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Applicant: 55-I052 MIDWEST CITY-DEL CITY

Application: 2019-2020 Continuous Improvement Plan - A0 - 0510 DEL CREST MS

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

Cycle: Original Application

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

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

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i>
<b>Academic Performance - Elements 1,2,3</b>	The strengths identified through the three data sources are linked to Essential Element 1- Curriculum- 1.2: District facilitates and communicates OAS curriculum standards; 1.7: Common academic core, as identified by OAS; Essential Element 3- Instruction- 3.5.c: Technology is readily available and equitably accessible to all students.	Challenges: Essential Element 2-Classroom Evaluation/Assessment & Essential Element 3-Instruction. Focus 1- 2.2.a-f: Design of assessment tasks. Focus 2- 2.4.a-d: Identification of curriculum gaps using test scores. Focus 3- 3.2.a;b;d: Alignment of instructional strategies and learning activities. Focus 4- 3.7.a-h: Collaborative examination of student work.
<b>Learning Environment - Elements 4,5,6</b>	The strengths identified through the three data sources are linked to Essential Element 4- School Culture- Indicator 4.2.a: The practice of school leadership demonstrates a commitment to high academic expectations for all students; Indicator 4.3.b: Standards of student behavior are collaboratively developed, clearly communicated to stakeholders and equitably applied to students.	Challenges: Essential Element 5- Student, Family and Community Support & Essential Element 6- Professional Growth, Development and Evaluation. Focus 1- 6.5.a-h: Professional development is ongoing and job-embedded. Focus 2- 6.6.a-f: Professional development plans connect with student achievement data. Focus 3- 5.1.b: Families and the community are involved in significant ways to remove barriers to learning.
<b>Collaborative Leadership - Elements 7,8,9</b>	The strengths identified through the three data sources are linked to Essential Element 9- Comprehensive and Effective Planning- Indicator 9.1.a: Representatives of stakeholder groups reflecting the diversity of the school's learning community collaborate to draft and finalize the school's vision, mission, beliefs, and goal statements.	Challenges: Essential Element 9- Comprehensive and Effective Planning. Focus- 9.6.a-h: Planning shows desired results. Focus 2- 9.13.b: Staff members know the goals of the comprehensive school improvement plan and implement the plan as developed.

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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(588 of 1000 maximum characters used)

The staff at Del Crest Middle School will empower our students with high expectations, both academic and social, and will consistently hold our students accountable to these expectations. We will acknowledge and celebrate student growth and achievement and help students respect the learning process for themselves and others. We will help students acknowledge differences and celebrate diversity while also seeking similarities, and we will encourage our students to develop active learning listening skills so that they can respectfully engage with others while demonstrating tolerance.

Continuous Improvement Vision Statement (154 of 1000 maximum characters used)

By 2020, the Del Crest Middle School community will create generations that embrace cultural diversity, set high expectations, and achieve future success.

## 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 (187 of 250 maximum characters used)

By the end of the 2019-2020 school year, Del Crest Middle School will have 60% of students score either basic, proficient, or advanced on the ELA OSTP with state test results as evidence.

Pillar and Element

Target Date

AP - Instruction\*

5/21/2020

**FY20 Priority 2:** SMART Goal (188 of 250 maximum characters used)

By the end of the 2019-2020 school year, Del Crest Middle School will have 45% of students score either basic, proficient, or advanced on the Math OSTP with state test results as evidence.

Pillar and Element

Target Date

AP - Instruction\*

5/21/2020

**FY20 Priority 3 (Competitive):** SMART Goal (0 of 250 maximum characters used)

Pillar and Element

Target Date

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**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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(7947 of 8000 maximum characters used)

Overview of Continuous Improvement Plan- The leadership team used data collected from electronic surveys, the most recent OSTP student assessment data, and available STAR Reading and Math data to identify deficits within the Oklahoma Nine Essential Elements. Electronic surveys were distributed to teachers, students, and administrators to collect data about the climate at Del Crest Middle School in the Spring of 2019. Based on the quantitative and qualitative data analysis, Del Crest identified two SMART goals: 1. By the end of the 2019-2020 school year, Del Crest Middle School will have 60% of the students score either basic, proficient, or advanced on the ELA ASTP with state test results as evidence. 2. By the end of the 2019-2020 school year, Del Crest Middle School will have 45% of students score either basic, proficient, or advanced on the Math OSTP with state test results as evidence. The overall data findings reveal that all students lack the necessary skills to perform at grade level in the areas of reading and math. The OSTP ELA scores revealed that students performed below standard on items related to the writing process. ELA students lack the foundational support in reading that allows them to write proficiently. Thus, the ELA SMART goal is Del Crest's first priority. The proposed action plan for the ELA SMART goal includes revisiting the PLC model (1) and process through professional development provided by Solution Tree, creating a master schedule to reflect built-in collaboration time, screening all students using STAR Reading, aligning curriculum to OAS, identifying essential standards including those related to the writing process, creating standards-based assessments, utilizing the evidence-based intervention program Reading Plus (2), monitoring student growth through teacher analyzed data, facilitating teacher collaboration by the instructional coach and administration team, providing supplemental language arts support through tutoring after school (3). The OSTP Math scores reveal that students performed below standard on items related to numbers and operations. Inadequate foundational skills related to number sense and addition, subtraction, multiplication, and division of whole numbers and fractions hinder a student's ability to perform at proficient levels on items involving numbers and operations. The proposed action plan for the Math SMART goal includes revisiting the PLC model and process through professional development provided by Solution Tree, creating a master schedule to reflect built-in collaboration time, screening all students using STAR Math, aligning curriculum to OAS, identifying essential standards including those related to numbers and operations, creating standards-based assessments, monitoring student growth through teacher analyzed data, facilitating teacher collaboration by the instructional coach and administration team, providing supplemental math support through tutoring after school. Evidence Based Interventions (EBI)- District leaders and the leadership team accessed Evidence for ESSA and What Works Clearinghouse to select a "Strong Evidence" ELA intervention. Reading Plus (2), satisfied the ESSA criteria for "Strong Evidence," and will meet the identified instructional and learning needs. Sustainability will be achieved by teachers' knowledge of the program and the commitment for students to use the program on a regular basis. Progress Monitoring- All students will be screened, progress monitored, and interim assessed with STAR Reading and Math, teacher created common formative and summative assessments, and Mastery Connect. The leadership team recognizes that data sources have not been used appropriately to diagnose deficits in student learning and growth in the past. The schools focus for areas of improvement involve the collaboration between teachers when generating assessments and discussing student data. The administration team and instructional coach will be facilitating all cohort and department PLCs to make sure that progress monitoring is being appropriately implemented. District Involvement- The district will support the following initiatives: providing curriculum and curriculum guides that are aligned to OAS, purchasing MasteryConnect to house common assessments, providing a district-wide instructional coach to support and coach classroom teachers, supporting the professional development process for re-establishing PLCs (1), providing guidance to the leadership team via meetings with the Deputy Superintendent, Executive Director of Secondary Instruction, and the Director of Federal Programs, and providing release time for professional development. Professional Learning Communities (PLC)- Del Crest Middle School is devoting the 2019-2020 school year to implementing and creating functional professional learning communities (1). The leadership team acknowledges

that PLCs were not properly implemented as a whole site initiative and that professional development relating to PLCs was not made available to staff in previous years. PLCs will be devoted to the following: collaborating to create a curriculum focused on alignment with OAS, creating common assessments that assess student understanding of the standards, closing gaps in curriculum between grade levels, identifying areas in instructional practices that are not meeting learning needs and making adjustments, analyzing student work and growth to identify students who are candidates for school intervention programs (mandatorial, after school tutoring (3), and Saturday school). Grade and subject level teachers will meet as a PLC once a week for a minimum of thirty minutes and department PLCs will meet once a month for an hour. Prior to the school year starting, the leadership team attended a PLC professional development and presented the relevant information to the staff during a week long professional development. Two groups of teachers will also be sent to PLC conferences offered by Solution Tree in October and November 2020. Del Crest Middle School has also partnered with Solution Tree to bring in a consultant to work with staff on September 16, 2019. The partnership contains access to Global PD an online professional development resource for the PLC model and response to intervention (RTI). Rigorous Review Process- Del Crest Middle School will be working with a consultant from Solution Tree, Mary Shay, and an instructional coach this year. The leadership team will keep records of all services provided using sign-in sheets, agendas, and teacher feedback as evidence. The instructional coach will keep a record of all PLC meetings using agenda meeting minutes located in a school shared Google Drive as evidence. The administration team and the instructional coach will work together to perform daily teacher walkthroughs and provide constructive feedback to teachers using a duplicate form. Copies of each walkthrough will kept in an organized binder located in the principal's office along with a record of who conducted the walkthrough on which date and time. The leadership team will be monitoring student progress on assessments in MasteryConnect and STAR. This data, along with our proposed Continuous Improvement Plan, will be used to measure effectiveness of implemented programs and will be continuously monitored for growth towards the SMART goals. Operational Flexibility- The Mid-Del district is committed to assisting and supporting the Del Crest Middle School plan. They have lifted the professional development travel and scheduling restrictions for the site to allow staff members to focus on PLC opportunities. This will allow Del Crest Middle school staff more scheduling options when considering professional development opportunities. District professionals have also been in direct contact with the leadership team to offer assistance and guidance as needed with regards to the DCMS plan.



**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 the 2019-2020 school year, Del Crest Middle School will have 60% of students score either basic, proficient, or advanced on the ELA OSTP with state test results 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>Align all instructional curriculum with Oklahoma Academic Standards for all subject areas.</p>	<p>Leadership Team in conjunction with all classroom teachers and support staff.</p>	<p>OSDE website, Mid-Del curriculum support website (MDPdOnYourPlan).</p>	<p>Barrier: Time to complete task; Solution: District lifted professional development scheduling restrictions allowing DCMS to meet as a school prior to the school year beginning.</p>	<p>August 12, 2019 - August 16, 2019 (Inservice)</p>	<p>None</p>	<p>Teachers created a curriculum map with their units of instruction aligned to standards. Maps are in the DCMS shared Google Drive. Teachers can update maps throughout the year.</p>
<p>Provide professional</p>		<p>Solution Tree PLC at</p>	<p>Barrier: Funds do not allow for every staff member to</p>	<p>October 28-30, 2019; November 12-</p>		<p>While at the conference, staff will debrief each day with sign-in sheets and minutes kept as evidence. PD provided to staff will</p>

development on Professional Learning Communities (PLC).	Leadership Team, External Consultant	Work Institute professional development conferences.	attend. Solution: Focus on selecting staff members who teach in a variety of departments and grade levels.	14, 2019. Acquired information from groups will then be presented to staff - ONGOING	Project 515	be documented with staff sign-in sheets, staff surveys, and PLC meeting minutes. PLC groups will meet once a week as grade level/subject and once a month as a department.
Partner with Solution Tree to provide a PLC consultant and access to the online professional development platform, Global PD.	External Consultant (Mary Shay)	Access to Global PD, the supplemental book Learning by Doing.	None	September 16, 2019 (initial consultant professional development)- ONGOING	Project 515	Staff sign-in sheets, staff surveys, and staff completion of courses embedded in Global PD with certificate as proof of completion. Monthly checkpoints will be set up and managed through the Google calendar.
Identify essential standards in each grade level.	Classroom Teachers	OSDE website, Mid-Del curriculum support website (MDPdOnYourPlan).	Barrier: Choosing essential standards that you can guarantee students will learn by the end of the year; Solution: Vertically align essential standards within 6-8 subject areas, have access to OSTP data for teachers to identify standards to focus on based on greatest need.	August 12, 2019 - August 16, 2019 (Inservice)	None	Grade level and departments record their essential standards in the shared DCMS Google Drive. Teachers can update the document as needed.
			Barrier: Technology			

Utilize the assessment tool STAR Reading to screen students 6-8.

Classroom Teachers

Time for scheduled BOY, MOY, EOY assessments.

& WiFi access;  
Solution: Create a check-out calendar in the DCMS shared Google Calendar so that teachers can reserve technology to assess students within the provided time frame.

BOY: August 28th - September 25th, 2019  
MOY: November 20th - December 18th, 2019  
EOY: March 23rd - April 16th, 2020

Title I

Student assessment data; BOY, MOY, and EOY. Data will be used to identify weak skill sets.

Provide supplemental reading support through tutoring after school.

Leadership Team, external consultant, classroom teachers

Space for tutoring, tutoring resources

Barrier: Ensuring students attend recommended tutoring; Solution: Classroom teachers and instructional coach will make repeated parent contact to highly encourage students to attend.

September 2019 - May 2020

Project 515 & Title I

Weekly attendance records will be kept; student assessment data.

**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, Del Crest Middle School will have 45% of students score either basic, proficient, or advanced on the Math OSTP with state test results 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>Align all instructional curriculum with Oklahoma Academic Standards for all subject areas.</p>	<p>Leadership Team in conjunction with all classroom teachers and support staff.</p>	<p>OSDE website, Mid-Del curriculum support website (MDPdOnYourPlan).</p>	<p>Barrier: Time to complete task; Solution: District lifted professional development scheduling restrictions allowing DCMS to meet as a school prior to the school year beginning.</p>	<p>August 12, 2019 - August 16, 2019 (Inservice)</p>	<p>None</p>	<p>Teachers created a curriculum map with their units of instruction aligned to standards. Maps are in the DCMS shared Google Drive. Teachers can update maps throughout the year.</p>
<p>Provide professional development on Professional Learning</p>	<p>Leadership Team, External Consultant</p>	<p>Solution Tree PLC at Work Institute professional development</p>	<p>Barrier: Funds do not allow for every staff member to attend. Solution: Focus on selecting staff members who</p>	<p>October 28-30, 2019; November 12-14, 2019. Acquired information from groups will then be</p>	<p>Project 515</p>	<p>While at the conference, staff will debrief each day with sign-in sheets and minutes kept as evidence. PD provided to staff will be documented with staff sign-in sheets, staff surveys, and</p>

Communities (PLC).		conferences.	teach in a variety of departments and grade levels.	presented to staff - ONGOING		PLC meeting minutes. PLC groups will meet once a week as grade level/subject and once a month as a department.
Partner with Solution Tree to provide a PLC consultant and access to the online professional development platform, Global PD.	External Consultant (Mary Shay)	Access to Global PD, the supplemental book Learning by Doing.	None	September 16, 2019 (initial consultant professional development)- ONGOING	Project 515	Staff sign-in sheets, staff surveys, and staff completion of courses embedded in Global PD with certificate as proof of completion. Monthly checkpoints will be set up and managed through the Google calendar.
Identify essential standards in each grade level.	Classroom Teachers	OSDE website, Mid-Del curriculum support website (MDPdOnYourPlan).	Barrier: Choosing essential standards that you can guarantee students will learn by the end of the year; Solution: Vertically align essential standards within 6-8 subject areas, have access to OSTP data for teachers to identify standards to focus on based on greatest need.	August 12, 2019 - August 16, 2019 (Inservice)	None	Grade level and departments record their essential standards in the shared DCMS Google Drive. Teachers can update the document as needed.
			Barrier: Technology			

Utilize the assessment tool STAR Math to screen students 6-8.

Classroom Teachers

Time for scheduled BOY, MOY, EOY assessments.

& WiFi access; Solution: Create a check-out calendar in the DCMS shared Google Calendar so that teachers can reserve technology to assess students within the provided time frame.

BOY: August 28th - September 25th, 2019  
MOY: November 20th - December 18th, 2019  
EOY: March 23rd - April 16th, 2020

Title I

Student assessment data; BOY, MOY, and EOY. Data will be used to identify weak skill sets.

Provide supplemental math support through tutoring after school.

Leadership Team, classroom teachers

Space for tutoring, tutoring resources

Barrier: Ensuring students attend recommended tutoring; Solution: Classroom teachers and instructional coach will make repeated parent contact to highly encourage students to attend.

September 2019 - May 2020

Project 515 & Title I

Weekly attendance records will be kept; student assessment data.

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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
PLC at Work Institute - Ft. Lauderdale, FL	6/21/19	External Provider	6/21/19
Onsite Professional Development, Week-long Implementation of PLC Process	8/12/19	LEA	8/16/19
Solution Tree Onsite Professional Development	9/16/19	External Provider	9/16/19
Solution Tree Global PD (ongoing)	9/16/19	External Provider	
PLC at Work Institute - Salt Lake City, UT	10/28/19	External Provider	
PLC at Work Institute - San Diego, CA	11/12/19	External Provider	