

---

**Application Printout**

---

**eGrant Management System**

**Printed Copy of Application**

Applicant: 44-I092 CIMARRON

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

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

Cycle: Original Application

Date Generated: 4/27/2020 12:11:04 PM

Generated By: 160966

**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>
<b>Academic Performance - Elements 1,2,3</b>	The district has identified numerous strengths linked to 9EE Pillar 1. Element 1.1.a the implemented curriculum is correctly based and fully aligned with Core Content & OAS Curriculum standards. Element 1.2.a & b the district communicates and facilitates discussion regarding horizontal and vertical alignment. Element 1.5.a & e the district provides intentional connections through NWOSU & Northern Oklahoma College to provide concurrent courses to be made available to the student body, as well as mentoring projects, service learning projects, as well as shadowing programs designed intentionally to focus upon continuing education practices deemed to expand student horizons.	The district identified the following challenges linked to Pillar 1: Element 2.4.a identification of curriculum gaps using the analysis of multiple assessments; Element 3.5.b technology is used regularly to expand the classroom into the community; Element 3.5.c technology is readily and equitably accessible to all students; Element 3.5.f teachers and students effectively use a variety of technology to extend learning; Element 3.5.h the district makes technological resources available to the community stakeholders during hours beyond the regular school day.
<b>Learning Environment - Elements 4,5,6</b>	The district has identified numerous strengths linked to the 9EE Pillar 2. Element 4.1 a the physical structures of the school provide all student swith a safe, healthy,and equitable learning environment. The district's physical structures are in excellent condition and provide a safe, positive and healthy environment for learning. Element 4.6 a students have equitablr access to all classes regardless of cultural, physical, or socio-economic background. Element 4.11 a the district has incorporated in all students a commitment to equity and diversity.	The district has identified the following challenges linked to Pillar 2: Element 4.6.c the district has adopted a policy and leadership has implemented procedure that ensures effective teacher/student ratio for meeting all needs of students; Element 4.6.d the school has adopted policy and leadership has implemented procedure requiring flexible master schedule allowing teacher assignments to be adjusted to maximize special teachers on student learning; Element 4.6.e alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural, socio-economic status; Element 5.2.b the district extended school services are designed to support and promote achievement; Element 5.2.f the district provides a variety of technology to all students.
	The district has identified numerous strengths linked	The district has identified the following challenges linked to Pillar

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

to 9EE Pillar 3. Element 8.2.a, the district has enacted and enforces equitable access to all curriculum for all students. Element 8.2.c, sufficient course offerings are provided so that all students can address OAS curriculum standards. Element 8.4 the district has adopted a policy to maximize and protect school instructional time. The district places a focus upon active collaboration with the community and parents.

3: Element 7.5.e the district provides opportunities to the staff to participate in external curriculum development exercises; Element 8.2. alternative scheduling opportunities are designed and implemented to ensure that all students have access to all classes without regard to cultural background, physical abilities, socio-economic status, or intellectual abilities; the district adjusts the schedule to allow for project development, as based upon instructional needs.

---

## 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(146 of 1000 maximum characters used)

To inspire Cimarron students through equitable,authentic,creative, and collaborative learning experiences to create successful life long learners.

Continuous Improvement Vision Statement (107 of 1000 maximum characters used)

Authentic, disciplined, student-centered learning with real-world connections to create life long learners.

## 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 (215 of 250 maximum characters used)

The percentage of students scoring proficient or above on the ELA OSTP will increase five (5) percent from 26 to 27.3 percent as measured by the ELA OSTP, which will be the ACT English Scores for the 2019-2020 year.

Pillar and Element

AP - Instruction\*

Target Date

4/1/2020

**FY20 Priority 2:** SMART Goal (141 of 250 maximum characters used)

Incorporate Blended Learning with 100% of students and staff by end of school year 19-20, measured by bi-weekly meetings with administration.

Pillar and Element

AP - Instruction\*

Target Date

4/1/2020

**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.

<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		

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

---

(7986 of 8000 maximum characters used)

OVERALL The Oklahoma Nine Essential Elements Needs Assessment Findings were used by the leadership team in conjunction with the most current OSTP student assessment data . Electronic Surveys were distributed to teachers students and families. Data triangulation facilitated the site's formulation of two Smart Goals: 1. The percentage of students scoring proficient or above on the ELA OSTP will increase five (5) percent over the scores of the previous year; 2.Incorporate Blended Learning with 100% of students and staff by end of school year 19-20, measured by bi-weekly meetings with administration. The overall data findings reveal that students lack reading comprehension skills. The proposed action plan for the Smart Goal 1 involves the addition of a Reading Specialist 2 to be used in the 705 site to foster reading comprehension through varies strategies including pull out one on one remediation, supervision of a comprehensive reading comprehension program, collaboration with existing ELA Staff to ensure coordination of remediation efforts and to provide focused training in guided reading intervention (Effective Practices Research Briefs and Evidence Rating, pg.11) Strong. The process will include the alignment of all curriculum with OAS by curriculum mapping through the PLC. This will be the responsibility of the Leadership Team working with the PLC reviewing OAS booklets, and curriculum mapping templates. The team sees no barriers to this step and the process will be complete by end of school year 2020. The funds will come from general funds and the administration, PLC, and leadership team will review progress every two weeks to see if the is off or on target. The progress will be monitored by the team as well as the ELA Specialist and PLC. The plan will take into consideration the surveys of teachers, students, and family which was created by the team and PLC using survey monkey. The Leadership Team, PLC and teaching staff will be responsible for progress tracking the online survey. The Team sees no challenges other than lack of internet access which will be addressed by allowing parents and students additional access to internet access. This project will complete by Spring of 2020, and General funds will be used to fund it. Surveys will be monitored and analysed at the bi-weekly meetings and additional quarterly surveys will be used to monitor progress. A Reading Specialist 2 will be hired. The interview and decision to hire will be the responsibility of the administration, with the Leadership Team and PLC participating in the process of interviewing candidates.The Administration, Leadership Team and PLC will access the OSSBA Job Portal to find candidates, and the Leadership Team sees no challenges to this process which will be complete by School year 2019-2020. Project 515 Funds will be used for the hire. The TLE Review , OSTP Performance, and review of student progress bi-weekly will afford progress monitoring. The district will purchase Xtreme Reading and provide PD for the use of Xtreme Reading. This will be the responsibility of the of the Leadership Team, PLC and teachers, who will contract with Xtreme Reading to purchase the program. The Team sees no challenges to this component which will be completed in school year 2019-2020 with project 515 funds. Xtreme Reading preformance will be monitored in bi-weekly meetings with teachers and PLC. 2. The second Smart Goal will be addressed by incorporating Blended Learning with 100% of students and staff by end of school year 19-20, measured by bi-weekly meetings with administration. This goal will be adressed through the purchase of Chromebooks for every student and staff of the 705 site. The purchase decision will be made by the Leadership Team in meetings with teachers. The team sees no challenges to this step and will complete this step by school year 19-20. The funds to purchase Chromebooks will br Project 515 Funds. The incorporation of Chromebooks will be reviewed by the Team, PLC and Administration in bi-weekly meeting. All instructional material will be aligned with OAS through curriculum mapping with PLC, assuring blended learning. This will be the responsibility of the PLC, administration and the Leadership Team. The team will need asseece to OAS booklets and mapping templates. The team sees no challenges to this step and will complete this step by school year 19-20. The funds will be General Funds and progress will be evaluated bi-weekly by the administration and PLC. The district will acquire the Google Classroom format. this will be done by Leadership Team, PLC and admin. The team sees no challenges in getting certification for Classroom and will complete project by school year 19-20 with General funds. Monitoring will be bi-weekly by admin., PLC and teachers. PD in Google Classroom will be the responsibility of PLC,



admin & teachers. Resources will be Google Certification, with no challenges, completed in school year 19-20 with General Funds, monitored bi-weekly with teachers, PLC and Leadership team. EVIDENCE-BASED-INTERVENTIONS- District leaders and leadership team accessed Evidence for ESSA and What Works Clearinghouse to select a "Strong Evidence" Intervention. Regarding Smart Goal 1, the team found that Reading Specialist 2 support in literature (Effective Practices Research Briefs and Evidence Ratings, pg11) Strong. The teams decided to use SIM-Xtreme Reading-Struggling Readers as an intervention. This program was accessed on Evidence for ESSA and found to have a finding of "Moderate Evidence " of literacy Intervention (Effective Practices Research Briefs and Evidence Rating, pg 14) Moderate . SIM: Xtreme Reading will be used by the Reading Specialist referenced in this grant to supplement their reading interventions. Smart Goal 2 accessed What Works Clearinghouse to find support for the intervention of one-to one instruction through the purchase of Chromebooks and the use of Google Classroom to augment the site wide instruction. WWC produced "Strong Evidence" of successful intervention through the use of Technology in Instruction and Teacher Perceptions of School Support for Technology use in Iowa Schools (Margolin, Pan, and Yang, 2019). Sustainability will be achieved through growing teachers as teachers of reading and education of teachers in technology management. The school schedule will be amended to allow for intervention time during each day.PROGRESS MONITORING- All students will be assessed for reading literacy. They will be monitored through the use of formative assessments. The Chromebooks introduction will take place after three days of professional development on Google Classroom and Chromebook use. Parents will be given professional development on the use of Google Classroom and Chromebooks at an event the first semester and two events the second semester. All steps will be monitored bi-weekly through meetings of administration, PLC and teachers.DISTRICT INVOLVMENT- The district will support the following interventions by amending the schedule to allow for interventions. The district will hire a Reading Specialist as referenced above. District will provide general funds as referenced PROFESSIONAL LEARNING COMMUNITIES- PLC's will analyze student data to identify struggling students that need intervention. PLC's will meet bi-weekly.RIGOROUS REVIEW PROCESS- The district is committed to the above referenced interventions. The team will keep records of all meetings and all services provided. The evidence will be used in making decisions regarding plan modification for the 20-21 year.OPERATIONAL FLEXABILITY- The district will modify transportation schedules to accommodate these intervention efforts. It will also pay for additional teacher professional development time. WE KNOW CHALLENGES AND WILL CHANGE TO RESPOND TO NEEDSREVISE NARRATIVE to REFLECT ACTION STEPSSTART WITH DATA USE, ACTION STEPSTHEN DISCUSS GOAL 1 & 2 USING ACTION S

**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:** The percentage of students scoring proficient or above on the ELA OSTP will increase five (5) percent from 26 to 27.3 percent as measured by the ELA OSTP, which will be the ACT English Scores for the 2019-2020 year.

**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><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>Align all instructional curriculum with OAS by curriculum mapping through PLC. (Effective Practices Research Brief &amp; Evidence Rating p 6,8) strong</p>	<p>Leadership Team, hereafter LT; PLC, teachers</p>	<p>OAS booklets, Curriculum Mapping Template</p>	<p>none</p>	<p>July 1, 2019 through October 31, 2019</p>	<p>General Funds</p>	<p>Schedule is undertaken and is reviewed every two weeks. The administration reviews whether the staff is off target or on target.</p>
<p>Survey teachers, students, and family re intervention. Creation of survey by leadership team using survey monkey.</p>	<p>Leadership Team, hereafter LT; PLC, teachers</p>	<p>Online survey</p>	<p>Problems;some families do not have access to internet. Solutions; have additional access to school internet after school.</p>	<p>Spring 2019 through Spring 2020</p>	<p>General Funds</p>	<p>Surveys have been monitored and analyzed. Additional quarterly surveys will be used to monitor progress.</p>
						<p>TLE Review, OSTP performance review, review every two</p>

Reading Specialist 2	Leadership Team, administration for TLE	OSSBA Job Portal, funds to hire additional reading specialist	none	School year 2019-2020	Project 515	weeks regarding student performance, meetings with PLC bi-weekly. STAR will be used for monitoring
Purchase of Xtreme Reading and provide PD for use of Xtreme Reading	Leadership Team, hereafter LT; PLC, teachers	Contract with provider, external provider Xtreme Reading (Rubric attached), funds to purchase Xtreme Reading and professional development	none	School year 2019-2020	Project 515	OSTP performance review, analyse Xtreme reading data report in bi-weekly meetings through the year
Celebrate reading success by students monthly (how) success party in the afternoon with access to community resteraunts	Leadership Team, hereafter LT; PLC, teachers	community partners, family, students	none	School year 2019-2020	General Funds	OSTP performance, quarterly benchmark 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 2 SMART Goal:** Incorporate Blended Learning with 100% of students and staff by end of school year 19-20, measured by bi-weekly meetings with administration.

**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><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>Align all instructional curriculum with OAS by curriculum mapping through PLC, assuring blended learning. (Effective Practices Research Brief &amp; Evidence Rating p 6,8) strong</p>	<p>Leadership Team, hereafter LT; PLC, teachers</p>	<p>OAS booklets, curriculum mapping template,</p>	<p>none</p>	<p>School year 19-20</p>	<p>General Funds</p>	<p>Schedule is undertaken and is reviewed every two weeks. The administration reviews whether the staff is off target or on target.</p>
<p>Purchase Chromebooks</p>	<p>Leadership Team, hereafter LT; PLC, teachers</p>	<p>Chromebooks</p>	<p>none</p>	<p>School year 19-20</p>	<p>Project 515-Chromebooks</p>	<p>Schedule is undertaken and is reviewed every two weeks. The administration reviews whether the staff is off target or on target</p>
						<p>Progress will be</p>

Google Classroom	Leadership Team, hereafter LT; PLC, teachers	Google Classroom certification	none	School year 19-20	General Funds	monitored in bi-weekly meetings with teachers and PLC
Provide PD for Google Classroom (Rubric attached)	Leadership Team, hereafter LT; PLC, teachers	Google Classroom certification, funding for professional development on effective use of Google Classroom	none	School year 19-20	General Funds, OPSRC	Progress will be monitored in bi-weekly meetings with teachers , PLC, and after any professional development offered

---

---

**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
Google Classroom , OPSRC	11-13-2019	External Provider	
Chromebook	11-14-2019	External Provider	
Extreme Reading	12-15-2019	External Provider	