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Applicant: 40-I026 BOKOSHE

Application: 2019-2020 Continuous Improvement Plan - A0 - 0715 BOKOSHE 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>
Academic Performance - Elements 1,2,3	The Strengths identified through the three data sources are linked to essential element 3 - Instruction. 3.5c: Due to a federal grant, technology is readily available and easily accessed by all students. 3.6a: A variety of current electronic and printed materials support and enhance instruction and learning in the classrooms. 3.4b: All teachers are appropriately certified and work to maintain, reinforce and build upon the previous year's curriculum.	Challenges: OAS Curriculum alignment; Content area connections; Vertical/horizontal alignment; Student data curriculum evaluation; Stakeholder partnerships; Collaboration among teachers and administration. Focus 1-1.1a,d,c.-OAS Curriculum aligned; connections within/between focus content areas. Focus 2-1.2c District facilitates/communicates OAS Curriculum Standards Indicators 1.2c.- District initiates and continues internal discussion among all teachers to ensure horizontal alignment and close curriculum gaps. Focus 3-Systematic Curriculum Evaluation to Ensure OAS Alignment-1.6d. Analyze student performance data; reviews policies and procedures to make informed curricular decisions. Focus 4-3.6f. Community stakeholder form ongoing partnerships with the school and district. Focus 5-2.2d. All teachers in and across content areas collaborate to design appropriate assessments and tasks.
Learning Environment - Elements 4,5,6	The Strengths identified through the data sources are the small classroom sizes and the learning Environment. The small classroom size allows for the teachers to give each student more one on one time and focus on each student's individual weaknesses as well as ways to improve their academic performance. Due to the small population of students the ratio of technology to students is 1 to 1. The learning environment structure is safe, orderly and academic goal oriented. (Essential Element 4 - Learning Environment - Indicator 4.1 - Safe, Orderly and Equitable Learning Environment)	Challenges: Community/Parental Support; Professional Growth and Development/Evaluation; School Culture. Focus 1 - Community/Parental Support - Indicator 5.1 b - Families and the Community are involved in significant ways to remove barriers in learning. 5.1g - The School Leadership analyzes patterns of committee participation as a planning tool to maximize active an effective community involvement. Focus 2 - Professional Growth and Development - Indicator 6.2 a - The school has developed and implemented a formal process to identify PD needs for all staff members. 6.2d - The Formal Process for identifying PD needs specifically evaluates and addresses the true impediments to student learning. Focus 3 - School Culture - Indicator 4.4a - All staff members are knowledgeable of and make decisions guided by the school mission and belief statement.

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

Strengths as identified by our three data sources are linked to 7.8b -School leadership ensures that resources are allocated to provide quality facilities and equipment to support a safe and effective learning environment. and 8.1i -Abundant resources are allocated to encourage high student and staff performance. We are fortunate to have attractive, nice and safe school facilities with plenty of equipment provided by other grants and resources. A federal literacy grant has provided technology for our teachers and students.

Challenges as identified by our three data sources are 1 Organizational Structure-Indicators 8.4d-Programs that occur during instructional time reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum.,8.4h-Teachers collaborate on programs that occur during instructional time to ensure that the programs support instruction in multiple content areas. 2-Leadership - Indicators-7.2a-School leadership team in collaboration with staff members regularly analysis student performance data and information from other sources and uses the results of that analysis to inform pragmatic and academic decisions., 7.6b - School leadership establishes policy and fully implements procedures to minimize disruptions of instructional time. 3- Comprehensive and Effective Planning - Indicator 9.6c - School leadership has identified a manageable number of student learning goals as priorities for the comprehensive school improvement plan.

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(175 of 1000 maximum characters used)

The mission of Bokoshe Public Schools is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing global world.

Continuous Improvement Vision Statement (176 of 1000 maximum characters used)

We envision that ever student will graduate ready for college, career, and life. They will be lifelong learners able to thrive as responsible citizens in the global community.

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 (125 of 250 maximum characters used)

By the end of instruction in 2020, our school will decrease absenteeism by 10 percent with school records as measurable data.

Pillar and Element

LE - School Culture*

Target Date

5/15/2020

FY20 Priority 2: SMART Goal (180 of 250 maximum characters used)

By the end of instruction in 2020, our school will increase, ELA and Math scores by 15 percent. The benchmark that will be utilized to measure Math and ELA scores is USA Testprep.

Pillar and Element

AP - Instruction*

Target Date

5/15/2020

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

Pillar and Element

Target Date

Plan Narrative Rubric

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

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

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

Plan Narrative

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

(5007 of 8000 maximum characters used)

Overview - The leadership team examined the most current OSTP student assessments, the Oklahoma Nine Essential Elements Needs Assessment findings, and the local benchmark test results. Data analysis assisted in the identification of the site's two Smart goals: 1. By the end of instruction in 2020, the site will increase ELA and math scores by 15 percent. 2. By the end of instruction in 2020, the site will decrease absenteeism by 10 percent. To address the First Smart goal on absenteeism, the superintendent and counselor will closely monitor absenteeism to identify at-risk students. They will maintain regular communication with parents/caregivers to communicate school attendance expectations and requirements. The site's internal records will be the tracking method used. Leadership will provide short-term and long-term rewards for students who demonstrate excellence in academics, attendance, and attitude to celebrate their achievements and encourage other students to do the same. The Technology Director and Library Media Specialist will ensure students' achievements are recognized via regular posts on the site's Facebook and honors lists published in the local newspaper. A Triple-A reward trip will be scheduled at the end of each semester to recognize and reward students who have shown excellence in these respective areas throughout the semester. The leadership team initiated the improvement process by aligning all instructional resources to OAS standards to address Smart goal two on increasing student achievement. A certified teacher was hired for the 2019-20 school year to provide intervention and additional support to students. Her salary is being paid using CSI grant funds. The class schedule was modified to add regularly scheduled courses to guarantee access for all students. The teacher is working with students in small groups and individually to provide reinforcement and ensure ELA, math, and science content mastery. USA Test Prep will be used as the tool for measuring student growth. The leadership team attended the Nuts and Bolts Leadership Symposium in June 2019. The conference provided focused training in classroom management skills and effective instructional strategies. The leadership team shared the valuable tools and strategies learned with all certified staff during professional development in August 2019. These skills are being used in their classrooms to optimize instruction. Additional professional development opportunities are being provided based on teachers' needs. In July 2019, district teachers attended the Engage Oklahoma Conference in Durant. Growth Mindset professional development was provided on site in August 2019. TI Inspire and Navigator training was completed by math and science instructors in November 2019. Promethean Board training for all certified faculty is scheduled for January 2020. The leadership team plans to attend a Nuts and Bolts Leadership Symposium in the summer of 2020. The district will support the continuation and expansion of the implemented practices. Evidence-Based Interventions (EBI) - The leadership team chose USA Test Prep as the intervention and progress monitoring tool for ELA, mathematics, and science. USA Test Prep fulfilled the ESSA criteria for "Strong Evidence" intervention and will meet the identified instructional and learning needs of the site. https://marketing-prod-assets.usatestprep.com/documents/Evidence-based_Studies_for_ESSA_Criteria_.pdf. Assessing student learning frequently by formative assessment also constitutes a "Strong" effective practice (Effective Practices, p 7). The district's hiring of an intervention teacher provides all students with academic support and is listed as a "Moderate/Strong" practice to ensure content mastery (Effective Practice, p 23). Progress Monitoring - All students will be screened, progress monitored, and assessed with USA Test Prep. Students will take benchmark tests a minimum of 4 times throughout the year. The benchmark results will be assessed by teachers and their instruction modified accordingly. The resource teacher will actively support the efforts of the classroom teachers. District Involvement - The district will support continuous school improvement by providing extra support and learning opportunities for students. The district will support teacher growth by providing professional development enrichment opportunities and encouraging collaboration between district teachers. Professional Learning Communities - For the 2019-20 school year, PLCs will meet twice monthly to discuss challenges identified by the leadership team, formulate solutions, and make recommendations to effectively address the identified issues. The PLCs will work collaboratively with teachers and leadership to improve teaching skills and the academic performance of students. The PLCs will ensure

all efforts align and support the vision and mission statements recently adopted by the district.

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 the end of instruction in 2020, our school will decrease absenteeism by 10 percent with school records as measurable data.

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>To address the second Smart goal on absenteeism, the superintendent and counselor will closely monitor absenteeism to identify at-risk students. They will maintain regular communication with parents/caregivers to communicate school attendance expectations and requirements.</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>The superintendent and counselor will closely monitor absenteeism.</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>Local attendance records will be used.</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Student unwillingness to attend school and lack of parental support support are ongoing challenges. In addition, the site does not have a truancy officer. Positive reinforcement and frequent parental contact could prove useful in overcoming these barriers.</p>	<p><i>What is timeline for each action step?</i></p> <p>Absentee records will be checked weekly.</p>	<p><i>Identify any relevant funding source.</i></p> <p>No additional funds are necessary.</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>The sites internal records will be the tracking method used for measuring absenteeism. Absenteeism will be monitored weekly.</p>

Leadership will provide short-term and long-term rewards for students who demonstrate excellence in academics, attendance, and attitude to celebrate their achievements and encourage other students to do the same.

The principal, media specialist, and technology director will be responsible for tracking and rewards.

Local records will be used.

Student unwillingness and parental support are ongoing challenges. Positive reinforcement and frequent parental contact could prove useful in overcoming these barriers.

Students will be recognize via Facebook, the school's web page and the local newspaper. Recognition will be quarterly.

The activity general fund will be used to fund the trips.

Local records will be used to monitor student progress. A Triple-A reward trip will be scheduled at the end of each semester to recognize and reward students who have shown excellence in these respective areas throughout the semester.

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 the end of instruction in 2020, our school will increase, ELA and Math scores by 15 percent. The benchmark that will be utilized to measure Math and ELA scores is USA Testprep.

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 & when? Include data sources for tracking.</i></p>
<p>The leadership team initiated the improvement process by aligning all instructional resources to OAS standards to address Smart goal one on increasing student achievement.</p>	<p>The CSI leadership team is responsible for implementing and tracking.</p>	<p>OAS standards and new curriculum was purchased.</p>	<p>Educating all teachers of OAS standards and ensuring they apply the standards to their daily lessons.</p>	<p>This step has been completed.</p>	<p>State funding was provided to purchase new text books.</p>	<p>USA Testprep will be used to monitor student progress. Students will be tested four times prior to state testing in April.</p>
<p>A certified teacher was hired for the 2019-20 school year to provide intervention and additional support to students. The class schedule was</p>			<p>Non-cooperation</p>			

modified to add regularly scheduled courses to guarantee access for all students. The teacher is working with students in small groups and individually to provide reinforcement and ensure ELA, math, and science content mastery.

The certified teacher will be responsible for the action steps in this area.

A resource room was set up for the teachers's use.

from students could prove a barrier. Encouragement and support from teachers could help students develop and maintain a positive attitude.

The certified teacher will be in place from August 2019 to May 2020.

The certified teacher's salary will be paid from CSI funds.

USA Testprep will be used to monitor student progress. Students will be tested four times prior to state testing in April.

The leadership team attended the Nuts and Bolts Leadership Symposium in June 2019. The conference provided focused training in classroom management skills and effective instructional strategies. The leadership team shared the valuable tools and strategies learned with all certified staff during professional development in August 2019. These skills are being used in their classrooms to optimize

TLE evaluation and monitoring by superintendent/principal.

Leadership Team will need adequate time, funding, and collaborative opportunities to reinforce materials learned.

The challenge will be to maintain and utilized the newly acquired information.

The plan has been implemented and is ongoing.

The trip was paid for using CSI funds.

TLE evaluation and monitoring by the superintendent/principal will be used to measure the continued use of learned skills.

instruction.

Additional professional development opportunities are being provided based on teachers' needs. In July 2019, district teachers attended the Engage Oklahoma Conference in Durant. Growth Mindset professional development was provided on site in August 2019. TI Inspire and Navigator training was completed by math and science instructors in November 2019. Promethean Board training for all certified faculty is scheduled for January 2020.

The CSI leadership team will track progress.

The resources will include funding, external providers and time.

The challenges would include time, availability of dates on the school calendar, and funding,

Professional development will be provided throughout the year.

The IAL Grant funds will be used to procure professional development for teachers.

TLE evaluation and monitoring by the superintendent/principal will be used to measure the continued use of learned skills.

The leadership team plans to attend a Nuts and Bolts Leadership Symposium in the summer of 2020.

The CSI leadership team will track progress.

Funding will be provided by CSI funds.

Obtaining enough funding to send additional teachers to the symposium.

This trip is planned for the summer of 2020.

The trip will be paid for using CSI funds.

TLE evaluation and monitoring by the superintendent/principal will be used to measure the continued use of learned skills.

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
Nuts and Bolts Symposium		External Provider	6/30/2019
Growth Mindset		SEA	8/7/2019
Nuts and Bolts Symposium	June 2020	External Provider	
Promethean Training	Jan. 2020	External Provider	