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Applicant: 01-C029 DAHLONEGAH

Application: 2019-2020 Continuous Improvement Plan - A0 - 0105 DAHLONEGAH PUBLIC SCHOOL

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

Cycle: Amendment 2

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Nine Essential Elements (9EE) Needs Assessment Prioritization

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

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3	Insruction	1. Curriculum2. Classroom Evaluation/Assessment
Learning Environment - Elements 4,5,6	School Culture	Professional Growth, Development, and Evaluation
Collaborative Leadership - Elements 7,8,9	Organizational Structure and Resources	Comprehensive and Effective Planning

Mission/Vision Statements

Continuous Improvement Mission Statement(211 of 1000 maximum characters used)

It is the mission of Dahlonegah School District, to improve the academic success of students, encourage consistent daily attendance, and create a positive and productive work environment for students to succeed.

Continuous Improvement Vision Statement (241 of 1000 maximum characters used)

It is the vision of Dahlonegah School District to increase parent involvement while working toward student success. A positive staff and learning environment is key to creating successful relationships throughout the district and community.

SMART Goals

FY20 Priority 1: SMART Goal (103 of 250 maximum characters used)	Pillar and Element	Target Date
To increase Math and Language Arts scores by 10% across all grade levels by the end of the school year.	AP - Curriculum*	5/6/2020

FY20 Priority 2: SMART Goal (90 of 250 maximum characters used)	Pillar and Element	Target Date
To reduce the number of chronically absent students by 20 % by the end of the school year.	LE - Student, Family, & Community Support	5/6/2020

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.

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

Professional Development	has selected appropriate, quality PD opportunties that support the SMART Goal(s) and how PD will lead to the sustained achievement of the SMART Goal(s).	Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).	Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.
Rigorous Review Process *(Provide information only if using an external partner.)*	The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included and the types of external partners the site will be using have been identified.	The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.	The Rigorous Review Process has not been addressed.
Operational Flexibility *(Provide information only if the site identifies barriers.)*	The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are clearly listed and the District has agreed to provide this operational flexibility.	The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are listed.	Operational flexibility have not been addressed.

Plan Narrative

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.

(7194 of 8000 maximum characters used)

"When our worldview doesn't work any longer and we feel ourselves sinking into confusion, of course we feel frightened. Suddenly, there is no ground to stand on. Solutions that worked no longer do. The world appears incomprehensible, chaotic, lacking rationality. We respond to this incoherence by applying old solutions more frantically. We become more rigid about our beliefs. We rely on habit rather than creating new responses. We end up feeling Prologue xi frustrated, exhausted and powerless in the face of so much failure. These frustrations and fears create more aggression. We try to make things work by using brute force rather than intelligence and collaboration." (Wheatley, 2006)This, I feel is a general idea of how the educational world, Dahlonegah School District more specifically, approaches education. Throughout the course of this opportunity to dig deeper into the details of our school district and identify needs, our team has developed a passion for change. Our students deserve the best and "the best" is a term that can be defined differently by every school. We have identified three needs in particular that can be easily measured and improved through the continuous efforts of our CSI team and the rest of the Dahlonegah staff. The first of these needs is to improve the percentage of students that pass the Oklahoma State exam for Language Arts. The second is to improve the percentage of students that pass the Oklahoma State exam for Mathematics. The third is to reduce the rate of chronic absenteeism within our school district. Through observation and research, we believe that these issues come from three main concepts, student engagement, alignment of curriculum, and content availability. I believe we have developed a plan that will, both directly and indirectly, impact the results of all three issues. Dahlonegah School has started the process of a complete overhaul of our student information and our learning management systems. The name of this overhaul is PowerSchool. Research has shown that an effective Learning Management System (LMS) can accommodate the learning styles and levels of all students. A LMS also allows for staff to work together to create a fluent curriculum across multiple grade levels. The use of a web based LMS is also a great way to give students access to learning materials and deliver instruction in a modern way that can peak student interest. This intervention to student needs will address all of our SMART goals, as well as, provide a method of sustainability for change. Below are the specific ways in which the LMS will be implemented to become a vehicle to initiate change. PLCsWhile PLCs have been encouraged, the use of them hasn't been effective do to the small number of teachers and lack of cohesiveness across curriculum. The new LMS will encourage teachers to work together to create a broad and effective curriculum across each grade level. Additional planning time will be needed to organize and develop new methods of instruction. The meeting standards will be to meet once every two weeks to discuss habits, changes, and usefulness of curriculum, instruction, and student materials. This time will also be used to develop instructional materials. PLCs will span across multiple grade levels due to the number of staff members at the district. District SupportA significant change requires buy in, community support, and encouraging leadership. The district itself will work beside the staff to implement the new LMS. This will include training sessions, side by side involvement, resources, and feedback opportunity. At least one training session will be provided to all staff to ensure understanding. Side by side involvement will be provided by district leadership to walk through the transition, as well as provide technical support. Current resources provided by the district include, IXL, Reading Plus, STAR Math, STAR Reading, and Accelerated Reader. Additional resources will be made available to teachers upon request. The district will also provide parents, staff, students, and all other stakeholders the opportunity to give feedback regarding the development and implementation of the new LMS.Community InvolvementThe new LMS includes both a student and parent portal, which will provide access to student progress and attendance. These tools will be simple to use, but they will require training. The students will be trained on how to access and use the portal during normal classroom time. Parents/Guardians will be provided with two optional training days in October. These training days will be used to show parents/guardians how to install, create an account, and monitor their students academic success. Parents will also receive biweekly attendance and grade reports from the front office. Throughout the entire process, parent feedback will be encouraged. Professional DevelopmentProfessional

development is one of the primary keys to the successful implementation of the LMS. Throughout the year, staff will be provided with required professional development and optional professional development. Both on-site and travel opportunities will be provided. Staff will be provided with a stipend if attending a professional development opportunity after school hours or away from school facilities. Below is a list of PD opportunities with more to be added in the future. May 12-15, 2019 - San Diego, Ca - General and Special Education Conference - OptionalJune 19-20, 2019 - McAllester, OK - CSI School Support Regional - CSI TeamAugust 13, 2019 - Dahlonegah School - Introduction of PowerSchool LMS - RequiredOctober 11, 2019 - Dahlonegah School - PowerSchool LMS Implementation 1 - RequiredNovember 14-17, 2019 - San Antonio, TX - School Discipline Conference - OptionalBiweekly throughout the school year starting in October. 1 Hour after school. - PLCs - RequiredThis list will continue to grow as the need for professional development is continuous. Progress MonitoringThe role of progress monitoring is necessary to determine if a method of intervention is effective. After observation of school policy and use of benchmarking, I discovered that the method was inconsistent and scattered. The school will begin regular progress monitoring throughout the school year. This will be done at the end of each quarter. While it is only required to do it three times a school year, I feel that the extra efforts to evaluate change will play a big factor in student progress. Student, Teacher and Parent evaluation questionnaires will be made available to all parties approximately one month after full implementation. The student and parent portal will be made available for parents to monitor the progress of their individual children via phone, computer, or tablet. Teacher will be monitored through the use of the LMS. The purpose of these monitoring techniques will be to identify possible issues with implementation and use of the LMS and any other branches of it. Any identified outcomes will be evaluated by the CSI team, passed on to staff through PD and PLCs, and corrected by all parties as deemed fit.

Action Steps

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

Priority 1 SMART Goal: To increase Math and Language Arts scores by 10% across all grade levels by the end of the school year.

Pillar and Element: AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Benchmark Testing	Clayton YeagerJeff Limore	PowerSchoolSTAR ReadingSTAR Math	Absenteeism - provide an opportunity to complete on another date.	Quarterly	515 Funds	Progress will be monitored through the Renaissance portal for STAR assessments. This will be done 3 days prior to the close of each window.
Implementation of PowerSchool LMS	Clayton YeagerLeAnne WoodsTiffany Clawson	PowerSchool, IXL, Reading Plus, Scanner, YouTube, Khan Academy	Teacher Understanding - Additional PD will be provided to ensure teachers can manipulate LMS	November 1, 2019	515 Funds	Progress will be monitored multiple times throughout October and monthly following the month. Monitoring will be done through the LMS admin login as well as individual teacher conferences.

Provide opportunity for teacher, parent, and student feedback	Clayton YeagerShelley DavisPhyllis Kimble	Teacher Questionnaire, Student Questionnaire,Parent Questionnaire,Google Forms	Availability of Technology - Provide those who do not have availablity opportunity to complete	November 22, 2019	No Funding Required	two weeks will be given for receipt of questionnaires. After receipt, CSI team will view and determine issues and solutions.

Action Steps

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

Priority 2 SMART Goal: To reduce the number of chronically absent students by 20 % by the end of the school year.

Pillar and Element: LE - Student, Family, & Community Support

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Generate Student Attendance Reports	Clayton YeagerJeff Limore	PowerSchool SIS		Bi-Weekly	No Funding Required	Progress will be monitored through the Renaissance portal for STAR assessments. This will be done 3 days prior to the close of each window.
Implementation of PowerSchool LMS	Clayton YeagerLeAnne WoodsTiffany Clawson	PowerSchool, IXL, Reading Plus, Scanner, YouTube, Khan Academy	Teacher Understanding - Additional PD will be provided to ensure teachers can manipulate LMS	November 1, 2019	515 funds	Progress will be monitored multiple times throughout October and monthly following the month. Monitoring will be done through the LMS admin login as well as individual teacher conferences.

Provide opportunity for teacher, parent, and student feedback	Clayton YeagerShelley DavisPhyllis Kimble	Teacher Questionnaire, Student Questionnaire,Parent Questionnaire,Google Forms	Availability of Technology - Provide those who do not have availablity opportunity to complete	November 22, 2019	No Funding Required	two weeks will be given for receipt of questionnaires. After receipt, CSI team will view and determine issues and solutions.
Educate Parents about absentee intervention program, student absence policy, and notification letter.	Clayton YeagerJeff Limore	PowerSchoolComputer Lab for Parent Use (many parents do not have internet access)	Attendance of parents, acknowledgement of parents, parent participation	October 29, 2019	No Funding Required	Sign in sheets will be provided at training's, rewards will be given for parent involvement.
Provide PD that will impact school and community involvement.	Clayton YeagerJeff LimoreLeadership Team	School Discipline Conference, Autism Spectrum Training,	Parents attending after school training.Encouragement, provide meals to parents	Throughout the school year. Ongoing	515 funds and General Funds	Sign-In sheets at training, rewards for parental involvement
Provide mentor to work with students and parents on discipline, attendance, and other issues.	Clayton YeagerJeff LimoreLeadership Team	Part time mentor	finding the appropriate person to relate well with families.in depth interview process	Ongoing	515 funds	time logs, findings sheets between mentor and families.

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
General and Special Education Conference, San Diego, CA	5-12-2019	External Provider	5-12-2019
CSI School Support Regional	6-19-2019	SEA	6-20-2019
Introduction of PowerSchool LMS	8-13-2019	LEA	8-13-2019
Implementation of PowerSchool 1	10-11-2019	LEA	
Implementation of PowerSchool 2	10-22-2019	LEA	
School Discipline Conference	11-14-2019	External Provider	