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Applicant: 74-I004 COPAN

Application: 2019-2020 Continuous Improvement Plan - A0 - 0720 COPAN HS

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

Cycle: Original Application

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Nine Essential Elements (9EE) Needs Assessment Prioritization

INSTRUCTIONS: Using the 9EE Needs Assessment, the Schoolwide Data Picture, and the results of the 9EE Stakeholder Surveys, Sites will identify their strengths and prioritize their areas of focus in the table below.

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i>
<p>Academic Performance - Elements 1,2,3</p>	<p>An identified strength through the three data sources is the collaboration among teachers to enhance curriculum and classroom assessment Essential Element 2: Classroom Evaluation and Assessment. 2.4. b: The school staff members and other stakeholders currently use the results of data analysis to modify curricular, instructional, and assessment practices as needed for all students and sub-groups; 2.6. e: School leadership ensures that teachers provide regular and meaningful communication to families about student progress; 2.8. c: Teachers collaborate within content areas and/or grade levels to analyze student work to target and revise instruction, curriculum, pedagogy and assessment.</p>	<p>Challenges: Instructional strategies; Monitoring of instructional strategies; Tech-integrated instruction; Curriculum alignment; Continuing education, post-secondary opportunities; Identification of curriculum gaps using test scores. Focus 1 - EE 1 Curriculum - Indicators 3.1. a-c. - District will implement more instructional strategies to accommodate various learning styles. Focus 2 - EE 3 Instruction - Indicators 3.2. c., 3.3 a-c. - District is working to support and monitor instructional strategy usage. Focus 3 - EE 3 Instruction - Indicators 3.5. a-f. - Offer access to a variety of tech methods for students and teachers to use in & out of the classroom. Focus 4 - EE 1 Curriculum - Indicators 1.1. a, f & 1.2. b. - District facilitates vertical alignment with OAS standards. Focus 5 - EE 1 Curriculum - Indicators 1.5 d. - More post-secondary opportunities offered. Focus 6 - EE 2 Classroom Evaluation/Assessment - Indicator 2.4 a-b. - Assessments used to identify any gaps.</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>The strengths identified through the three data sources are linked to Essential Element 5: Student, Family, and Community Support and Essential Element 4: School Culture. The administrator's survey reported a high average for student, family, and community support. Students and parents/families' surveys reported they felt safe at school and were able to volunteer/have an active role in their child's education. 4.2. c, d, f, and g: School leadership establishes a high goal for students and teachers while providing safe learning environments for both parties. 4.4. e: Structures and systems maximize the potential for staff members to be empowered in both formal and informal decision-making</p>	<p>Challenges: Professional development; Sufficient fiscal resources allocated for professional development. Focus 1 - Professional Development Indicators 6.1. e, 6.3. a - Leadership and teachers work collaboratively to find appropriate professional development in a variety of formats. Focus 2 - 6.8. a & c - School leadership budgets and searches for fiscal resources to aid in sending teachers to and inviting in professional development opportunities.</p>

	<p>regarding teaching and learning. 4.11 b: Racial and ethnic considerations are reflected in instructional strategies and seamlessly integrated into the curriculum.</p>	
<p>Collaborative Leadership - Elements 7,8,9</p>	<p>The strengths recognized through the three data sources are the district's support of its teachers and administrators and having a safe and effective learning environment. The local board has been involved and supported the proposed school improvement efforts. This relates to Essential Element 7: Leadership. Collaborative Indicator - 7.5 Instructional staff's access to curriculum training. 7.8 Safe and effective learning environment.</p>	<p>Challenges: School policy; Focus on academic performance; staff allocation; Use of instructional time. Focus 1 - School Policy Indicators 7.9. b & c - School policies need to be reviewed regularly and feedback provided to stakeholders. Focus 2 - Academic Performance Indicators 7.10. a & d - The school staff is analyzing student data and monitoring improvement. Focus 3 - Staff Allocation Indicators 8.3. b - All teachers are certified to teach in their assigned areas and/or grade levels. Focus 4 - Use of Instructional Time Indicators 8.4. b - Classroom management and organizational practices are structured to ensure that instructional use of class time is maximized.</p>

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(255 of 1000 maximum characters used)

To pursue excellence by protecting and enhancing the educational opportunities for students to be productive citizens who are life long learners through an effective teaching/learning environment with cooperative commitment of community, home, and school.

Continuous Improvement Vision Statement (118 of 1000 maximum characters used)

We strive to create high levels of learning in a welcoming, collaborative environment that nurtures lifelong learning.

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 (178 of 250 maximum characters used)

By end of 19-20sy, all teachers will use 15 effective instructional strategies in all classrooms, as measured by principal observation, teacher survey, and teacher documentation.

Pillar and Element

AP - Instruction*

Target Date

5/14/2020

FY20 Priority 2: SMART Goal (146 of 250 maximum characters used)

By end of 19-20sy, high school math classes will have a 60% average pass rate on the EOY assessment developed by Big Ideas OAS aligned curriculum.

Pillar and Element

AP - Curriculum*

Target Date

5/14/2020

FY20 Priority 3 (Competitive): SMART Goal (154 of 250 maximum characters used)

The district will increase their post-secondary opportunities and

Pillar and Element

Target Date

awareness by offering two new events accessible to students and families in the 19-20sy.

AP - Curriculum*

5/14/2020

Plan Narrative Rubric

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

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

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

Plan Narrative

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

(7628 of 8000 maximum characters used)

Overview - In using the Oklahoma 9EE Needs Assessment, findings were used by the leadership team in conjunction with the most recent OSTP student assessment data. Data was collected from electronic surveys given to students, teachers, and families and through these documents, plus the data triangulation, leadership identified the following three SMART goals: 1. By the end of 19/20 school year, teachers will use 15 effective instructional strategies in all classrooms, as measured by principal evaluation, teacher survey and teacher documentation. 2. By the end of 19/20 school year, high school math classes will have a 60% average pass rate on EOY assessment developed by Big Ideas OAS aligned curriculum. 3. The district will increase their postsecondary opportunities and awareness by offering two new events accessible to students and families in the 19/20 school year. The findings suggested that most teachers lack important instructional practices to enhance effective academic outcomes, thus the importance of our first SMART goal. The proposed action plan for the instructional strategy SMART goal includes surveying teachers (using survey monkey) on currently used instructional strategies, sending teachers to professional development opportunities (OSDE subject specific workshops), incorporating the use of modern technology to enhance learning and monitoring and assessing the use of new strategies. The leadership team has also found there is a strong need for technology driven interactive math curriculum and alignment of that curriculum, thus the need of SMART goal 2. The proposed action plan for this goal includes researching and purchasing OAS standard aligned Big Ideas curriculum, assessing students' progress quarterly, providing remediation, tutoring services, as well as small group interaction and providing professional development for implementation of new curriculum and online resources. With the first two SMART goals falling into the Academic Performance, the leadership team felt that the third and final SMART goal should incorporate Academic Performance as well. The proposed action plan for the postsecondary SMART goal includes: individualized career academic plans made available to grades 8-12, thorough exploration of available co-op programs and shadowing opportunities, and the scheduling of events such as FAFSA Instructional Night and Life Skills Day in order to inform students and families. Because we live in a technologically driven society, it is vital to provide students access to modernized technology to use and prepare them for postsecondary opportunities as well as updated instructional approaches. The purchase of new technology within the district would allow us to properly keep teachers and students updated on new methods and effective strategies in the classroom. New technology will also allow us to sustain modern practices over an extended period of time. Evidence Based Interventions - The leadership team conducted research along with district leaders to identify what instructional strategies were missing the most in their classrooms. The leadership team has selected two areas of focus in classroom instruction that meet ESSA criteria Tier 1: Strong Evidence (Hattie, 2012; Borman, Hewes, Overman, & Brown, 2003; Hattie, 2012; Rosenshine, 2012). The effective practices found on What Works Clearinghouse are delivering sound instruction in a variety of modes, sub areas preparation and teacher-directed instruction/whole-class/interacting with students. Teachers will blend instruction to connect out-of-school learning with in-school learning. The What Works Clearinghouse labels this as Tier 2: Moderate Evidence and has shown an increase in student achievement. Sustainability will be achieved by sending teachers to subject specific professional development. The purchase of new technology is crucial to incorporate blended teaching methods. Technology will sustain this goal by giving teachers and students the access to updated and proper working computers, interactive televisions, and a new server. All teachers will implement research based instructional strategies: OAS aligned instruction, weekly lesson plans, open-ended questions, individualized instructional plans, and verbal praise. The district leadership and team determined that the district does not offer enough postsecondary opportunities. What Works Clearinghouse outlined an effective practice to prepare students for postsecondary options. This is classified by ESSA criteria as a Tier 1: Strong Evidence. The district will provide opportunities for college/career readiness (Roderick, Nagaoka, Coca, & Moeller, 2008) and individualized college/career plans (Schneider, 2006). Progress Monitoring - The leadership team will communicate the process to the district to ensure full implementation among each classroom. All teachers will be screened and

surveyed. Teachers will also be progress monitored by the principal during observations. The principal will assess and record technology usage, as well as record instructional strategies that are observed. Teachers will provide lesson plans to ensure the usage of instructional strategies within the classroom. Documents will be kept in order to record the conferences and/or workshops that teachers have attended or will be attending during the 19/20 school year. The leadership team will monitor student achievement by benchmarks and EOY tests. The number of student and family involvement in postsecondary instructional events will be recorded when events take place. District Involvement - The district will support the following initiatives: adding the necessary professional development days, learning and teaching with new technology, monitoring and reassessing instructional strategies, hiring math tutors, providing substitute teachers for class coverage during professional development conferences, the development of quarterly assessments, and bringing in local communities and businesses to share experiences. This will be supported by meetings by district leaders every quarter. Professional Learning Communities - For the 19/20 school year, our newly formed PLC will be committed to the following: identifying and analyzing instructional strategies and best practices that are being implemented positively in the classroom, identifying teachers struggling or excelling with certain implementation strategies, demonstrating and connecting with outside teachers to learn as well as teach new approaches and procedures, reviewing and analyzing each teacher and his/her strengths and weaknesses. The group will also analyze data to identify struggling students that need remediation/intervention; identifying adjustments in instructional practices to meet learning needs. This group will meet once a week for one hour. Professional Learning - The district has used the Oklahoma State Department of Education website to select subject specific professional development opportunities for teachers. The State offers research-based workshops in a multitude of areas. The district also plans to bring in a representative from Big Ideas Learning - National Geographic to demonstrate the usage of the online tools for the math curriculum that has been purchased. Continuous professional development will demonstrate new methods of instruction for teachers to implement in the classroom, to increase students' success in all subject areas as well as help to prepare for postsecondary opportunities. Designated professional development days will include in-house instruction focused on meeting teachers' individualized needs.

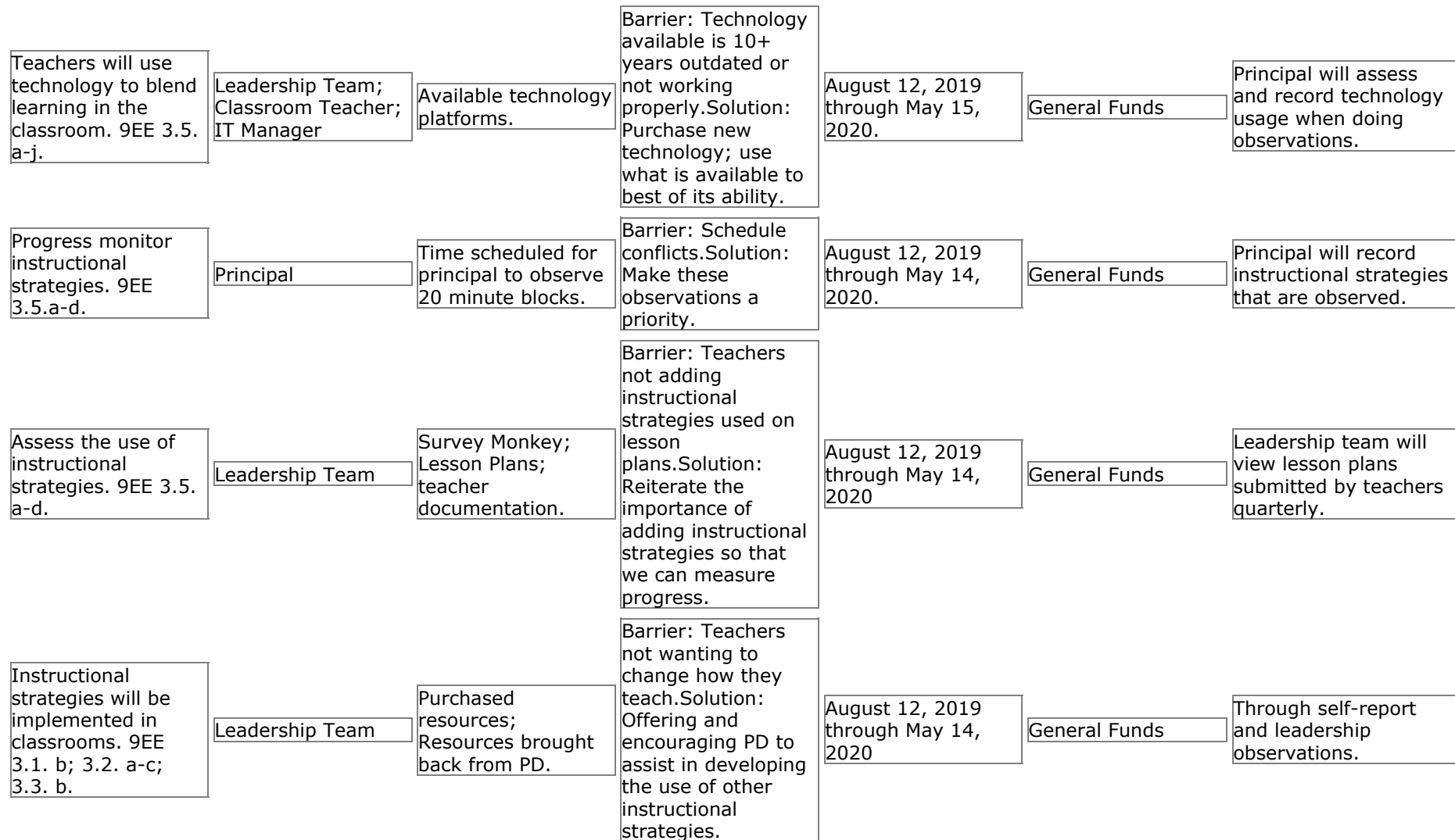
Action Steps

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 end of 19-20sy, all teachers will use 15 effective instructional strategies in all classrooms, as measured by principal observation, teacher survey, and teacher documentation.

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>A survey will be administered to the teachers to assess how many and what instructional strategies are being used in the classroom. 9EE 6.4.a; 3.1.b; 3.2.a.</p>	<p>Leadership Team</p>	<p>Survey Monkey will be used to gather and analyze the data reported.</p>	<p>None</p>	<p>August 29, 2019 Survey was sent out; Results were posted September 3, 2019.</p>	<p>General Funds</p>	<p>Number of teachers responding to survey; survey findings were discussed September 4, 2019.</p>
<p>Teachers will attend Professional Development opportunities to learn about varied instructional strategies. 9EE 3.1.a; 3.4.c; 6.2.a-b; 6.3. a-b; 6.6.a.</p>	<p>Leadership Team with all classroom teachers.</p>	<p>State's list of upcoming workshops and conferences. OSDE website.</p>	<p>Barrier: Schedule conflicts.Solution: Offer more than one opportunity to each teacher.</p>	<p>July 1, 2019 through July 31, 2020.</p>	<p>General Funds</p>	<p>A document will be kept to record the conferences/workshops teachers have attended or will be attending the 19-20 school year.</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 end of 19-20sy, high school math classes will have a 60% average pass rate on the EOY assessment developed by Big Ideas OAS aligned curriculum.

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 & when? Include data sources for tracking.</i>
Research Math OAS aligned curriculum. 9EE 1.6. a; 1.7. a-d.	Leadership Team	Curriculum websites; Surrounding districts; Social Media educational groups.	Barrier: Finding aligned curriculum may be difficult due to relatively new standards. Solution: Reach out to other similar districts and ask their opinions on curriculum.	June 1, 2019 through August 1, 2019	General Fund	Math teachers will be checked in with every two weeks.
Purchase OAS standard aligned math curriculum, Big Ideas. 9EE 1.1 a-b; 1.2. b; 1.3. a.	Leadership Team	Continued support from publisher/distributors.	Barrier: Perception of new curriculum. Solution: Offer time for teachers to familiarize themselves with the new curriculum and materials.	August 12, 2019 through May 15, 2020.	General Fund	Curriculum purchased Fall of 2019.
			Barrier: Pre-test involves material			

Give students pre-test and post-test. 9EE 2.1. a-d; 2.4. a-c; 2.5. a.	Math Teachers	Pre-tests provided by Big Ideas curriculum.	from the students' current grade level; not assessing previous grade level knowledge. Solution: Understand that the scores are going to be low and strive to demonstrate progress with each student.	August, 29, 2019	General Fund	The math teachers will score the tests and provide the results to the Leadership Team by September 5, 2019.
Quarterly benchmarks given to students. 9EE 2.1. a; 2.4. a-c; 2.5. b.	Math Teachers	Benchmarks provided by Big Ideas curriculum.	Barrier: Scheduling; attendance. Solution: Schedule in advance and schedule make-up dates for absent students.	Each 9 weeks. August 12, 2019 through May 15, 2019.	General Fund	The math teachers will score benchmarks and then send data to administrators.
Provide remediation through Kuta software, tutoring services, and small groups to ensure students' success. 9EE 2.5. b-c.	Math Teachers	Kuta software to develop individualized worksheets; tutoring services	Barrier: Scheduling; Lack of attendance; not all staff knows how to use Kuta software. Solution: Leadership Team creates a schedule for tutoring; Have teachers mentor others on how to use software.	August 12, 2019 through May 15, 2019	General Fund	The math teachers will assess and determine what remediation needs to be done for each student after each quarterly benchmark.
Provide PD for curriculum implementation and the use of online tools. 9EE 6.5. a-d.	Leadership Team	National Geographic - Big Ideas Learning	Barrier: Scheduling PD; Getting teachers to come in on day off or finding substitutes. Solution: Discuss with teachers that this is a requirement; Plan plenty in advance so substitutes are scheduled.	October 1, 2019 through November 1, 2019	General Fund	Leadership team will create a list and revisit mid-and end-year.

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: The district will increase their post-secondary opportunities and awareness by offering two new events accessible to students and families in the 19-20sy.

Pillar and Element: AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p>
<p>Post-secondary opportunities researched. 9EE 1.5. d-e</p>	<p>Leadership Team</p>	<p>OSDE website. Oklahoma State Regents for Higher Education website and faculty.</p>	<p>Barriers: Small school with limited accessibility to co-op programs and mentoring. Solution: Offer dual enrollment, life skills classes, and career fairs.</p>	<p>August 12, 2019 through May 14, 2020.</p>	<p>General Funds</p>	<p>The number of student involvement in these events will be recorded when events take place.</p>
<p>Individualized Career Academic Plan is being made available to grades 8th through 12th. 9EE 1.5. c-f</p>	<p>Leadership Team; Counselor; English Teacher</p>	<p>OkCollegeStart website; Chromebooks; Computer Labs; OSDE website</p>	<p>Barrier: Limited availability to functioning technology. Solution: Purchasing of new technology.</p>	<p>August 12, 2019 through May 14, 2020.</p>	<p>General Funds</p>	<p>Schedule will be made with two-week checkpoints.</p>
			<p>Barrier: Transportation</p>			

Exploration of available co-op programs and shadowing. 9EE 1.5. e	Leadership Team; Stakeholders	Surrounding counselors and schools; businesses; Tri County Tech Institute	to these opportunities. Solution: Work with businesses, community members, and stakeholders to breach the transportation.	August 12, 2019 through May 14, 2020.	General Funds	The number of students involved in these learning opportunities will be recorded.
Scheduling of postsecondary events. 9EE 1.5. b-d	Leadership Team	Local colleges and universities; community members; local businesses; parents; teachers; surrounding districts	Barrier: Past events have not had much attendance. Solution: Offer a meal at the events and publicize in a variety of ways (social media, post office, city hall, school website, etc.).	August 12, 2019 through May 14, 2020.	General Funds	The number of individuals in attendance will be recorded at the time of the event.

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
Encouraging Student Engagement and Understanding in the Math Classroom	10/7/19	SEA	
EngageOK	9/18/19	SEA	9/18/19
Teaching Secondary Writers through Inquiry	9/9/19	SEA	9/9/19
Big Ideas Learning - National Geographic	10/15/19	External Provider	
Instructional Strategies PD	2/21/20	LEA	
Effective Use of Tech PD	11/14/19	External Provider	