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Applicant: 67-I003 BOWLEGS

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

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

Cycle: Amendment 1

Date Generated: 4/28/2020 5:00:58 PM

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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>
<b>Academic Performance - Elements 1,2,3</b>	The strengths identified though the three data sources are linked to Essential Element 1- Curriculum - 1.51.7c: The curriculum accommodates the learning needs of all students while maintaining expectations for high academic performance. Essential Element 3 - Instruction- 3.4b All teachers are appropriately certified;	Challenges - OAS Curriculum alignment; The implemented curriculum is scientifically research-based; the curriculum is fully aligned; the curriculum consistently provides emphasizes connections and provides experiences; Technology-integrated instruction. Focus 1 - Curriculum Alignment Indicators 1.5 continuing education, including post secondary education, life and career options. 1.1b - The content and sequence of the implemented and fully aligned curriculum promotes mastery of learning. 1.1g - The implemented curriculum is scientifically research - based Focus 2 - Instruction Indicators 3.5a - Teachers appropriately use technology as an integral part of instruction in all content areas and support students in making choices in the use of technology 3.6 b- A sufficient variety of current electronic and printed instructional resources supplements instruction and learning in classrooms.
<b>Learning Environment - Elements 4,5,6</b>	A strength identified though the three data sources is learning support beyond the classroom. (Essential Element 5 - Student, Family and Community Support) Indicator 5.4 Learning support beyond the classroom.	Challenges - School Culture: Focus 1: Indicator 4.2 Facilitation of belief that all children can learn at high levels. Focus 2: Indicator 4.4 Decision-making processes involve staff.
<b>Collaborative Leadership - Elements 7,8,9</b>	A strength identified through the three data sources is a marked improvement in student attendance from 2017-18 until 2019. (Essential Element 5 - Student, Family and Community Support) Indicator 5.2c - The school guidance programs promote and support student learning by offering support services that remove barriers to	Challenges: Family Engagement Focus 1 - 5.1k - Structures are in place to encourage and enhance family and community participation.

learning.

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## Mission/Vision Statements

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**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.

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Continuous Improvement Mission Statement(151 of 1000 maximum characters used)

Bowlegs Public Schools strive to promote college and career readiness through rigorous curriculum and mutually beneficial family/community involvement.

Continuous Improvement Vision Statement (115 of 1000 maximum characters used)

Bowlegs Public Schools graduates students who are equipped to meet the career and college challenges of the 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\*

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**FY20 Priority 1:** SMART Goal (79 of 250 maximum characters used)

By May, 2020 our school will increase average ACT scores by 1 point schoolwide.

Pillar and Element

AP - Curriculum\*

Target Date

5/1/2020

**FY20 Priority 2:** SMART Goal (106 of 250 maximum characters used)

By the end of school year 2020, our school will increase attendance at parental involvement events by 10%.

Pillar and Element

LE - Student, Family, & Community Support

Target Date

5/1/2020

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

Pillar and Element

Target Date

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**Plan Narrative Rubric**

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

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

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

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## Plan Narrative

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**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.

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(7941 of 8000 maximum characters used)

Bowlegs High School Comprehensive Improvement Plan Narrative Our leadership team began the process of creating a plan for improving our school by identifying the components of the Nine Essential Elements that need the most immediate attention. We then distributed electronic surveys to students, parents, teachers, and administrators to collect perception data about our school. Combining the data from the survey, the Nine Essential Elements Needs Assessment and the most recent OSPT student assessment data, we then developed two SMART Goals for our school, the first of which is that by the end of the school year 2019-2020, our school will increase average ACT scores by 1 point school wide. The second SMART Goal is that by the end of the school year 2019-2020, our school will increase attendance at parental involvement events by 10%. Assessment of our Essential Element needs reveals that alignment of our curriculum is a high priority for us and can be accomplished within current budget/conditions. The assessment also reveals that the need to involve families and parents in the success of our students is a relatively easy need to address. The overall data findings for 2019 ACT scores reveal an average score of 17. Considering the higher priority of our curricular needs, we placed the SMART Goal of improving ACT scores as our top priority and the increased involvement of families and parents as the second goal. The proposed action for the SMART Goal to raise ACT scores include: (1.) Quarterly benchmark assessments will be implemented. These assessments will be provided by Northwest Evaluation Association in grades nine to twelve. Benchmark testing will be administered by classroom teachers in the core subject areas and data provided by Northwest Evaluation Association will be used to measure progress. In addition, benchmark assessments will be used to tier students for remediation, acceleration, etc., determine specific skills needed in order for students to master standards and to improve and increase student achievement, and drive instruction. (2.) By partnering with the Seminole Nation for funding, the school district will make Chad Cargill ACT workshops available for high school students in November 2019 and February 2020. Improvement in ACT scores in 2020 will be the measure of the action step. (3.) Periodically, from September 2019 to May 2020, onsite data analysis and instructional coaching will be provided to teachers and staff by Kim Collier and Associates. Data reports from Kim Collier and Associates, and sign-in sheets from teachers and administrators will be used to measure the progress of this action step. (4.) Regular Professional Learning Communities made up of our staff and administrators will meet to discuss the book Learning by Doing by Richard DuFour, et al. Participation will be measured by PLC meeting sign-in sheets. (5.) Selected staff and administrators will attend curriculum workshops such as Model Schools Conference and Nuts and Bolts Symposium in the summer of 2019. Claims and documentation will be used to measure this action step. (6.) Curriculum resources such as textbooks and technology hardware and software will be purchased to improve literacy in the content area and thereby improve performance in literacy assessments of the ACT. Kim Collier and Associates will also provide training and support with curriculum alignment and mapping throughout the year. Documented use of materials and resources as well as improved ACT scores will be the measure of this action step. A class set of The R Rules by AHA! Process, Inc. (Ruby Payne) will be purchased for the high school for students to use in creating individual academic career plans. This step will be measured by the completion of student ICAPs. Proposed actions for the SMART Goal to improve parent/family involvement at our school include: (1.) A Parent and Community Engagement Seminar will be presented by the Oklahoma State Department of Education during professional development meetings in August 2019. Sign-in sheets and contact logs will be used to measure the progress of this action step. (2.) Selected staff and administrators will attend national education workshops such as Model Schools Conference Symposium in the summers of 2019 and 2020. Conference registration and claims documentation will be used to measure this action step. (3.) Regular Professional Learning Communities made up of our staff and administrators will meet to discuss the book Learning by Doing by Richard DuFour, et al. Participation will be measured by PLC meeting sign-in sheets. (4.) All staff will attend a six hour presentation by a representative of AHA! Process, Inc. on the book A Framework for Understanding Poverty by Ruby Payne and receive a materials for further study. Progress will be monitored by sign-in sheets. In early



meetings of the CSI Leadership team, suggestions were made and discussions were held as to which interventions would best serve our school. External providers used and professional development opportunities provided to the entire staff were also discussed. Recommendations from other schools were considered when deciding to include NWEA, Kim Collier and Associates, and AHA! Processes, Inc. to make presentations before the opening of school professional development. The timing of these presentations was to ensure teachers would be equipped before the starting of school to put into practice the tools and methods offered by these external providers. Chad Cargill was chosen to provide the ACT workshop for our students based upon previous positive experiences with his organization. Content area textbook acquisitions were researched by classroom teachers who would be using the materials and resources. Learning by Doing was chosen to be the topic for group discussion at our bi-monthly PLC meetings, at least during 2019-2020 school year. It is our plan that the book will serve as a guide for improving the effectiveness of key PLC concepts. Upon considering multiple professional development workshops and conferences, our team concluded that Model Schools Conference and The Nuts and Bolts Symposium are two professional development opportunities that provide exposure to and training in innovative learning strategies and best practices. Participating in these conferences will help us produce data that shows sustainable growth and help our school improve learning outcomes. The process the team used to cite our evidence based interventions involved using the book Effective Practices, Research Briefs and Evidence Ratings. The team correlated the effective practices that most closely aligned with our SMART goals. Our citations have been provided in an additional uploaded document. Kim Collier and Associates will provide PD on September 16th focused on understanding and using the NWEA Map benchmark assessment and disaggregation and analysis of data (RIT Scores, Norms, Tiered Grouping, Identification of tested objectives and instructional strategies that would foster academic improvement) & throughout the year, and provide curriculum alignment training and support through the year. The District is supporting SMART Goal 1 by amending our attendance policy to ensure our students are in attendance at least 90% of the school year. We also changed the Eligibility for Participation in Extra-Curricular Activities Policy to align with the 90% attendance policy. Guest speakers are invited by the District to address students regarding post-secondary opportunities/careers. In support of SMART Goal 2, the District is sponsoring a Literacy Night to engage parents in their students' academic achievement. We will provide refreshments/incentives to encourage family involvement of high school students at Parent-Teacher Conferences. In addition, we will also host a family night bonfire during homecoming week to promote better community involvement.

**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 May, 2020 our school will increase average ACT scores by 1 point schoolwide.

**Pillar and Element:** AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured &amp; when? Include data sources for tracking.</i>
We will implement quarterly benchmark assessments.	Principal, Counselor, CSI Consultant, Classroom Teachers	NWEA (MAPS)NWEA MAP Training provided by Kim Collier and Associates (ECS)	Time	2019-2020 School YearSeptember 16, 2019	CSI 515CSI-515 External Provider	NWEA Maps, Data, Reports, benchmark assessments BOY, MOY, and EOY
ACT Prep workshops provided in the fall, and spring semesters/Chad Cargill ACT/The R Rules Class Set	Principal, Counselor, JOM Coordinator	Community Partner - Seminole Nation and FundingChad Cargill Workshop and materials	Scheduling	September 2019February 2020	CSI 515, JOM Funding and Community Partnerships with the Seminole NationCSI 515 - Chad Cargill Workshop Registration and materials	ACT ReportsAgenda and sign-in sheet
						Data reports and sign in Sheets from

Periodic onsite data analysis and instructional coaching	Principal and Superintendent	Kim Collier and Associates (ECS) and Funding	Time and scheduling visits around school activities.	September, December, February, May, June, 2019-20	CSI 515, SDE	teachers and administrators, as well as benchmark assessments will be used to monitor student growth.
Bi-monthly PLC meetings with the book and videos Learning by Doing with DeFour	All staff	Book Learning by Doing with DeFour and Funding	Time and activities	August-May 2019-20 School Year	CSI 515, SDE	Sign in sheets from meetings
Teachers will attend national workshops including Model Schools and Nuts and Bolts Symposium	Selected Administrators and Teachers	Model Schools Conference and Nuts and Bolts Symposium and Funding	Scheduling	June 2019	CSI 515, SDE	Claims and documentation from conferences
Invest in curriculum resources to improve literacy in the content areas as well as tools for monitoring current online curriculum and form as well as the formation of a Curriculum Team to assist with vertical and horizontal alignment of OAS	CSI Leadership Team	Textbook and Technology Resources and Funding Kim Collier and Associates (ECS)	Professional Development for teachers to be scheduledTime, however additional time will be provided during PLC's and plan times to align curriculum with OAS (vertically and horizontally)	History/Science 2019-2020 School YearElectives 2020-2021 School YearEnglish/Language Arts 2021-2022 School YearThroughout the school year	CSI 515, SDECSI 515 - External provider	Focus walks and Classroom use of new curriculum and technology will be used to monitor curriculum implementation. Agendas, sign-in sheets, PLC's will be used to monitor vertical and horizontal alignment of OAS with the Curriculum Team and support from Kim Collier and Associates(ECS).

## 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 school year 2020, our school will increase attendance at parental involvement events by 10%.

**Pillar and Element:** LE - Student, Family, & Community Support

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured &amp; when? Include data sources for tracking.</i>
Parent and Community Engagement Seminar professional development	Principals and Teachers	SDE School Improvement Staff will present	Time and commitment to engaging parents and community members	August 5, 2019	Partnering with School Improvement Liason from SDE	Sign in sheets and contact logs
Teachers will attend Model Schools Conference, and additional conferences to find innovative ways to engage students, family, and community	Selected Staff	Funding	Scheduling	August, 2019- June, 2020	CSI 515	Conference registrations and claims providing documentation
Bi-monthly PLC meetings reviewing the book "Learning by Doing" DeFour	All Staff	Funding and Books	Time and activities	August, 2019-May, 2020	CSI 515	Sign in sheets and participation
Teachers will attend training on A						

Framework for  
Understanding  
Poverty by Ruby  
Payne (AHA Process)

All Staff

Funding and Books

Time

August 6, 2019

CSI 515

Sign in sheets and  
participation

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**Action Steps**

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**There are only 2 Smart Goals, this tab is not required.**

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**Professional Development**

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**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.*

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Professional Development Name	Tentative Date	Provider	Date Completed
Engage Oklahoma	7/17/2019	SEA	7/23/2019
Model Schools Conference	6/22/2020	External Provider	
Nuts and Bolts Symposium	6/14/2020	External Provider	
A Framework for Understanding Poverty (AHA! Process Ruby Payne)	8/6/2019	External Provider	08/06/2019
Data Analysis, Differentiated Instruction, by Kim Collier and Associates	9-1-19	External Provider	
Parent, and community engagement training provided by SDE school improvement associates	8-5-2019	SEA	08/05/2019
International Society for Technology in Education - Digital (ISTE) for 2 certified teachers	6-28-2020	External Provider	07-02-2020