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Applicant:	70-I008 GUYMON
Application:	2019-2020 Continuous Improvement Plan - A0 - 0705 GUYMON 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 *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3	Strengths identified through the three data sources are in Element 2- Classroom evaluation/ assessment; 2.2-Teachers collaborate in design of assessment; 2.3 Students can articulate expectations and know requirements	Challenges: low ACT scores, lack of engaging instruction, lack of instructional support for students Focus 1-3.7-Teachers collaborate to review student work; Focus 2-3.1 varied instructional strategies are used in all classrooms; Focus 3-3.2 Instructional strategies and activities are aligned with goals
Learning Environment - Elements 4,5,6	The strength identified through the three data sources are E4- School culture. I4.2 Leadership beliefs and practices focus on high achievement for all students; and Element 5- Student, Family, and Community Support, I5.2- All students have access to all curriculum, and 5.4 -Students instructional assistance is provided outside of the classroom	Challenges: Student discipline, Staff planing/collaborative guidance, Lack of communication between school and parents; Language barriers.Focus 1-Leadership support is provided for a safe and orderly environment E4.1; Focus 2- E6.6 Professional development is aligned to analysis of test data;Focus 3- E4.7 Teachers communicate student progress with parents; Focus 4- 5.1-Families and communities are active partners
Collaborative Leadership - Elements 7,8,9	Strengths identified through the three data sources are in E7- Leadership; Professional, development and professional development and evaluation, 7.1 The school and district leadership team has developed a shared vision	Challenges: Use data to drive instruction, Teachers better trained in areas; Focus 1 - 7.2 Leadership decisions are collaborative and data driven. Focus 2 - 7.5 The leadership team provides access to curriculum and data

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(248 of 1000 maximum characters used)

Guymon High School will advance learning for all students for college and life by providing a challenging curriculum (RIGOR) that connects students' lives and their future (RELEVANCE) in a safe, supportive, and nurturing environment (RELATIONSHIPS)

Continuous Improvement Vision Statement (30 of 1000 maximum characters used)

Inspire a passion for learning

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 (90 of 250 maximum characters used)	Pillar and Element	Target Date
By May 2020, our school will increase graduation rates to 75% compared to 68% in May 2019.	AP - Instruction*	5/28/2020

FY20 Priority 2: SMART Goal (163 of 250 maximum characters used)	Pillar and Element	Target Date
By the end of 2020 school year, the number of discipline referrals from teachers will decrease by 20% compared to 1,415 referrals during the 2018-2019 school year.	LE - School Culture*	5/28/2020

FY20 Priority 3 (Competitive): SMART Goal (174 of 250 maximum characters used)	Pillar and Element	Target Date
By end of year 2020, teachers will increase student engagement by increasing collaborative effectiveness measured by a 20% increase in	LE - Professional Growth, Development & Evaluation*	5/28/2020

student engagement by a climate survey.

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

(2452 of 8000 maximum characters used)

Guymon High School is in a rural area in the Panhandle of Oklahoma. The community population is 11,442, and school currently has 831 students enrolled. We are a large high school with a small rural town atmosphere. The city's largest employer is Seaboard who recruits from all over the world. We have 32 different dialects and a small number of students who enter school for the first time in the U.S. Our data shows that we have a higher than average dropout rate. Our graduation rate is a cause of concern and has placed Guymon High School in the CIP process.GHS Leadership Team evaluated its data and stakeholder surveys and worked through the 9EE steps. Several issues became clear; many students who do not graduate in a timely manner did not receive credit due to absences or tardies. We also were surprised when student surveys revealed the fact that our students don't feel very many of the teachers care about them, which leads to student apathy, decreased motivation to attend school or to complete coursework, and increased discipline referrals. We believe these issues contribute to our high dropout rate and to the number of students who don't receive credits for graduation due to absences and tardies. As we evaluated the red flags our triangulations offered several issues; however, we applied our understanding of our school's needs, and we were able to narrow them down to two problems and tie them back to three SMART goals. Our steps were selected through EBI criteria effective practices of Opportunity to Learn- ensure content mastery and graduation; Motivational Competency-stretch students' interests and differentiate instruction to enhance students' engagement; and Deliver sound instruction in a variety of modes-provide a tiered system of instructional and behavioral supports and interventions from Effective Practices-Research Briefs and Evidence Ratings. The practices we propose to implement are sustainable and supported by the district and will be continually supported through collaboration, district funds, and training as Guymon has been a PLC school and is excited to improve on its Gear Up foundation.We created a benchmark using USATestPrep to define a baseline for the data. We created separate tests for each subject area; reading, math, and science. Each test has 10-11 questions. We will test in October, December, March, and May.For additional supportive explanation, please see supporting documents.

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: By May 2020, our school will increase graduation rates to 75% compared to 68% in May 2019.

Pillar and Element: AP - Instruction

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.*
Will improve credit recovery with new online program.	counselors, assigned teachers	OdysseyWare subscriptionCounselor	Student not respond to on-line program or need additional 1 to 1 instructional support	Purchase before school starts. Training 8/23/2019	Purchase one year school-wide license - $31,000-515	Decrease credit deficiency by 20% by EOY 2020 compared to EOY 2019
Counselors and seminar teachers will track students' grades on WenGage through Seminar time (checking grades, attendance, ICAP progress) on a weekly basis	seminar teachers, counselors, attendance clerk	seminar time, teachers and staff, check sheet	Teachers/staff viewing it as yet another duty.	Have calendar and check sheet ready for first day of school on 8/15/2019	$57,750-additional counselor hire- 515$19,250- additional counselor benefits -515	Ineligibility list shrinks 20% from 2018-19 to 2019-20 quarterly numbers
Counselors will track students' through ineligibility list on a weekly basis and principals and office staff will monitor absences and	counselors, principals, and office staff	ineligibility list, attendance reports	time for individual monitoring 825 students	Weekly	N/A	Ineligibility list shrinks 20% from 2018-19 to 2019-20 quarterly numbers

tardies.

Implement a PBIS system to improve school culture/climate by fostering positive teacher/student relationships emphasized in Seminar and throughout campus.	principals	staff training	culture shiftteachers/staff buy-in	Introduce concept during in-service on 8/13/2019.	Capturing Kids Hearts-$26,000-515Champs - $6,000-515	Students survey results show 20% improvement by EOY 2020 over BOY 2020 surveys.

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:	By the end of 2020 school year, the number of discipline referrals from teachers will decrease by 20% compared to 1,415 referrals during the 2018-2019 school year.

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.*
New discipline policy implement including new referral process.	principals	policy reviews from successful school who have implemented PBIS systems, make adaptive changes for GHS	timely training for PBIS program	established before the first day of school 8/15/2019	N/A	reduction of discipline referrals from teachers quarterly
Implement trauma-based strategies with use of Positive Behavior Intervention and Supports and collaboration with local family and student services and counselor referrals.	principals	local behavior counseling services - Panhandle Services for Children (PSC)	Parent resistence-education	established before the first day of school 8/15/2019	N/A	students in PSC counseling classes chart and repeat student. Collecting baseline data. Review data at semester and EOY cycles.

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:	By end of year 2020, teachers will increase student engagement by increasing collaborative effectiveness measured by a 20% increase in student engagement by a climate survey.

Pillar and Element:	LE - Professional Growth, Development & Evaluation

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.*
Hold professional devleopment with all staff on PLC training and retrain teachers on effective use of PLC time. Teachers will hold weekly PLC meetings for student/teacher/site growth. This will include PLC book studies.	Josh StephensonSherri HitchingsLaura Brandherm	PLC PD speaker, PLC schedule and checksheet	Teacher resistance-training for better buy-in	teacher in-service days 8/12-8/15/2019, January-March-book studies	$12,000-Solution tree inservice - 5153,000-presenter travel-5153,600-book studies-515	100% of PLC's will meet weekly or as determined by principals, with agendas/minutes/checklists submitted to principals weekly. Beginning first week in September, monitored weekly

PLC's will increase student engagement. Instructional coaches will receive training though Solution Tree, Kagan, etc. and advise PLC's.	Laura BrandhermJosh StephensonSherri Hitchings	PLC schedule	Teacher resistance- training for better buy-in	January 2020	4000-workshop fees-5156000-workshop travel-5155000-subs -5152000-sub benefits -5151,500-Swivl-5155,500-wkshp fee tba-5152,500-wkshp fee tba-515	100% of teachers will evaluate teaching using engagement self-checklist, with 100% showing increase in student engagement comparable from first quarter to fourth quarter
PLC's will analyze data to increase rigor. Instructional coaches/principals will receive training through Solution Tree, OKSDE, Marzano, etc. and advise PLC's	Josh StephensonSherri HitchingsLaura Brandherm	workshop	time/travel constraints - establish as priority	February 2020	$4,400-workshop travel-515$2,100-Workshop travel-515	PLAN composite scores will increase to 15ACT composite scores will increase to 1812% gain comparing 2019 to 2020 scores
PLC's will use tools to increase rigor in test prep	Josh StephensonSherri HitchingsLaura BrandhermSherry Stonecipher	ACT Prep workshop	time/travel constraints - training for another program	January 2020	$2,500-ACT prep workshop	PLAN composite scores will increase to 15ACT composite scores will increase to 1812% gain comparing 2019 to 2020 scores

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
Solution Tree presenter	8/14/2019	External Provider	8/14/2019
Solution Tree Culture for Leaders workshop	9/23/2019	External Provider	9/25/2019
Solution Tree RTI workshop	10/30/2019	External Provider	
Solution Tree PLC workshop	11/30/2019	External Provider	
Positive Behavior Intervention and Support training	1/21/2020	External Provider	