to OAS as recommended by external providers. Webbs and Blooms levels.</p>	<p>Change is a continual barrier to any process. Open and effective communication and collegial leadership will help address concerns.</p>	<p>End of FY20</p>	<p>Project 515</p>	<p>Teacher evaluations completed by administration. External providers will provide support as needed.</p>
<p>Blended learning training will be provided by the OPSRC (funds paid for from CIP).</p>	<p>Administration and External Provider OPSRC</p>	<p>Resources and professional literature that are needed to develop blended instruction lessons aligned to OAS as recommended by external providers.</p>	<p>Change is a continual barrier to any process. Open and effective communication and collegial leadership will help address concerns.</p>	<p>End of FY20</p>	<p>Project 515</p>	<p>Teacher evaluations completed by administration. External providers will provide support as needed.</p>
<p>Instructional Coaching will be provided by our external providers (Collier Education Consulting, L.L.C., Center for School Improvement, OPSRC and Great Expectations) using a Train the Trainer Model.</p>	<p>All Teachers, Principal, and External Providers</p>	<p>Resources and professional literature that are needed to Train the Trainer as recommended by external providers.</p>	<p>Planning Time and Teacher reluctance to change.</p>	<p>At the start of each quarter, external providers will review and provide guidance for strategic planning.</p>	<p>Project 515</p>	<p>The process will be actively monitored by Administration and Lead Teachers. External Providers will provide support as needed when reviewing completed work.</p>
<p>A part-time ELA Interventionist will provide targeted intervention for</p>						<p>The process will be actively monitored by Administration and Lead Teachers. External Providers</p>

struggling learners, best instructional practices and guided practice, to close achievement gaps and build sustainability.	Targeted teachers, Principal, and External Provider	Salary and Benefits	Short-term intervention, sustainability after CIP/EDGE	Beginning of FY20 and ongoing throughout CIP/EDGE	Project 515	will provide support as needed when reviewing completed work. NWEA Map data will also be monitored for struggling learners receiving intervention.
Travel, lodging, and per diem for NWEA Fusion conference and training for using assessments effectively to guide quality instructional practices	Administration and District Leadership Team	Travel, lodging, and per diem expenses	Time and scheduling	Summer 2020	Project 515	The process will be actively monitored by Administration and District Leadership Team. External Providers will provide support as needed when implementing sustainable practices.

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 the end of FY20, school culture will have improved in the areas of mentoring (Q17-PS) and recognition of student successes (Q23-TS) as evidenced by an increase of 0.5 using the results of Marzano's "What Works in Oklahoma" survey.

Pillar and Element: LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p>
<p>We implement a Mentoring program where teachers will mentor selected students throughout the year. Homeroom teachers meet with students individually every 2 weeks to monitor academics, mentor life and interpersonal skills.</p>	<p>All Teachers and Principal</p>	<p>Resources that are needed to develop an effective mentoring program.</p>	<p>Planning Time and Teacher reluctance to change.</p>	<p>At the start of each quarter, Teachers and Principal will monitor and adjust mentoring as needed.</p>	<p>None</p>	<p>The process will be actively monitored quarterly by Administration and Lead Teachers.</p>
<p>Teachers will receive Student Mentoring training.</p>	<p>Administration and External Provider</p>	<p>Resources that are needed to develop an effective mentoring program.</p>	<p>Training Time and Teacher reluctance to change.</p>	<p>By the end of FY20</p>	<p>Project 515</p>	<p>The process will be actively monitored by Administration and Lead Teachers. External Providers will provide support as needed when</p>

We will be creating at least two Family Engagement Nights showcasing students' accomplishments and build positive interaction between our families, students, and teachers.

All Teachers, Principal, and Programs Committee

Planning Time
Vision/Mission created by students
Codes of Conduct
Universal Procedures for shared culture of expectations
Projects from classes

Planning Time.

By the end of the first and third quarters.

None

reviewing mentoring program.

The process will be actively monitored quarterly by Administration and Lead Teachers.

We will utilize our notification system to include automated phone calls and text through our website, a monthly newsletter, our school's Facebook page, Twitter, and digital school sign board in order to recognize student success, and inform parents and community members in order to celebrate student successes.

All Teachers and Administration

Planning and Review Time
Automated Phone service
Website
Facebook Page
Twitter
digital school sign

Planning Time and Teacher reluctance to change.

By the end of the first quarter.

None

The process will be actively monitored quarterly by Administration and Lead Teachers.

We will be implementing regular student recognition activities

along with utilizing the school's Facebook page for highlighting student achievement, the district will provide a "Celebration Wall" in the cafeteria and include Warrior Wake-up Shout-Outs to highlight the achievements of students.	All Teachers, Principal, and Programs Committee	Time and Resources that are needed to develop an effective recognition program.School Facebook pageCelebration Wall in the cafeteria	Planning Time and Teacher reluctance to change.	Weekly, Monthly, Quarterly, and each Semester	None	The process will be actively monitored weekly by Administration and Lead Teachers.
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Instructional Coaching for culturally relevant practices will be provided by our external providers (Center for School Improvement and Great Expectations) using a Train the Trainer Model as well as culturally relevant curriculum and instruction training.	All Teachers, Principal, and External ProviderCenter for School ImprovementGreat Expectations	Resources that are needed to Train the Trainer.Great Expectation Training	Planning Time and Teacher reluctance to change.	At the start of each quarter, external providers will review and provide guidance for strategic planning.	Project 515	The process will be actively monitored by Administration and District Leadership Team. External Providers will provide support as needed when implementing sustainable practices. Teacher leader from GE monitors for implementation of all GE Practices with the GE rubric checklist
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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
Integrating Technology Instruction Across the Curriculum: Google and Google Classroom	08/01/2019	External Provider	08/01/2019
Utilizing NWEA Benchmark Assessments and Data to Drive Instruction	08/02/2019	External Provider	08/02/2019
Parent & Family Engagement Strategies	08/05/2019	SEA	08/05/2019
Implementing Cross-Curricular Instruction for Student Success	10/16/2019	LEA	
Promoting Culturally Relevant instruction for Student Success	01/06/2020	External Provider	
Promoting a Growth Mindset for Student Success	03/27/2020	LEA	
Teacher Academy: Effective Curriculum Mapping for Curricular Alignment (Day 1)	05/27/2020	External Provider	
Teacher Academy: Effective Curriculum Mapping for Curricular Alignment (Day 2)	05/28/2020	External Provider	
Teacher Academy: Effective Curriculum Mapping for Curricular Alignment (Day 3)	05/29/2020	External Provider	