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**Application Printout**

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**eGrant Management System**

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Applicant: 49-C003 RYAL

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

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

Cycle: Original Application

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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.

<p><b>Areas of Focus</b></p>	<p><b>Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys</b></p>	<p><b>Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys</b> <i>(List Greatest Impact First)</i></p>
<p><b>Academic Performance - Elements 1,2,3</b></p>	<p>Teachers work in PLC's to ensure students needs are met.</p>	<p>New curriculum is needed for alignment.</p>
<p><b>Learning Environment - Elements 4,5,6</b></p>	<p>Stakeholder communication Variety of resource referrals for families Cross-curricular, vertical alignment Stakeholder input is valued and utilized</p>	<p>Parent Involvement improvement</p>
<p><b>Collaborative Leadership - Elements 7,8,9</b></p>	<p>Leadership has a vision for the school and uses data in decision-making. Administration is visible and plays an active role in the day-to-day operations of the school. Certified staff uses instructional time appropriately. Schedule allows maximum instructional time. All stakeholders agree and believe in the school's vision and mission statements.</p>	<p>Utilize Professional Development</p>

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## Mission/Vision Statements

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**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.

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Continuous Improvement Mission Statement(244 of 1000 maximum characters used)

Ryal Public Schools mission is to empower our students as knowledgeable and engaged citizens, innovators, and drivers of a robust, bi-cultural economy preparing them to be lifelong learners and contributing citizens in an ever changing society.

Continuous Improvement Vision Statement (151 of 1000 maximum characters used)

Ryal Public Schools is a community of lifelong learners that demonstrates the knowledge, skills, and values required for productive global citizenship.

## 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\*

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**FY20 Priority 1:** SMART Goal (153 of 250 maximum characters used)

By the end of the year, our school will raise our overall reading scores to 20% of students being proficient or advanced with the state test as evidence.

Pillar and Element

AP - Curriculum\*

Target Date

5/15/2020

**FY20 Priority 2:** SMART Goal (149 of 250 maximum characters used)

By the end of the year, our school will raise our overall math scores to 15% of students being proficient or advanced with the state test as evidence

Pillar and Element

AP - Curriculum\*

Target Date

5/15/2020

**FY20 Priority 3 (Competitive):** SMART Goal (95 of 250 maximum characters used)

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Pillar and Element

Target Date

By the end of the year, our school will raise attendance by 5% with Wengage system as evidence.

LE - Student, Family, & Community Support

5/15/2020

**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.

<b>COMPONENTS</b>	<b>Implementation Level</b>	<b>Development Level</b>	<b>Planning Level</b>
<b>Overview of Continuous Improvement Plan</b>	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.
<b>Evidence Based Interventions (EBI)</b>	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.
<b>Progress Monitoring</b>	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.
<b>District Involvement</b>	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).
<b>Professional Learning Communities (PLC)</b>	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		

<b>Professional Development</b>	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.
<b>Rigorous Review Process</b> <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.
<b>Operational Flexibility</b> <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.

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## Plan Narrative

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**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.

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(7994 of 8000 maximum characters used)

Overall-Ryal Public School (RPS) CSI utilized the 9EE's needs assessment findings with OSTP data & benchmark scores. Students, teachers & families completed surveys for data. This data triangulation aided RPS to identify 3 SMART Goals. 1- RPS will raise reading scores each year until meeting state level. Evidence based programs, intervention, progress monitoring, benchmark assessments & a strong instructional staff will drive this effort. A robust instructional staff will be created through a combined effort of SEA, LEA & Tribal Education Agency (TEA) by using embedded PD practices with weekly PLC's that dive into the OAS, best teaching practices & data driven dialogue. The CSI team reviewed multiple curriculums to purchase the best fit for our learners. RPS teachers will put into practice researched-based instruction with Scott Foresman curriculum which focuses on differentiated instructional strategies encompassing all components of literacy. Students will be assessed with AIMSweb, Star 360 &/or A+ generated assessments. Progress Monitoring will be completed per the RSA Plan to show growths/strengths/weaknesses. Data will be utilized to fill gaps, increase strengths & identify weaknesses. The CSI will receive PD from A+ to gain knowledge of analyzing data to drive instruction. RPS's plan for the literacy SMART goal includes vertically aligning ELA instruction to ELA OAS to interweave literacy skills ensuring comprehensive instruction. A strategic PD plan based on individual teachers' needs, state/assessment data & CSI goals will include instruction on effective classroom practices. 2- This SMART Goal focuses on chronic absenteeism in PK-8. RPS's state assessment data with an 'F' in chronic absenteeism correlates a relationship between poor attendance & low academics. RPS's plan to raise attendance will reinforce steps to promote academic growth. The plan for chronic absenteeism includes evidence-based practices, Family/Community (F/C) engagement within the school through additional school-home communication about learning & educating parents on how to support learning. Individual student action plans will be created for students identified at risk & will be monitored by an attendance team. The LEA is working with a TEA Federal Programs consultant to monitor & revise current administrative systems to support accreditation standards. 3- The CSI team reviewed data showing needs & researched programs with evidence based learning to find ways to increase scores in mathematics. By attending PLC's & both embedded & outsourced workshops, instructional staff will continue to enhance learning while strengthening weaknesses. Progress will be monitored & tracked using Data. A+ program will be used for instruction & A+ PD will be used to assist with data analysis, progress monitoring & data driven instruction. Evidence-Based Intervention A+ curriculum & coaching will be used in reading/math. Studies from USDE's What Works Clearinghouse correlate A+ Model of School Improvement materials & services include "Using Student Achievement Data to Support Instructional Decision Making". From Center on Innovations in Learning, other research-based practices will include a focus on instruction p61 Strong (s), personalized learning, F/C engagement & data driven decisions. Providing multi-tiered instruction & intervention will close achievement gaps while strengthening tier one instruction p80 (s). Students will learn metacognitive strategies to facilitate goal setting, build background knowledge, self monitoring & promote growth mindset p101(s). RPS realizes that all parents may not know how to support at home learning & will partner with families to educate/communicate P122(s) the purpose & practices of school on how to support learning p127/ p117(s). Extensive PD & coaching in best practices will support district wide sustainability. Building relationships through F/C engagement will create a changed mindset ensuring a strong future support network. Progress Monitoring-A+ benchmarks, AIMSweb & Study Island (SI) data will be used to determine learner strengths/weaknesses & grouped by learner needs to work with the interventionist & support aids. With PLC discussions & embedded PD teaching practices will be adjusted. District Involvement-RPSs changes to the attendance policy will accurately reflect student truancy. PLCs were added into the school day for personnel to collaborate. An adjusted daily schedule will allow addition of elective classes, scheduling & intervention time. RPS will hire a reading interventionist to pull small groups of students for more in depth reading. External PD consultants will coach instructional staff with embedded PD. New curriculum in math/reading & aligned benchmark assessments will be purchased. PLC's-Through the use of protocols, PLC's collaborate to strengthen instructional

practices, use data to identify strengths/weaknesses, track growth, & discuss student work & instructional practices. Through analyzing data, teachers will identify struggling students, implement student intervention strategies & needed adjustments to practices. Student work will be reviewed using the A+ program with teacher observation which is critical in order to ensure student growth. PLC's meet once a week for 1 hour to review, analyze & discuss data & track progress. Teacher driven conversations are PL focus, goals, student/teacher data, equity, culturally responsive teaching, literacy, trauma & best teaching practices. PD-Based on the needs acquired through the 9EE's PD was selected to improve instructional practices & student achievement. A+ will coach teachers on data driven instruction, OAS alignment, use of student assessments, build sustainability for continuous improvement & offer continuous support with on site PD resources. The Interventionist will work with teachers during PLCs on literacy strategies. WonderMedia will coach teachers to coach students to learn new skills through storytelling which will help with ICAP requirements. Ron Clark Academy Culturally Relevant Teaching will help teachers develop a deeper understanding of how to support diverse students. Culturally responsive teaching will become the norm in the way teachers increase student learning, attendance & achievement. The Muscogee Nation TEA will provide a tribal specific culturally responsive educator training. Rigorous review process-RPS will utilize TEA for trauma related absenteeism in an effort to work with all stakeholders on attendance expectations. RPS attendance strategies will be implemented in PK-8th. The administrator is part of the CSI team, attends meetings & works with teachers/staff to implement the SMART goals. Weekly PLC's with A+ PD aligned with SDE external provider rubric have been integrated into RPSs process for achieving SMART Goals through vertical & cross-curricular subject alignment. The administrator is active & engaged in the schools PLCs. A+ PD with others has been chosen based on RPSs SMART goals. By keeping & reviewing records of all in-services provided, the team will measure provider effectiveness before future agreements. Documentation will be kept on all provided services. Student data will be tracked in the years following services to help determine effectiveness. Program & service effectiveness will be measured before future contract negotiations. Operational Flexibility-RPS is dedicated to operational flexibility to guide, direct, support & implement RPSs CSI plan. Conferences will be held with the parent, Superintendent & teacher for students with chronic absenteeism, The CSI team contacted other schools for ideas to best address chronic absenteeism. Attendance will be monitored & before students reach a certain level the parent will be contacted. Monthly Pride assemblies are held to recognize individual students with perfect attendance. We feel that creating a partnership school with all stakeholders is key to the success of our 3 goals.



**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 year, our school will raise our overall reading scores to 20% of students being proficient or advanced with the state test as evidence.

**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 &amp; when? Include data sources for tracking.</i></p>
<p>Purchase &amp; implement evidence based reading curriculum &amp; intervention, progress monitoring, formative/summative assessments &amp; strong teachers will drive this effort. A robust instructional staff will be developed through a combined effort of SEA, LEA &amp; TEA w/embedded PD practices &amp; weekly PLC's that will dive into OAS, best</p>	<p>Lynn MaxwellDana HuckabayRikki ArntfieldStefanie RobisonT.L. Burney</p>	<p>Pearson Reading Street Scott Foresman Reading Aide Alpha Plus Educational Systems Computers</p>	<p>Materials not arriving on time: Continue using old materials until new arrives</p>	<p>Purchased August implement before the first of October A+ will be purchased with 515 funds</p>	<p>Scott Foresman purchased with 333 Funds Alpha+ will be purchased with 515 funds</p>	<p>Benchmarks and state test scores</p>

teaching practices, data driven dialogue & conversations. The team reviewed multiple reading programs to find & purchase the best based on our learners educational needs

All elementary students will be screened, progress monitored & interim assessed with AIMSweb &/or Star 360 for reading/early literacy, Phonological Awareness screening test. Additionally, all grade levels K-8 will be assessed using Alpha Plus generated assessments. Progress Monitoring will be completed at the beginning of the year the first week of Sept, middle of the year by the first week of Dec & at the end of the year to show growths, strengths & weaknesses in our reading program.

Teachers have & will continue to attend literacy workshops & use WonderMedia to coach students to

Lynn  
MaxwellDana  
HuckabayRikki  
ArntfieldStefanie  
RobisonT.L.  
Burney

STARAccelerated ReaderAlpha  
PlusAimswebReading  
InterventionistRegistration Fees

No Funding at present  
time:utilize  
Aimsweb then  
implement new  
programs ASAP

As soon as possible

515 Funds

Data collected from STAR and AR

learn new skills through storytelling. These skills include writing, communication, teamwork, problem solving & technical skills like editing & sound design. Teachers & students will gain continuous hands on experience which will benefit them throughout their schooling & careers, which will help with ICAP requirements.

Lynn Maxwell  
Dana Huckabay  
Rikki Arntfield  
Stefanie Robison  
T.L. Burney

SDE OU-SC3Rural School/Battle for Kids Conference in Louisville KY  
CSI Meetings  
Lodging & Travel for Work shops  
Computers  
Registration Fees

Availability of workshops when teachers are available to attend: embedded literacy PLCS

On going as soon as possible

515 funds

Teacher input and teacher utilization

By analyzing data, teachers will identify struggling students, implement student intervention strategies, & identify needed adjustments to instructional practices. To ensure student growth, student work will be reviewed using the Alpha Plus program along with teacher observation. Reviewing all levels of student work is critical in order to ensure that all students grow & are appropriately challenged. PLC groups will meet for

Lynn Maxwell  
Dana Huckabay  
Rikki Arntfield  
Stefanie Robison  
T.L. Burney

Chrome Books  
T.L. Burney  
Outside consultants  
Alpha Plus, star and accelerated Reader programs will all be used

Funds not Available:  
Use new staff to do workshops with older staff.

ongoing and continuous

515 Funds

Teacher input and teacher utilization

one hour a week to review, analyze & discuss data & track progress.

Through the use of protocols, Professional Learning Communities will collaborate to strengthen their instructional practices, use data to identify strengths, weaknesses, track student growth, and discuss student work and instructional practices focused on literacy.

Data is collected by A+ formative/summative tests, AIMSweb, Study Island & Lexia & used to determine strengths & weaknesses. Once these are determined students will be grouped appropriately by needs, using flexible grouping methods. The intervention coach & other staff will then work with these small groups to ensure academic growth. Through PLC discussions & embedded PD

Lynn  
MaxwellDana  
HuckabayRikki  
ArntfieldStefanie  
RobisonT.L.  
Burney

T.L. BurneyOutside consultants such as Dr. Tiffany Ballard and associates, Alpha Plus data and more. Lodging & Travel for workshopsComputersRenaissanceChrome Books

Time frames:Common plan times for teachers when possible

ongoing and continuous

515 Funds

Teacher input and teacher utilization

Lynn  
MaxwellDana  
HuckabayRikki  
ArntfieldStefanie  
RobisonT.L.  
Burney

Renaissance STAR, Accelerated Reader and Alpha Plus are all needed to collect dataReading InterventionistReading AidChrome BooksComputersLibrary Books

Time frame:STAR/AR to help track reading comprehension & progress monitor

ongoing and continuous

515 Funds

Benchmarks, state test, STAR, & AR

teachers will adjust  
teaching practices to  
fit learner needs with  
brain based  
practices, scaffolding  
& differentiation.

**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 year, our school will raise our overall math scores to 15% of students being proficient or advanced with the state test as evidence

**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>The team reviewed data showing needs &amp; researched programs with evidence based learning to find ways to increase math scores. By attending PLC's, embedded &amp; outsourced workshops, teachers will continue to enhance student learning while strengthening weaknesses. Progress will be closely monitored/tracked using Data Walls.</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Lynn Maxwell Stefanie Robison Linda Berno Rikki Arntfield</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>Alpha Plus Accelerated Math Professional Development Registration Fees, Travel</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Study Island was purchased a few weeks after school began and can not be purchased for KG-1 until 515 budget is approved</p>	<p><i>What is timeline for each action step?</i></p> <p>2-8 will start in September and then 515 budget K-1st will start as soon as possible</p>	<p><i>Identify any relevant funding source.</i></p> <p>515 budget</p>	<p><i>How will the action step be measured &amp; when? Include data sources for tracking.</i></p> <p>Teacher input and utilization</p>

Alpha Plus curriculum will be used for Math instruction & professional development will be utilized to assist with data analysis, progress monitoring & data driven instruction.

The district has purchased new curriculum in math for all grade levels & benchmark assessments that align with that curriculum. Accelerated Math will be purchased with 515 budget. Alpha plus Data will be collected & used to determine areas of strengths and weaknesses in student learning. Once strengths and weaknesses are determined students will be grouped appropriately according their learning needs, by using flexible grouping methods.

Based on needs acquired through the 9 Essential Elements PD's were

Lynn Maxwell  
Stefanie Robison  
Linda Berno  
Rikki Arntfield

Accelerated Math  
Alpha Plus Math curriculum  
and benchmark assessments

Starting ASAP

515 budget

515 budget

Benchmark comparisons

selected to improve instructional practices and student achievement on specific math content areas. A+ will coach teachers on data driven instruction, OAS alignment, use of student assessments, & to build sustainability for continuous instructional improvement. A+ will offer continuous support with on site PD resource binders, Pacing Calendars, benchmarks & monitoring services.

Lynn  
Maxwell  
Stefanie  
Robison  
Linda  
Berno  
Rikki Arntfield

Linda Berno & Outside consultants  
Alpha Plus fees, presenter fees, travel and registration fees

Starting ASAP

515 budget

515 budget

Benchmark when program is purchased and again in December and April

Data Driven Professional Development will ensure Progress will be closely monitored & tracked using Data Walls. Alpha Plus program curriculum will be used for Math instruction & Alpha Plus professional development will be utilized to assist with data analysis, progress monitoring and data driven instruction.

Lynn  
Maxwell  
Stefanie  
Robison  
Linda  
Berno  
Rikki Arntfield

Alpha Plus Ed Systems  
Lodging for workshops  
Registrations  
Fees for workshops  
Presenter Fees  
Other supplies as needed for data wall creation.

Late start would be more accurate if started beginning of school:  
Begin ASAP and next year at the beginning of school

515 budget

515 budget

Through the used of the Alpha Plus progress monitoring online, teacher utilization and use of knowledge



Purchase of new Math curriculum Math Plus and online testing from Math Plus. As found in Center on Innovations in Learning, other research-based practices will include a focus on classroom instruction, personalized learning, family and community engagement, and data driven decision making. Providing multi-tiered instruction and intervention will help close achievement gaps between different levels of learners while at the same time strengthen tier one instruction.

Lynn  
MaxwellStefanie  
RobisonLinda  
BernoRikki Arntfield

Alpha Plus Educational  
Systems Math Plus  
TextbooksPresenter  
FeesChrome  
BooksComputers

No funding to purchase needed materials at this time:Begin utilizing ASAP after materials have been purchased

ASAP.

515 budget

Benchmark  
Comparisons

## 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 the year, our school will raise attendance by 5% with Wengage system as evidence.

**Pillar and Element:** LE - Student, Family, & Community Support

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 &amp; when? Include data sources for tracking.</i>
Keep Parents and Guardians informed	Pam ChappsLynn MaxwellHuckabayBerno, BurneyRobison, Arntfield	Wave, emails, phone calls, letter to parents/guardians. Paper, ink, postage, mileage to bus stop/homes	difficulty contacting parents/Guardians:Continually ask and update contact information, catch parents at drop off/pick up, bus stop	As soon as school begins	515	Warrior Pride Assemblies, monthly, teacher data board
Student Incentives	Pam ChappsLinda BernoLynn Maxwell	Activity Fund 515	Funding: Utilize what we have until further funding becomes available.	September 1st, 2019	Activity fund, 515 funding	Warrior Pride Assemblies, monthly, teacher data board
Encourage sick students to stay home	Lynn MaxwellStefanie RobisonLinda BernoRikki ArntfieldDana Huckabay, office	emails, phone calls, letters to do parents /guardians	difficulty contacting parents/Guardians:Continually ask and update contact information, catch parents at drop off/pick up, bus stop	515 budget and as soon as school begins on help that is no cost to the district.	515 budget	Individualized Teachers
Extra help to chronically absent students	Lynn MaxwellStefanie RobisonLinda BernoRikki ArntfieldLinda Berno	Teacher resources, school resources, emails, phone calls, letters to parents/guardians	.difficulty contacting parents/Guardians:Continually ask and update contact information, catch parents at drop off/pick up, bus stop	515 budget and as soon as school begins on help that is no cost to the district.	Activity fund, 515 fund	Individual Teachers

Sound and Reasonable attendance policy	Lynn Maxwell Stefanie Robison	School board policies and state policies	Policies not in place Put policies in place asap	515 budget	515 budget	Superintendent/ School board
Early and targeted Interventions	Lynn Maxwell Pam Chapps	school & teacher resources, 414 funds activity fund	Funding: Do with what we have until further funding becomes available	As soon as school begins	515 budget	Individualized Teachers

## 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
Increase Parent Activity through Learning Linked Activities		SEA	8/8/19
Visible Learning for Literacy by Connie Hamilton		External Provider	9/9/19
OBSE 119 Criteria for Alternate Assessment Participation Pepper Module		LEA	9/11/19
Child Count (Superintendent & Spec Ed Director)		SEA	9/4/19
PLC Bookstudy - What Every Teacher Should Know About Student Motivation (Donna Walker Tileston)	10/4/19	LEA	
PLC Bookstudy - What Every Teacher Should Know About Learning, Memory and the Brain (Donna Tileston)	11/8/19	LEA	
PLC Bookstudy - What Every Teacher Should Know About Effective Teaching Strategies (Donna Tileston)	12/13/19	LEA	
PLC Bookstudy - What Every Teacher Should Know About Student Assessment (Donna Tileston)	1/17/20	LEA	
PLC Bookstudy - What Every Teacher Should Know About Instructional Planning (Donna Tileston)	2/28/20	LEA	
National Rural Schools Conference (Louisville Kentucky)	10/24/19	External Provider	