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Applicant: 21-I005 OAKS-MISSION

Application: 2019-2020 Continuous Improvement Plan - A0 - 0715 OAKS-MISSION HS

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

Cycle: Amendment 1

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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>	Staff has created individualized academic plans for all students. Staff monitors, evaluates and reviews curriculum ensuring it's alignment to OAS is in place through the creation of pacing calendars to be utilized throughout the school year.	1.1 and 1.6 The school faculty will develop a curriculum that is, rigorous, intentional and aligned to state OAS standards. Out of date textbooks will be replaced in core areas. 2.1 and 2.4 The school uses multiple assessment strategies to continuously monitor and modify instruction to meet the needs of our students. STAR 360 is used to for FY20 BOY data Transition to ACT Aspire will follow at a later date. 3.6 The school provides an instructional program that actively engages all students by using effective, varied and research based practices to improve student performance. More writing and reading has been implemented. Interactive TV's will replace old smart boards.
<b>Learning Environment - Elements 4,5,6</b>	The district provides a safe, orderly and equitable learning environment through direct supervision and cooperation among all staff. Teachers hold high expectations for all students academically and behaviorally. Attendance is crucial for achieving academic success. Behavior will also be influenced positively when regular attendance is achieved. The district is organized to maximize use of the small number of staff and available resources to support high quality performance of students and staff.	4.3 The school district leadership team will function as an effective learning community and support a climate conducive to learning. Staff absences and the small number of staff creates barriers to providing this effective learning environment. The implementation of a parent contact system which calls parent and requires them to return the call any time a student is absent without notification will improve parent involvement and student attendance. 6.1 and 6.10 The district provides opportunities for research based, results driven professional development for all teachers in all areas with emphasis on different learning styles and utilizing differentiated instructional strategies.
<b>Collaborative Leadership - Elements 7,8,9</b>		

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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(172 of 1000 maximum characters used)

The Mission of Oaks Mission Public School is to provide all students an equal chance to develop, achieve, and learn in order to prepare for future education, job, or career.

Continuous Improvement Vision Statement (952 of 1000 maximum characters used)

Oaks has developed and will regularly update this Continuous Improvement Plan to outline and support a clear and consistent plan for rigorous academics through a guaranteed, viable and highly-engaging curriculum, ongoing and focused professional development to improve administrator and teacher quality, and improved customer service to meet the needs of all stakeholders across the Oaks community. Evaluation of district, school, classroom and student data is conducted on an ongoing basis through collaborative teams at varying levels, including both site's Administrators and teachers. Additionally, family satisfaction surveys, staff satisfaction surveys and staff professional development needs surveys are conducted. School and district administrators, including the Governing Board, work collaboratively to identify priorities, set goals and identify and support implementation of improvement strategies, both districtwide and school-specific.

## 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 (78 of 250 maximum characters used)

By the end of school year, our Math/ELA proficiently rates will increase by 5%

Pillar and Element

AP - Curriculum\*

Target Date

5/30/2020

**FY20 Priority 2:** SMART Goal (51 of 250 maximum characters used)

By May of 2020 chronic absenteeism will drop by 5%.

Pillar and Element

LE - School Culture\*

Target Date

5/30/2020

**FY20 Priority 3 (Competitive):** SMART Goal (87 of 250 maximum characters used)

Pillar and Element

Target Date

Professional development to engage all students with genuine viable Tier 1 instruction.

LE - Professional Growth, Development & Evaluation\*

9/1/2020

**Plan Narrative Rubric**

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

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

<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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(6241 of 8000 maximum characters used)

Overview: The district has developed and regularly updates a Continuous Improvement Plan which outlines and supports a clear and consistent plan for rigorous academics through a guaranteed, viable highly engaging curriculum. Ongoing, focused professional development which improves administrator and teacher quality is in place. Improved communication has been implemented to meet the needs of all stakeholders across the community. Implementation of a new parent-call system which requires a return call to the school if a student is absent without notice. Evaluation of district, school, classroom and student data is conducted on an ongoing basis through PLC's which include both site's Administrators and teachers. Surveys were conducted for families and staff. Professional development needs surveys were conducted with teachers. Self-assessments of faculty and students to ascertain needs and intervention areas were also conducted. As a result the teachers have set personal goals regarding instructional strategies. The district, including all sites, works collaboratively to identify priorities, set goals and support implementation of improvement strategies. Teachers and administrators stay current on best practices through research, networking, working with qualified consultants/educational organizations. These methods help identifying resources, strategies, or actions to address identified needs. The site will focus on EE1 Curriculum, EE4 School Culture (chronic absenteeism) and EE6 Professional Growth(Tier 1 Instruction).EVIDENCE BASED INTERVENTIONS: The use of pacing calendars and new technology for teaching OAS (Tamin, Bernard, Borokhovski, Abrami, & Schmid, 2011), Individualized Academic Plans (Herzog et. al., 2012), (Twyman & Redding, 2015, p.3), IEP modifications and RTI (Bernhardt, V.L., & Herbert, C.L. 2017) formative assessments/benchmarks (Cho & Wayman, 2014; Wayman, Cho & Shaw, 2017), parent involvement (Van Voorhis, F. (2011). STAR 360 and ACT Aspire ([act.org/content/act/en/products-and-services/act-aspire/resources/toolkit.html](http://act.org/content/act/en/products-and-services/act-aspire/resources/toolkit.html)) will provide essential benchmarks ( Coffey, H., 2009) for SMART GOAL 1. More frequent parent contact will assist in decreasing student absences (Weiss, Buffard, Bridgall, & Gordon, 2009), (ADI, 2011; Henderson, Carson, Avallone, & Whipple, 2011; Henderson, et al., 2007) addressed in SMART GOAL 2. The District Leadership Team creation of a clear and consistent plan with ongoing and focused professional development , with bi-weekly meetings for collaboration(Sparks, D. (2013, April), DeMonte, J. (2013), ( Steinberg & Sartain, 2015; Taylor & Tyler, 2012) will support SMART GOAL 3. Long-term sustainability will occur when school goals, objectives and activities in the school's plan are based on data aligned with improvement requirements in state and federal regulations. Teacher buy-in based on the fact that they created the plan will result in higher expectations and will create long-term sustainability(Sparks (2013), (Louis, Leithwood, Wahlstrom, & Anderson, 2010).PROGRESS MONITORING : benchmarking with STAR 360, ACT Aspire, teacher created assessments, classroom walkthroughs by principals, teacher evaluations, anecdotal observations and reflection, adjustments as necessary to instructional practices, and attendance records.DISTRICT INVOLVEMENT: The district has updated the attendance policy and has implemented a new parent-call system: School Messenger for FY20 and has purchased new ELA curriculum for FY20. Additional curriculum will be purchased for all core subjects. The district has a commitment to upgrade technology for teacher and student use. Interactive TV's replace old Smart Boards and 1:1 Chrome Book usage in all classrooms.PROFESSIONAL LEARNING COMMUNITIES: The school District Leadership Team provides instructional decisions focusing on support for teaching and learning, organizational direction and high performance expectations. Weekly meetings are held to discuss progress using the pacing calendars, curriculum alignment with the new curriculum, intervention strategies, ICAP requirements, IEP modifications, technology usage in Tier 1 instruction, focus on bottom quartile students improvement, addressing specific needs of all subgroups, differentiated instructional methods which address different student learning styles.Professional Development Schedule/Topics to be provided by outside contracted professional.August 5, 6, 7, 2019 Dr. Angelina Dayton- Guided collaboration with Lesson Plans, Pacing Calendars and Curriculum Alignment with OAS. Inclusion of technology into lessons, Individualized Academic Plans.September 23, 2019 Dr. Angelina Dayton- Guided collaboration with chronic absenteeism data and the correlation to test scores, working in a low income area, continuing with

items listed for August.Oct. 17, Nov. 25, 2019 Dr. Angelina Dayton- Guided collaboration with benchmark data for formative assessments and absenteeism data, utilizing technology for Tier 1 Instruction.January 2,3, 2019 Dr. Angelina Dayton- Analysis of mid-year data, adjustments necessary for teaching strategies based on data. Tier 1 Instructional strategies.February 17, 2019 Dr. Angelina Dayton- Preparing for spring testing. Strategies for reviewing low academic areas identified in benchmark data. PROFESSIONAL DEVELOPMENT: Based on triangulation of data from surveys, student academic achievement levels and attendance factors these quality professional development activities are made available to teachers- participating in book studies related to poverty and low socioeconomic areas and their effect on student's learning by authors such as Sherman Alexie, Ruby Payne and Jeanette Walls. Effective Practices (CIL) will be references initially and often for research based interventions. Teachers who are in need of intervention will be paired with a mentor to help in struggling areas. Local, state and national conferences for core areas will be available for all teachers. On-site professional development led by outside contracted professionals in areas necessary to improve student achievement,curriculum alignment and attendance.



**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 school year, our Math/ELA proficiently rates will increase by 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 &amp; when? Include data sources for tracking.</i>
benchmark testing in ELA and Math.	Principal, CSI team, core area teachers	Pre-ACT; Online practice tests, Star 360 Testing, ACT Aspire	purchasing ACT Aspire and Star 360 programs- get grant approval early in the year.	As soon as funds are approved-End of each 9 weeks, last test at end of March	project 515	formative assessments/ benchmarks each 9 weeks. STAR 360 will be used currently and will transition to ACT Aspire when purchased.
purchase curriculum aligned with the Oklahoma Academic Standards	Principal, CSI team, core area teachers	Purchase new core curriculum- Math, ELA, History and Science	Not ordered in timely fashion-make it a priority of getting grant approved early in the year.	Fall 2019, when funds are approved.	Project 515	Classroom walk-throughs, teacher evaluations, student progress data.
Professional Development to align to OAS	Principal, CSI team	Contracted services-Angelina Dayton	staff absences prevent some from attending - provide written assignment over the subject covered as a	Early August 2019	Project 515 Project 541	agenda and sign in sheet

			solution			
Replace broken smartboards with interactive TVs	Principal, CSI team	Interactive TVs and professional development to train teachers on their usage	Make sure teachers are implementing new technology-monitoring usage	Early August 2019	Project 515	Principal walkthroughs and teacher evaluations
Professional Development for teachers to improve skills for teaching in their academic areas.	Principal, CSI team, core area teachers	Stipends for attending training during non-instructional days during the school year and summer. Registration and travel fees associated with training for local, state and national conferences and workshops- TBD	Teacher participation- stipends being paid, registration and travel being paid.	Fall 2019, when funds approved	Project 515	Principal walkthroughs and teacher evaluation, student progress 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 May of 2020 chronic absenteeism will drop by 5%.

**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 &amp; when? Include data sources for tracking.</i>
increase parent contacts- verbal, written and through social media.	Principal, CSI Team and core curriculum teachers	technology- computers, phones, school social media page.	enough time for teachers to make necessary contacts-- purchase new parent-call program.	Fall 2019	NA	Parent Contact Logs-- tracking will be done weekly by the principal and attendance clerk
purchase parent-call program- School Messenger	Principal, CSI Team, core curriculum teachers	Parent-Call Program- School Messenger	Parents becoming familiar and accepting of the new policy-- consistent usage until acceptance.	Fall 2019	Project 515	School Messenger data-- tracking will be done weekly by the principal and attendance clerk.
Truancy reporting	Principal, Attendance Clerk	*Attendance Clerk*Cherokee Nation*Resource Officer*Delaware County	lack of Family involvement--Parental contacts by teachers and administration	ongoing	NA	Attendance records and School Messenger data-- tracking will be done weekly by the principal and attendance clerk.
Updated Absentee Policy to 90%	Administration and school Board	Handbook	implementation of new policy to change school/community culture-	Fall 2019	NA	Attendance data- checked weekly by principal and

<p>PD book studies on low socioeconomic areas</p>	<p>Principal, CSI Team and teachers</p>	<p>previously selected books by authors such as Sherman Alexie, Ruby Payne and Jeanette Walls. Learning By Doing effective practices booklet will be discussed in PLCs.</p>	<p>enough time to complete- - set time for reading during breaks from school.</p>	<p>Throughout school year as determined by CSI Team</p>	<p>Project 515 Project 541</p>	<p>Group Discussion and sign off sheets. TBD by the CSI Team when books are assigned.</p>
			<p>-enforce new policy.</p>			<p>attendance clerk.</p>

**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:** Professional development to engage all students with genuine viable Tier 1 instruction.

**Pillar and Element:** LE - Professional Growth, Development & Evaluation

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>
Professional development for Tier 1 instructional strategies	Principal, CSI Team, PLC's	Contracted personnel--Alpha Plus Educational System	Access to and funding availability for presenters in rural areas--Grant approval for Alpha Plus Team	Fall 2019 if grant is approved	Project 515	sign in sheets and presentation surveys of attendees
Professional development for teaching Native American Students	Principal, CSI Team, PLC's	Contracted personnel--Dr. Angelina Dayton	Access to and funding for providing specialist to assist with teaching/learning strategies for Native American students--Grant approval	Fall 2019 if grant is approved	Project 515	sign in sheets and presentation surveys of attendees
Individual Career Assessment planning	Principal, CSI Team, PLC's	Teacher training to assist students with Career Preparation ICAP Toolkit	Access to presenters and scheduling to rural school--Grant approval for Alpha Plus Team	Fall 2019 if grant is approved	Project 515	sign in sheets and presentation surveys of attendees
Provide stipends for						Sign in sheets and

after hours PLC, PD, Super Saturday participation.	Principal, External Provider, L.T.	External Provider-- Alpha Plus	Time Management and be structured.	December 2019- June 2020	Project 515	agendas sent to school support specialist.
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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
American Indian Resource by Dr. Angelina Dayton	8/5/19	External Provider	8/5/19
American Indian Resource by Dr. Angelina Dayton	8/6/19	External Provider	8/6/19
American Indian Resource by Dr. Angelina Dayton	8/7/19	External Provider	8/7/19
ICAP Career Preparation	8/7/19	LEA	8/7/19
Tier 1 Instruction	8/7/19	External Provider	8/7/19
ACE w/ Joyce Rock	9/23/19	SEA	9/23/19
ICAP Norman	10/7/19	SEA	
Trauma Summit	2/17/2020	SEA	
Staff required book studies	9/23/19	LEA	
American Indian Resource by Dr. Angelina Dayton	9/23/18	External Provider	9/23/19