
Application Printout

eGrant Management System

Printed Copy of Application

Applicant: 55-I037 MILLWOOD

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

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

Cycle: Amendment 2

Date Generated: 4/30/2020 11:00:04 AM

Generated By: 42275

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	1.5 Continuing education, including post-secondary education, life, and career options 2.3 Student awareness of academic expectations	3.5 Use of technology 1.1 Curriculum Alignment 1.6 Systematic evaluation of curriculum ensuring its alignment to OAS 1.7 Common academic core as identified by OAS 2.1 Multiple classroom assessments 2.4 Identification of curriculum gaps using test scores 3.1 Effective and varied instructional strategies used in all classrooms 3.7 Collaborative examination of student work
Learning Environment - Elements 4,5,6	4.7 Teachers communicate regularly with students families 6.10 Process of personnel evaluation 6.12 Evaluation process of teachers	4.8 Teachers and staff inspire best efforts 4.3 Academic and behavioral expectations are high 4.10 Student achievement is publicly celebrated 4.1 Safe, orderly, and equitable learning environment 6.4 School improvement goals connect with student learning goals 6.3 Professional development priority alignment 6.6 Professional development plans align with student achievement data 6.5 Professional development is ongoing and job embedded
Collaborative Leadership - Elements 7,8,9	8.3 Staff allocation 8.5 Staff team planning	7.8 Safe and effective learning environment 7.5 Instructional staff's access to curriculum training 7.10 School staff focuses on academic performance 8.4 Use of instructional time 8.5 Staff team planning 8.1 School's use of resources 8.10 Allocation and implementation of program resources 9.16 Commitment to continuous improvement

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(88 of 1000 maximum characters used)

To prepare all students academically and socially for lifelong learning and achievement.

Continuous Improvement Vision Statement (343 of 1000 maximum characters used)

To implement a well-defined Blended Learning curriculum, taught by a core of competent, caring teachers with a high degree of active involvement by students, parents, staff, and community. The educational program will create decision makers capable of shaping their own futures. The school will be a place where students can and want to learn.

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 (124 of 250 maximum characters used)

By EOY 80% of students in each grade, 9-12, will show growth gains of at least 20% on OK (OAS) ELA & SAT Reading Benchmarks.

Pillar and Element

AP - Classroom Evaluation/Assessment*

Target Date

5/1/2020

FY20 Priority 2: SMART Goal (122 of 250 maximum characters used)

By EOY 80% of students in each grade, 10-12, will show growth gains of at least 20% on OK (OAS) Math & SAT Math Benchmark.

Pillar and Element

AP - Classroom Evaluation/Assessment*

Target Date

5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (69 of 250 maximum characters used)

2020 Graduation Cohort will increase graduation rate by as least 20%.

Pillar and Element

LE - School Culture*

Target Date

5/20/2020

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.
Professional Development	Describes the process of how the site 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.

(7984 of 8000 maximum characters used)

Overview of Continuous Improvement Plan (CIP) - School site, Millwood High School, has experienced a change in Administration and Leadership Team, as of July 1, 2019; thus, a new direction in terms of assessing school needs and identifying SMART goals. While some needs assessment findings have been included, it is noted that these findings will be used in conjunction with the most recent planning by Board appointed Administration and Leadership Team, in conjunction with Baseline and BOY benchmarks, as approved and administered through the External Provider, Edmentum Courseware and Testpacks. The Oklahoma Nine Essential Needs Assessment findings were discussed by the Leadership Team, and a modified data triangulation facilitated the sites identification of three SMART goals: 1. By EOY 80% of students in each grade, 9-12, will show growth of at least 20% on (OAS) ELA & SAT Reading Benchmarks. 2. By EOY 80% of students in each grade, 10-12, will show growth of at least 20% on OK (OAS) Math & SAT Math Benchmark. 3. 2020 Graduation Cohort will increase graduation rate by as least 20%. SMART goals 1 & 2 are aligned with Academic Performance Pillar and Classroom Evaluation and Assessment Element, and SMART goal 3 is aligned with Learning Environment Pillar and School Culture Element. SMART goals 1 & 2, in both ELA/Reading and Math, remain the priority, and the action plan includes aligning all curriculum and instruction to the OK (OAS) Standards through Edmentum Courseware, aligning all benchmarks to the OK (OAS) Standards and SAT curriculum assessment modules, through Edmentum Testpacks Assessment platform, generating an auto-populated skills-based Edmentum Learning Path from Baseline/BOY/MOY Benchmark data for 100% of student body, fostering the engagement of a teaching and learning culture of Standards-based Mastery, utilizing external provider to engage Administration, Leadership Team, and classroom teacher in aligned bi-weekly professional development, utilizing site-based leadership to guide weekly collaborative planning sessions and Professional Learning Community planning, to closely monitor student growth and mastery, and informed classroom instruction, and finally capitalizing on new district initiative of school-wide Blended Learning instructional model and school environment. In terms of mandated 11th grade state assessments, Administration has changed the assessment platform from ACT to SAT. The third SMART goal focuses on the graduation rate of the 2020 & 2021 graduation cohorts. The action plan includes recurring course credit and transcript audits, conducted at the BOY/MOY/EOY, fully implementing Blended Learning and Individualized Learning through Edmentum Courseware, for course/credit recovery, and tempo-based learning for student/counselor generated learning pace, a targeted post-secondary plan for Junior and Senior classes through Individualized Career Academic Plan (ICAP), and site-based identified student tracks of Collegiate, Career Tech, or Internship & Industry, and the continuation of embedded Gear Up platform with site-based Gear Up Counselor. There is a commitment to create a culture where students are motivated to graduate as a result of the involvement and alignment of post-secondary goals and opportunities, while in high school, all along providing validity to, and continuity for, each of the 3 identified site-based tracks. Evidence Based Interventions (EBI) - Administration and Leadership team reviewed What Works Clearinghouse Practice Guides for best practices and (EBI), and the Oklahoma EDGE External Provider Rubric, as well as consultation with identified School Support Specialist to determine a potential score for expressed provider. Recommendations of WWC Practice Guide, aligned with abilities of the desired External Provider, determined that the External Provider could support Evidence-Based Interventions in the following ways: 1) Make data a part of ongoing cycle of instructional improvement, 2) Teach students to examine their own data, 3) Establish clear vision for school-wide data use, 4) Provide supports fostering a data-driven culture within the school, 5) Develop and maintain a district-wide data system, and 6) Provide an SAT Test Preparation and Coaching Program. External Provider met with Superintendent and Principal, to outline process, approach, and completion for each phase of implementation for the Edmentum program(s), including the roles and responsibilities of the Edmentum Instructional Coach, program administrators, and school district employees, in reference to generated SMART goals. Functioning as a fully engaged Blended Learning school, the External Provider has agreed to provide 1) Application support focused on Edmentum program functionality and issue resolution, 2) Consultation on instructional strategies and professional learning to Administration, Leadership Team, and classroom teachers, 3) Example timelines of what Administration, Leadership Team, and classroom teachers can expect throughout implementation, as well as requirements and pacing for task accomplishment, and 4) Consultation on best practices and lessons learned regarding the implementation of Edmentum program(s). SMART goal alignment is evident as communicated in the External Provider Expected Outcomes section, in the following areas: Align courses to the Oklahoma State Standards, improve student pacing in course, increase scores and alignment to course instruction content, module mastery on Edmentum Courseware and Testpacks, and increase graduation rates. Sustainability and continuity of implementation will result from student's ability to self-monitor progress, using the Student Summary report, and review progress with their teacher in daily conferences, as well as the teacher's task to review individual student progress on a weekly basis, using the Student Summary Report to monitor course completion, and bi-weekly and weekly PLC meetings with Administration, Leadership Team, and all classroom teachers. Progress Monitoring - SMART goals 1 & 2 are addressed in that 100% of student population will take ELA/Reading & Math benchmarks and then receive an academic growth prescription, upon Benchmark completion, via Edmentum Learning Path. Students will be scheduled in 3, school-wide consecutive days of Learning Path 45-50 minute sessions per week, totaling 140 minutes. School course requirements have been altered to meet the needs of Learning Path requirements. Previously, only students identified as needing remediation, tutoring, intervention, or credit recovery were assigned a Study Skills course, while others participated in Athletics/Activities Block; however, the new Study Skills (i.e. Learning Path), is designed to foster and monitor the standards aligned growth goals of 20%, as prescribed by the Baseline/BOY Benchmark, thus involving all students regardless to level of academic proficiency. Progress monitoring will continue and each Learning Path will repopulate with the MOY Benchmark. Student usage time will be tracked, with weekly report on student usage and teacher accountability, through Edmentum Time Tracking and Courseware usage platform weekly progress reporting document. Additionally, bi-weekly Edmentum generated reports of student standards exemption and achieved standards mastery in course progression, via Unit pre- post-tests, and Topical Mastery Tests, will be accessed, and used to monitor student progress in course, and inform instruction and determine grouping and regrouping of students in identified areas of need as outlined in PLC meetings with Administration, Leadership Team, classroom teachers, and Edmentum Instructional Coach. Each departmental PLC is responsible for developing a pacing calendar for Unit/Topical Mastery, subsequently aligned to the Edmentum Standards Correlation Guide, thus allowing classroom teacher to adequately monitor individual instructional pacing.

Action Steps

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

Priority 1 SMART Goal: By EOY 80% of students in each grade, 9-12, will show growth gains of at least 20% on OK (OAS) ELA & SAT Reading Benchmarks.

Pillar and Element: AP - Classroom Evaluation/Assessment

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 the 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>Align all instructional resources/curriculum with Oklahoma Academic Standards in 9th - 12th grades. 9EE 1.1.a;1.1.b;1.1.c;1.1.f</p>	<p>Site Principal, Edmentum Instructional Coach, classroom teachers</p>	<p>Edmentum Courseware & Assessment Curriculum and OK (OAS) Standards Correlation Guide</p>	<p>Teachers, new and veteran, unfamiliar with standards based mastery as a link to student outcomes and achievement.</p>	<p>August 13, 2019 through September 25, 2019</p>	<p>Project 515 & General Funds</p>	<p>Schedule designed with two-week checkpoints with Edmentum Coach.</p>
<p>One-hundred percent of student population will receive an academic growth prescription, upon Benchmark completion, via Edmentum Learning Path. 9EE 2.4.a; 2.4.c;2.4.d;3.5.a;3.5.c;3.5.d;3.5.e;3.5.j</p>	<p>Principal, Assistant Principal, Edmentum Instructional Coach, Building Testing Coordinator</p>	<p>Edmentum Testpacks, and student Learning Path platform.</p>	<p>Monitoring and accountability of student, on task, computer/Learning Path usage times. Limited technology (laptops and hotspots) for students to work inside and outside of school day hours, weekday evenings and weekends.</p>	<p>September 25, 2019 through May 1, 2020</p>	<p>Project 515 & General Funds</p>	<p>Students will be scheduled in 3, school-wide consecutive days Learning Path sessions per week, totaling 120 minutes. Student usage time will be tracked by named responsible individuals, with weekly report on student usage and teacher accountability.</p>
			<p>Teachers adequate</p>			

<p>One-hundred percent of students enrolled in Blended Learning Core ELA and Math courses at school site will be administered Standards Mastery Tests. 9EE 1.7.a;1.7.d; 1.7.i;2.1.a;2.1.d;2.1.f;3.5.a;3.5.c;3.5.d;3.5.e;3.5.j</p>	<p>Department Leads and core content classroom teachers.</p>	<p>Edmentum Courseware Unit pre-tests/post-tests, and Topical Mastery Tests</p>	<p> pacing and facilitation of measured standards within each Unit. Limited technology (laptops and hotspots) for students to work inside and outside of school day hours, weekday evenings and weekends.</p>	<p>September 3, 2019 through May 15, 2020</p>	<p>Project 515 & General Funds</p>	<p>Bi-weekly Edmentum generated reports of student standards exemption and achieved standards mastery in course progression.</p>
<p>Provide PD for Edmentum Courseware and Assessments OK (OAS) Standards Correlation, unpacking classroom assessment data, and benchmarking data. 9EE 6.2.b;6.2.c;6.3.a; 6.3.c;6.3.d;6.4.b;6.5.b;6.5.c;6.5.e;6.5.f;6.5.g;6.6.a;6.6.b;6.6.c;6.8.a;6.8.c;6.10.a;6.10.b;6.10.c;6.12.b;6.12.e;6.12.f.</p>	<p>Principal, Edmentum Instructional Coach</p>	<p>Edmentum Testpacks & Assessment Reports</p>	<p>Limited technology.</p>	<p>August 28, 2019 through May 15, 2020.</p>	<p>Project 515 & General Funds</p>	<p>Bi-weekly Edmentum Coach, on-site, weekly presence of principal in collaborative planning</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 2 SMART Goal: By EOY 80% of students in each grade, 10-12, will show growth gains of at least 20% on OK (OAS) Math & SAT Math Benchmark.

Pillar and Element: AP - Classroom Evaluation/Assessment

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 the 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>Align all instructional resources/curriculum with Oklahoma Academic Standards in 9th - 12th grades. 9EE 1.1.a;1.1.b;1.1.c;1.1.f</p>	<p>Site Principal, Edmentum Instructional Coach, classroom teachers</p>	<p>Edmentum Courseware & Assessment Curriculum and OK (OAS) Standards Correlation Guide</p>	<p>Teachers, new and veteran, unfamiliar with standards based mastery as a link to student outcomes and achievement.</p>	<p>August 13, 2019 through September 25, 2019</p>	<p>Project 515 & General Funds</p>	<p>Schedule designed with two-week checkpoints with Edmentum Coach.</p>
<p>One-hundred percent of student population will receive an academic growth prescription, upon Benchmark completion, via Edmentum Learning Path. 9EE 2.4.a; 2.4.c; 2.4.d;3.5.a;3.5.c;3.5.d;3.5.e;3.5.j</p>	<p>Principal, Assistant Principal, Edmentum Instructional Coach, Building Testing Coordinator</p>	<p>Edmentum Testpacks, and student Learning Path platform.</p>	<p>Monitoring and accountability of student, on task, computer/Learning Path usage times. Limited technology (laptops and hotspots) for students to work inside and outside of school day hours, weekday evenings and weekends.</p>	<p>September 25, 2019 through May 1, 2020</p>	<p>Project 515 & General Funds</p>	<p>Students will be scheduled in 3, school-wide consecutive days Learning Path sessions per week, totaling 120 minutes. Student usage time will be tracked by named responsible individuals, with weekly report on student usage and teacher accountability.</p>
			<p>Teachers adequate</p>			

<p>One-hundred percent of students enrolled in Blended Learning Core ELA and Math courses at school site will be administered Standards Mastery Tests. 9EE 1.7.a;1.7.d; 1.7.i;2.1.a;2.1.d;2.1.f;3.5.a;3.5.c;3.5.d;3.5.e;3.5.j</p>	<p>Department Leads and core content classroom teachers.</p>	<p>Edmentum Courseware Unit pre-tests/post-tests, and Topical Mastery Tests</p>	<p> pacing and facilitation of measured standards within each Unit. Limited technology (laptops and hotspots) for students to work inside and outside of school day hours, weekday evenings and weekends.</p>	<p>September 3, 2019 through May 15, 2020</p>	<p>Project 515 & General Funds</p>	<p>Bi-weekly Edmentum generated reports of student standards exemption and achieved standards mastery in course progression.</p>
<p>Provide PD for Edmentum Courseware and Assessments OK (OAS) Standards Correlation, unpacking classroom assessment data, and benchmarking data. 9EE 6.2.b;6.2.c;6.3.a; 6.3.c;6.3.d;6.4.b;6.5.b;6.5.c;6.5.e;6.5.f;6.5.g;6.6.a;6.6.b;6.6.c;6.8.a;6.8.c;6.10.a;6.10.b;6.10.c;6.12.b;6.12.e;6.12.f.</p>	<p>Principal, Edmentum Instructional Coach</p>	<p>Edmentum Testpacks & Assessment Reports</p>	<p>None</p>	<p>August 28, 2019 through May 15, 2020</p>	<p>Project 515 & General Funds</p>	<p>Bi-weekly Edmentum Coach, on-site, weekly presence of principal in collaborative planning</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: 2020 Graduation Cohort will increase graduation rate by as least 20%.

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><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>Course Credit and Transcript audit.</p>	<p>Counselor, Registrar, Enrollment Officer</p>	<p>District and State Graduation requirements, and student diploma classifications</p>	<p>Requesting and receipt of transfer student records. Outdated technology.</p>	<p>July 1, 2019 through May 20, 2020</p>	<p>District employee, hiring of Registrar.</p>	<p>July 1, 2019 through September 5, 2019 (start of 1st Semester) December 20, 2019 through January 10, 2020 (1st Semester grade/credit evaluation at end of 1st Semester/start of 2nd Semester) May 15, 2020 through May 20, 2020 (2nd Semester grade/credit evaluation at end of 2nd Semester)</p>
<p>Full implementation of Blended Learning and Individualized Learning through Edmentum Courseware. 9EE 3.5.a;3.5.c;3.5.d;3.6.a;3.6.e;3.6.j;3.7.f;3.8.f;</p>	<p>Counselor, AVID Coordinator</p>	<p>Edmentum Courseware</p>	<p>Monitoring and accountability for student course progression. Limited technology (laptops and hotspots) for students to work inside and outside of school day hours, weekday evenings and weekends.</p>	<p>August 20, 2019 through May 15, 2020</p>	<p>Project 515 & General Funds</p>	<p>Edmentum Time Tracking and Courseware usage platform weekly progress reporting</p>
			<p>Creating a culture where students are</p>			

<p>Targeted post-secondary plan for Junior and Senior classes through ICAP, and identified student track: Collegiate, Career Tech, or Internship & Industry 9EE 4.2.b;4.2.e;4.2.f;4.8.a;4.8.b;4.8.c;4.8.d;4.8.g;4.8.h;4.10.a;4.10.b;5.2.a;5.2.c;5.2.e;5.2.m;9.12.a;9.12.c;9.12.d;</p>	<p>Counselor, AVID Coordinator, Career, Industry, & Community Partnership Coordinator, Business/Career Tech Instructor, Gear Up Coordinator</p>	<p>ICAP Curriculum, AVID Curriculum, Gear Up Curriculum, OK College Start, OK Promise, Site-based Student Track continuum</p>	<p>motivated to graduate as a result of involvement and alignment of post-secondary goals, while in high school. Providing validity to, and continuity for, each of the three site-based tracks. Establishing community partnerships aligned to student interests and goals.</p>	<p>August 20, 2019 through May 15, 2020</p>	<p>Gear Up Grant, General Funds</p>	<p>Student (3 tracks) digital portfolio quarterly submission. Weekly assignment completion through AVID & ICAP Curriculum in AVID & Advisory Blocks. Scheduled monthly events and celebrations in 3 site-based student tracks.</p>
<p>Embedded Gear Up platform with site-based Gear Up counselor. 9EE 4.4.a;4.4.b;4.4.c;4.4.e;4.4.f</p>	<p>Counselor, AVID Coordinator, Gear Up Coordinator</p>	<p>Gear Up Curriculum</p>	<p>Perception that the main focus is the Collegiate Track.</p>	<p>August 20, 2019 through May 15, 2020</p>	<p>Gear Up Grant</p>	<p>Scheduled monthly college readiness events for all Senior students.</p>

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
The Shift to Blended Learning	8/13/2020	External Provider	8/13/2020
Introducing the Edmentum Courseware and Assessment Platform, and OK (OAS) Standards Correlatio	8/28/2020	External Provider	8/28/2020
Implementing the Blended Learning Instructional Block	9/10/2020	External Provider	9/10/2020
Implementing the Blended Learning Instructional Block	9/11/2020	External Provider	9/11/2020
Unpacking Courseware Classroom Assessment Data	9/24/2020	External Provider	9/24/2020
Unpacking School-wide Benchmark Assessment Data	9/25/2020	External Provider	9/25/2020
Re-engaging and Engaging the Absent Learner	10/8/2020	External Provider	
Blended Learning and Creating of Small Groups with Identified Target Skills	10/9/2020	External Provider	
Small Group Assessing and Whole Group Differentiation	10/22/2020	External Provider	
OK Standards Correlation to PSAT/SAT: Pacing and Expected Mastery	10/23/2020	External Provider	

Edge Grant Assurances

- By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below that will apply to any subsequent application amendments.
- A. Sub-grantees will ensure that all requirements of the Edge Grant are met for the entirety of the grant cycle. Revisions to the awarded Edge Grant will not be considered without approval from the Office of School Support and Improvement. Revisions made without approval may result in termination of the award.
 - B. Sub-grantees will ensure that School Improvement 1003(a) funds awarded will not and cannot be used for any other purpose or site or personnel outside of the approved Edge Grant narrative and budget.
 - C. Sub-grantees will monitor and evaluate the actions that the site has taken, as outlined in the approved Edge Grant, to sustain the reforms, interventions, and programs after the grant cycle ends.
 - D. Sub-grantees utilizing external providers to write the Edge Grant may not use awarded funds to pay for those grant writing services.
 - E. Sub-grantees utilizing external partners to write the Edge Grant may not fund contracts to those same external vendors using awarded funds.
 - F. Sub-grantees will complete and upload the following documents to the Supporting Documentation tab in order to be considered for the Edge Grant:
 - a. Supplemental Narrative
 - b. Proposed Budget
 - c. Assurances
 - G. Sub-grantees will commit to meet the following requirements for the entirety of the grant cycle in order to be considered for the Edge Grant:
 - a. Submission of a Continuous Improvement Plan (CIP) with Supplemental Narrative and Proposed Budget
 - b. Establishment of a Leadership Team which includes the Office of School Support and Improvement participation
 - c. Complete 9 Essential Elements Needs Assessment
 - d. Identify 3 SMART Goals
 - e. Utilize only strong or moderate level Evidence Based Interventions (EBIs)
 - f. Ensure that Professional Learning Communities (PLCs) meet weekly for School Improvement purposes
 - g. Submit quarterly benchmarking data via GMS
 - h. Attend all required Office of School Support and Improvement Regional Meetings and EngageOK
 - i. Hold leadership team meetings monthly
 - j. Work with partners, including the Office of School Support and Improvement, to align data, curriculum, and professional development

Assurances Fully Agreed To: 10/23/2019