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Applicant:	52-I002 BILLINGS
Application:	2019-2020 Continuous Improvement Plan - A0 - 0705 BILLINGS HS
Project Period:	7/1/2019 - 6/30/2020
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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 *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3	The strengths identified through the three data sources are linked to Essential Element 3 - Instruction - 3.1.j: Classroom activities require all students to use inquiry learning as well as higher-order thinking and problem-solving skills; 3.5.a: Teachers appropriately use technology as an integral part of instruction in all content areas (e.g., research, product and development, data organization) and support studentsin making choices in the use of technology to extend their learning and create products for various purposes, audiences and situations; 3.6.d: Instructional resources are age and developmentally appropriate for all students;	Challenges: OAS Current and Up to date curriculum; OAS curriculum alignment - both vertically and horizontally among student groups, Overlaps and gaps in instruction, post secondary education, life and career options. Focus 1 - Curriculum Alignment 1.1a,b,f: Focus 2 - District facilitates and communicates OAS curriculum standards 1.2,e, Focus 3 - Discussion of overlaps and gaps in curriculum 1.3.a: Focus 4 - Continuing education, including postsecondary education, life and career options 1.5.b,c,d,f: Focus 5 - Systematic evaluation of curriculum ensuring its alignment to OAS 1.6.d,e: Focus 6 - Common academic core, as identified by OAS 1.7.b,c,f,i: Focus 7 - Multiple classroom assessments - 2.1.a,d: Focus 8 - Communication of performance standards - 2.6.a.
Learning Environment - Elements 4,5,6	An identified strength established through the three data sources is Element 4 - School Culture - 4.1.b: The school adopts a classroom management and discipline policy and school leadership implements procedures to provide a safe, healthy, orderly and equitable learning environment. Another strength is 4.6.a: Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.	Challenges: Professional growth needs not being met; Development plans; goals connected with student learning goals; evaluation process of teachers; appropriate resources provided for professional development; ongoing and job embedded development; Focus 1 - Long term professional growth needs addressed - 6.1.a,b,c,e,f: Focus 2 - Professional development plan - 6.2.a,b,e,f,: Focus 3 - School improvement goals connect with student learning goals - 6.4.b,e: Focus 4 - Sufficient fiscal resources provided for professional development - 6.8.a,c,d:
Collaborative Leadership - Elements 7,8,9	The strength classified through the three data sources is the districts ability to collect useful data and find ways to implement new strategies and techniques schoolwide and in the classrooms. Essential Element 9 - Comprehensive and Effective Planning - 9.2.a: Collection of data for planning - There is a systematic	Challenges: Shared vision; Decision process; Staff access to curriculum training;Staff focuses on academic performance; Schools use of resources; Staff allocation; Staff team planning; Schedule alignment; collected data for planning; alignment of school improvement plan Focus 1 - Leadership's shared vision - 7.1.a: Focus 2 - Leadership's decision process 7.2.a,b: Focus 3 - Instructional staff's access to curriculum training 7.5.a,d,e,:

	process for collecting, managing and analyzing data that enables school leadership to determine areas of strength and limitation and that informs decision-making at the school and classroom levels.	Focus 4 - Resources allocation, monitoring and infrastructure facilitates school improvement 7.7.a: Focus 5 - School's use of resources 8.1.a, i, j: Focus 6 - Staff allocation 8.3.a: Focus 7 - Schedule alignment - 8.6.a: Focus 8 - Alignment of school improvement plan - 9.12.a.

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(209 of 1000 maximum characters used)

Billings School District will be a caring and collaborative learning community who ensures that each student achieves intellectual and personal excellence, and is well prepared for college and career pathways.

Continuous Improvement Vision Statement (161 of 1000 maximum characters used)

Learning shifts to life beyond the walls of Billings High School experiences, enabling each student to flourish as a responsible citizen in the global community.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocal, 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 achieveable. '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 appying for the competitive grant*

FY20 Priority 1: SMART Goal (155 of 250 maximum characters used)	Pillar and Element	Target Date
The percentage of chronically absent students in grades 9-12 will decrease from 33% to 22% by end of SY20, using Wengage as our attendance tracking system.	LE - School Culture*	5/15/2020

FY20 Priority 2: SMART Goal (166 of 250 maximum characters used)	Pillar and Element	Target Date
The percentage of students who will participate in post secondary opportunities will increase from 7% to 14% by end of SY20, using sign in sheets to track attendance.	AP - Curriculum*	4/24/2020

FY20 Priority 3 (Competitive): SMART Goal (173 of 250 maximum characters used)	Pillar and Element	Target Date

The percentage of students who pass the OSTP History test with proficient or better will increase from 13% to 25% by end of SY20, using the OSTP test scores for measurement.

4/24/2020

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 achieveable.	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 unachieveable.
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 opportunties 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 *(Provide information only if using an external partner.)*	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 *(Provide information only if the site identifies barriers.)*	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.

(5618 of 8000 maximum characters used)

Overall-Our school improvement leadership team, consisting of district administrators, teachers, counselors, parents and students, used the Nine Essential Elements tool, a framework for continuous school improvement, along with the last 2 years of data from the OSTP student assessments, partnered with the most recent ACT scores, and 2 district created standardized benchmark tests to collect and study this data. We distributed surveys by email to local stakeholders, teachers, students, parents, and other family members. These surveys were used to collect perception data about our district and school sites. The data triangulation expedited the districts creation of two SMART goals: 1. The percentage of chronically absent students in grades 9-12 will decrease by at least 10% from 33% to 22%. 2. The percentage of students who will participate in post secondary opportunities will increase from 7% to 14% by end of SY20, using sign in sheets to track attendance. After looking through all the data collected, it is fairly certain that our students struggle with reading and comprehension. The district already has at the Elementary site, a new literacy program created through STAR 360. This program can be further dissected into helping the higher grades achieve reading success as well. Our first priority though has to be focusing on getting students into the classrooms so they can achieve a level of success that will promote them beyond our school walls and help them become productive global citizens. The target group for the first SMART Goal would be 9th-12th graders. What will be done to achieve this goal? Identify the applicable descriptor(s).Create an AAT, Attendance Accountability Team that meets at least once per week on Fridays, to discuss student attendance, and any trending issues. 9EE 4.1.jName the individual(s) responsible for tracking the progress of the action step.AAT, Leadership Team, Site Principal, Classroom Teacher, Parents involvedWhat resources will be utilized to complete the action step?SIS information from the site concerning attendance records, and teacher attendance recordsonsider the barriers to the completion of the action step and possible solutions.Small staff, many people wearing multiple hats already, possible solution is to have an outside stakeholder help.identify any relevant funding source.Continual Monitor from 8/15/19 - end of SY20How will the action step be measured & when? data sources for tracking.Leadership Team will meet on Mondays check weekly logsPoor attendance normally is habitual and not something that just begins to happen in a certain grade level. Therefore we could also suggest the lack of reading skills could be due to the chronic absenteeism that has been going on in these students lives far before 9th grade. While we are trying to increase the attendance of these students, in doing so, we can also see the correlation it will bring to the students grades and reading comprehension levels. The recommended action plan for this first SMART goal is to create an AAT, or Attendance Accountability Team. This team will closely support the students and help them maintain their attendance goal. The team will create procedures for checking the daily attendance. The team will also work closely with office personnel to help communicate attendance expectations to the student and parents whenever given the opportunity. We will also implement attendance rewards celebrations for positive attendance and behaviors. The district teams used Effective Practices, Research Briefs and Evidence Ratings to create and select a "Strong" evidence based rating, and Effective Practice says to provide a tiered system of instructional and behavioral supports and interventions (Gerstrong, 2009). his in upper grades as well, to maintain consistency with the monitoring. We will also use early literacy tests through Reading Eggs for younger grades. Using the new STAR Math, we can now assess our upper levels on an evidence bases assessment tool to promote growth. We will use USA Test Prep to progress monitor our sciences in the 2019-2020 school years. We have also reallocated funds previously spent on a testing coordinator to help establish after school tutoring twice a week. It will be the responsibility of the site principal to monitor the ongoing process of the new programs in the school. During weekly PLC's for subject and grade area teachers, teams will look at data to attain progress status. The district is committed to helping our teachers achieve professional growth, and helping our students achieve academic success. The level of effectiveness of the new programs, and procedures will be measured weekly by district administrators.The 2nd SMART Goal:The percentage of students who will participate in post secondary opportunities will increase from 7% to 14% by end of SY20, using sign in sheets to track

attendance.What will be done to achieve this goal? Identify the applicable descriptor(s).Offering post secondary internships (pg 24-Strong)Name the individual(s) responsible for tracking the progress of the action step.Site Principal What resources will be utilized to complete the action step? Materials as needed for post secondary internships i.e. (attire, tools, tech supplies, items tbd when internships arrise) Consider the barriers to the completion of the action step and possible solutions.None What is timeline for each action step? SY20 Identify any relevant funding source. 515 How will the action step be measured & when? Include data sources for tracking. log in sheets at internships,

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 conscise as possible.

Priority 1 SMART Goal:	The percentage of chronically absent students in grades 9-12 will decrease from 33% to 22% by end of SY20, using Wengage as our attendance tracking system.
Pillar and Element:	LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Create an AAT, Attendance Accountability Team that meets at least once per week on Fridays, to discuss student attendance, and any trending issues. 9EE 4.1.j	AAT, Leadership Team, Site Principal, Classroom Teacher, Parents involved	SIS information from the site concerning attendance records, and teacher attendance records	Small staff, many people wearing multiple hats already, possible solution is to have an outside stakeholder help.	Continually monitoring, starting Aug, 15th, 2019. Weekly progress reported.	General Funds	Leadership Team will meet on Mondays check weekly logs
PLC's will meet regularly and discuss student attendance	Classroom teacher, Admin Team	none	none	FY19-20	none	Weekly log of student discussions.
Parent communication (Effective practices, research briefs and evidence rating pg20-Strong)	Attendance Clerk, Site Principal	none	none	FY19-20	none	Attendance Records

Lead Like Me Professional Development	Site Principal	Curriculum for the development (book & workbook), pens, pads,	none	FY19-20	515	Teacher Reflection Logs, PLC discussions,

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 conscise as possible.

Priority 2 SMART Goal:	The percentage of students who will participate in post secondary opportunities will increase from 7% to 14% by end of SY20, using sign in sheets to track attendance.
Pillar and Element:	AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Offering post secondary internships (pg 24-Strong)	Site Principal	Materials as needed for post secondary internships i.e. (attire, tools, tech supplies, items tbd when internships arrise)	none	fy20	515	log in sheets at internships,
College and Career Planning; Job Fairs (pg 25-Strong)	Site Principal, School Counselor,	vehicles	transportation	fy20	515	sign in sheets for trips to career fairs
Offer virtual courses to enhance individual college and career paths(pg 24-Strong)	Site Principal, School Counselor,	computers, chromebooks,	bandwidth, computers	fy20	general, 515	attendance records, grades
Utilize ICAP Data from OK Career Guide(pg 24-Strong)	Site Principal, School Counselor, classroom teacher,	chromebooks	none	fy20	general	ok career guide results
Credit Recovery						

through online Acellus program (pg 23-Moderate/Strong)	Site Principal, school Counselor,	chromebooks	none	fy20	general, 515	attendance records and gradebook
Assessment and monitoring tools	Site Principal, teaching staff	ACT Suite - Online subscription and 2020 book, USA Test Prep online subscription	none	fy20	515	Principal one on one monitor of teachers, Classroom teachers will look over results of testing w/ 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 conscise as possible.

Priority 3 SMART Goal: The percentage of students who pass the OSTP History test with proficient or better will increase from 13% to 25% by end of SY20, using the OSTP test scores for measurement.

Pillar and Element:

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*

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
Uplifting Classroom Environment - Free Development	12-2019		
Engage OK - OSDE	11-2019	SEA	
Trauma Informed Teaching - OSDE	02-2020	SEA	
Lead Like Me - In House	11-2019	LEA	