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**Application Printout**

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**eGrant Management System**

**Printed Copy of Application**

Applicant: 55-I089 OKLAHOMA CITY

Application: 2019-2020 Continuous Improvement Plan - B7 - 0707 DOUGLASS HS

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

Cycle: Amendment 2

Date Generated: 4/29/2020 9:01:04 AM

Generated By: 42275

**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.

<b>Areas of Focus</b>	<b>Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys</b>	<b>Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i></b>
<b>Academic Performance - Elements 1,2,3</b>	The strength that was identified from these focus areas was curriculum. Our curriculum is developed by our district and we focus on the Oklahoma Academic Standards.	The needs that were identified from these focus areas were classroom evaluation and instruction. Both of these areas reflect our academic performance and our need to improve in developing and analyzing effective assessments. They also speak to our lack of motivation and engagement in the classroom and need to vary our instructional strategies.
<b>Learning Environment - Elements 4,5,6</b>	The strength that was identified from these focus areas was professional growth, development and evaluation. Our professional development has been focused on standards based instruction, planning, assessments, and data analysis. It has helped our teachers collaborate, align their lessons, and effectively analyze their results.	The needs that were identified from these focus areas were school culture and student, family, and community support. According to the feedback, we need to work on making sure everyone feels our school is a safe and orderly learning environment and that our students are held to high expectations.
<b>Collaborative Leadership - Elements 7,8,9</b>	The strength that was identified from these focus areas was organizational structure and resources. Our students have access to the entire curriculum and we are fully staffed.	The needs that were identified from these focus areas were leadership and effective planning. We have to do a better job making sure our vision is known by all and we must spend more time on instructional issues. We are in the process of working our master schedule so that our teachers will have more time to collaborate and plan together.

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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(123 of 1000 maximum characters used)

Our mission is to increase academic achievement to a level that will prepare all students for success in college or career.

Continuous Improvement Vision Statement (214 of 1000 maximum characters used)

Douglass will provide a safe, rigorous learning environment for all students by focusing on standards based instruction, making data driven decisions, and providing effective communication to parents and community.

## 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 (59 of 250 maximum characters used)

We will increase our ACT composite average from 14.6 to 16.

Pillar and Element

AP - Instruction\*

Target Date

5/15/2020

**FY20 Priority 2:** SMART Goal (61 of 250 maximum characters used)

We will increase our student average daily attendance to 93%.

Pillar and Element

LE - School Culture\*

Target Date

5/15/2020

**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.

<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		

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

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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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(5640 of 8000 maximum characters used)

Our Continuous Improvement Plan is centered around the four areas we were graded on. Our action steps will be centered on improving academic achievement, decreasing our chronic absenteeism, improving our graduation rate, and providing more post secondary opportunities. Overall- The Oklahoma Nine Essential Elements Needs Assessments findings were used by our leadership team in conjunction with OSTP data, ACT data, and district snapshots. Electronic surveys were issued to students, teachers, administrators, and parents to collect perception data about our school. After we analyzed the data from these different sources, we developed SMART goals to address our issues and foster improvement. 1) We will raise our ACT composite average from 14.6 to 16. 2) According to the SDE, our chronic absentee percentage was 71%, meaning we had 29% of our students that missed 10% or more of the school year for any reason. We will increase our student average daily attendance to 93%. 3) We will increase our Science OSTP to 20% scoring proficient. 4) We will increase our U.S. History OSTP to 20% scoring proficient. We are still working on increasing our parental involvement, strengthening our student's literacy levels, and increasing engagement to motivate our students to perform at their highest levels. If we can get our parents more involved and working with us, we will create a team that can support our students from all angles. We also need to strengthen our PBIS and offer more incentives for the appropriate behaviors and responses. It is our hope that closing this gap will help motivate our students and help them perform at their highest level. Poetry and Chill workshops is an in-school experience that provides students weekly opportunities to connect with literacy through varying forms of culturally relevant and engaging artistic expression to which reading, writing, and vocabulary development are essential. PCLW operates weekly with embedded opportunities for reflection, expression, community and social awareness via writing and/or oral performance. The end result would be for students to become more proficient readers as a result of their passionate engagement and ongoing practice of artistic expression through writing and oral performance. The TurnItIn plagiarism software will give our teachers a resource to help ensure that our students are submitting authentic papers and essays. To help ensure we have a safe and orderly school environment, we are transitioning to all students wearing school IDs. This will be done through the purchasing of the Alpha Card Pro ID system with lanyards. Evidence Based Interventions- Our leadership team and District cabinet members accessed Evidence for ESSA for strong literacy interventions. We were awarded the Striving Readers Grant which satisfied the ESSA criteria for strong evidence and will help improve the deficient literacy levels of our students. This intervention will provide instruction and curriculum aligned to state standards, a professional learning network to increase teacher effectiveness, an assessment system to demonstrate student progress, and an opportunity to team with families and the community to build relationships. We are also instituting after school tutoring and increased time instructional time through enhancement courses. The master schedule has been developed to provide time for our teachers to collaborate within their subject area, develop assessments, analyze data, and closely monitor the progress of their students. Progress Monitoring- All of our students will be monitored through district snapshots which will reveal how we are progressing towards achieving mastery on various standards. Our teachers will also closely monitor results from Mastery Connect, trends on Schoolzilla, and Pre-ACT, and ACT results. We have also hired an attendance advocate that will closely monitor attendance trends for our students and communicate irregularities with our parents. This person will be responsible for setting up parents meetings, attendance interventions such as drag sheets, and working with teachers to ensure all attendance codes are being entered correctly. District Involvement- The district has been a tremendous help in securing the Striving Readers grant to assist in our pursuit of improving our overall literacy levels within our school. They have provided a STEPS coordinator to oversee class selection, assessments, scheduling, and professional development. They have also helped by paying for after school tutoring and providing transportation. We have been very fortunate that the district has supported our efforts in reducing our chronic absenteeism by allowing us to hire an attendance advocate for our building. Many schools do not have the luxury of this resource and we intend to take full advantage. Professional Learning Communities- This

year we have shifted the focus of our PLCs. Last year, our teacher teams met in grade level groupings which allowed them to discuss behavioral and attendance issues mostly. For 19-20, our teams are meeting as subject matter groupings which is affording them the opportunity to lesson plan together, develop assessments, unpack standards, and analyze data. We are also paying teachers to meet and plan after school as well. Professional Development- Professional development for our site was selected based on the needs of our school and our areas of focus. All training was centered around improving overall academic achievement, decreasing our chronic absenteeism, building relationships, or improving our PLC culture.



**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:** We will increase our ACT composite average from 14.6 to 16.

**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>
ACT Prep	Teachers and administration	Khan Academy and ACT test prep	N/A	This course has begun	District general funds	It will be measured through the ACT.
Enhancements courses	Teachers and administration	Fusion reading curriculum	No teachers were allocated for this curriculum	This course is already up and running and will continue throughout the year	Federal grant	Progress will be measured as frequently as assessments are given
After school tutoring	Teachers and administration	Oklahoma Academic Standards	Making sure students that need are staying	It has started and will continue throughout the year	Title 1	
Protected PLC time	Administration	Master Schedule	Teachers being asked to cover.	It has started		
Align curriculum with Oklahoma Academic Standards	Instructional Leadership Team	Textbooks, websites	Thinking there are too many achievement gaps to be able to cover necessary standards Getting our students to step outside of	8-12-19	General funds	Quarterly checkpoints

Poetry & Chill  
Workshops

Administration

Poetry curriculum,  
writing materials,  
notebooks and  
binders

their comfort zones.  
Creating a safe  
space for self  
expression and  
increase student  
confidence.

Oct. 1st, 2019

School Improvement  
funds

Student  
presentations

**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:** We will increase our student average daily attendance to 93%.

**Pillar and Element:** LE - School Culture

<b>Action Step Descriptions</b>	<b>Responsibility</b>	<b>Necessary Resources</b>	<b>Challenges</b>	<b>Timeline</b>	<b>Funding Source</b>	<b>Progress Monitoring</b>
<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>
Parent attendance meetings	Attendance Advocate		Parents not being reached or showing up	This should occur as attendance issues arise		
Attendance data reviews	Attendance Advocate, ILT			Quarterly		
Perfect attendance celebrations	PBIS committee		Lack of follow through	Quarterly	General funds	

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**Action Steps**

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**There are only 2 Smart Goals, this tab is not required.**

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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
Ruby Payne- Emotional Poverty	8/6/2019	LEA	8/6/2019
STEPS- Fusion Training (Literacy Techniques)	9/19/2019	LEA	9/19/2019
Solution Tree- PLC Training	10/2/2019	External Provider	10/2/2019
Mastery Connect Training	10/21/2019	LEA	10/21/2019
Classroom Management Training	10/21/2019	LEA	10/21/2019

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## Supporting Documentation

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Supporting documentation pertinent to any project in the Continuous Improvement Plan will be uploaded here. The following guidelines apply:

Allowable files types are: Microsoft Word (.doc/.docx) and Adobe PDF.

Files must be less than 10MB in size, and the file name should not include special characters (i.e. #, \$, % etc).

Uploaded documents cannot be deleted. However, if an updated version will be uploaded, please make comments in the textbox.

Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

Provide a brief description of the contents of each file. (0 of 4000 maximum characters used)

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Please upload supporting information files.

no file selected

Uploaded Files:

[Douglass HS - Triangulation Analysis-20190924021939-47960.docx](#)