
Application Printout

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Applicant: 53-I051 SOUTH COFFEYVILLE

Application: 2019-2020 Continuous Improvement Plan - A0 - 0105 SOUTH COFFEYVILLE
ES

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

Cycle: Original Application

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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>
Academic Performance - Elements 1,2,3	The strengths identified through the three data sources are linked to Essential Element 3-Instruction. 3.4b: All teachers are appropriately certified; 3.5c: Technology is readily available and equitably accessible to all students; 3.7 c: Teachers collaboratively analyze student responses from released test items to inform instructional practice and to improve student performance.	Challenges: OAS Curriculum alignment; Content area connections; Vertical/horizontal alignment; Gaps/overlaps process; Technology integrated instruction. Focus 1- Curriculum alignment indicators 1.1.a,d- ELA and Math Curriculum OAS aligned; connections within/between content areas. Focus 2- District facilitates/communicates OAS Curriculum Standards Indicators 1.2 b; 1.3 a- District facilitates vertical OAS Curriculum Alignment; process to eliminate overlaps/gaps. Focus 3- Systematic Curriculum to Evaluation to ensure OAS Alignment- 1.6 a;d- School leadership has procedures to address curriculum issues, Analyzes student performance data, reviews policies/procedures to make data-informed curricular decisions. Focus 4- Multiple classroom assessments- 2.1 a;c;e- All assessments are aligned with OAS Curriculum Standards, Teacher-designed assessment tasks are standards-based, rigorous, and use higher-order thinking skills, School leadership and staff develop and
Learning Environment - Elements 4,5,6	The strengths identified through the three data sources are linked to Essential Element 4-School Culture. 4.1b The school adopts a classroom management and discipline policy and school leadership implement procedures to provide a safe, healthy, orderly and equitable learning environment;4.2b: School leadership establishes and sustains a focus on continuous improvement in student learning; 4.3d: Students and staff members collaborate to research and adopt an effective program of school-wide student behavior that emphasizes self-discipline and responsibility.	Challenges: Family and community involvement, Teachers/Family communication, Dissemination of information to stakeholders, Professional development plan. Focus 1-Family and Community Involvement- 5.1 b;c;d- Families and the community are involved to remove barriers to learning, Interactive communication between home and school is meaningful and regular, Programs that promote interaction between teachers and families are developed and implemented. Focus 2-Teachers communicate regularly with student families- 4.7 c- Teachers regularly contact families to discuss student progress. Focus 3-Dissemination of information to stakeholders- 4.9 b-School staff members use technological resources and communication strategies to communicate with stakeholders. Focus 4-Professional development plan-6.2 b;c-Professional development planning considers individual staff and school wide improvement, Student achievement is analyzed to determine short and long-term professional development needs.

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

The strengths identified through the three data sources are linked to Essential Element 8-Organizational Structure and Resources. 8.2b: Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual abilities;8.3b: All teachers are certified to teach in their assigned areas and/or grade levels; 8.3h: Instructional assistants are assigned and reassigned to optimize program implementation and to meet the learning needs of students.

Challenges: Staff team planning, Access to curriculum training, Use of instructional time, Staff focuses on academic performance, Commitment to continuous improvement. Focus 1-Staff team planning-8.5 a;b;d;e;g-Staff members collaborate to implement a schedule to provide team planning, Staff uses team planning to focus on objectives of CSIP, Staff evaluates the impact of planning on student performance, Resources are used to support teacher collaboration. Focus 2- Access to curriculum training-7.5 a- Staff has access to and are trained in the use of OAS curriculum documents. Focus 3: Use of instructional time-8.4 b- Classroom management and organizational practices ensure instructional time is maximized. Focus 4: Staff focuses on academic performance-7.10 a-Staff analyzes performance data to establish priorities for academic performance. Focus 5-Commitment to continuous improvement-9.16 b-Team provides improvement reports to staff and stakeholders and accomplishments are celebrated.

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(121 of 1000 maximum characters used)

Prepare students for a changing world by providing the highest quality educational opportunities in a caring environment.

Continuous Improvement Vision Statement (33 of 1000 maximum characters used)

Forward, Upward, Onward Together.

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 (234 of 250 maximum characters used)

Increase the numbers students who meet or exceed proficiency on OK State ELA assessment and/or demonstrate growth on the AimswebPlus screener in percentile rankings from at-risk to benchmark levels from fall to spring by at least 10%.

Pillar and Element

AP - Curriculum*

Target Date

5/14/2020

FY20 Priority 2: SMART Goal (200 of 250 maximum characters used)

By the end of the school year, 90% of the teachers at our school will be implementing standards based lessons as evidenced by a data-based rubric collected through the instructional coaching sessions.

Pillar and Element

AP - Instruction*

Target Date

5/14/2020

FY20 Priority 3 (Competitive): SMART Goal (248 of 250 maximum characters used)

By 10-31-19 our school will establish a new social media platform and

Pillar and Element

Target Date

develop an ongoing plan that will communicate with at least 85% of stakeholders to increase community involvement as measured by surveys, social media page activity reports, etc.

LE - Student, Family, & Community Support

5/14/2020

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		

<p>Professional Development</p>	<p>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).</p>	<p>Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).</p>	<p>Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.</p>
<p>Rigorous Review Process <i>(Provide information only if using an external partner.)</i></p>	<p>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.</p>	<p>The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.</p>	<p>The Rigorous Review Process has not been addressed.</p>
<p>Operational Flexibility <i>(Provide information only if the site identifies barriers.)</i></p>	<p>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.</p>	<p>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.</p>	<p>Operational flexibility have not been addressed.</p>

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.

(7971 of 8000 maximum characters used)

Overview of the Continuous Improvement Plan (CIP) - Utilizing The Oklahoma Nine Essentials framework for continuous school improvement, the leadership team used the implementation rubrics to determine the extent of existing evidence for each practice, assessed the priorities, and developed activities to ensure continuous improvement with the district's CIP plan. Feedback from stakeholders (teachers, students, and parents/family) surveys, along with student achievement data and benchmark assessments, enabled the team to specifically identify areas of weakness for growth and determine a path to sustainability via realized strengths. Data triangulation facilitated the development of three goals aligned with South Coffeyville (SC) Public School District's vision and core beliefs. Evidence-Based Interventions (EBI) - Goal 1: As 72% of students didn't meet their state level targets on the ELA portion of the OSTP, SC purchased Really Great Reading curriculum for grades K-8 as a step to provide evidence-based reading instruction. SC will hire Sandy Dossett to provide on-site training. Really Great Reading has two published research studies with rural Oklahoma schools, Maryetta and Pawhuska. Both studies meet the ESSA criteria for Tier 2: Moderate evidence (USDE Program Evaluation, 2016; SEGMeasurement, 2018). Further, SC will work with OCIC to hire a school psychologist to consult and support teachers on data-driven decision making in identifying instructional and behavioral needs. As an extra layer of support to improve student academic and behavioral outcomes, the school psychologist will also train staff on implementation of Check-and-Connect, an evidence-based Tier 2 student mentoring program aimed at supporting student engagement. Check-and-Connect meets the ESSA requirement for Tier 1: Strong Evidence criteria. Goal 2, an Instructional Coach will be hired through OCIC to work one-on-one with teachers to establish evidence-based classroom management procedures and standards-based lesson plans to ensure classroom teachers are providing high quality instruction that supports all students in meeting benchmarks. Numerous research studies support coaching models that include observation, modeling, performance feedback, and relationship building to improve teacher practices (Joyce & Showers, 1981; Reinke, Lewis-Palmer, & Merrell, 2008; Jeffrey et al., 2009). Goal 3: While the National Association of School Psychologists (NASP) acknowledges associated risks with social media, they also note potential benefits: crisis prevention, intervention and postvention (NASP, 2016). Andrea Gribbel, #SocialSchool4EDU, will provide training on how to use social media to effectively communicate with students, parents and the community; how to create a positive school story; solicit feedback to improve services; and how schools can respond to negativity. Progress Monitoring - Utilizing our established MTSS more effectively, as well as support from the leadership team and consultants, we will ensure all students improve their academic achievement. Data-based decision-making utilizing universal screening and benchmarking tool, AimswebPlus, for both reading and math will aide teachers in identifying student strengths and weaknesses to individualize instruction to improve growth indicators and academic achievement on the OSTP. Screening data will assist data teams in evaluating overall instructional techniques and its impact on student outcomes. Interventions for students identified as at risk will be matched based on individual student needs and progress monitored to evaluate growth on a weekly basis. MTSS Teams will make decisions, based on Really Great Reading assessments and alongside AimswebPlus progress monitoring data, to employ interventions and modify interventions to better support student growth. Math screening is occurring but not monitored. Math curriculum will be purchased next summer and teachers will visit other districts to get feedback along with researching the available options. To support better math performance, the data team will work with the school psychologist to establish math interventions and progress monitoring. Additionally, teachers will be given support from an instructional coach to implement evidence-based instruction to improve student engagement and improve learning outcomes as an additional step to improve instruction for all students. Communication with parents and community members via social media posts will increase and feedback from stakeholders will be encouraged, and/or other forms of communication deemed appropriate. District Involvement - The district will support the improvement and sustainability plan through the following initiatives: a change to the district calendar to provide an early release for students each Wednesday so staff can participate in the PLC; hiring external

providers for training, instructional support, and improving family and community engagement; paying stipends to teachers for developing standards-based lesson plans and professional development outside of contractual hours; purchasing supplemental curriculum, materials, etc. to support classroom lessons; and teachers attending workshops/conferences. Sustainability of school improvement is achieved by having highly-trained teachers and administrators who apply evidence-based, student-centered instructional practices in every classroom. The superintendent and/or a representative from the leadership team will participate in Office of School Support and School Improvement regional and monthly partnership meetings as scheduled. Support will also be evident in establishing policies, structures, and procedures to increase student achievement and improve family/community engagement. These procedural and policy changes will impact sustainability of school improvement initiatives by providing staff access to consultative services and more support to aid in improving student achievement for all students. Professional Learning Communities (PLCs) - PLCs will meet each Wednesday for an hour (see schedule submitted with application). This time will be used to analyze student data (academic and behavior); provide time for collaboration across grade levels and/or content areas; provide trainings (standards-based lesson plans, check and connect, evidence-based instruction and classroom management strategies, etc.); encourage feedback and input on initiatives; and work together to build a positive social presence that increases student and family engagement. These identified areas/topics were chosen to improve the aforementioned areas and support sustainability of established MTSS procedures, effective instructional techniques, and proactive communication with stakeholders. Professional Learning - Multiple opportunities for professional learning will be made available for our teachers provided in various formats. Teachers will attend state, regional, and local workshops/conferences (i.e., EngageOK, OCIC's 2020 Winter Conference, state department of education workshops, etc.) throughout the school year and summer months with funds from Title IIA and the CIP grant. Embedded and ongoing weekly training will be provided by an instructional coach on evidence-based instructional practices and classroom management. A school psychologist will provide ongoing support and training on data-driven decision-making and check and connect. Sandy Dossett will provide on-site training for Really Great Reading. Andrea Gribbel will provide support and training on improving communication and engagement with families and the community. The aforementioned consultative support and procedures were identified to directly target improvements in the school improvement indicators. Additional topics for professional development will be added based on the identified needs of students and staff from established assessment procedures (i.e., fidelity assessments).

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: Increase the numbers students who meet or exceed proficiency on OK State ELA assessment and/or demonstrate growth on the AimswebPlus screener in percentile rankings from at-risk to benchmark levels from fall to spring by at least 10%.

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>Align all instructional resources/curriculum with Oklahoma Academic Standards in pre-kindergarten through 8th grade. 9EE 1.1.a;1.1.c</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Leadership team with all classroom teachers and paraprofessionals.</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>OAS Booklets and/or OSDE website</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Barrier: False assumption that instructional resources are OAS aligned. Solution: Coach teachers by means of instructional coach to unpack standards and then use resources to develop lessons that meet those standards.</p>	<p><i>What is timeline for each action step?</i></p> <p>July 1, 2019 through July 31, 2019.</p>	<p><i>Identify any relevant funding source.</i></p> <p>CIP Budget</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>Developed lesson plans will be submitted to Instructional Coach to review.</p>
<p>Meet with teachers on pd</p>						

needs for instructional strategies and intervention strategies to develop a strategic pd plan. 9EE 6.4.a; 3.1.b; 3.2.a; 3.4.c; 6.2.a-b; 6.3.a-b	Administrators	none	none	April 15, 2019 through May 13, 2019	CIP Budget	Number of teachers who provided input as to needs
Implement Really Great Reading as a supplemental program to provide instruction specifically for phonics and provide PD to teachers on the program. 9EE 1.1.b-c,h; 1.7.a-c; 2.5.d; 3.4.c	Leadership Team and all Pre-K through 8 teachers.	Time scheduled for PD for teachers and administrators to learn the curriculum.	none	July, 2019	Gala Fund; SIP Budget	Aimsweb Plus Screener will be used to measure growth.
Provide Teachers with Instructional Coaching.9EE 1.1.a-c;1.2.b; 1.7.a-d;2.1.a-c; 2.4.a-d; 3.1.a-d; 3.2.a; 3.3.b;3.4.f; 3.5.a-b;7.5.a; 7.11.d; 7.11.j	Brett BankerDaryl PruterKarla Bauer	Time needed for each teacher to have 1 hour of coaching and 1 hour of conferencing with coach, computer, wifi.	Barriers: Scheduling time for the coach to observe each teacher one class period a week and meet with them on their plan once a week.Solution: Principals will go through a program to train administrators how to be instructional coaches so they can assist.	August, 2019 through May, 2020	CIP Budget	A data based rubric will be used during the instructional coaching
Provide weekly Professional Learning Communities for staff. 9EE 1.1.a; 1.2.b; 1.2.h; 1.3.a; 1.4.a-b; 1.6.a-d; 2.4.a-d; 3.2.c; 3.3.c; 3.7.b-c; 3.7.f-g; 4.1.e; 4.2.g; 4.4b; 4.4f;6.3.b; 7.1.d;7.2.a; 7.4.a; 7.5.b; 7.6.c;7.10.a;7.11.c,e,i;8.5.a-b,d-f,j;	Leadership Team and entire staff	Instructional resources, student samples, supplies, benchmark testing data	Barriers: Providing uninterrupted time for all staff.Solution: Dismiss 45 minutes early on Wednesdays.	Every Wednesday 2:45-3:45 August, 2019 through May, 2020	none	Staff Surveys given monthly to address the effectiveness of the PLC's
			Barrier: Scheduling			

Provide interventions to students scoring below benchmark screenings on Aimsweb Plus Screener. 2.4.d; 3.2.b; 3.3b; 3.5c; 3.6.d; 5.4.a-d,i; 8.3.a,d,h;

Leadership Team

Aimsweb Plus Screener, paraprofessionals, supplemental instruction, web-based practice

all students in time slots for interventions that does not interrupt their core curriculum. Solution: Make schedule based on each teacher's class schedule.

September, 2019 through May, 2020

CIP Budget; General Fund

Benchmark screenings on Aimsweb Plus Screener given weekly.

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 school year, 90% of the teachers at our school will be implementing standards based lessons as evidenced by a data-based rubric collected through the instructional coaching sessions.

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>Teachers will begin unpacking standards and create 10 standards-based lesson plans. 9EE 1.1.a-c; 1.7.a-d; 3.1c; 7.5.a-c</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Brett Banker Karla Bauer</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>Copy of standards, an instructional video on how to unpack standards, a sample of an unpacked standard, a template for unpacking standards, a lesson plan template, computer, wifi</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Barrier: Teachers may not have a strong knowledge of using Google Drive, Docs, etc. in order to digitally complete and submit their lessons for review. Solution: Brett and Karla will be available to provide teachers with in person and phone instruction to aide them.</p>	<p><i>What is timeline for each action step?</i></p> <p>July 1, 2019 through July 31, 2019</p>	<p><i>Identify any relevant funding source.</i></p> <p>CIP Budget</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>Finished lesson plans will be sent to Brett Banker via Google Docs for review and input as they are completed.</p>
<p>Administrators will attend a PD on Instructional Coaching</p>						

<p>for Administrators, as well as participate in a year long coaching program, so they can assist in coaching the teachers with the help of an instructional coach. 9EE 1.1.a-c; 1.2.b; 1.7.a-d; 2.1.a-c; 2.4.a-d; 3.1.a-d; 3.2.a; 3.3.b; 3.4.f; 3.5.a-b; 7.11.d; 7.11.j</p>	<p>Brett Banker Daryl Pruter Karla Bauer</p>	<p>Copy of standards, Lesson Plan Template, Time scheduled for principals to meet with instructional coach.</p>	<p>Barrier: Unforeseen schedule conflicts. Solution: Prioritize these visits.</p>	<p>July 29, 2019-May, 2020</p>	<p>CIP Budget; General Fund</p>	<p>This will be measured through observation using data-based rubric</p>
<p>Instructional coaching will be provided weekly 9EE 1.1.a-c; 1.2.b; 1.7.a-d; 2.1.a-c; 2.4.a-d; 3.1.a-d; 3.2.a; 3.3.b; 3.4.f; 3.5.a-b; 7.11.d; 7.11.j</p>	<p>Brett Banker Daryl Pruter Karla Bauer</p>	<p>A working schedule with each teacher's scheduled times, various forms of technology that will be needed in the preparation of lessons and lessons</p>	<p>Barrier: Unforeseen schedule conflicts. Solution: Prioritize these visits.</p>	<p>August, 2019 through May, 2020</p>	<p>CIP Budget</p>	<p>This will be measured weekly through observation in the classroom as well as a submitted digital lesson plan that is OAS aligned.</p>
<p>Provide weekly Professional Learning Communities for staff. 9EE 1.1.a; 1.2.b; 1.2.h; 1.3.a; 1.4.a-b; 1.6.a-d; 2.4.a-d; 3.2.c; 3.3.c; 3.7.b-c; 3.7.f-g; 4.1.e; 4.2.g; 4.4b; 4.4f; 6.3.b; 7.1.d; 7.2.a; 7.4.a; 7.5.b; 7.6.c; 7.10.a; 7.11.c,e,i; 8.5.a-b,d-f,j;</p>	<p>Leadership Team and entire staff</p>	<p>Instructional resources, student samples, supplies, benchmark testing data</p>	<p>Barriers: Providing uninterrupted time for all staff. Solution: Dismiss 45 minutes early on Wednesdays.</p>	<p>Every Wednesday 2:45-3:45 August, 2019 through May, 2020</p>	<p>CIP Budget; General Fund</p>	<p>Staff Surveys given monthly to address the effectiveness of the PLC's</p>

Action Steps

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

**Priority 3
SMART
Goal:**

By 10-31-19 our school will establish a new social media platform and develop an ongoing plan that will communicate with at least 85% of stakeholders to increase community involvement as measured by surveys, social media page activity reports, etc.

**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 & when? Include data sources for tracking.</i>
Meet with a Social Media Specialist to determine the services offered and fees for services. 9EE 4.9.a-b; 4.10.a-b,d; 5.1.b,d-e; 7.1.b;	Karla Bauer Daryl Pruter Brett Banker Debbie Enos	Computer, wifi	Barrier: All parties that need to be involved being available at the same time. Solution: Use Zoom to do meeting.	July 2019	CIP Budget	Determining if this is the direction we will move in. A decision will be made after budget is complete and funding is available.
Sign a contract with a Social Media Specialist to set up and oversee a social media platform on behalf of the school 9EE 4.9.a-b; 4.10.a-b,d; 5.1.b,d-e; 7.1.b	Clemo Haddox	Funding	Barrier: Finding a specialist to use that will meet our needs. Solution: Interview consultants and identify specific requirements.	October 31, 2019	CIP Budget	Signed Contract
			Barrier: People who are resistant to			

Change PTO to school wide vs only Pre-K through 5th. 9EE's 5.1.a-b,d-e,j-k	Barb Long and 2019-2020 PTO President Leadership Team	PTO Meeting scheduled	changeSolution: Create a list of positive aspects about this change and provide to the elected officers.	August, 2019	none	A yes vote from the PTO board to put the plan into action.
Host a back to school bash for all community members. 9 EE's 5.1.d,k	Leadership Team	Food, PA system	Barrier: Getting it out to the community about the event.Solution: Post on the school newsfeed, send notes home with the students, take flyers by to the local businesses.	August 29, 2019	Each grade brings a specific food item.	Success will be based on attendance at event as well as an online survey about specific aspects of the event.
Hold monthly PTO meetings. 9EE's 5.1.a-b,d-e,j-k	Barb Long and 2019-2020 PTO President	Time	Barrier: Choosing a time that best suits the needs of the majority.Solution: Create a Facebook Group for the PTO and conduct a poll.	August, 2019 through May, 2020	none	PTO meeting minutes and attendance
Establish procedures for teachers to submit content to be shared on social media platform. 9EE 4.9b; 4.10.a-b,d,f	Leadership Team	Leadership Team Meeting, Computer, Wifi	Barrier: Teachers who struggle with technology.Solution: Demonstrate in PLC's how to do this.	October, 2019	CIP Budget	Keep a record of the teachers who submit content and the frequency.

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
Engage Oklahoma	07/18/19	SEA	07/18/19
Really Great Reading Initial Training	07/23/19	External Provider	7/23/19
Really Great Reading Follow-up	08/14/19	External Provider	
Introduction to Instructional Coaching Program/Classroom Procedures and Discipline Hierarchy	08/06/19	External Provider	
Active Supervision, Behavior Specific Praise, and Clear and Precise Directions	08/07/19	External Provider	
Unpacking Standards and Creating Assessments	08/08/19	External Provider	
OCIC 2020 Winter Conference	01/20/20	External Provider	
Using Social Media to Increase Family and Community Engagement	09/30/19	External Provider	
OCIC Special Education Refresher Workshop	09/13/19	External Provider	