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Applicant: 55-Z004 Insight School of Oklahoma

Application: 2019-2020 Continuous Improvement Plan - A1 - 0972 Insight School of Oklahoma High School

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

Cycle: Amendment 1

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By: 141086

**Nine Essential Elements (9EE) Needs Assessment Prioritization**

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

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i>
<b>Academic Performance - Elements 1,2,3</b>	1.6d-The school analyzes student performance data and reviews their policies and procedures to make data-informed curricular improvement decisions.EE33.1- The school has adopted a variety of highly effective, student-centered, culturally responsive instructional strategies that accommodate various learning styles.	EE33.6- Additional researched based resources and materials would assist in supporting the school's curriculum, differentiated, to address individual learning styles of the school's diverse learning population. 3.2- Instruction is not fully aligned within the school structure nor reflective of OAS and OSTP.
<b>Learning Environment - Elements 4,5,6</b>	EE44.7- Teachers and staff make weekly phone calls and detailed notes, and send emails to students and learning coaches.	EE55.3 The school leadership could improve allocation of sufficient resources for reducing burners to learning and in ensuring resources are used effectively. Reducing barriers to learning at ISOK is a high priority to ensure that students are given the same opportunities to engage in a learning experience as their peers in brick and mortar schools. One way to ensure that students stay engaged is by building a relationship between the family and a Community Family Advisor. In some cases, students and families may need more than a Community Family Advisor to keep them engaged in their education.
<b>Collaborative Leadership - Elements 7,8,9</b>	4.1 - Safe - Students and parents report the school is a safe place to learn. Students are given a fresh start. ISOK cares about the success and engagement level of all students. Teachers and staff make weekly phone calls, notes, send emails to connect with students and families. ISOK has a Family Academic Support Team (FAST) that works in partnership with families and academic staff to provide wrap around support. The FAST team focuses on engagement by building a relationship between the family and a Community Family Advisor.	EE 5.3 - Additional resources are needed to reduce barriers, specifically fluctuating engagement especially around holidays.Reducing barriers to learning at ISOK is a high priority to ensure that students are given the same opportunities to engage in a learning experience as their peers in brick and mortar schools. In some cases, students and families may need more than a Community Family Advisor to keep them engaged in their education.



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## Mission/Vision Statements

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**INSTRUCTIONS:** Revisit on the site's current Mission and Vision statements. Develop new statements or modify the current statements to align with the site's goals for continuous improvement. Enter the Site's Mission and Vision statements.

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Continuous Improvement Mission Statement(246 of 1000 maximum characters used)

Insight School of Oklahoma's mission is to provide students who are struggling with their education an alternative academic program to help them stay in school, achieve a high school diploma, and be prepared for success in college, work and life.

Continuous Improvement Vision Statement (139 of 1000 maximum characters used)

Insight School of Oklahoma's vision is to provide at-risk students a fresh educational start in an innovative virtual learning environment.

## SMART Goals

**INSTRUCTIONS:** Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocol, identify the current year's priorities. Sites are required to enter two SMART Goals with the option to add a third. 'S' is for specific. 'M' is for measurable. 'A' is for achievable. 'R' is for realistic. 'T' is for time bound. After entering the SMART Goal, select the 9EE Pillar and Element that aligns with the goal. Enter the target date that the goal will be achieved. \*Priority 3 is REQUIRED if applying for the competitive grant\*

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**FY20 Priority 1:** SMART Goal (208 of 250 maximum characters used)

By the end of May 2020, our school will increase the percentage of students scoring proficient or above on the ACT reading/writing test according to Oklahoma's scaled scores by 3% with ACT scores as evidence.

Pillar and Element

AP - Instruction\*

Target Date

5/31/2020

**FY20 Priority 2:** SMART Goal (192 of 250 maximum characters used)

By the end of May 2020, our school will increase the percentage of students scoring proficient or above on the ACT math according to Oklahoma's scaled scores by 3% with ACT scores as evidence.

Pillar and Element

AP - Instruction\*

Target Date

5/31/2020

**FY20 Priority 3 (Competitive):** SMART Goal (117 of 250 maximum characters used)

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Pillar and Element

Target Date

By November 2020, our school will reduce the 19-20 dropout rate by 2% (to 5.5%) with OSDE dropout report as evidence.

AP - Instruction\*

11/1/2020

**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.

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

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

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## Plan Narrative

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

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(7998 of 8000 maximum characters used)

Overview - The Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team in conjunction with the most recent ACT student assessment data and the local benchmark tests. Electronic surveys were distributed to teachers, students, and parents/family to collect perception data about the site/district. Data triangulation facilitated the site's identification of three SMART goals: 1. Increase percentage of students scoring proficient or above on the ACT reading/writing test according to Oklahoma's scaled scores by 3% with ACT scores as evidence. 2. Increase percentage of students scoring proficient or above on the ACT math according to Oklahoma's scaled scores by 3% with ACT scores as evidence. 3. Decrease school dropout rate from 7.5% to 5.5% with the SDE Dropout Report as evidence. The overall data findings reveal that all students lack literacy skill sets. Thus, the literacy SMART goal is the site's/district's first priority. The proposed action plan for the ACT reading/writing SMART goal includes aligning all instructional resources to OAS and ACT standards, developing a professional development strategic plan based on teachers' needs (reading and intervention strategies), collaborating in PLCs to determine and teach the Power Standards in the curriculum, providing tutoring opportunities for students to improve reading comprehension, provide focused training on new and continued instructional software (BrainPop, Newsela, USA TestPrep, Star360) to allow for productive incorporation of materials into curriculum, and build a passion for reading and writing with students through side projects, book and writing clubs, and culture-building. Improving reading and writing abilities is a priority because of the impact of reading and writing with other goals. The proposed action plan for the Math SMART goal includes aligning all instructional resources to OAS and ACT standards, developing a professional development strategic plan based on teachers' needs (math and intervention strategies), collaborating in PLCs to determine and teach the Power Standards in the curriculum, providing tutoring opportunities for students to improve math proficiency, provide focused training on new and continued instructional software (BrainPop, Newsela, USA TestPrep, Star360) to allow for productive incorporation of materials into curriculum, and providing professional development to support the implementation of Math education. The third SMART Goal focuses on the school dropout data. According to our internal attendance and engagement D2L trackers as evidence, dropout rates and daily engagement in live instruction are directly linked at ISOK HS. Additional in person engagement interventionists will help work directly with the student and family to keep students engaged and attending school more regularly. Thus, the action plan to counter Dropout rates is to fund the hiring of Graduation Counselor. This person's role with the school would be monitor credit and cohort status for students and to provide supports and coaching to facilitate the students' ability to graduate on cohort. The Graduation Counselor will collaborate with counseling team to prepare students for postsecondary opportunities, and provide special, differentiated support to targeted students based on cohort status. A large percentage of ISOK population comes in behind cohort, and additional staff dedicated to correcting these concerns would have great effects on the schoolwide dropout rates and graduation rates. Evidence-Based Interventions (EBI) - District leaders and the leadership team accessed Evidence for ESSA and WWC to select a "Strong Evidence" based literacy intervention. Six studies met WWC standards and found positive effects across a variety of outcomes from the vocabulary, English language, and reading domains and include multi-component instructional interventions. All teachers at ISOK MS will incorporate informational texts (such as magazine or newspaper articles, op-ed columns, etc. through Newsela) that include academic vocabulary as platforms for intensive academic vocabulary instruction. Additionally, a BrainPop study in 2018, studying the 2015-16 school year performances of 5 states between subscribers and non-subscribers, promotes moderate ESSA evidence that schools with a BrainPOP subscription had a greater increase in standardized state test scores than a matched control group in all three subject tests: Math, ELA, and Science. The effect was always positive, always statistically significant at the  $p < 0.10$  level, and verified in five states. The studies suggest that full implementation of resources such as NewsELA and BrainPop will achieve sustainability of literacy and math skills and support our SMART goals of raising ELA and Math assessment proficiency by 5% each within one school year. For our third SMART goal of



reducing dropout rates by 2%, three studies met WWC standards with moderate support in providing students with extra assistance and information about the demands of college, information about financial aid and college application processes, and other targeted supports. A graduation counselor would be mindful of and support all students on the path to graduation, but would also work directly with students who are behind cohort, providing supports and coaching to bridge gaps between peers. Progress Monitoring - All students will be progress monitored through Star 360, with Interim assessments in USA TestPrep, to gauge reading, math, science, and history proficiency. Disengaged students are monitored by the engagement team for progress in a tiered system in which they make and complete individualized goals for getting back on track for graduation. Studies show that intense, individualized interventions will help meet students' academic, personal, and emotional needs. District Involvement - The district will support the following initiatives: implementation of secondary resources (BrainPop, Newsela, USA TestPrep) to improve literacy and math proficiency; additional math/ELA intervention staff and efforts to support OTISS procedures; providing professional development opportunities for resources and Marzano strategies; monitoring of student log-ins and intervention procedures to maximize engagement; hiring career counselor to help implement ICAP and promote post-secondary career readiness; employing staff to teach summer school courses to boost Math and ELA proficiency and support making up lost credits to reduce dropout rates. Professional Learning Communities - For 2019-2020, PLCs will be devoted to the following: analyzing student data to identify struggling students that need intervention services; identifying adjustments in instructional practices to better meet learning needs. Intervention and after school instruction will be flexible. PLCs will meet once a week for 45 minutes. Professional Development - Administration will work with teachers to select PD opportunities that best support SMART goals, including trainings in external resources. Studies show that At-Risk students do well in project-based learning, as provided by Advanced Placement. Thus, AP training would benefit our teachers in better serving our student population. Rigorous Review Process - The leadership team will keep records on all services provided (times/dates/description) and collect exit tickets from all PD participants. The leadership team will also pull student data related to the PD. This information, along with the original service proposals, will be used to measure the effectiveness of the providers before any agreements for the next year are negotiated. Operational Flexibility - The District has determined universal times that work for implementation of PLCs and PDs and provided opportunities for all school collaboration within the schedule. The District supports the purchases and implementation of external resources to meet the needs of all students in Math and ELA.

**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 the end of May 2020, our school will increase the percentage of students scoring proficient or above on the ACT reading/writing test according to Oklahoma's scaled scores by 3% with ACT scores as evidence.

**Pillar and Element:** AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured &amp; when? Include data sources for tracking.</i>
Identify dedicated times within the schedule for vertical and horizontal alignment meetings	Principal	Copy of meeting schedule	There are a lot of competing priorities for meeting times; Solution: prioritize by placing on calendar before school year begins	7/29/2019	None additional - General	Scheduled meetings
Create data driven expectations for outcomes of alignment meetings to include a focus on power standards and identification of gaps	Principal	Standards, Academic Excellence Framework	Time; Solution: prioritize	7/29/2019	None additional - General	Completed document clearly outlining process and expectation for alignment meetings
Participate in						

training focusing on effective PLCs that improve varied instructional strategies and how to implement them.	Principal	Contract with training vendor, space reserved for training	Coordinating schedules; solution: be flexible with schedules	12/20/2019	Proj 515	PD completed- Sign-in sheets from PD
Monitor implementation of best practices learned in PLCs	Principal	Monitoring tool created	None	1/31/2020	None addition - General	Evidence of high quality PDs as documented on monitoring tool
Identify and participate in training opportunities for ACT test specifications	Principal	Contract with training vendor or register for training	Finding high quality ACT PD, coordinating schedules; solution: ensure teachers can be released for training by covering classes and check with OSSI specialist on quality PDs	5/31/2020	Proj 515	Teacher participate in training and share what was learned with other staff; Training agendas or sign-in sheets.
Identify and participate in AP Training, designed to support at-risk populations	Principal	Contract with training vendor or register for training	Finding the time for AP Training for all staff, as AP training can only be done by AP certified	Fall 2019	515	Principal monitors implementation of project-based strategies during Department and 1:1 DDI meetings.

## 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 May 2020, our school will increase the percentage of students scoring proficient or above on the ACT math according to Oklahoma's scaled scores by 3% with ACT scores as evidence.

**Pillar and Element:** AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured &amp; when? Include data sources for tracking.</i>
Identify dedicated times within the schedule for vertical and horizontal alignment meetings	Principal	Copy of meeting schedule	There are a lot of competing priorities for meeting times; Solution: prioritize by placing on calendar before school year begins	7/29/2019	None additional - General	Scheduled meetings
Create data driven expectations for outcomes of alignment meetings to include a focus on power standards and identification of gaps	Principal	Standards, Academic Excellence Framework	Time; Solution; prioritize	7/29/2019	None additional - General	Completed document clearly outlining process and expectation for alignment meetings
Participate in training focusing on effective PLCs that improve varied instructional strategies and how	Principal	Contract with training vendor, space reserved for training	Coordinating schedules; solution: be flexible with schedules	12/20/2019	Proj 515	PD completed- Sign-in sheets from PD

to implement them.

Monitor implementation of best practices learned in PLCs	Principal	Monitoring tool created	None	1/31/2020	None additional - General	Evidence of high quality PD's as documented on monitoring tool
Identify and participate in training opportunities for ACT test specifications	Principal	Contract with training vendor, space reserved for training	Finding high quality ACT PD, coordinating schedules; solution: ensure teachers can be released for training by covering classes and check with OSSI specialist on quality PDs	5/31/2020	Proj 515	Teacher participate in training and share what is learned with other staff; training agendas or sign in sheets.
Identify and participate in AP Training, designed to support at-risk populations	Principal	Contract with training vendor, space reserved for training	Finding the time for AP Training for all staff, as AP training can only be done by AP certified	Fall 2019	515	Principal monitors implementation of project-based strategies during Department and 1:1 DDI meetings.

**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:** By November 2020, our school will reduce the 19-20 dropout rate by 2% (to 5.5%) with OSDE dropout report as evidence.

**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 &amp; when? Include data sources for tracking.</i></p>
<p>Increase student engagement by using additional staff members, Engagement Specialists, to reengage, monitor and follow up with students not meeting engagement expectations</p>	<p>Principal, Regional Engagement Principals (REP), Engagement Specialists, Community Family Advisors (CFA), Teachers</p>	<p>Engagement Specialists Travel/mileage Engagement data</p>	<p>Highly mobile students may be difficult to reach Travel distances Training for behavior when interacting with families in their homes</p>	<p>Fall 2019</p>	<p>515</p>	<p>Number of highly disengaged (Tier 4) students Declines, pass rates, and Class Connect attendance increases.</p>
<p>Hire</p>						

<p>graduation counselor to monitor and provide interventions for students with gaps in credits by cohort</p>	<p>Graduation Counselor Principals Counselors Regional Engagement Principals (REP)</p>	<p>Graduation Plan data, trackers, credit recovery courses, summer school scholarships, college admission information, ICAP resources</p>	<p>Students that come to us with severe credit deficiency will have a harder time catching up to their cohort</p>	<p>Fall 2019</p>	<p>515</p>	<p>Schoolwide data and transcripts will be used to assess gaps in credits by cohort</p>
<p>Host additional outing to build relationships and provide face-to-face tutoring opportunities to support engagement and socialization</p>	<p>Principal, Regional Engagement Principals (REP), Engagement Specialists, Community Family Advisors (CFA), Teachers</p>	<p>Funding Regional Locations and events to appeal to students Face-to-face tutoring plans and materials</p>	<p>Approval of funding. Students are spread all over state, making travel difficult</p>	<p>Fall 2019</p>	<p>515 and general funds</p>	<p>Attendance at in-person and online outings, family satisfaction pulse checks. Teachers will provide face-to-face tutoring over subjects that interest them.</p>
<p>Staff will attend Alt Ed Conference, AP Training, PD opportunities tied to goals</p>	<p>Principal Academic Staff</p>	<p>Funding</p>	<p>Approval of funding. Only AP-certified people can train, so all staff needs to participate. Can't send a few people and have them share out afterwards.</p>	<p>Fall 2019</p>	<p>515</p>	<p>Principal will monitor implementation of PD strategies during Department and 1:1 DDI meetings.</p>
<p>Hire Career Counselor to help implement ICAP, promote student post-secondary careers and education,</p>	<p>Principal</p>	<p>Funding ICAP Resources Relationships</p>	<p>Approval of funding. Necessary training for hire</p>	<p>Fall 2019</p>	<p>515</p>	<p>Grad Plan data, ICAP data, graduation progress data</p>

and support  
staff in college  
and career  
readiness  
endeavors

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## Professional Development

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**INSTRUCTIONS:** List the professional development planned for the current year that specifically support the site's SMART Goals. Each quarter, the site will amend the CIP in order to enter any completed dates. Required annual trainings such as CPR, Bloodborne Pathogens, etc are not applicable and should not be listed.

**Provider Definitions:**

*LEA - The PD is provided by district staff, site staff, or staff from another LEA.*

*SEA - The PD is provided by the Oklahoma State Department of Education.*

*External Provider - The PD is provided by any other non-LEA or non-SEA source.*

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Professional Development Name	Tentative Date	Provider	Date Completed
Back to School In-Person PD	7/31/19	LEA	7/31/19
Self-Care and Trauma Training	8/7/19	LEA	8/7/19
Growth Mindset Training	8/12/19	LEA	8/12/19
Grad Plan Training	8/19/19	LEA	8/19/19
Oklahoma School Alternative Association Conference	10/22/19	SEA	
ACT PD Day	10/5/19	External Provider	
In-Person PD	2/27/20	LEA	
Alt Ed Conference	June 2020	SEA	
USA Test Prep PD	10/31/19	External Provider	
Math PD / AP PD	Dec 2019	External Provider	