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Applicant: 34-I014 RINGLING

Application: 2019-2020 Continuous Improvement Plan - A0 - 0610 RINGLING JHS

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

Cycle: Original Application

Date Generated: 4/27/2020 4:08:36 PM

Generated By: 84463

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	Strengths: Curriculum. 1.5 Continuing education,including post secondary education, life, and career options;1.7 Common academic core, as identified by 1.2 District facilitates and communicates OAS curriculum standards. Strengths: 2.1 Multiple assessments in classroom aligned with OAS standards. 2.6 OAS curriculum standards are used to define performance expectations. Classroom tasks are aligned with goal of curriculum. 2.7 School leadership implements testing schedule, monitoring, and ethical administration of the state's assessment system.	Challenges: OAS Curriculum alignment; Gaps/overlaps process;Technology-integrated instruction;Vertical-horizontal alignment; Student data curriculum evaluation 1.6 Systematic evaluation of curriculum ensuring its alignment to OAS 1.3 Discussion of overlaps and gaps in curriculum 1.4 Curriculum transition points. 1.1. Curriculum alignment
Learning Environment - Elements 4,5,6	Strengths: 4.1 Policies and procedures in place to minimize classroom disruptions; school facilities are well maintained. 4.8 School environment is supportive of appropriate interaction between students, teachers, and the community stakeholders. 4.10 Student achievement is celebrated in the local newspaper, exhibited in the facilities, and in the community	Weaknesses: 4.2 & 4.3 Expectations and goal setting is not collaborative vertically or horizontally 6.1 No formal system or long-term plan for professional development. 6.2 & 6.3 No formal analysis of areas of student need in relation to professional development plans. 6.4 Currently there is no staff participation in determining professional development needs. 6.5 & 6.6 No use of small group teams to provide follow up to professional development and/or determine the impact on student achievement 6.9 Employee evaluation and growth plans need to be aligned with Oklahoma Essential Elements and Performance Standards, long-term goals/needs of the school

Collaborative Leadership – Elements 7,8,9	7.6 School administration establishes/implements policy to provide time structure to enable staff to implement/maximize student learning; Administration has procedures in place to minimize disruptions during instructional time. 7.7 School leadership assesses needs & allocates school resources in an equitable manner consistent with school goals. 7.8 School leadership regularly monitors/maintains a safe & effective learning environment. Students and staff are trained regarding school safety precautions/procedures. 7.9 School has developed/implemented school policies as required by the state. School policies are made available to all students and staff members and are made available to the public as well	7.1 Need for a school leadership team to evaluate the vision, mission, and belief statements and share those with the community, evaluate them in relation to student progress, instructional programs, and school improvement programs. 7.2 Leadership team needs to be established to review and analyze student performance data and establish programs for improvement. 7.3 Collaboration between leadership at each building in the school district needs to be established to improve vertical coherence in the district. 7.11 The district will be getting new principals at each level this year focused on implementing the school's mission; improving academic success of students; improving instructional methods, and providing goal oriented professional development for teachers

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(353 of 1000 maximum characters used)

The staff of Ringling Schools believes that the school's purpose is to provide an educational program, which makes sense for every student, so that they understand educational goals. Further, the staff of Ringling Schools accepts the responsibility of instruction of students to maximize their potential and encourage students to strive for excellence.

Continuous Improvement Vision Statement (98 of 1000 maximum characters used)

The goal of Ringling Schools is every student become a productive citizen and a life long learner.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocal, 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 achieveable. '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 appying for the competitive grant*

FY20 Priority 1: SMART Goal (118 of 250 maximum characters used)	Pillar and Element	Target Date
Improve attendance from 71% to 88% by the end of the 2019-2020 school term as evidenced by Wengage Attendance Reports.	LE - School Culture*	5/1/2020

FY20 Priority 2: SMART Goal (135 of 250 maximum characters used)	Pillar and Element	Target Date
Increaese 7th and 8th grade math and reading scorese by 10% by the end of the 2019-2020 school year as evidenced by state test results.	AP - Curriculum*	5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (127 of 250 maximum characters used)	Pillar and Element	Target Date
Increase 8th grade proficient science scores by 10% by the end of the 2019-2020 school year as evidenced by state test results.	AP - Curriculum*	5/1/2020

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.

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.

(7895 of 8000 maximum characters used)

OVERALL - The Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team in conjunction with the most recent OSTP student assessment data. Electronic surveys were distributed to teachers, students, and parents/families to collect perception data about the site/district. Data triangulation facilitated the sites identification of three SMART goals: 1) Improve attendance from 71% to 88% by the end of the 2019-2020 school year as evidenced by Wengage attendance reports. 2) Increase 7th and 8th grade proficient math and reading scores by 10% by the end of the 2019-2020 school year as evidenced by state test results. 3) Increase 8th grade proficient science scores by 10% by the end of the 2019-2020 school year as evidenced by state test results. The overall data findings reveal that the majority of the students in 7th and 8th grade in all subject areas of reading, math, and science scored at the Basic or Below Basic level. Recognizing the correlation between attendance and the effect it has on learning, the district's number one SMART goal is to improve attendance. The proposed action plan for the chronic absenteeism SMART goal includes setting a policy of clearly defined attendance policies and conveying those to student, teachers, parents/guardians, and the community through the school's website, publication in the local newspaper, and the student handbook. The site will implement a system of consistent monitoring through Remind 101, an automated system used in conjunction with Wengage to generate calls/text messages to parents/guardians. An attendance team will be established. The team will be responsible for closely monitoring student attendance and will develop individual student action plans, establish site-wide follow-up procedures, implement a tiered-system of support for identified at-risk students, hiring a parent liaison to work with students, teachers and families and regularly communicate attendance expectations at every opportunity through academic culture of learning. The proposed action plan to increase 7th and 8th grade math and reading scores includes purchasing Northwest Evaluation Association (NWEA), a benchmark assessment tool which will be used to monitor student progress throughout the year. Beginning, middle, and end of the year benchmarks will be assessed; the data produced throughout the year will be used by teachers to identify students who fall in the category of not meeting state standards as indicated by the assessments. Edgenuity is a learning provider for K-12 online curriculum and blended learning solutions. Edgenuity aligns to Oklahoma state standards and specializes in credit recovery, intervention, test preparation, virtual learning, personalized learning, exceptional learning, and summer school. Edgenuity will be used to bring innovative online curriculum to students by creating individualized learning paths for each student based off of the student's NWEA RIT score. Teachers will monitor identified students throughout the school year using these intervention resources. All instructional resources will be aligned to OAS; professional development will be offered based on teachers' needs (reading and math intervention strategies); we will expound on the current curriculum used in our district by monitoring reading and math instruction. The third SMART goal focuses on increasing 8th grade science scores. Science will be taught K-8th grade; 2018-2019 science state test results will be used as the benchmark. Science instruction will align with OAS, teaching science across the curriculum will be put into place, and professional development will be provided with a focus on implementation of STEM projects and real world-design projects. EVIDENCE-BASED INTERVENTIONS (EBI) - NWEA submitted information for MAP Growth for a comparative alignment analysis with Oklahoma Academic Standards (OAS) to the Oklahoma State Department of Education. The study was conducted by Wisconsin Center for Education Research (WCER) (https://sde.ok.gov/sites/default/files/FINAL%20REPORT_OK%20Comparative_07102019.pdf.). In addition to the WCER study, Effective Practices: Research Briefs and Evidence Ratings (https://files.eric.ed.gov/fulltext/ED593306.pdf) identifies assessment (pre-tests, post-tests, BOY/MOY/EOY, central data bases, monitoring) as "Strong" in regards to strength of evidence (Hattie & Timperley, 2007; Hattie, 2016). What Works Clearinghouse's "Formative Assessment and Elementary School Student Academic Achievement: A Review of the Evidence" (Marzano Research, 2017) (https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017259.pdf) confirms the overall positive effect of formative assessment reported in earlier

reviews and lends continuing support to the claim that formative assessment has a positive impact on student academic achievement. NWEA is synced with Edgeunity, an Oklahoma standards-aligned video-based curriculum for middle and high school blended learning environments. NWEA generates a Rasch Unit or RIT score that allows educators to customize or differentiate individual learning plans in math and reading based on the students' needs. Effective Practices: Research Briefs and Evidence Ratings (https://files.eric.ed.gov/fulltext/ED593306.pdf) defines digital learning as an effective practice. "Use appropriate technological tools and programs to enhance student learning" (12)." Strength of evidence rating for digital learning is "Moderate" based on Hattie's most recent meta-analysis. What Works Clearinghouse's "Summary of Research on Online and Blended Learning Programs that Offer Differentiated Learning Options" (https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017228.pdf) (Marzano Research; University of Denver, 2017) supports implementation of blended learning. What Works Clearninghouse's "Research and Review" also provides information regarding impacts and implications of some blended learning programs, but Edgenuity is not included. However, since the program works in conjunction with NWEA, the leadership team and district leadership have researched the program with districts that have implemented the program and have determined that it will meet its instructional and learning needs.
https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_Blended_Learning_Infographic_112917.pdf PROGRESS MONITORING - All students grades K-12 progress will be monitored and assessed through the NWEA benchmark assessment program. NWEA map growth will be used; growth reports are available within this program. Benchmark assessment will be administered in September, December and April (beginning, middle, and end). K-6th will also be using STAR to assess and track students. The leadership team recognizes that data sources have not been used to make informed, instructional decisions. Administration will conduct monthly check points to ensure implementation of progress monitoring is being complete. DISTRICT INVOLVEMENT - The district will support the following initiatives: additional intervention groups established in elementary grade levels; aide hired to work with small groups; STEM/STEAM activities implemented in after school program; hiring a computer lab aide to be in computer lab full time to assist teacher; purchasing Remind 101 to be used as a communication tool between school and parents/guardians; assigning staff members to monitor Remind 101 and follow up with students who are indicating attendance concerns; and providing release time for professional development opportunities. PROFESSIONAL LEARNING COMMUNITIES - For 2019-2020, PLCs will be devoted to the following: analyzing student data to identify struggling students that need to attend intervention and/or after school programs; identifying adjustments in instructional practices to better meet learning needs.

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:	Improve attendance from 71% to 88% by the end of the 2019-2020 school term as evidenced by Wengage Attendance Reports.
Pillar and Element:	LE - School Culture

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.*
Policy and implementation for excused versus unexcused absences.	Principal and counselor will monitor that all teachers are consistently implementing the policy.	Teachers' Attendance Records	Barrier: Reluctance to change and consistent, routine implementation.Solution: Clear clarification of the policy; stress positive outcomes.	August 12, 2019	No funding identified at this time.	Daily attendance tally; daily unexcused absences tallyNOTE: As this information becomes available, individual students will be identified for intervention regardless of the status of the absence (unexcused or excused).
						Daily attendance tally; Checklist of

Strategy/Action	Person(s) Responsible	Resources	Barrier/Solution	Timeline	Funding	Evaluation
All teachers will be required to take attendance during each class period and post to Wengage.	Principal, Counselor, Attendance Clerk	Wengage System	Barrier: Reluctance to change and consistent, routine implementation.Solution: Clear clarification of the policy; stress positive outcomes.	August 12, 2019	No funding identified at this time.	teachers submitting attendance according to policy.NOTE: As this information becomes available, individual students will be identified for intervention
Parents will receive phone call on second day of unexcused absence	Attendance Clerk, Principal, Counselor	Remind 101	Barrier: Parents reception to immediate contact re unexcused absence(s)Solution: Develop academic partnership with parents; stress importance of regular attendance	August 12, 2019	No funding identified at this time.	Phone call log with brief summation; monitor student attendance AFTER the parents have been contacted.
Communication via newspaper, website, parent letter regarding school attendance policy	Leadership Team	Contact local paper; request IT person to add to website; mail parent letter	Barrier: Reaching all parents.Solution: Communicate	August 12, 2019	515 funds may be used for mailing expenses for parent letter.	Attendance data; parent feedback; anecdotal evidence by teachers
Use of "Remind 101" to automatically notify parents about absence from school.	Leadership Team; Attendance Clerk	Wengage and Remind 101	Barrier: Activation of this Wengage featureSolution: Contact IT person and/or Attendance Clerk	August 12, 2019	District invested in this for current school year.	System report
Letters will be mailed to parents of absent students.	Leadership Team; secretary	Accurate attendance records	Barrier: Receipt of letter (may consider certified mail if not cost prohibitive)Solution: Follow-up phone call to parents; home visit	August 12,2019	515 funds may be used for mailing expenses for parent letter.	Maintain a list of parental contact via letter; monitor to determine if the letter made a positive impact on 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 conscise as possible.

Priority 2 SMART Goal:	Increaese 7th and 8th grade math and reading scorese by 10% by the end of the 2019-2020 school year as evidenced by state test results.
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.*
All students will be tested using the NWEA as a benchmark for math and reading.	Counselor, Principal, English, and Math Team Leaders	NWEA Benchmark Tool	Time constraint to implement the new software, train, and administer to all the students.	Test each student for math and reading using the NWEA benchmark tool within the first 60 days of school beginning, again after the 1st semester and again before the end of the school year	515 funds used to purchase the software	2 benchmark assessments will be charted, reviewed, and monitored for each student.
Teachers will be required to develop lesson plans within the OAS standards	Site Principal will monitor that teachers are developing lesson plans within OAS standards	NWEA Benchmark results	Teachers reluctant to change teaching methods. Solution - stress positive outcomes for students and school; Possible PD for developing lesson plans; pairing	Beginning of the school year	515 funds used for any PD	Site principal will meet with teachers to discuss lesson plans/class objectives in line with OAS standards

			seasoned teachers with inexperienced teachers			
Certified teachers in subject areas will be emphasized through the hiring and teacher assignment process	Site Principal	Use of single sign on to review certification areas of all staff; professional websites;networking with area colleges;participating in teacher job fairs	Barrier: limited teaching pool in rural area. Solution is to emphasize the advantages of working in small school setting	At anytime a vacancy occurs; annual review of teaching assignments within the district to maximize benefit to students	Not necessary	Annual review by the Site principal
Assign a lead teacher in the subject areas of English and Math	Site Principal will determine lead instructor for each area	Use of bencharmark tool review of results for each testing period; review of OAS standards being integrated into lesson plans; subject area department meetings to discuss and implement teaching methods to improve scores;	In a small school setting certified teachers are limited in certain subject areas; limited resources to target various teaching tools to students at different levels; limited technology available for supplemental instruction.	Lead Instructor assigned within the first 9 weeks of school	515 funds used for any PD necessary for training on software; 515 funds used for additional classroom technology	Benchmark test results will be used by the team leader to identify areas within a subject that need additional instruction/resources; Benchmark results will be compared to state test results at the end of the year
Based on benchmarks develop individualized plans for supplemental instruction	Subject teacher	Use of benchmark integrated with our instruction software program	Devices not available for student use	Implementation begins after beginning benchmark	515 funds used to purchase devices	Subject teacher and lead team teacher

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 3 SMART Goal:	Increase 8th grade proficient science scores by 10% by the end of the 2019-2020 school year as evidenced by state test results.
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.*
Teachers will be required to develop lesson plans within the OAS standards	Site Principal will monitor that teachers are developing lesson plans within OAS standards	Lesson PlansNWEA Benchmark (TBD)OAS2018-2019 test scores	Science Benchmark not purchased during this school year. Teachers reluctant to change teaching methods. Solution - stress positive outcomes for students and school; Possible PD for developing lesson plans; pairing seasoned teachers with inexperienced teachers	Beginning of the school year	Not Necessary	Site Principals will monitor

Certified teachers in subject areas will be emphasized through the hiring and teacher assignment process	Site Principal	Use of single sign on to review certification areas of all staff; professional websites;networking with area colleges;participating in teacher job fairs	Barrier: limited teaching pool in rural area. Solution is to emphasize the advantages of working in small school setting	At any time a vacancy occurs; annual review of teaching assignments within the district to maximize	Not Necessary	Annual review by the site principal
All students will be tested by the Oklahoma state test	Site principal and Science teachers	Oklahoma state test	Science curriculum not emphasized in lower grades; limited exposure to STEM activities	Beginning of the school year	Not Necessary	Site Principals will monitor
Assign a lead teacher in the subject area of Science	Site principal will determine lead instructor for Science	Use of OAS standards being integrated into lesson plans; subject area department meetings to discuss and implement teaching methods to improve scores;	In a small school setting certified teachers are limited in certain subject areas; limited resources to target various teaching tools to students at different levels; limited technology available for supplemental instruction.	Lead instructor assigned within the first 9 weeks of school	Not necessary	Site Principals will monitor

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
NWEA Trainer	8/12/19	External Provider	8/12/19
Policy and Procedure Training	8/13/19	LEA	8/13/19
Odysseyware/Edugenuity Training (In process of investigating which software to purchase)	8/13/19	External Provider	8/13/19
State Website Test and Spec Training & 2018-2019 Test Scores Distribution	9/05/19	LEA	9/05/19
Jan Foreman Family Engagement/Growth Mindset	01/17/19	SEA	01/17/19