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Applicant: 67-I015 BUTNER

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

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

Cycle: Amendment 1

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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	Essential Element 1: Curriculum - The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards. 1.5 Continuing education, including postsecondary education, life and career options 1.5 b ICAP elective for freshman. 1.5 a Offer AP computer course this school year 1.4 Curriculum transition points.Schoolwide Data Picture and surveys	Essential Element 2: Classroom Evaluation/Assessment 9EE. 2: The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work. (2.5; and 2.7). Schoolwide Data Picture
Learning Environment - Elements 4,5,6	Essential Element 4: School Culture 9EE4.3: Academic and behavioral expectations are high. Teachers set high academic expectations for all students, challenge the students to set high expectations and provide the structure and support to ensure student success.Schoolwide Data Picture and surveys	Essential Element 5: Student, Family, and Community Support - The school/district leadership team works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students. 5.1 Family and community involvement in promotion of programs and services. 5.1c Interactive communication between home and school is meaningful and regular. 5.3 Reduction of barriers to learning. 5.3f. School staff members incorporate differentiated instructional strategies into classroom practice to meet needs and reduce barriers to learning.
Collaborative Leadership - Elements 7,8,9	Essential Element 7: Leadership - The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity. 7.10a The school staff regularly analyzes student performance data to guide the work of the staff toward establishing priorities for student academic performance and closing gaps among subgroups. Schoolwide Data Picture	Essential Element 8: Organizational Structure and Resources 9EE8: The school/district leadership team is organized to maximize use of all available resources to support high quality performance of students and staff.

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(137 of 1000 maximum characters used)

Inspire our children through authentic and innovative learning opportunities and experiences to enrich their lives now and in the future.

Continuous Improvement Vision Statement (43 of 1000 maximum characters used)

Authentic learning for a fulfilling future.

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 (150 of 250 maximum characters used)

Instruction: By the end of the 2019-2020 school year our school will increase the average ACT mean score from 12.6 to 15 with ACT results as evidence.

Pillar and Element

AP - Instruction*

Target Date

5/14/2020

FY20 Priority 2: SMART Goal (181 of 250 maximum characters used)

School Culture: By the end of the 2019-2020 school year our school will decrease the number of students who miss 7 or more days per semester by 5% with Wengage Program as evidence.

Pillar and Element

LE - School Culture*

Target Date

5/14/2020

FY20 Priority 3 (Competitive): SMART Goal (0 of 250 maximum characters used)

Pillar and Element

Target Date

Plan Narrative Rubric

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

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

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

Plan Narrative

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

(8000 of 8000 maximum characters used)

The supt. formed a leadership team comprised of six educators including the superintendent, high school principal, high school counselor, and three high school teachers. Our leadership team's job was to identify areas of need and develop a plan for improving our school by utilizing the components of the Nine Essential Elements. The team gathered information from the Schoolwide Data information, the parent, student, administrator, and teacher surveys to assist them in identifying which components of the Nine Essential Elements were most realistic and achievable. {Effective Practice - Establish a team structure with specific duties and time for instructional planning. Strength of Evidence Rating-Promising/Moderate}We began the plan for improving our school by identifying the components of the Nine Essential Elements that need the most immediate attention. We distributed electronic surveys to students, teachers, parents and administrators to collect data from several sources about our school. After reviewing data collected our leadership team focused on two main items that we felt had the greatest impact on student success at our school. Our Smart Goals are: (1) Instruction: By the end of the 2019-2020 school year our school will increase the average ACT mean score from 12.6 to 15 with ACT results as evidence (2) School Culture: By the end of the 2019-2020 school year our school will decrease the number of students who miss 7 or more days per semester by 5% with Wengage Program as evidence. {Eff. Practice-Make decisions to assist students based on data. Strength of Evidence Rating - Moderate, pg. 22}Butner High School is located in the rural town of Cromwell, Ok.. Most students are from low socioeconomic families. Many families do not have transportation or employment opportunities. From our school report card we received 0 out of 30 possible points in the area of academic achievement. We have attempted in the past to offer after school tutoring to our students but due to the fact that most parents in our district do not have transportation to pick their children up after school hours and the school has difficulty finding bus drivers to run an extra bus route after school hours this has failed to be successful. Our team felt it was necessary to assist our students with improving their ACT scores and academic grades by offering RTI services and tutoring throughout the school day so students could attend. By hiring an extra staff member and offering these services throughout the school day to any student who needs assistance we feel this will assist with improving grades in all areas. We were able to rework our schedule to include RTI and tutoring to students who require this extra assistance. This is something that will be sustainable by the school in the future. This will assist us in completing Smart Goal 1. RTI -{Eff. Practice-Engage instructional teams in assessing and monitoring student mastery. Strength of Evidence Rating - Strong, pg. 7}{Eff. Practice-Assess student learning frequently. Strength of Evidence Rating - Strong, pg 7}.The proposed action for Smart Goal 1, Instruction: is to improve ACT scores. On our data page a dip in scores is expected between the baseline and beginning of year scores from NWEA testing due to a lack of instruction during the summer break. The baseline data is the previous year's end of the year data from NWEA test. We did not have any previous year information for science because we did not test in science last year with NWEA. Our baseline data for the seniors is their end of the year NWEA test from the previous year. We do not have any further senior data due to the fact we test using the 6+ growth tests to give us an ACT prediction and NWEA does not recommend administering that test to seniors.{Eff. Practice-Provide a tiered system of instructional and behavioral supports and interventions. Strength of Evidence Rating-Strong, pg. 11.}Two teachers attended the Summer Institute in Washington this summer and brought back valuable curriculum and information that will assist team member and students in areas of history and language arts. The two teachers held professional development for staff members sharing information they learned on their trip. They also shared lesson plans and other information through Google Docs that has been implemented this school year. Technology will play a large role in improving our instruction and ACT scores.Our staff has been provided professional development in the use of Google Docs and we have purchased classroom sets of laptops for our students to use to enable them to access Odysseyware to work on subjects they may need assistance with during the school day and also to complete NWEA testing, as well as work on ACT prep.The tech. coordinator is responsible for upkeep of all technology equipment throughout the district to ensure that computers,

smart boards, laptops, school messenger program, etc. all run efficiently in order to achieve both smart goals. The tech. coordinator is responsible for providing staff development to all teachers regarding equipment. She also conducts student instructional sessions each semester on the use of technology. {Eff. Practice-Use appropriate technological tools and programs to enhance student learning. Strength of evidence rating - Moderate. pg. 12} The proposed action for Smart Goal 2, School Culture: Is to improve attendance. We have purchased a school notification system, School Messenger, that calls parents on a daily basis if their child is tardy or absent from class. We are also in close contact with our local District Attorney's office to distribute information to them for truancy and chronic absenteeism of our students. Home visits are also being made to bring students to school who have missed the bus as transportation to school is a hardship for many families in our district. We have held meetings at the beginning of the school with parents and mailed certified letters to all parents of students who were chronically absent the previous school year notifying them of the attendance policy and the possibility of being referred to the DA's office for their child's attendance issues this school year. The steps we have taken for Goal number 2 are also sustainable for future years. The entire staff attended A Framework for Understanding Poverty (AHA process Ruby Payne) workshop this summer and two teachers attended Eric Jensen's Teaching and Engaging with Poverty in Mind Conference. Both focused on the importance of helping students from low socioeconomic areas learn the value of education and how important it is to understand what children from poverty need to motivate them to attend school and make school a priority. {Eff. Practice - Educate parents to support their children's learning and teachers to work with parents. Strength of Evidence Rating-Strong. pg. 20.} { Effective Practice-Provide two-way school-home communication linked to learning. Strength of Evidence Rating - Strong. pg. 20.} Engage Oklahoma was attended by all members of the team this summer. Each member attended break out sessions in areas of interest to them. At our next team meeting we discussed what we learned and how we could use what we learned to assist in meeting our goals. The remaining professional developments, Southern Regional Educational Board School Improvement Summer Conference 2020, PreAP and AP Summer Institutes, Model Schools Conference, The Nuts and Bolts Symposium, and the PLC Meetings will assist in meeting both goals by providing information to help improve ACT scores and also improve school culture. Attendees will return with information that will be shared with remaining staff and implemented for the next school year. Information will also be used in placing personnel in key classes. { Eff. Practice-Strategically manage personnel to provide most effective staff where needed most. Sub-Area Personnel-Strength of Evidence Rating, Moderate/Strong

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:

Instruction: By the end of the 2019-2020 school year our school will increase the average ACT mean score from 12.6 to 15 with ACT results as evidence.

Pillar and Element:

AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Implement benchmark assessments in the areas of Math, Reading, and Science.	Principal, Counselor, Classroom Teachers	NWEA (MAPS)	None	2019-2020 school year	General Funds	NWEA Maps, Data, Reports. Testing will occur three times per year with ACT testing as evidence
ACT Prep workshops provided in the fall, and spring semesters.	Principal, Counselor, Seminole Nation JOM Coordinator	Seminole Nation	Barrier: Time and transportation	September 2019 February 2020	Seminole Nation	ACT Reports
Teachers and administrators will attend national workshops such as Model Schools Conference and Nuts and Bolts Symposium, Pre AP and AP Summer Institute, PLC	Selected Administrators and Teachers	Stipends, benefits, and travel expenses for attendees. PD supplies	None	Summer 2020	CIP 515 funds	Implementation of information from workshop - beginning of school year - monitor by

Meetings, Southern Regional Education Board School Improvement Summer Conference 2020.

principal

Hire RTI/tutor so services can be offered to students during the school day

Principal, Counselor, Classroom Teachers

Paraprofessional salary and benefits

None

2019-2020 school year

General Funds

Benchmark testing, classroom testing,

Revise school schedule to accommodate RTI/tutoring

Principal, Counselor

Counselor

None

2019-2020 school year

General Fund

Monthly monitoring of results of RTI/tutoring students

Technology Coordinator to maintain all technology equipment, laptops for benchmark assessments, ACT testing, and smart boards for use with Google Docs etc. Staff Development for certified staff in developing curriculum, preparing and utilizing special curriculum materials and equipment. Provides student instructional sessions each semester on the use of technology item used in the classrooms.

Technology Coordinator

Technology Coordinator salary and benefits

None

2019-2020 school year

515 funds

Dated sign in sheets, including topics of staff development for teachers or topic of instructional sessions with students.

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: School Culture: By the end of the 2019-2020 school year our school will decrease the number of students who miss 7 or more days per semester by 5% with Wengage Program as evidence.

Pillar and Element: LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Purchase notification system to notify parents when students are tardy or absent.	School attendance clerk	School Messenger	Annual fee for School Messenger	2019-2020 school year	515 funds	Daily attendance will be measured by Wengage. EBI: Ruby Payne Workshop and Eric Jensen Conference
Notification to local District Attorney's office of truant and chronically absent students	School attendance clerk	Wengage attendance	None	2019-2020 school year	General funds	Certified letters mailed to parents and information turned over to the D.A. for truant students and chronic absent students. EBI: Ruby Payne Workshop & Eric Jensen Conference
Teachers and Administrators will attend national workshops such as						

<p>Model Schools Conference, Nuts and Bolts Symposium, A Framework for Understanding Poverty (AHA process Ruby Payne) Eric Jensen's Teaching and Engaging with Poverty in Mind Conference, Engage Oklahoma, Summer Institute,</p>	<p>Selected Administrators and Teachers</p>	<p>Stipends, benefits, and travel expenses of attendees and PD supplies.</p>	<p>None</p>	<p>2019-2020 school year summer 2020</p>	<p>CIP 515 funds</p>	<p>Professional development to staff at beginning of school year.</p>
<p>Transport students to school who do not have a way to come to school</p>	<p>Counselor has agreed to pick up students who may have missed the bus and have no other means of transportation to come to school</p>	<p>Use of school vehicle</p>	<p>Time away from work</p>	<p>2019-2020</p>	<p>General funds</p>	<p>Wengage daily attendance of students who would otherwise be absent. EBI: Ruby Payne Workshop & Eric Jensen Conference</p>
<p>Technology Coordinator to maintain computers, work closely with Wengage to ensure School Messenger works properly with student attendance system.</p>	<p>Technology Coordinator</p>	<p>Technology Coordinator salary and benefits</p>	<p>None</p>	<p>2019-2020 school year</p>	<p>CIP 515 funds</p>	<p>Continuous monitoring of equipment.</p>

Action Steps

There are only 2 Smart Goals, this tab is not required.

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
Southern Regional Education Board School Improvement Summer Conference 2020	July 2020	External Provider	
PreAP and AP Summer Institutes	July 2020	External Provider	
PLC Meetings	June 2019	LEA	
Model Schools Conference	June 2020	External Provider	
The Nuts and Bolts Symposium	June 2020	External Provider	
A Framework for Understanding Poverty (AHA process Ruby Payne)	Aug. 2019	External Provider	Aug. 2019
Engage Oklahoma	June 2019	SEA	June 2019
Eric Jensen's Teaching & Engaging with Poverty in Mind Conference	July 2019	External Provider	July 2019
Summer Institute	June 2019	External Provider	June 2019
Teaching Mindful Students	July 2020	External Provider	