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Applicant: 64-I022 MOYERS

Application: 2019-2020 Continuous Improvement Plan - A0 - 0705 MOYERS HS

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

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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 *(List Greatest Impact First)*
Academic Performance – Elements 1,2,3	The strengths identified through the three data sources are linked to Essential Element 1 - Curriculum Alignment - 1.1.c; The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and culturally responsive; 1.2.c; The school initiates/continues internal discussion among all teachers to ensure vertical alignment; 1.5.a; Curriculum provides intentional connections to familiarize students with a variety of post secondary options; 1.5.c; Each student has an implemented individual graduation plan collaboratively developed by the student, parent, and advisor that is reviewed and revised annually. 1.7.a; A challenging curriculum that addresses a common academic core is available to all students; 1.7.c; The curriculum accommodates learning needs of all students while maintaining expectations for high academic performance.	Challenges: Instructional strategies, resources, and technology; Classroom Evaluation/Assessment; Systematic evaluation of curriculum. Focus 1-Instruction-3.1, 3.5, 3.6, 3.7-Not consistently using learning centers, cooperative learning, or hands-on activities. Technology is not equitable throughout the school diminishing desire to incorporate technology. Media center is not appropriately outfitted with instructional resources to support curriculum. Lacks a systematic/effective approach for collaboration about students needs in all content areas. Students lack resources for help at home/access to technology. Focus 2-Multiple Classroom Assessments-2.1.e, 2.5.e-In the process of developing and implementing a systematic, school-wide assessment program that allows determination of necessary instructional modifications from analysis of student results. Focus 3-Systematic Evaluation of Curriculum-1.6.b,c,f-Developing committee to meet/discuss curriculum alignment; ensure alignment to OAS.
Learning Environment – Elements 4,5,6	The strengths identified through the 3 data sources are linked to Essential Element 5 - Student/Family/Community Support - 5.2.d;Title I activities integrated into instructional programs to promote/support learning. 5.2.e;Family members welcomed in school/assistance is sought. 5.2.k;Title I activities enhance instructional program by leveraging the integration of resources to promote/support student learning. 5.2.l;School counselors partner with staff/community to develop a network of support. 5.2.n; Regularly evaluates adopted policy/modifies policy as necessary. 5.5.a; Maintains cumulative student records that	Challenges: Collaboration and communication with families/community members; Extended services for struggling students; Focus 1 - 5.1.a-c, h, j, k, 5.4.j; No effective procedure for recruiting parents/community members to serve on school committees. Currently focusing on ideas to implement procedures to collaborate with families and the community to remove barriers to learning. Focusing on putting structures in place to encourage family and community participation. Focus 2 -5.3.e,f; 5.4.a-e; We currently lack in having a variety of instructional materials and resources that promote active learning. We will be

	provide a profile of student's academic/educational development. 5.5.b; Relevant/current/accurate data from multiple sources included in student records. 5.5.c; Cumulative records are well organized/appropriately controlled. Information is readily available. 5.5.e; Students are proactive in the development/maintenance of portfolio that enhances/extends their cumulative records.	identifying the barriers to learning that are specific to our student population and put in place structures to address and reduce these barriers. Focus 3 - 5.3.c,e, 5.4.n;We do not currently offer after school tutoring or services to assist beyond classroom instruction. We do not currently have fully integrated service learning opportunities for all students.
Collaborative Leadership - Elements 7,8,9	The strengths identified through the 3 data sources are linked to Essential Element 7-Leadership -7.5.a; Leadership ensures access/trained in OAS curriculum documents. 7.5.d; Leadership team ensures OAS standards/curricular materials/data resources readily available. 7.5.e; Provides opportunities in external curriculum development. 7.6.a; Provides structure/support for staff to use time to provide quality instruction/maximize student learning. 7.6.b; Leadership establishes policy/implements procedures to minimize disruptions of instructional time. 7.8.a;Establishes policy/implements procedures that maintain supportive/safe/healthy/orderly/equitable environment. 7.8.c; Regularly evaluates/modifies policy. 7.9.c;Working knowledge of existing policies/provide feedback concerning the impact of policies on teaching/learning. 7.11.a; Consistently implements all school policy. 7.11.f; Provides organizational direction/maximizes use of resources to support high performance.	Challenges: Implementation of school mission; Lack of growth plans; Data Evaluation. Focus 1 - 7.1.a-j; 7.7.c-f; Lack of leadership team in the past to develop and implement the school's vision, beliefs and mission. No designated leadership team to collaborate with the community/communicate our school's mission. Our lack of designated communication with stakeholders about the missions/beliefs for our students/school has left us at a deficit for effective implementation and support. We have not had a leadership team to monitor resources/infrastructure and ensure funds are allocated equitably.Focus 2 - 7.3.a-f; We do not currently have growth plans for administrators or staff.Focus 3 - 7.4.a-f; We have not previously, in recent years, analyzed and disaggregated data to identify goals and needs of the individual students or school as a whole to guide our mission and focus. We have evaluated the students/school from our experiences/interactions and guided our focus by those discussions.

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(61 of 1000 maximum characters used)

MotivatingOurYoung adults andEncouragingReal-lifeSuccess

Continuous Improvement Vision Statement (116 of 1000 maximum characters used)

Moyers High School will provide a learning community that challenges ALL students to reach their greatest potential.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocal, 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 achieveable. '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 appying for the competitive grant*

FY20 Priority 1: SMART Goal (167 of 250 maximum characters used)	Pillar and Element	Target Date
By the end of school year 2020, our school will have an increase from 0% to 20% of students taking the ACT score proficient in Math with state ACT results as evidence.	AP - Instruction*	5/1/2020

FY20 Priority 2: SMART Goal (166 of 250 maximum characters used)	Pillar and Element	Target Date
By the end of school year 2020, our school will have an increase from 8% to 20% of students taking the ACT score proficient in ELA with state ACT results as evidence.	AP - Instruction*	5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (144 of 250 maximum characters used)	Pillar and Element	Target Date
By the end of school year 2020, our school will have 90% of students in grades 9-12 are in compliance with the Oklahoma State Attendance	LE - Student, Family, & Community Support	5/1/2020

Policy.

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 achieveable.	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 unachieveable.
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 opportunties 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 *(Provide information only if using an external partner.)*	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 *(Provide information only if the site identifies barriers.)*	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.

(8000 of 8000 maximum characters used)

Overall: MHS is a small, rural school comprised of high poverty students with minimal ethnic diversity in 7th-12th grades. The faculty teaching assignments at MHS include the education of junior high students with our high school student population. We have a transient population of students that come and go as their home life dictates. MPS includes 35% of the student population qualifying for special education services. The Oklahoma 9EE Needs Assessment findings were used by thePCL in conjunction with the most recent student assessment data from our ACT scores and attendance records to determine our three SMART goals. Electronic surveys were distributed to teachers, students, and families to collect perception data about MHS. Data triangulation facilitated the sites identification of the 3 SMART goals. 1. By the end of 2020, our school will increase from 0% to 20% scoring proficient in Math on the ACT. 2. By the end of 2020, our school will increase from 8% to 20% scoring proficient in ELA on the ACT. 3. By the end of 2020, our school will increase from 80.43% to 90% of students in grades 9-12 in compliance with the Oklahoma State attendance policy. The action plan for the ACT Math proficiency SMART goal includes updating curriculum maps to align with the current OAS for Math, allowing teachers to attend professional development to implement new visible learning Math strategies, including training in project based learning to incorporate STEM into the Math classroom. Math and Science teachers will collaborate to bring more authentic cross-curricular learning experiences in both subjects, implement benchmarks throughout the school year for formative assessment of student growth to provide feedback and structured intervention, provide the opportunity for students/teachers to attend external workshops for ACT preparation, and implement the integration of an online ACT preparation program into the updated curriculum for the 2019-2020 school year. The action plan for the ACT ELA proficiency SMART goal includes updating curriculum maps to align with the current OAS for ELA, allowing teachers to attend professional development meetings to implement ELA strategies and apply the concepts of visible learning strategies to provide more authentic learning experiences in their classrooms, implement benchmarks throughout the school year for formative assessment of student growth in ELA scores to provide feedback and structured intervention, provide opportunities for students/teachers to attend external workshops for ACT preparation, implement the integration of an online ACT preparation program into the updated curriculum for the 2019-2020 school year, and improve/increase library resources and designate library class periods for 9th-12th. The action plan for the chronic absenteeism SMART goal includes changing the district policy of acceptable absences from nine to seven days per semester, initiating a program to reward students for improved attendance, establishing procedures for notifying the School Resource Officer when students have exceeded three absences, creating an attendance team for frequent monitoring of at-risk students and determine intervention needs, establishing site-wide follow up procedures, and regular communication of attendance expectations through a variety of communications modes. Evidence-Based Interventions (EBI): The PLC accessed and followed the WWC and rubric to select two "Strong Evidence" interventions for Math. The first is the online Jumpstart Test Prep ACT program for 9th-12th grade students which satisfies the rubric as a "Strong Evidence" and meets the identified instructional needs of the teacher and individual learning needs of the students. The Jumpstart Test Prep program will be implemented as part of a weekly spiral review increasing to daily a month prior to the statewide ACT in April of 2020. The WWC identified the use of technology in the Math classroom as a "Strong Evidence" intervention. The Jumpstart Test Prep program and the use of technology will allow teachers to individualize student progress to better review the students based on their personalized math needs. Progress Monitoring: Math teachers will use the PreACT on the 10th grade level to pre-determine ACT scores and decide where the highest remediation is needed to better prepare students for Junior year. In 9th-12th grades, quarterly benchmarks will be used to formatively assess student comprehension and determine the needs to guide instruction direction. The PLC feels that it is beneficial to add another component of ACT review and testing, like ACT Aspire, to provide a more diverse collection of review material. The principal will check monthly to confirm the implementation of progress monitoring. District Involvement: The district will support the following initiatives: use and implementation of

the Jumpstart Test Prep program during the regularly scheduled class time, changing district policy to reflect seven allowed absences instead of nine to reduce chronic absenteeism, modifying the district calendar to allow teachers to attend professional development without impacting student time with their teachers in the classroom, developing a plan for communication between school administration and the school resource officer to help reduce chronic absenteeism, implementation of a teacher committee to review student attendance weekly and address problems that arise with staff and parents, updating the school's wifi capacity to support more devices the capacity to stream the online programs, and allowing the purchase of additional technology to provide students with a one-to-one individualized classroom learning experience. Professional Learning Communities: For the 2019-2020 school year, PLCs will be devoted to the following: analyzing student data to identify struggling students that need a more individualized plan of action to improve their Math and ELA ACT scores, monitoring and assessing student attendance data to identify potential at-risk students and identifying adjustments in instructional practices to better meet learning needs. Intervention will be flexible. Reviewing all levels of student work is critical in order to ensure that all students experience growth and are appropriately challenged . PLCs will meet once a week for at least an hour. See supporting document. Professional Development: The process for selecting quality PD was driven by the SMART goals themselves which prompted extensive research and review of various ACT preparation programs. Teachers needed additional PD to effectively implement more rigorous ACT review. The content teachers receive from professional development will continue to impact students for years to come as they grow in their implementation of the resources in their classroom. Rigorous Review Process: The PLC evaluated programs from external providers that would be most effective at meeting our goals outlined by the needs assessment. MHS will be working with the JumpStart Test Prep program and USATest Prep online program this year to develop and implement a more rigorous ACT review process and develop a benchmark program for MHSl. MHS will also implement the Chronically present program to recognize improved attendance by our students. Students scores will be monitored and teachers will be surveyed to determine the effectiveness of the online programs and determine if they are beneficial enough to carry over to the next year or need to be reassessed. The leadership team will monitor the implementation of new learning strategies developed from professional development using surveys from participants rating the effectiveness. Operational Flexibility:MPS is committed to assisting and supporting MHS and the designated leadership team. They have adopted a new attendance policy. They have modified the school calendar to allow participation and attendance at professional development related to the school improvement plan.

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 conscise as possible.

Priority 1 SMART Goal:	By the end of school year 2020, our school will have an increase from 0% to 20% of students taking the ACT score proficient in Math with state ACT results as evidence.
Pillar and Element:	AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Update curriculum maps to align with current Oklahoma Standards.9EE. 1.1a, 1.1c	Leadership Team and all classroom teachers	OAS Booklet and OSDE website	Barrier: False assumption that OAS resources are aligned.Solution: Preface alignment check with rationale for this task; schedule time to discuss OAS standards	August, 2019 - ONGOING	Project 515; General Fund	Administration will check progress at scheduled weekly meetings. Curriculum map will be a permanent agenda item until October 17th when the final draft is due.
Provide embedded professional development for all teachers to facilitate implementation of math.9EE 6.4a-c; 6.5a-e; 6.6a-c	Leadership Team	External provider to provide individual, team and offsite professional development.	Barrier: Finding and implementing strong, effective personal development.Solution: Contact districts with strong math programs and/or cross-curricular practices for recommendations.	August, 2019 - ONGOING	Project 515	Teacher feedback. Lesson plans will indicate when professional development practices were used/implemented in the classroom.

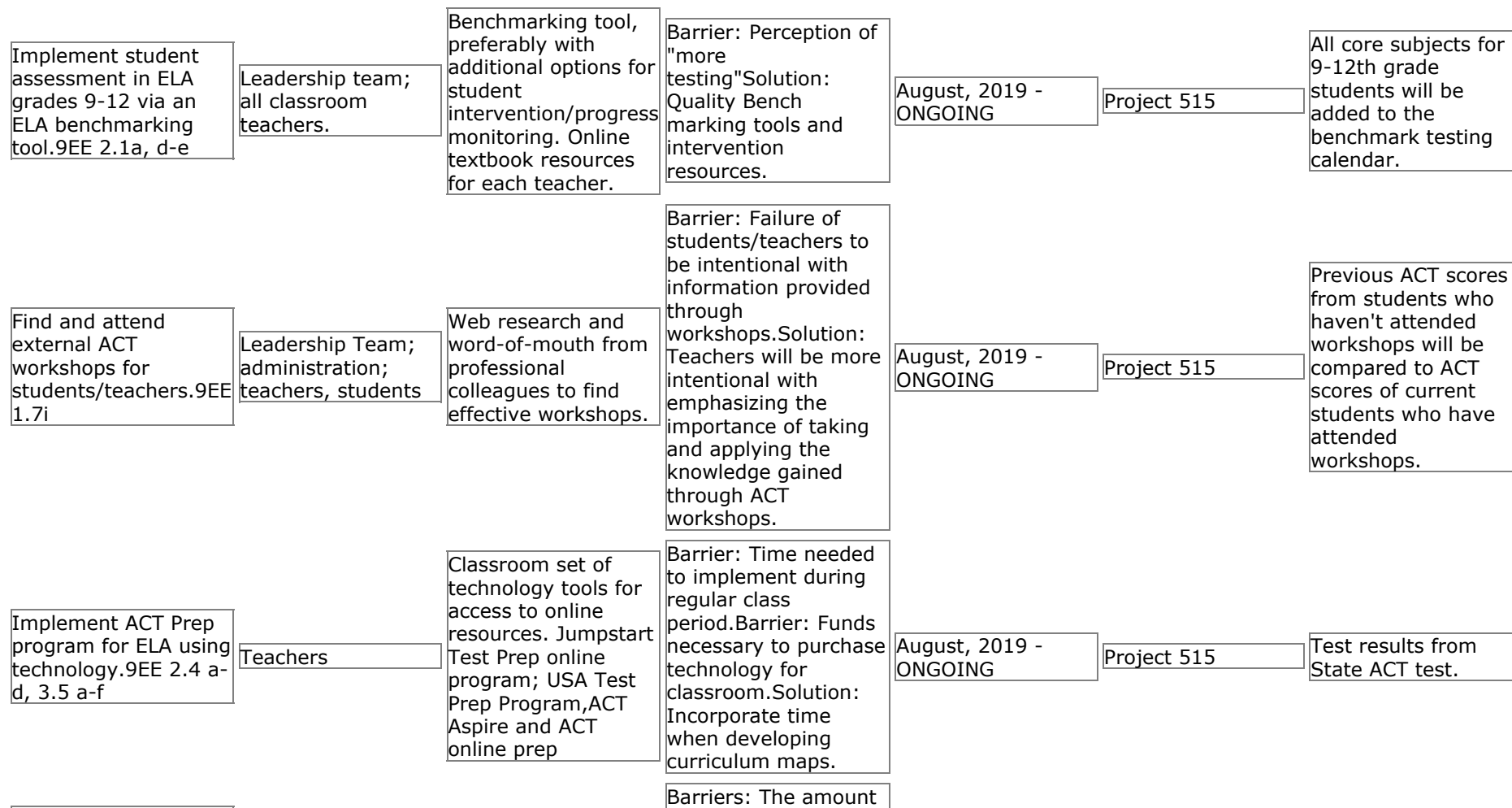|					
Implement student assessment in Math grades 9-12 via a Math benchmarking tool.9EE 2.1a, d-e	Leadership Team; all classroom teachers	Benchmarking tool, preferably with additional options for student instruction/progress monitoring. Online textbook resources for each teacher.	Barrier: Perception of "more testing"Solution: Quality Benchmarking tools.	August, 2019 - ONGOING	Project 515	All core subjects for 9-12th grade students will be added to the benchmark testing calendar.
Find and attend external ACT workshops for students/teachers.9EE 1.7i	Leadership Team; administration; teachers, students	Web research; word-of-mouth; Choctaw Nation ACT Workshops; Chad Cargill ACT Workshop	Barrier: Failure of students to be intentional with information provided through workshops.Solution: Teachers will be more intentional with emphasizing the importance of taking and applying the knowledge gained through ACT workshops.	August, 2019 - ONGOING	Project 515	Previous ACT scores from students who haven't attended workshops will be compared to ACT scores of current students who have attended workshops.
Implement ACT Prep program for Math using technology.9EE 3.5 a-f	Teachers	Classroom set of technology tools for access to online resources. Jumpstart Test Prep online program; USA Test Prep Program; ACT Aspire; ACT On-line Prep	Barrier: Time needed to implement during regular class period.Barrier: Funds necessary to purchase technology for classroom.Solution: Incorporate time when developing curriculum maps.	August, 2019 - ONGOING	Project 515	Compare State test results from previous years without an ACT Prep program.
Implement at least 3 simple project-based, cross-content STEM projects.9EE 3.1b, d-e, j-l	Classroom teachers	Instructional resources/supplies/kits for STEM projects	Barrier: Teachers moving out of their comfort zone.Solution: Upfront, quality professional development prior to initiating projects;	August, 2019 - ONGOING	Project 515	Teachers will submit to Principal the start/end dates of the 3 STEM projects with STEM lesson plans.

providing co-teaching
opportunities.

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 conscise as possible.

Priority 2 SMART Goal: By the end of school year 2020, our school will have an increase from 8% to 20% of students taking the ACT score proficient in ELA with state ACT results as evidence.

Pillar and Element: AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Update ELA curriculum maps to align with current Oklahoma Standards.9EE 1.1a, 1.1c	Leadership Team and all classroom teachers	OAS Booklet and OSDE website.	Barrier: False assumption that OAS resources are aligned.Solution: Preface alignment check with rationale for this task; schedule time to discuss OAS standards.	August, 2019 - ONGOING	Project 515; General Fund	Administration will check progress at scheduled weekly meetings. Curriculum map will be a permanent agenda item until October 17th when the final draft is due.
Provide embedded professional development for all teachers to facilitate implementation of ELA9EE 6.4a-c; 6.5a-e; 6.6a-c	Leadership Team	External provider to provide individual, team and offsite professional development.	Barrier: Finding and implementing strong, effective personal development.Solution: Contact districts with strong ELA programs and/or cross-curricular practices for recommendations.	August, 2019 - ONGOING	Project 515	Teacher feedback. Lesson plans will indicate when professional development practices were used/implemented in the classroom.

Strategy	Person(s) Responsible	Resources	Barriers/Solutions	Timeline	Funding Source	Evaluation
Implement student assessment in ELA grades 9-12 via an ELA benchmarking tool.9EE 2.1a, d-e	Leadership team; all classroom teachers.	Benchmarking tool, preferably with additional options for student intervention/progress monitoring. Online textbook resources for each teacher.	Barrier: Perception of "more testing"Solution: Quality Bench marking tools and intervention resources.	August, 2019 - ONGOING	Project 515	All core subjects for 9-12th grade students will be added to the benchmark testing calendar.
Find and attend external ACT workshops for students/teachers.9EE 1.7i	Leadership Team; administration; teachers, students	Web research and word-of-mouth from professional colleagues to find effective workshops.	Barrier: Failure of students/teachers to be intentional with information provided through workshops.Solution: Teachers will be more intentional with emphasizing the importance of taking and applying the knowledge gained through ACT workshops.	August, 2019 - ONGOING	Project 515	Previous ACT scores from students who haven't attended workshops will be compared to ACT scores of current students who have attended workshops.
Implement ACT Prep program for ELA using technology.9EE 2.4 a-d, 3.5 a-f	Teachers	Classroom set of technology tools for access to online resources. Jumpstart Test Prep online program; USA Test Prep Program,ACT Aspire and ACT online prep	Barrier: Time needed to implement during regular class period.Barrier: Funds necessary to purchase technology for classroom.Solution: Incorporate time when developing curriculum maps.	August, 2019 - ONGOING	Project 515	Test results from State ACT test.
			Barriers: The amount			

| Improve/increase available library resources with leveled reading options which would include designated time allotments for each 9-12 class once a week.9EE 3.6a,e,i,g,j | Classroom teachers with reading specialists and consultant | A leveled reading assessment; laptops for classrooms; library resources | of time needed to make updates to library inventory, organization of facility and to schedule class times . Solutions: Having a responsible library aide to help in the transition of the library.. | August, 2019 - ONGOING | Project 515 | Student performance data; progress monitoring; benchmarks, organization of resource and library layout, |

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 conscise as possible.

Priority 3 SMART Goal:	By the end of school year 2020, our school will have 90% of students in grades 9-12 are in compliance with the Oklahoma State Attendance Policy.
Pillar and Element:	LE - Student, Family, & Community Support

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
District will amend the current attendance policy from 9 to 7 acceptable absences per semester.9EE7.9a-b; 9EE 1.1a, 1.1c	Administration; School Board	Time and effort for policy to be approved. Time/effort for staff to revise the student handbook.	Barrier: Parents/Students not supporting the change.Solution: Stress positive outcomes for students being in attendance.	July 2019	None	Impact will be measured by overall decrease of absenteeism.
District will implement the 'Chronically Present' incentive program to reward students for improved attendance.9EE4.8d; 4.10a; 5.1d,f	Principal, Teachers	Student Information System Attendance reports; teachers' attendance records	Barrier: Student's not "buying-in" to the incentive program.Solution: Offer incentives that will appeal to students.	August 2019-ONGOING	General Funds; External Provider (Tribal)	Attendance data will be analyzed monthly to determine class with highest percentage of attendance and individual students who have met the attendance requirement to be eligible for the reward.

Strategy	Person(s) Responsible	Resources	Barriers/Solutions	Timeline	Funding	Evaluation
District will create an attendance team that meets weekly to review/discuss attendance reports and determine intervention needs for at-risk students. 9EE4.3d; 5.5a	Leadership Team, Teachers, Administration	District's Student Information System attendance reports; Teachers' attendance records	Barrier: Small teaching staffSolution: Rotate teachers serving on the committee, include Principal and/or counselor.	August 2019- ONGOING	515 Funds	Attendance data will be analyzed weekly to determine cause and possible interventions. Classroom attendance percentages will be displayed in school foyer.
District will establish site-wide follow-up procedures, including referrals to SRO when students have met/exceeded three absences; regular communication of attendance expectations through a variety of communication modes, such as phone calls, letters, parent meetings, and social media platforms.9EE4.9a-d; 5.1c;	Leadership Team, Teachers, School Resource Officer, Secretary, Students, Parents	District's Student Information System Attendance Reports; Teacher's Attendance Records	Barrier: Failure to consistently implement follow-up procedures.Solution: Provide structure and checkpoints to ensure consistent implementation.	August 14, 2019 - ONGOING	General Funds	Attendance data will be analyzed weekly to determine cause and possible interventions needed. Document all communication modes to students/parents/families/guardians. Monitor the impact of increased communication on attendance.
District will offer curriculum and programs that connect schoolwork with college/career success to improve students' capacity to manage challenges	Leadership Team, Administration, Teachers, Higher Education Institutions	Colleges, Career Technology Centers, Local Business, School Counselor	Barrier: Parent/Student mindset that postsecondary education isn't important, low income families.Solutions: Implementing career exploration opportunities throughout the high school years. District	August 2019 - ONGOING	External Providers; 515 Funds	The number of students enrolled in postsecondary opportunities will increase each year as evidenced from the State PSO report.

in and out of school.

District will offer online courses and alternative education to improve enrollment and attendance leading to higher graduation rates.

Administration, Teachers

Technology, Software for development of online classes.

will pay fees not covered by by the State that are associated with college/career courses.

Barrier: Time to create classes, student accessibility at home, knowing the necessary protocol for online students. Solutions: Offer stipends to teachers for online class development, establish a lending library of technology for students use, research other online schools to develop protocols.

August, 2019 - ONGOING

515 Funds

The number of classes developed by teachers; number of students who have completed the classes

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
Oklahoma Technology Association/Encyclomedia	Oct 2019	External Provider	10-4-2019
K20 - Strategies and Approaches to Student-Centered Learning	11-21-2019	External Provider	11-21-2019
ENGAGE Ok Durant - Including Chronic Absenteeism	7-17-2019	SEA	7-17-2019
K20 Innovative Learning Institute	11/21/2019	External Provider	
Chad Cargill ACT Training	09-05-2019	External Provider	09-05-2019
Jumpstart ACT Training	08-02-2019	External Provider	08-02-19
Google Classroom for Teachers	02-17-2020	External Provider	
K20 - Support for Early Career Teachers	10-24-2019	LEA	
ACT College and Career Readiness Workshop	10-15-2019	External Provider	
STEM and the 10th-12th Grade AP Workshop	09-26-2019	LEA	