
Application Printout

eGrant Management System**Printed Copy of Application**

Applicant: 40-I067 HOWE

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

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

Cycle: Original Application

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

Generated By: 131786

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	Data indicates a two point increase in ACT composite scores from last year, which shows a positive direction in academic improvement. - Academic Performance - Curriculum 1.1	Data also indicates that we continue to fall below State Average on the ACT outcomes which is consistent with low assessed outcomes on the 11th grade ACT. - Academic Performance - Curriculum 1.1 listed as a strength is also a focus area for continued growth.
Learning Environment - Elements 4,5,6	Data indicates a high transfer rate of students into the district which indicates a positive and welcoming school culture and climate. - Learning Environment - School Culture 4.11Data regarding suspension rates indicate a slow decrease from the previous year. This would indicate a positive trend in student behavior that promotes school climate. Learning Environment - School Culture 4.1	By the end of the 2019/2020 school year, the overall high school attendance rate will improve by 2%.A school climate conducive to excellence in student performance will be established by the end of the 2019/2020 school year. Support, beliefs and practices will focus on high student achievement and provide for effective and clear communication with all stakeholders. A decrease in discipline referrals to the office of 10% as evidenced by sis discipline logs, an increase of parental communication as evidenced by communication logs, and a weekly student mentoring log indicating academic progression or intervention will support the mastery of this goal.
Collaborative Leadership - Elements 7,8,9	Data indicates a stable teacher workforce as evidenced by the return of all certified staff in the high school. Efficiency - Organizational Structure and Resources 8.3	Vertical and horizontal team planning across content areas and grade configurations has not focused on the goals, objectives, and strategies necessary to increase skill performance. 8.5 Improvement can be measured by increased use of interdisciplinary units between staff members. Common planning times built into the 2020-2021 course schedule will help place the focus on OAS improvement.

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(574 of 1000 maximum characters used)

We strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students -- both inside and outside the classroom -- that help them develop the knowledge, critical thinking skills, and character necessary to succeed in an ever changing world. We honor the sacrifices and progress made by previous generations that enable our students to pursue their dreams and perform at their highest level of ability.

Continuous Improvement Vision Statement (430 of 1000 maximum characters used)

Howe High School is dedicated to a continuing tradition of excellence in an ever-changing world. Within a safe and supportive environment, we provide a relevant, high-quality education and prepare our diverse student body for future endeavors. Our vision is to create a k-12 school that is highly regarded for its academic excellence, and for its contribution in actively serving and improving the community in which it operates.

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 (181 of 250 maximum characters used)

Based on last year's 10th Grade Pre-ACT data being below State average, we want to see a 2.1 point composite score increase on the State ACT at the end of the school year 2019/2020.

Pillar and Element

AP - Curriculum*

Target Date

4/30/2020

FY20 Priority 2: SMART Goal (124 of 250 maximum characters used)

By the end of the 2019/2020 school year, the overall high school attendance rate will improve by 2% from a baseline of 94%.

Pillar and Element

LE - School Culture*

Target Date

5/7/2020

FY20 Priority 3 (Competitive): SMART Goal (196 of 250 maximum characters used)

Pillar and Element

Target Date

A school success climate conducive to increased post secondary student opportunities will be established by the end of the 2019/2020 school year as indicated by a 40% increased participation rate.

LE - School Culture*

5/7/2020

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		

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.

(656 of 8000 maximum characters used)

We have tried numerous times to copy + paste our narrative (which was less than 8000 characters) into this cell, but keep getting this error, "Exception has been thrown by the target of an invocation.. The error description is 'An invalid character was found in text content.'. Could not find prepared statement with handle 1. Cursor is not open. Cursor is not open. sp_xml_removedocument: The value supplied for parameter number 1 is invalid. The XML parse error 0xc00ce508 occurred on line number 0, near the XML text ""'. In lieu, of this we will be uploading the entire CIP Plan in the supporting documents. We have called the SDE and left a message.

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: Based on last year's 10th Grade Pre-ACT data being below State average, we want to see a 2.1 point composite score increase on the State ACT at the end of the school year 2019/2020.

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>
Vertical/Horizontal Alignment of OAS to eliminate gaps.	Principal High School Teachers MS Teachers	OAS Standards Prior Testing NWEA MAP Data Apple Macbook for HS staff.	Two sites working together could pose schedule challenges..PD Day adjustments to allow time will help.	Ongoing throughout the school year.	Existing Contractual agreement with staff supported through the general fund.	Electronic road map completed by fourth quarter.
Reflection/action Data Walls and Student Data Folders	Principal, Counselor and High School Teachers	Data wall supplies, and time to include a schedule around planning periods. Apple Macbook for HS staff.	All Student Data relevant to School Improvement such as attendance and behavior data.	Updated each quarter Reviewed and Discussed weekly	CSI/EDGE Budget	Quarterly Benchmarks NWEA MAPEOY Summative based on OSTP/ACT assessments
Implement NWEA MAP Assessments and USA Test Prep.	Principal, Tech Facilitator, Core High School Teachers	District provided student laptops, tech support, NWEA MAP Assessments and USA Test Prep.	Scheduling, setup and interpretation..Staff did setup and scheduling and will use Collier for interpret.	1st quarter 2nd quarter 3rd quarter 2019-2020	CSI/EDGE Budget	Tracked increases in OAS assessed outcomes on NWEA MAP and OSTP outcomes

Implement Cargill Student Workshops	Principal, Counselor and Student attendance	\$30 per student x 82 students	Scheduling and cost..Booked for January 2020 and cost will be requested through CIS Budget.	3rd quarter January 15th 2020 Booked	General Fund	95% or greater students attendance and increase in OSTP outcomes
External Provider	Superintendent and Principal	Collier Educational Consulting	Scheduling and cost..CIS budget and adjustments to school calendar.	Ongoing throughout the year to include PD days.	CSI/EDGE Budget	Documented schedule dates, attendance logs, and agenda's
EDGE Grant:Implement Instructional Coach	Superintendent, Principal and School Board Hire and Establish	EDGE Grant Competitive Funding	Staff availability and training.. District has identified prospective staff and Collier Ed. Cons. to train.	2nd quarter or when given a budget period.	Competitive EDGE Grant Budget	Initial - meeting hiring timelines outlined and ongoing - measured by improved outcomes on OSTP

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 the 2019/2020 school year, the overall high school attendance rate will improve by 2% from a baseline of 94%.

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>
Mentors are establish to monitor and interact with students to intervene with attendance issues.	All teachers will be working with groups of students throughout the year.	Phone, mail and postcards	Ongoing review..attendance data will be actively updated and monitored on the data wall.	Ongoing throughout the school year.	General Fund	Contact sheets and copy of letters/postcards
1st 20 days attendance monitoring.	Principal, Counselor, Non-Core Teachers, and School Resource Officer.	Data Wall resources, phone, mail and postcards	Ongoing real-time data with timely review/contacts..Staffing time will be provided for this task.	Bi-Weekly review	CSI/EDGE Grant Funds	Contact Sheets documented Bi-Weekly as needed.
20 days and beyond attendance monitoring.	Principal, Counselor, Non-Core Teachers, and School Resource Officer.	Data Wall resources, phone, mail and postcards	Ongoing real-time data with timely review/contacts..Staffing time will be provided for this task.	Bi-Weekly Review	CSI/EDGE Grant Funds	Contact Sheets documented Bi-Weekly as needed.
						Incentive cards

Implement an incentive program for positive attendance outcomes.	All High School Staff	Incentive cards, financial resources for off campus incentives.	Closed Campus..Supt. and School Board to support incentive program.	Post 20 days and ongoing with regular incentive intervals throughout the year.	Activity Fund for incentive costs.	issued initially after the first 20 days and updated regularly at defined intervals through year.
Truancy Program of proper documentation, parent notification and D.A. Referrals.	Principal, Counselor, Resource Officer, and District Attorney	Mail, phone logs, and referrals.	Parent Support..Contact and referral process will help to secure parent support.	Ongoing throughout the school year.	General Fund	Reduction in percentage of absences and Contact/Referral documentation.
Edge Grant: Establish a Behavior Interventionist	Superintendent, Principal and School Board Hire and Establish	EDGE Grant Competitive Funding	Staff availability and training.. District has identified prospective staff and Collier Ed. Cons. to train.	2nd quarter or when given a budget period.	Competitive EDGE Grant Budget	Initial - meeting hiring timelines outlined and ongoing - measured by improved outcomes on OSTP

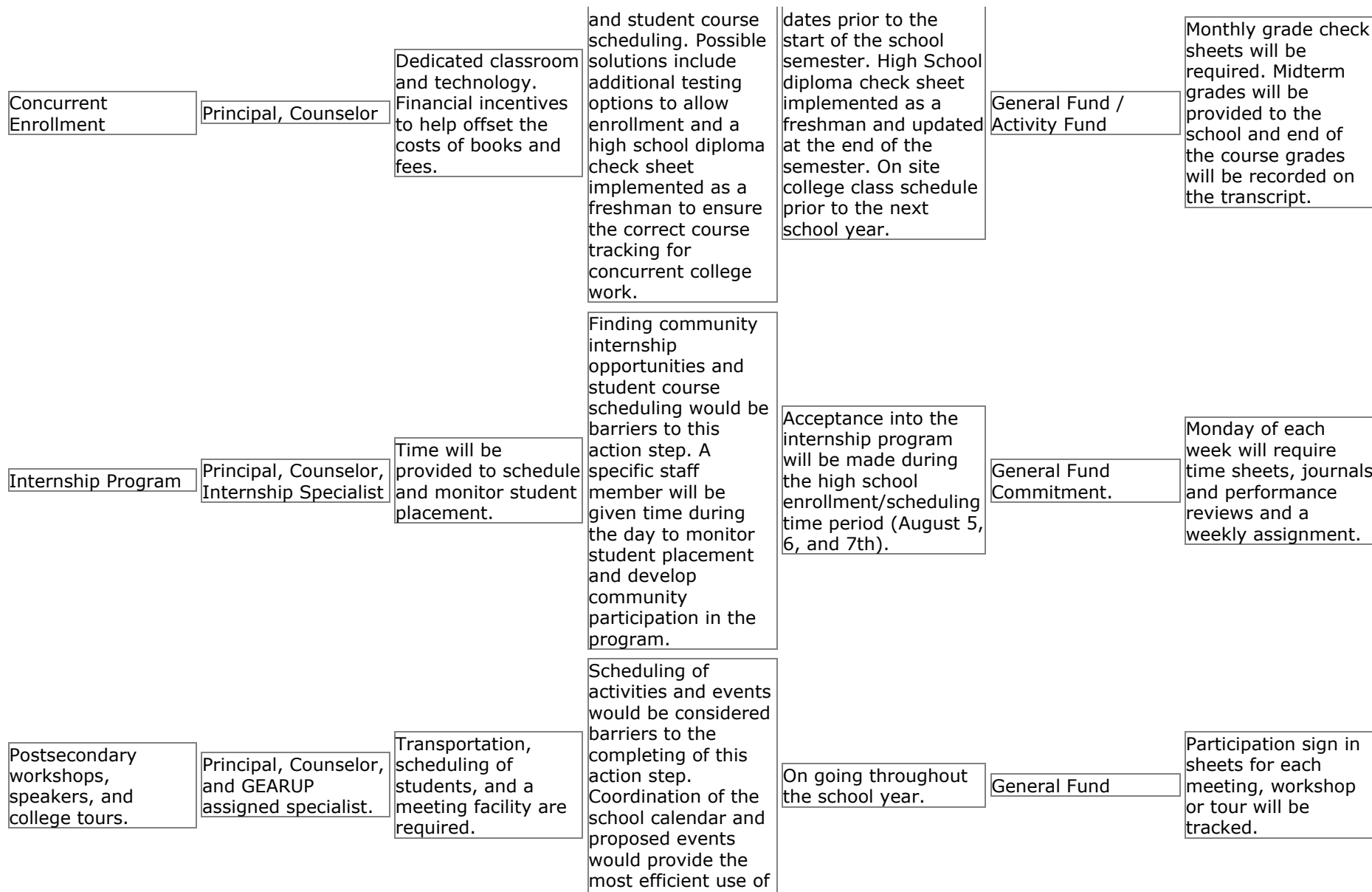
Action Steps

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: A school success climate conducive to increased post secondary student opportunities will be established by the end of the 2019/2020 school year as indicated by a 40% increased participation rate.

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>
ICAP implementation	Principal, Counselor, Assigned Staff	Computer access to OKcollegestart.com	Student scheduling would be a barrier to completing this action step. Implementation through a core area period would be the most efficient and effect method of administering.	Initial implementation would be in the first quarter with periodic updates.	General fund commitment.	The action step will be measured by completion of state required reporting. A quarterly review of Okcollegestart.com data will be utilized throughout the school year.
			Student qualifications (ACT score of 19 in the sub area of interest)	College enrollment		



this resource.

Behavioral Interventionist

Superintendent, Board of Education

Office space, supplies, and technology will be resources available to the interventionist.

Finding a qualified individual is a potential barrier. Advertisement through various media outlets will be utilized to attract potential candidates.

This action step can only be completed by utilizing Edge grant funds; therefore, implementation will only occur upon grant notification.

This action step can only be completed by utilizing Edge grant funds.

Personnel Time Sheets, student / parent contact logs will be used on a weekly basis. Discipline referrals will be tracked on a weekly basis to see the impact of the strategies being used.

Professional Development

CIS Leadership Team

Time to attend pertinent training. Financial support to attend the training.

PD time will target non student days of the calendar (PD days, holidays, or days outside the school year) or provide substitutes to allow the Leadership Team to attend.

Tentative workshop dates - March, June, and July of 2020.

Edge Grant Funds

Participation at professional development workshops. Sign in sheets from PD presentations at PLC.

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
Collier Educational Consulting (PLC's and Benchmark Data and the use of Data Walls)	9/13/2019	External Provider	9/13/2019
Collier Educational Consulting (Benchmark Data Analysis, School climate (Attendance & Discipline))	11/22/2019	External Provider	
Collier Educational Consulting (MOY Benchmark Review, Data review on attendance incentives)	01/20/2020	External Provider	
Solution Tree Professional Development (Overcoming the Gap Trap Workshop - Fayetteville AR) EDGE	03/2/2020	External Provider	
Collier Educational Consulting (EOY Benchmark Review, Revision of goals/action steps, celebration)	05/08/2020	External Provider	
Solution Tree Professional Development (Conference on Assessment & Grading - Austin, TX) EDGE	06/22/2020	External Provider	
Solution Tree Professional Development (PLC at Work - Little Rock, AR) EDGE	07/08/2020	External Provider	