
Application Printout

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Applicant: 51-I020 MUSKOGEE

Application: 2019-2020 Continuous Improvement Plan - A0 - 0505 ALICE ROBERTSON
JUNIOR HIGH

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>
Academic Performance - Elements 1,2,3	The strengths identified through the three data sources are linked to Element 3 - Instruction: Technology is readily available and accessible to all students through the district 1:1 initiative and the hotspots provided by T-Mobile. (3.5)	Pacing calendars aligned with OAS were not provided to teachers. (1.1)Clear expectations for benchmarks were not expressed. (2.5)Curriculum guides were not provided to teachers. (3.1)Effective PLCs were not offered and teachers were not given adequate time to collaborate. (3.2 and 3.3)
Learning Environment - Elements 4,5,6	An identified strength identified through the three data sources are: Weekly Parent contacts by admin and teachers. (5.1, 4.7) (4.1) Safe orderly equitable learning environment supplemented with an after-school program, project create.	District aligned PD is, often, not directly associated to the specific needs of the site. (6.4 and 6.6) Teacher attendance rate is currently at 78%. (4.5)District liaison for family involvement does not work directly with our school.(5.1)
Collaborative Leadership - Elements 7,8,9	The strengths identified through the three data sources are: A strategic schedule focusing on team collaboration and subject-area planning has been created. (8.3 and 8.4)The staff collectively created a vision statement for the upcoming school year. (7.2)A reading specialist will be added to the staff through title funds to help struggling readers. (8.3 and 8.9)	Balancing all the changes and evaluating how each component is affecting the school, in regards to all the programs being implemented effectively. (9.15)

Mission/Vision Statements

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

Continuous Improvement Mission Statement(218 of 1000 maximum characters used)

Our mission is to create a safe, engaging, unified community to promote the development of life-long learners through social, physical, and emotional development while nurturing, inspiring and challenging our students.

Continuous Improvement Vision Statement (53 of 1000 maximum characters used)

Every heart, Every mind, Every day. The Muskogee way.

SMART Goals

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

FY20 Priority 1: SMART Goal (198 of 250 maximum characters used)

By the end of the school year, all teachers, in a tested subject, will have received extensive training related to curriculum and assessment so that test scores in each area increase by at least 5%.

Pillar and Element

AP - Curriculum*

Target Date

6/15/2020

FY20 Priority 2: SMART Goal (198 of 250 maximum characters used)

By the end of the school year, 75% of coreteachers will have received data coaching related to interpreting data and will use it to benefit students through a data tracking tool and effective PLC's.

Pillar and Element

AP - Instruction*

Target Date

6/15/2020

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

The teacher attendance rate for the 19-20SY will increase by at least

Pillar and Element

Target Date

10%.All teachers will receive incentives and PD aligned with the new vision of the school,and learn about the middle school model from staff attending the National AMLE Conference.

LE - School Culture*

6/15/2020

Plan Narrative Rubric

INSTRUCTIONS: Use the rubric below to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for the competitive grant must also upload a supplemental narrative on the Edge Grant tab. See Edge Grant tab for details.

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

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

Plan Narrative

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

(7995 of 8000 maximum characters used)

Overall: The Oklahoma 9EE needs assessment findings were used by the leadership team in conjunction with the most recent OSTP student assessment data and the local benchmark tests. Electronic surveys were distributed to teachers, students, and parent/family to collect perception data about the site/district. Data triangulation facilitated the site's identification of three SMART Goals. (1) By the end of the school year: all teachers, in a tested subject, will have received extensive training related to curriculum and assessment so that test scores in each area increase by at least 5%.(2) By the end of the school year: all teachers will have received data coaching related to interpreting data and will use it to benefit students through a data tracking tool and effective PLC's. (3) By the end of the school year: teachers will receive incentives and professional development aligned with the new vision of the school, including, but not limited to, teacher attendance rate increase of at least 10% and learning about the middle school model by attending the National AMLE Conference.The breadth of low test scores reveals that systemic changes must be made. Pacing calendars, benchmark plans, a restructuring of Professional Learning Communities, academic teaming, and appropriate teacher/student resources need to be implemented. We feel this plan is sustainable because once these resources are in place and professional development is provided, the staff will be able to use and implement the changes to the full extent for the foreseeable future. The need to work with a data coach, implement new curriculum and learning tools, and overhaul the PLC meeting structure is also sustainable because once the information has been received, the site will be able to leverage their own resources, build off each other and grow in knowledge.EBI (Evidence Based Interventions): District leaders and the leadership team accessed evidence for ESSA to select strong evidence interventions. Alpha Plus is a reputable company housed in Oklahoma and focused on the OAS standards; funding for Alpha Plus will come from Title I funds and not CSI funds. They provide data coaching, pacing calendars, benchmark exams, and supplemental instructional resources. They were selected because of their knowledge and focus on the OAS standards, as well as, our need to improve scores on the state tests that are focused on the standards. This resource, specifically the pacing calendars, is a proven strategy to "space learning over time and arrange to review key elements of course content" (Educator's Practice Guide, moderate evidence.) Sustainability will be achieved by giving teachers the resources and the knowledge to continue to use in the classroom and learning environment beyond implementation. The Read 180 Program, a strong program according to ESSA Evidence, will be implemented to provide specific students, as determined by test scores, a daily intervention to improve literacy skills.Collier Education Consulting will be utilized to accomplish our goals; these services will be funded by CSI funds. This will be supplemented by the PLC at Work Program and Professional Development supported by Solution Tree which leads teachers to analyze student data and work during PLCs. Collier Education Consulting, also, exclusively focuses on the needs of Oklahoma Schools and has a proven track record working with schools on improvement plans. They will provide not only data analysis, but coaching to enable teachers to thrive for many years to come. These programs will "make data part of an ongoing cycle of instructional improvement, teach students to examine their own data and set learning goals, establish a clear vision for schoolwide data use, provide supports that foster a driven culture within the school" (Educator's Practice Guide, minimal evidence). These are practices that are needed at our site. Sustainability will be achieved because teachers and staff will utilize the information years after implementation. One particular intervention we are implementing at no cost is the restructuring to the site to fit the Middle School Model prescribed by the Association of Middle Level Education (AMLE). This will include grouping teachers into academic teams or pods and allowing every student to be enrolled in an advisory section. Teachers will utilize an extra teaming period and advisory to make relationships with students and track a specific smaller group of students. This structure will enable teachers to "monitor the progress of students and proactively intervene when students show early signs of attendance, behavior, or academic problems" (Educator's Practice Guide, minimal evidence.) It will also grant teachers opportunities to "provide intensive, individualized support to students who have fallen off track and face significant challenges to success" (Educator's Practice Guide,

moderate evidence). The teaming model will "create small, personalized communities to facilitate monitoring and support" (Educator's Practice Guide, moderate evidence). Advisory will "engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school" (Educator's Practice Guide, strong evidence); ICAP will be embedded into the Advisory time. Progress Monitoring: All students will be formatively and summatively assessed with Alpha Plus assessments. Furthermore, teachers will utilize their planning time, PLC, and teaming time to review student data and meet with consultants to ensure that data is being implemented properly to meet the needs of all students. The Alpha Plus has built-in student monitoring systems that will inform teachers of student progress. Teachers will meet with administration to discuss the effectiveness of the programs that have been implemented. District Involvement: The Chief Academic Officer for our district is supporting the use of all funding. She is an active member of the school improvement team. She is supportive of the site hosting specific PD and will add supplemental title and district funds as needed. She helped create and revise the SMART goals and has spoken directly with Alpha Plus, Solution Tree, and Collier Educational Consulting. Professional Learning Communities: The PLC format is being restructured to follow the PLC at Work format by Solution Tree. These PLC's, for the most part, will focus on student work and achievement data. Teachers will work together, sometimes with consultants, to learn how to best implement instructional resources and pacing calendars and benchmarks to make data meaningful. Professional Development: Collier Educational Consulting, Solution Tree, and Alpha Plus, were selected with thorough research and recommendations from a variety of professionals including district personnel and state support specialist. Meetings were held with each external provider to ensure that their services align with all SMART goals and student needs. The information regarding effective PLC's, data analysis, and instructional support will allow for holistic improvement. Rigorous Review Process: We will be using Collier Educational Consulting, Alpha Plus, and Solution Tree providers this year. The leadership team will keep records of all services provided and collect exit tickets from all PD participants, as well as, survey all staff that are working with the external providers. This information will, along with student data, be used to measure the effectiveness of the providers before any agreements for the next year are negotiated. Operational Flexibility: The district is committed to assisting and supporting this plan. The district has worked alongside the leadership team and is cognizant of the specific needs of the site, because they are designated as a CSI school. The district is open to a teacher attendance incentive plan and allowing site PD 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 school year, all teachers, in a tested subject, will have received extensive training related to curriculum and assessment so that test scores in each area increase by at least 5%.

Pillar and Element: AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Contract with Alpha Plus and receive all resources.	Shannon Turner	District Support	Budget Alignment	August 6, 2019	District Title Funds	Teachers will have received resources.
Contract Scholastic to receive Read 180 Resources and Read 180 teacher has attended required training	Shannon Turner/Ryan Buell	District Support	Budget Alignment/Scheduling	September 30, 2019	District Title Funds	District will have received resources and teacher has completed required training.
Monitor student progress in Read 180	Ryan Buell and Read 180 teacher	Data	Effective disaggregation of data	Every 2-3 weeks	District Title Funds	Teacher understands how to effectively utilize data for progress monitoring.
Develop a PD calendar for teachers to work with Alpha Plus and understand resources	Site Administration	PLC and Planning Time	Aligning Teacher schedules with Alpha plus rep schedule	August 21, 2019	None	Teachers feel comfortable with resources after PD via a survey/exit ticket

Teachers implement resources and benchmarks in their classroom and thoroughly review benchmark results for implementation. Teachers will work with consultants and admin as needed

Site Administration and Teachers

Alpha Plus Resources and Consultants

Teacher push back due to lack of familiarity of new resources

2019/2020 School Year with quarterly benchmarks

District Title Funds and 515 Funds

Students, teachers, and administration will closely survey benchmark results and review and revise results and processes.

Students take end of year OSTP exam

Students

Testing materials provided by district

Student apathy

May 2020

None

Review of test scores

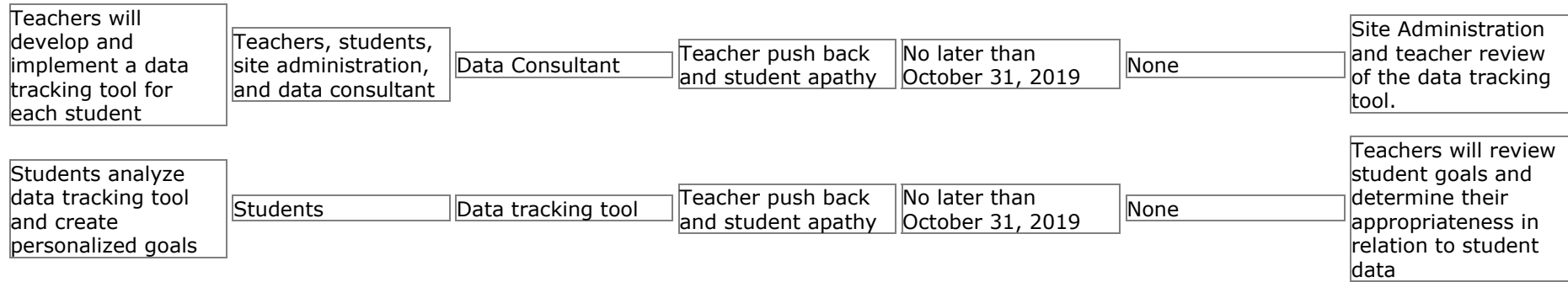
Action Steps

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 school year, 75% of coreteachers will have received data coaching related to interpreting data and will use it to benefit students through a data tracking tool and effective PLC's.

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 & when? Include data sources for tracking.</i>
Contract with Collier Education Consulting and Solution Tree	Shannon Turner	District Support	Aligning with budget	Upon the release of 515 funds and School Board approval	515 Funds	Contract has been signed
Develop a PD Calendar for teachers to work with Collier Education Consulting	Site Administration	PLC and Planning Time	Aligning teacher schedules with Collier Education Consulting Schedule	Upon the release of 515 funds and School Board approval	None	Teachers are introduced to Collier Education Consultant and understand data coaching
Teachers attend Solution Tree PLC at Work PD	Site Administration	District Support	Scheduling	September 3, 2019	515 Funds	Teacher Attendance
Teachers will meet with data coach during PLC, planning and teaming	Teachers and Site Administration	PLC, planning and teaming	Teacher push back	Weekly throughout 2019-2020 school year	None	Teacher feedback via, conversations, surveys, exit tickets, etc. Administration will meet with coach, as necessary



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.

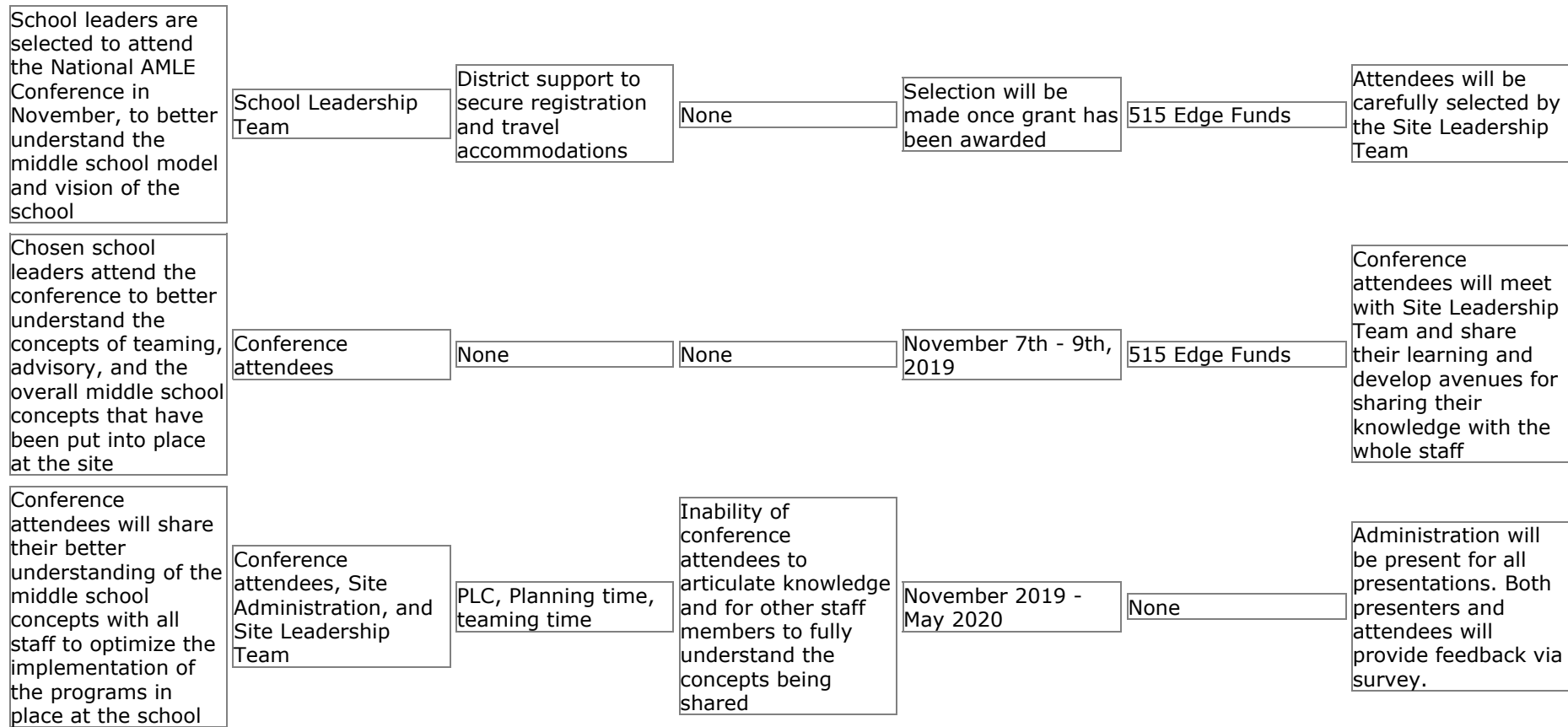
**Priority 3
SMART
Goal:**

The teacher attendance rate for the 19-20SY will increase by at least 10%. All teachers will receive incentives and PD aligned with the new vision of the school, and learn about the middle school model from staff attending the National AMLE Conference.

**Pillar and
Element:**

LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Present staff with teacher attendance data and research correlating poor teacher attendance with poor student attendance	Site Administration	Research and teacher attendance data	Teacher Responsiveness	August 30, 2019	None	Teacher attendance at meeting
Introduce the teacher attendance incentive program and criteria	Leadership Team and Site Administration	Thorough information about the program qualifications	Receiving funding in timely fashion	October 2019	515 Edge Funds	Monthly teacher attendance checks
Monitor teacher attendance incentive program data for effectiveness	Site attendance secretary and Site Administration	AESOP absence management system	None	Monthly, upon implementation	None	Monthly tracking of teacher attendance data by the attendance secretary to track progress. Teachers will also provide feedback on program



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
PLC at Work	09-03-2019	External Provider	
Implementation of Curriculum and Instruction resources	08-21-2019	External Provider	
Data review and implementation	09-30-2019	External Provider	
Read 180 Program Training	09-30-2019	External Provider	
AMLE National Conference	11-09-2019	External Provider	
Middle School Model	11-30-2019	LEA	