
Application Printout

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Applicant: 76-I006 FREEDOM

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

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>
<p>Academic Performance - Elements 1,2,3</p>	<p>Curriculum: We have done a good job aligning the curriculum in the lower elementary with little overlap; Communication of standards is improving with required curriculum mapping but need content area discussion. ICAP is fully implemented for the 2020 school year. Implementation of assessment and accountability was fully implemented during the 2019 school year.</p>	<p>Instructional resources are outdated and don't meet the needs of students. Homework is not used as needed. Effective and varied instructional strategies are not fully implemented. Teacher knowledge and motivation techniques are partially implemented Use of technology is not being implemented. Conversations are needed on transition points. We have definite gaps. Multiple classroom assessments are not fully used. Designed assessment tasks are not utilized and little if any student choice. Assessments are not analyzed and students aren't provided with standards in most classes, leaving teachers not knowing everything they need and students not taking responsibility for their own learning.</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>A safe, orderly and equitable learning environment is fully implemented. A facilitation of belief that all children can learn is at a high level. Academic and behavioral expectations are high Decision-making process involving staff . Teachers and community members involvement is improving. Dissemination of information to stake holders is implemented needs of students is fully implemented. Access to the curriculum is available. Learning support for the classroom is provided as needed. The student record system is fully implemented.</p>	<p>Long term professional growth needs to be addressed with a professional development plan and alignment. Lack of feedback between teachers and students. Teacher recognition of student success is minimal. Assignment of teachers to maximize opportunities is partial. Teacher communication with families is partially implemented. Student achievement is not always publicly celebrated. Family and community involvement is not actively recruited. Dissemination of information is partial within the school community.</p>
<p>Collaborative Leadership - Elements 7,8,9</p>	<p>A newly developed leadership team is implemented with a new Visions and Mission for the district. A safe and somewhat effective learning environment is implemented with equipment needs. Implementation of school policy is constantly being updated. The leadership skills of the principal is fully implemented. Staff allocation is fully</p>	<p>School staff needs to improve analyzing student academic performance. Curriculum training is accessible but not always utilized. Not enough time is spent on curricular and instructional issues. Students have full access to entire curriculum. Staff team</p>

implemented. Use of instructional time has increased. Data has been collected and utilized, developing a school improvement plan designed to meet the needs of teachers and students.

planning is limited with unclear fiscal process.

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(51 of 1000 maximum characters used)

Every Student Prepared for College, Career and Life

Continuous Improvement Vision Statement (93 of 1000 maximum characters used)

All learners are committed in their power to embrace learning, to excel and own their 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 (106 of 250 maximum characters used)

ACT test scores will increase from an average composite score of 17.4 to an average composite score of 18.4

Pillar and Element

LE - Professional Growth, Development, & Evaluation*

Target Date

5/15/2019

FY20 Priority 2: SMART Goal (117 of 250 maximum characters used)

All 9th-12th graders will have an individualized college and career academic plan by the end of the 2020 school year.

Pillar and Element

LE - School Culture*

Target Date

5/15/2019

FY20 Priority 3 (Competitive): SMART Goal (174 of 250 maximum characters used)

New curriculum and technology will be utilized by 100% of students by the end of the 2020-2021 school year as measured by surveys, lesson plans and tracked technology usage.

Pillar and Element

AP - Curriculum*

Target Date

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.

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.

(7444 of 8000 maximum characters used)

Freedom High School CSI PlanOur Leadership team identified 2 goals based on Triangulation Analysis. The two goals we have chosen are as follows: 1. ACT test scores will increase from an average composite score of 17.4 to an average composite score of 18.4 2. All 9th-12th graders will have an individualized college and career academic plan by the end of the 2020 school year. Our School-wide data picture, Stakeholder Survey, and 9EE Reporting Document all lead to the determination that professional development and planning need to be top priorities, as documented on our triangulation analysis. Gathering information and using Evidenced Based Intervention, will help meet these goals. All staff members have been included in this process and asked for input, building staff buy in, which is very important for our school climate. Our leadership team was afforded the opportunity to present information concerning our school improvement plan and ensure that all staff knew it was important to have their feedback to succeed in our school wide goals. This shows the strength of the core function: School Leadership and Decision Making with the effective practice: Focus the principal's role on building leadership capacity, achieving learning goals and improving instruction. Through the guidance of our principal we have developed a mission and vision statement, set up a leadership team and utilized it to build stronger buy in and belief in our goals. This is happening by cultivating leadership, fostering school improvement, and creating a school climate conducive to a hospitable education. While it is Freedom High School writing this grant, we are so intertwined that all staff have been included. While the reason for Freedom High School going through this process has already been improved, we found that the concerns we have are valid and are grateful for this opportunity to help improve our school district as a whole. Our first goal is to increase ACT composite scores from 17.4 to an average composite score of 18.4 by providing quality professional development; ensuring teachers are utilizing best practices in the classroom. We will be utilizing the State Department of Education, Oklahoma Public Schools Resource Center, NWEA, Ed Webinars, Model Schools Conference and other research based professional development to ensure teachers receive district wide and individualized professional development. These will include Dyslexia training through the Bureau of Educational Research, Reaching the Bar through OU Educational Research, Professional Learning Communities and others we find that fill the need of our teachers and students. Teachers will be sharing new strategies during staff meetings as well as beginning peer evaluations. These two checkpoints along with the evaluation process will be determining factors on the professional development incorporated into the classrooms. An increase in students' engagement and test scores will be validation that teachers are using best practices to help students take ownership in their learning and working with students in ways that increase individual student ownership. This includes student tracking of their personal learning data so they know areas of personal strength and need. We must ensure that the professional development is utilized appropriately and reflect to gain success. The effective practice of aligning classroom observations with professional development is already being done; however, providing teachers with quality professional development increases their desire to continue learning and stay fresh on best practices, while helping meet this practice with greater strength, providing better practices in the classroom, which are currently lacking. Teachers' needs must be met for them to feel important in their district. When teachers have the tools they need to teach, it is evident and morale increases right along with teacher effectiveness. We realize that when teachers are taken care of they take better care of the students as well. While we will be implementing extra professional development during the 2019-2020 school year, this is something that will be on-going to keep teachers up to date on teaching strategies and best practices. We will also purchase applications and materials to meet the needs of teachers and students in the classroom based on needs found upon completion of attending workshops and researching products. Two examples are Book Taco and Storyboard that which are both affordable applications helping engage students in reading and writing. They are highly recommended through the library association and provide assessments and skill level quizzes which will help provide feedback to students and teachers. Goal two, All 9th-12th graders will have an individualized college and career academic plan by the end of the 2020 school year, helps us meet

our state requirement for ICAP as well as what our analysis shows is needed to improve school culture. Our schedule has been changed providing a daily class period to help reach this goal. We are using okcareerguide.org and everfi.org to help with this process. These sites have assessments, activities and research information to help guide conversation and help students take ownership over their individual goals and learning. The Kuder Career Interest Assessment and the Kuder Skills Confidence Assessment will be utilized to help set goals. Everfi has varying courses that will be assigned specific to student needs. This goal adjoined with goal number 1 will help teachers know how to utilize this time effectively and appropriately. Providing standards for students to understand and learn from, along with this process and analysis of all the information, will lead students on a path toward success; leading to higher engagement in the classrooms and plans after high school. Setting students on a path aids in their willingness and desire to learn. This makes the state standards much more important and aids in helping students assess their own learning, leading to success in the classroom on a regular basis, leading to higher graduation rates and more informed citizens. This goal is something teachers must facilitate well in order to serve the students successfully. The professional development they will receive will guide them through this process as well. They are great at building relationships and this goal will help them understand how to use those relationships to best serve our students. We will continue each year, with each student through their year of graduation, providing students with the opportunity to reflect and make changes as needed, based on individual strengths and preferences. Inviting a motivational speaker to reach students and teachers to ignite/re-ignite a passion for learning and help students realize how important their education is toward a successful future is another key part of this goal. Too often students believe we are just telling them things because we want them to do the work and do not realize how skills or lack of them, could impact their future; Often an outside speaker can reach students in this way when educators cannot. The core function: High School/Opportunity to Learn, under the effective practice of Prepare Students for postsecondary options, is an area we are growing in and with this goal added it will be strong. The Remainder of Plan is in Supporting Documents

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: ACT test scores will increase from an average composite score of 17.4 to an average composite score of 18.4

Pillar and Element: LE - Professional Growth, Development, & Evaluation

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 & when? Include data sources for tracking.</i></p>
<p>NWEA will be contacted for professional development to ensure teachers are utilizing test data to benefit and help strengthen student skills and their own. (Effective Practice Resewarch Brief pg 22)</p>	<p>Michelle Shelite</p>	<p>Library, NWEA resources, Computers, MAPS Testing</p>	<p>Scheduling to benefit all teachers</p>	<p>January 30, 2020</p>	<p>CSI Grant Funds</p>	<p>It will be measured each time the MAPS test is given through the documentation utilized and analyzed. This will show when teachers pull students during Intervention times as well as through the growth in students.</p>
<p>Staff Will Attend the Summer 2020 Model Schools Conference, Bureau of Educational Research workshops and PLC 2.0 (Effetctive Practice</p>	<p>Michelle Shelite Bryant Weber Bretta Matthews</p>	<p>Attendance of Conferences, Grant funds for travel, lodging, food and attendance of the conference.</p>	<p>Possibly all staff will not be able to attend. Possible staff turn-over.</p>	<p>July 30, 2020</p>	<p>CSI Grant funds</p>	<p>Increased student engagement and test scores will be sources of measurement as well as teacher evaluations based on the needed change of teaching</p>

Brief, pg 41-44)						strategies within the classroom.
Monitoring of Professional Learning Focus for individual teachers (Effective Practice Brief, pg 46)	Michelle Shelite	Ed Webinars, OPSRC, Oklahoma State Department of Education and other sources as they are researched and implemented.	Staff motivation and time constraints.	May 15, 2020 and on-going	School General Fund	Staff Sign-in Sheets, PLF Plans set up and reviewed during evaluations.
OPSRC for individualized and group professional development. (Effective Practices, pg. 46)	Michelle Shelite Bryant Weber	OPSRC, School Library, Computers	Ensuring that all staff attend professional development opportunities.	May 15, 2020 and on-going	School General Fund	Staff sign In sheets, Individual Professional Development Documentation and PLF's
Attend Dyslexia Training provided by the Bureau of Educational Research and the Reaching The Bar by Using Depth of Knowledge Strategies provided by the Oklahoma Writing Project. (Effective Practices, pg 41 & 46)	Michelle Shelite	Lodging, teachers, substitutes for teachers, registration fees, and food	Distance of travel and teachers out of classrooms	May 2020	CSI Grant Fund	Professional Development to other staff and continued recognition of the students with possible dyslexia and the use of information gained in classrooms as seen in lesson plans and observation as well as an increase in the depth of knowledge used in classrooms.
An RTI tool will be adopted and utilized based on data on individual student to ensure all students receive needed instruction to receive. (Effective Practices, pg 190)	Leadership Team	Research tools and adopt one that fits FHS needs.	Selection of the tool	August 2020	CSI Grant Funds	Utilization of the tool itself and an increase in student scores.

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: All 9th-12th graders will have an individualized college and career academic plan by the end of the 2020 school year.

Pillar and Element: LE - School Culture

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>Daily ECAP classes will help us reach this goal through the use of OKCareerGuide.org and Everfi.com, Utilizing these sources along with state standards will help students set goals that are achievable. This should also help them take ownership of their own learning, especially when they begin documenting their successes and failures. (Effective Practices, pgs. 152-155)</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>All faculty Bryant Weber, Superintendent Michelle Shelite, Principal</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>OkCareer Guide.org Everfi.com Student Data Tracking Teacher conversations and documentation</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Teachers/students not using this time with fidelity. Class period observations and student/teacher data will be evidence of work being accumulated.</p>	<p><i>What is timeline for each action step?</i></p> <p>May 15, 2020</p>	<p><i>Identify any relevant funding source.</i></p> <p>Small amount of curriculum funding to help pay for any supplies needed. This would be minimal.</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>Completion of online assessments (Kuder Career Interest Assessment and Kuder Skills Confidence Assessment), compilation of data, data forms from students/teachers.</p>

Invite a motivational speaker to motivate and spark students and staff concerning education and future life. (Effective Practices, pg 41)

All leadership team members

Auditorium, Professional Speaker, Sound equipment, invitations

Scheduling a speaker appropriate for the desired outcome.

May, 2021

Edge Grant Funds

Survey prior to and after the event to measure student, staff, and parent motivation and ideas concerning education.

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: New curriculum and technology will be utilized by 100% of students by the end of the 2020-2021 school year as measured by surveys, lesson plans and tracked technology usage.

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 & when? Include data sources for tracking.</i></p>
<p>Research and analyze curriculum to adopt and purchase in all core areas. (Effective Practices Reference, pg.80-83)</p>	<p>Leadership Team- each will have a core subject to oversee.</p>	<p>State Department of Education, Textbook Companies, Samples, Faculty, and state standards</p>	<p>Time, updated textbooks</p>	<p>Research will be completed by January and adoption will be decided by March of 2020. Purchasing will begin upon release of grant funds.</p>	<p>Edge Grant</p>	<p>This will be measured by the books being purchased and the resources gained for the district. Increased student engagement and test data will be analyzed.</p>
		<p>Technology reviews, Amazon, K20 Center and other technology sources as introduced</p>				

Purchase updated electronics and technology for curriculum use. (Effective Practice Reference, Pg 86-90)

Michelle Shelite and Bryant Weber

through research, including Book Taco and Storyboard That as well as others we find that are found to be effective for school needs. Desktop computers, laptops, document cameras, apple tv's and smartboards are also resources needed.

Time, Excessive information on which devices are best, and difference of opinions.

July 2020

Edge Grant

Use of electronics for educational purposes and the growth of problem solving skills and critical thinking, measured throughout the school year.

Purchase a Marquee for dissemination of information to the community (Effective Practice Reference, pg 117)

Michelle Shelite and Bryant Weber

Electricity ran to sign, Oklahoma Sign Company or company with the best quote

Finding a company willing to deliver and install the marquee in Freedom

August 2020

Edge Grant

More interactions with the community, Phone logs, increase in internships/work study and increase in positive community feedback through surveys.

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
Model Schools Conference	6/28/20	External Provider	
NWEA	1/6/20	External Provider	
OPSRC	8/18/20	External Provider	
OPSRC NextThought	8/13/20	External Provider	
EdWebinars	10/30/19	External Provider	
Teacher lead Professional development from Model Schools Conference	7/30/20	LEA	
IXL	7/30/20	External Provider	
PLC 2.0	8/3/2020	External Provider	