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Applicant: 49-I064 HANNA

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

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

Cycle: Amendment 3

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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	Strengths identified from the three data sources are from Essential Element 2 - Assessment: 2.7 Implementation of assessment and accountability. 2.7a District monitors and ethically administers state assessments. Element 3 - Instruction: 3.3a School leaderships monitors instruction to ensure instruction is modified to meet diverse population, 3.4c Teachers are appropriately certified, 3.5c Technology is readily available and equitable accessible to students.	Challenges: Essential Element 2 - Classroom Evaluation/Assessment: 2.4 Identification of curriculum gaps using test scores. 2.2 Design of assessment tasks. 2.1 Multiple classroom assessments. Essential Element 3 - Instruction: 3.2 Alignment of instructional strategies and learning activities. 3.6 Instructional resources. 3.3 Monitoring of instructional strategies and learning activities 3.1 Effective and varied instructional strategies used in all classrooms. Essential Element 1 - Curriculum: 1.1 Curriculum alignment. 1.3 Discussion/identification of overlaps and gaps in curriculum.
Learning Environment - Elements 4,5,6	Strengths identified from the three data sources are from Essential Element 4 - School Culture: 4.1 Safe, orderly and equitable learning environment. 4.3 Academic and behavioral expectations are high.	Challenges: 5-1 Family and community involvement in promotion of programs and services. 5.1b Family and community involvement in reducing barriers to education. 5-1c and 5-1l Interactive communication among home and school is meaningful, regular, and proactive. 5-1d Programs and strategies to promote teacher/parent interaction are developed, implemented and evaluated for effectiveness. 5-1f Collaborate with community partners to provide programs and services that maximize learning opportunities for all students. 5-1h Family and community members collaborate and evaluate effectiveness of efforts to remove barriers to learning for all students. 6-2 Profession Development Plan. 6-4 School improvement goals connect with student learning goals.
Collaborative Leadership -	Strengths identified from the three data sources are from Essential Element 7 - Leadership. 7.5 Instructional staff's access to curriculum training. School leadership, administration and school board encourages professional growth through professional	Challenges: Essential Element 7 - 7.4 Use of disaggregated data in school plan. 7.5 Time spent on curricular and instructional issues. Essential Element 8 - Organizational structure and resources: 8.5 Staff team

Elements 7,8,9

development and are supportive in this area. 7.8a Safe and effective learning environment. Administration ensures a safe, healthy, orderly and equitable learning environment for both students and staff members.

planning. Essential Element 9 - Comprehensive and effective planning: 9.2 Collection of data for planning. 9.3 Use of collected data for planning. 9.4 Planning reflects research and internal review.

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(178 of 1000 maximum characters used)

The Mission of Hanna Public School District is to provide a learning environment that respects the individual needs of it's students and helps them to reach their full potential.

Continuous Improvement Vision Statement (232 of 1000 maximum characters used)

Hanna's Vision Statement for continuous improvement is to establish, maintain and continually improve the school, assure that all children graduate, with abilities to read, think and communicate as productive citizens in 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*

FY20 Priority 1: SMART Goal (194 of 250 maximum characters used)

Percent of chronically absent 9-12 grade students will decrease by at least 33% (Goal of 12.75% or less) as evidenced by Attendance Roster data in Student Accounting and School Report Card data.

Pillar and Element

LE - School Culture*

Target Date

5/15/2019

FY20 Priority 2: SMART Goal (111 of 250 maximum characters used)

The average ACT score for junior students will increase 20% (from 15.6 to 18.7) on the 2019-20 ACT assessments.

Pillar and Element

AP - Classroom Evaluation/Assessment*

Target Date

5/15/2019

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.

(7999 of 8000 maximum characters used)

Overview: The Oklahoma Nine Essential Elements were used by the leadership team in conjunction with the most current Oklahoma CCRA Science assessment data and the most recent Junior ACT testing results. Electronic surveys were distributed to students, parents/guardians, teachers and administration to collect data regarding their perception of the site and district. The leadership team used data triangulation to identify needs and to create the SMART goals for the site: SMART Goal 1. Percent of chronically absent 9-12 grade students will decrease by at least 33% (Goal of 12.75% or less). SMART Goal 2. The average ACT score for junior students will increase 20% (from 15.6 to 18.7) on the 2019-20 ACT assessments. The leadership team found evidence, when examining the data sources that lack of family support and involvement led to Hanna High School's high chronic absenteeism rate. Chronic absenteeism adversely effects the learning and educational process and therefore the chronic absenteeism SMART goal is our site's first priority. The proposed action plan for the chronic absenteeism SMART goal includes increasing and improving communications with parents regarding their student's absenteeism and academic progress (post cards/letters encouraging parent to improve their student's attendance and communications with attendance and academic progress data), closely monitoring student attendance regularly to develop individual student action plans, creating an attendance team, establish follow-up procedures and implement a tier-system of support for identified at-risk students to provide personalized early outreach, recognize good and improved attendance, develop pragmatic responses to barriers as needed, appoint or hire a parent liaison to better communicate with parents and bridge the gap between home and school. The second SMART goal is increasing student achievement on the ACT assessment. The proposed action plan for the ACT/Student Achievement SMART goal includes aligning all instructional resources and curriculum to Oklahoma Academic Standards, purchasing textbooks in ACT areas (Math, ELA, Science, Reading, etc.) as well as Social Studies for grades 6-12 that are aligned with OAS Standards. We wish to purchase Social Studies textbooks as well as ACT area subjects to improve literacy skills across the curriculum and being a small school, starting new curriculum earlier in grades 6-8 will help increase ACT achievement, per numerous studies as well as increasing literacy skills, purchase laptops/laptop cart to be used by students in learning and assessment activities. Implementing bench marking tools (NWEA MAP) in the high school and lower grades for all core areas, providing professional development to support the implementation of ACT test preparation, using Oklahoma Public School Resource Center (OPSRC) to provide year-round access to consulting, professional development and significant subsidy for NWEA MAP assessment program, hiring or appointing an ACT/Assessment Coordinator to help implement benchmarking schoolwide and to facilitate and implement ACT/college preparation program, ACT intervention/coaching programs and surveying teachers on professional development needs for ACT preparation strategies and intervention strategies. Evidence-Based Interventions - District leaders and the leadership team accessed Evidence for ESSA, Center on Innovations in Learning, and Attendance Works to select evidence based interventions for our two SMART Goals. Site attendance teams will be created to discuss attendance issues and monitor data. The attendance team will develop action plans for identified students with attendance issues. The information acquired from this monitoring will be used to reach out to families and engage them in the process of improving their children's attendance. Effective communication to parents will be used to communicate the importance of good attendance for their children's education and engage families and other stakeholders in improving attendance. Two-way communication between our school and our student's parents will be accomplished using several modes of purposeful communication. All communications will stress the importance of good attendance to their children's education. District leaders and the leadership team accessed a comparative alignment analysis study that included NWEA MAP Growth assessment. The study was performed by the Wisconsin Center for Education Research at the University of Wisconsin-Madison and provided strong evidence that MAP Growth assessments effectively measure student progress in grades 3-8. The study also states NWEA has conducted studies connecting MAP Growth RIT scores to the OSTP General Assessments and the ACT and SAT at grades 5-9. All instructional resources and

curriculum will be aligned to the Oklahoma Academic Standards (OAS) and bench marking tools will be implemented in the high school in all core areas in order to better prepare our students for the ACT Assessment. These measures will allow us to ensure content mastery and prepare our students for post secondary opportunities. Progress Monitoring: Chronic Absenteeism Improvement will be monitored by analyzing attendance every Monday to determine attendance issues from previous week. High school attendance team will proactively scrutinize daily attendance register during the week to detect attendance issues. Student attendance records in the student accounting system and parent contact logs will be used to monitor progress regarding parent contact/involving families to improve attendance. ACT improvement monitoring will be achieved by using assessment logs/data to monitor progress using benchmarking tools at the high school. All students will be assessed and growth will be monitored and evaluated. District Involvement: The district is committed to improving school attendance by hiring a parent liaison to assist high school site with parental contact to increase family involvement. Also, the district is committed to providing quality professional development to assist teaching staff and administration in their efforts to improve attendance. The district is committed to acquiring a quality benchmarking/assessment tool, such as NWEA, to assist the school staff in their efforts to improve student achievement and college/career readiness, as well as quality professional development to help staff raise ACT scores. Professional Learning Communities: During the 2019-2020 school year Hanna High School PLCs will be devoted to analyzing data from benchmarking assessments to identify areas of need in our students growth and improving ACT preparation for our junior students. Also, PLCs will monitor attendance data and assist leadership team in improving school attendance and decreasing chronic absenteeism. PLCs will meet every two weeks. Professional Development: Quality Professional Development will be provided for high school staff during the 2019-2020 year to assist them in preparing their students for the ACT exam. Other PD will involve using benchmarking tools to improve student achievement and PD to train teachers in effective methods to involve family and community to improve school attendance. Rigorous Review Process: The leadership team will review teacher surveys from professional development to determine their effectiveness. The leadership team will review student data related to PD to help gauge it's effectiveness. Leadership team will meet weekly with parent liaison and evaluate their performance. The leadership team will survey teachers on the effectiveness of the new benchmarking program and evaluate progress of program. Operational Flexibility: District is committed to assisting/supporting the leadership team in it's efforts to improve school attendance/student achievement/college/career readiness. District is willing to adjust future schedule for staff to have more professional developmen

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:

Percent of chronically absent 9-12 grade students will decrease by at least 33% (Goal of 12.75% or less) as evidenced by Attendance Roster data in Student Accounting and School Report Card data.

Pillar and Element:

LE - School Culture

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>
Create High School Attendance team meeting M/W/F to discuss attendance numbers and possible issues. 9EE 4.3d, 5.5 a,c	Principal, Leadership Team, HS Teachers	High School Student Accounting Information System, High School Teachers Attendance Records.	Barriers: Small staff and Principal with many duties. Solutions: Incorporate support staff, rotate teachers, train support staff on SIS	August 15, 2019 - Ongoing	General funds, 515 funds	Attendance date will be analyzed each Monday to determine attendance issues from previous week. Attendance will be agenda item on every leadership team meeting.
Monitor attendance at high school weekly to determine	Principal,	High School Student Accounting	Barriers: Numerous outside barriers causing attendance issues. Solutions: Use		General	Attendance date will be analyzed each Monday to determine

problem areas and identify students in need of intervention. 9EE 4.3d, 4.4b, 5.5 a,c	Leadership Team, HS Teachers	Information System, High School Teachers Attendance Records.	positive communications with families to stress importance of good attendance for their students.	August 15, 2019 - Ongoing	funds, 515 funds	attendance issues from previous week. Attendance will be agenda item on every leadership team meeting.
Develop specific procedures for parental follow-up on student absences. 9EE 4.7a-h, 5.1b,c, 5.5a,c	Principal, Leadership Team, HS Teachers, Support Staff (principal's secretary)	High School Student Accounting Information System, High School Teachers Attendance Records.	Barriers: Inconsistent implementation. Solution: Develop check list and procedures to facilitate consistent implementation.	August 15, 2019 - Ongoing	General funds, 515 funds	Parent contact logs (Principal, teacher, principal's secretary)
Implement an early identification system for chronic absences. Implement a tiered support system for at-risk students.	Principal, Leadership Team, HS Teachers	High School Student Accounting Information System, High School Teachers Attendance Records.	Barriers: Inexperience using MTSS and OTISS, misconception these intervention tools are only for special needs students. Solution: Provide professional development (OSDE, OTISS), visit successful schools.	August 15, 2019 - Ongoing	Proj 515 funds	Student attendance records, student assessment data.
Hire or appoint a Parent Liaison to track attendance		High School Student Accounting				

<p>for all students and work with attendance team and families to address attendance concerns. 9EE 5.1a-c, 5.5a,c</p>	<p>Principal, Leadership Team, HS Teachers</p>	<p>Information System, High School Teachers Attendance Records, Family Communication and Home Visit Schedules</p>	<p>Barriers: Finding qualified applicant Solution: Thorough applicant screening process</p>	<p>October 1, 2019 - Advertise position</p>	<p>Proj 515 funds</p>	<p>Parent Liaison will document all contacts. Impact will be measured by decrease of chronically absent students and overall decrease of absenteeism.</p>
<p>Purposely share attendance expectations with students and families (back-to-school nights, weekly calendars, newsletters, website, etc) 9EE 4.9a-d, 5.1a-c, 5.5a,c</p>	<p>Principal, Leadership Team, HS Teachers, Support Staff (principal's secretary)</p>	<p>All forms of communications will contain a message regarding importance of good attendance. Multiple modes of communication will be used.</p>	<p>Barriers: Reaching all stakeholders (parents/guardians/families). Solution: seek community support, provide attendance information in non-traditional methods/events.</p>	<p>August 15, 2019 - Ongoing In May send end-of-school letters to all parents/families/guardians, ongoing attendance message in every parent communication.</p>	<p>General funds, 515 funds</p>	<p>Document all modes of communication to students/parents/families/guardians. Monitor impact on attendance of increased communication.</p>

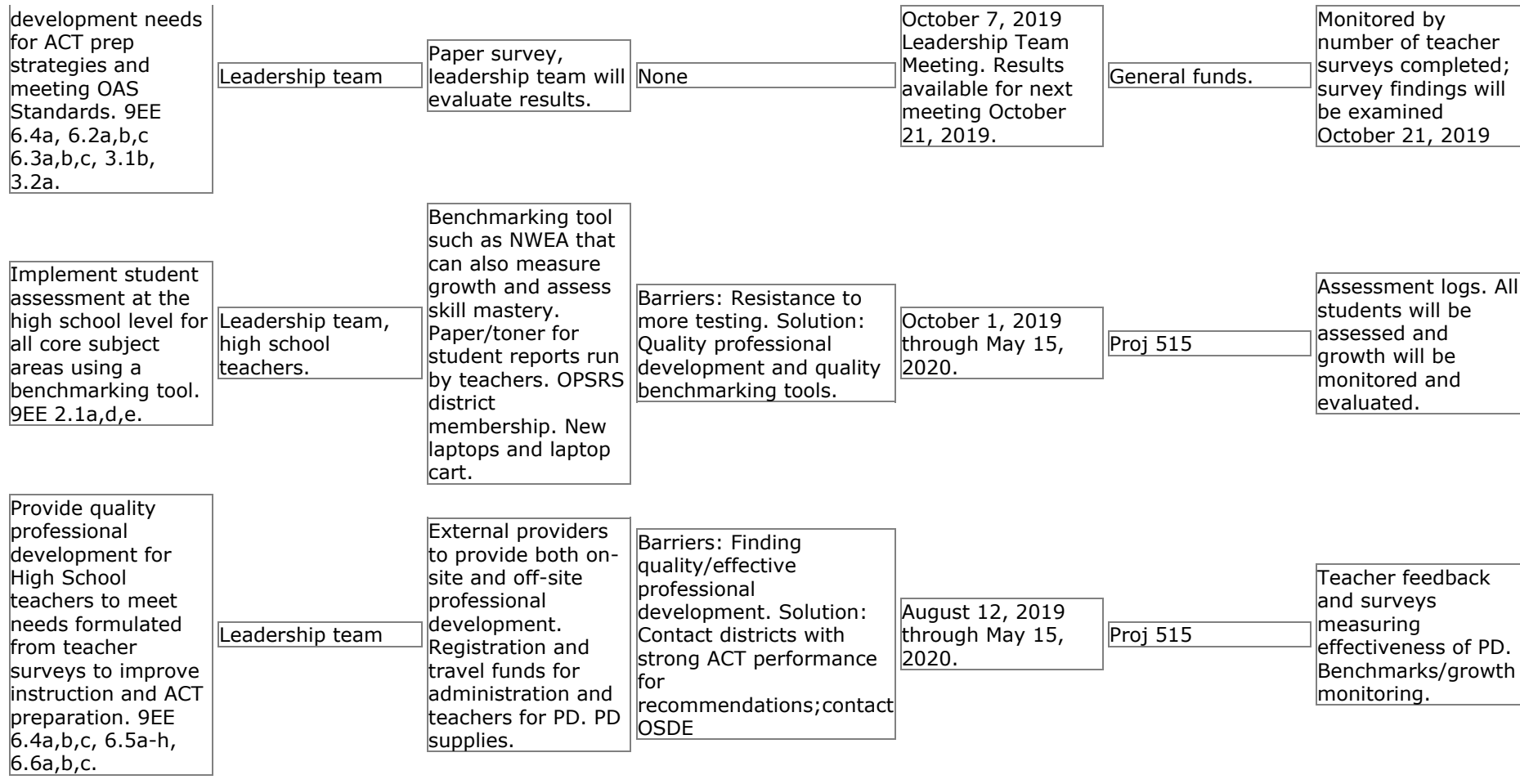
Action Steps

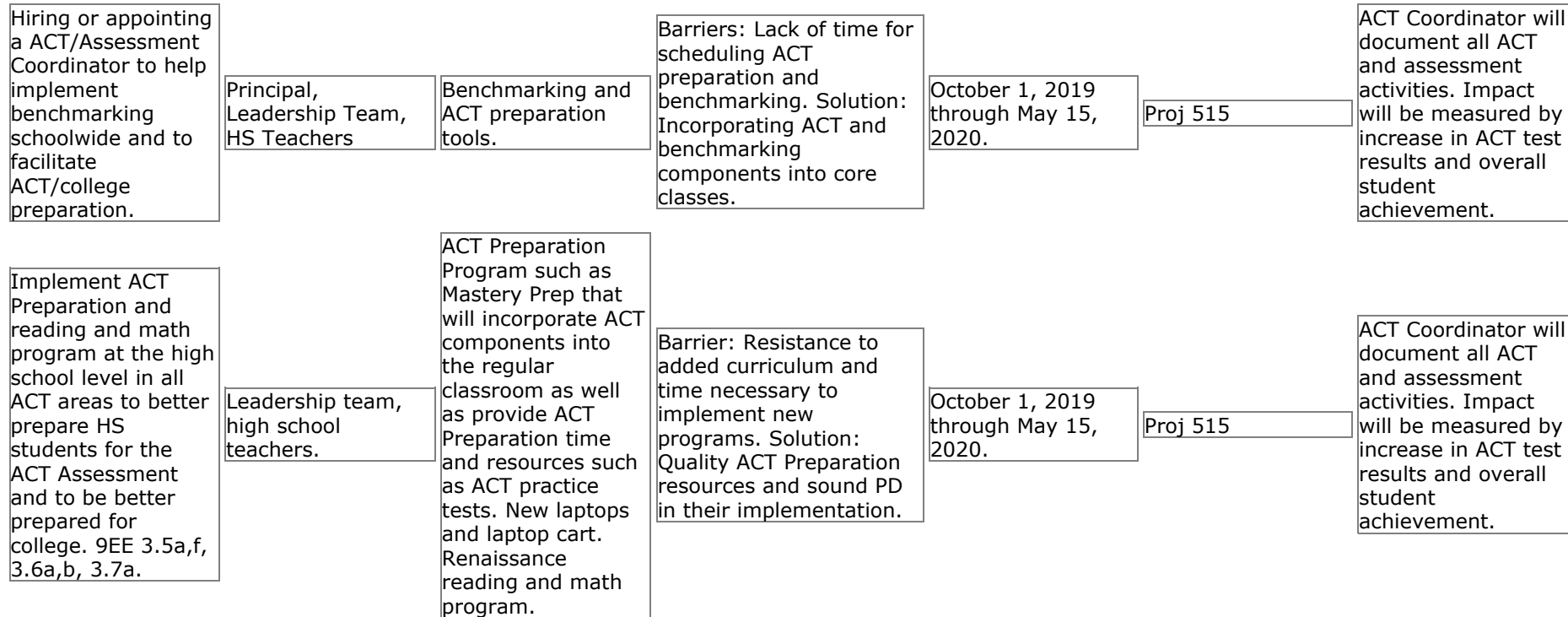
INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

Priority 2 SMART Goal: The average ACT score for junior students will increase 20% (from 15.6 to 18.7) on the 2019-20 ACT assessments.

Pillar and Element: AP - Classroom Evaluation/Assessment

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>Align all instructional resources and curriculum with Oklahoma Academic Standards (OAS) in grades 6-12 and purchase new resources and curriculum (textbooks and other resources in ACT content areas as well as social studies) for grades 6-12 that are aligned with OAS Standards. 9EE 1.1a,c.</p> <p>Survey teachers on professional</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Leadership team, high school teachers.</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>OAS booklets and OSDE website, updated textbooks aligned with OAS Standards grades 6-12</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Barrier: Assuming falsely that all instructional resources are aligned with Oklahoma Academic Standards. Solution: Schedule time for teacher/leadership team to discuss OAS Standards and review new textbooks.</p>	<p><i>What is timeline for each action step?</i></p> <p>October 1, 2019 through May 15, 2019.</p>	<p><i>Identify any relevant funding source.</i></p> <p>Proj 515 and General funds.</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>Develop schedule with checkpoints every 2 weeks to ensure alignment process.</p>





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
Decoding the ACT (Mastery Prep)	02-2020	External Provider	
Bridge to Hope Summit	01-2019	SEA	
NWEA MAP Administration Training	11-2019	External Provider	
NWEA Applying Reports Training #1	01-2020	External Provider	
NWEA Applying Reports Training #2	04-2020	External Provider	
ACT Mastery Training (Mastery Prep)	11-2019	External Provider	
OSDE Family Engagement Training	8-2019	SEA	8/12/19
OSDE Teaching with Poverty in Mind	8-2019	SEA	8/12/19