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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - A6 - 0530 Daniel Webster Middle School

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 *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3	Teachers have identified the curriculum necessary to ensure the depth of knowledge and skills needed for students to be proficient on standards.	3.1 Current teaching strategies have not resulted in student-centered, higher order thinking and multiple forms of instruction.3.7 Teacher teams have not received training in the examination of student work;therefore, analysis has not occured.
Learning Environment - Elements 4,5,6	Parents: My child has access to academic support programs and I receive information about my child's behavior, including attendance, in a timely manner	4.11 Equity and diversity are valued and supported.4.10 Student achievement is valued and publicly celebrated.
Collaborative Leadership - Elements 7,8,9	7.2 Leadership decisions are collaborative and data-driven.8.9 Funds are aligned with school goals.	7.6 The school leadership maximizes time effectiveness.8.4 The staff use of instructional time is efficient in order to maximize learning.

Mission/Vision Statements

Continuous Improvement Mission Statement(243 of 1000 maximum characters used)

Webster is an inclusive community of learners and leaders who value student voice and choice as evidenced by offering personalized pacing, on and off-site interest-based learning and genuine staff-student relationships anchored in commonality.

Continuous Improvement Vision Statement (468 of 1000 maximum characters used)

Webster is an inclusive community of learners and leaders who value student voice and choice as evidenced by offering personalized pacing, on and off-site interest-based learning and genuine staff-student relationships anchored in commonality. We offer relevant, innovative experiential learning opportunities that prepare life-long problem solvers for an ever-changing world. Our school is guided by love, equity, equality and a belief in "progress over perfection".

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 (65 of 250 maximum characters used)	Pillar and Element	Target Date
For 2019-2020 student attendance will increase by 0.5% to 90% ADA	LE - School Culture*	5/1/2020

FY20 Priority 2: SMART Goal (80 of 250 maximum characters used)	Pillar and Element	Target Date
By EOY 2020, 51% of Webster MS students will have met their growth goal in math.	AP - Instruction*	5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (0 of 250 maximum characters used)	Pillar and Element	Target Date

Plan Narrative Rubric

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

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

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

Plan Narrative

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

(5520 of 8000 maximum characters used)

Overview/District involvement: We are committed to continuous improvement at Webster Middle School. Through our challenge to our teachers, staff and administrators, we are asking that everyone is open to learning and learning together. We know that the move to personalized, competency-based learning is difficult and there will be challenges as well as breakthroughs. Part of our aspiration states that we value "progress over perfection" and this is what we have to model with both students and staff. Across our entire school, we use data regularly to track student progress, to identify students at risk of drop-out (EWI), and to review student work. Our Continuous Improvement Plan is also driven by data. Along with other data sources, we used focus groups. We supported focus groups of community members, teachers, and students to learn more about the perspective of our stakeholders. This included a total of almost 50 hours of interviews. We also conducted over a dozen deeper, 45-minute empathy interviews with students. After we conducted this initial stakeholder engagement, we created a design team comprised of students, parents, community members, and educators. This design team developed our strategic plan and shared it with our students, faculty, and community. Based on all that we learned, we are committed to continued and deep engagements with students, parents, and staff. We will continue the use of parent facilitators and regular parent outreach. We are deepening our engagement of parents through community-embedded events including hosting informal gatherings in the neighborhood, piggy-backing school engagement activities on top of other events that attract parents, and improving our electronic communication with parents.Additionally, we distributed the 9EE needs assessment and from this, we learned the following: (1) Webster students are asking for authentic relationships: Students need adults to know who they are and how they feel. They want adults to coach them through the challenges that matter most. (2) Balancing School and Life: They aren't always sleeping enough or eating well, so school had to address their basic and deeper needs. Webster students are asking for help in learning to balance the many demands of life.(3) Real World Learning: Students are asking for school to prepare them to transition into adult life. (e.g., financial planning, taxes, legal responsibilities life skills, etc.) We reviewed academic data including transcripts, course-taking patterns, MAP results, and credit accrual rates. We understand that our students are not (yet) achieving their full academic potential. Webster will continue to use the Early Warning Indicator (EWI) system to help identify and intervene in students at risk for drop-out. We are transitioning away from a block schedule, which will help us increase the number and range of elective options available to students. Webster MS will return to the 7 period school day to ensure a full day of challenging and rigorous curriculum is provided for all students.All of this work was done through a year-long design process lead by our district design team. Their support was invaluable to us.EBI: Other reform strategies include a deep investment in relationship building, professional learning time, and rigorous core curriculum. We will continue our relationship with City Year, which has a track record of success at Webster High school. City Year Corp members forge strong relationships with students. focusing on "Tier 2" students that need additional support and attention. We have identified City Year as a strong EBI and will be using 5150 funds to support the program. Another strong EBI we are using is the Character Strong Advisory Curriculum. We found evidence on its effectiveness on the What Works Clearinghouse. We will provide several class sets of novels that the ELA teachers will use to ensure that students are reading complex texts. We will also provide some instructional materials to the science team so that they are reinforcing literacy across the curriculum and math skills.PLC/PD/District Involvement: Webster will provide two continuous strands of professional development this year. The first is sustained exposure to brain science and its connection to student learning. Through this, all Webster teachers will have the opportunity to learn more about creating safe, trusting, and educationally-rich relationships with students. The second strand focuses on competency-based education. This will help participating teachers learn about personalized and competency-based education and develop a vision for Webster. Webster recruits, trains, and works to invest deeply in our staff. All staff have weekly PLC time within their department, which helps build a sense of connection with colleagues. In addition, we run several staff appreciation events throughout the year. The district supports the math curriculum

that we use, Teach to One, and provides PD for the math department and administration. Progress Monitoring: The combined Middle and High School administration team along with the Webster Beyond Grant Director will ensure that all classroom walk-throughs, observations, and evaluations are complete and on time per policy. In addition, the administration team will provide coaching supports and offer district assistance to all teachers which will, in turn, effect positive student outcomes. Coaching data and conversations will be captured using Whetstone.

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: For 2019-2020 student attendance will increase by 0.5% to 90% ADA

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.*
Character Strong Advisory Curriculum	AP Tim Maxeiner	scheduling for advisory; technology	working technology and additional demands on advisory time; administration and site tech will ensure technology is repaired and replaced as needed; administration will ensure advisory curriculum remains a top priority for advisory time	September - May	5150	administrator check-ins and walk-throughs; advisory teacher feedback; attendance data from Data Dashboard
Early Warning Indicator (EWI) system	Shelly Holman and Department Leads	Time for EWI meetings	Teachers not embracing the process	September - ongoing	none	Data Dashboard

City Year	Shelly Holman	contract with City Year, schedule for corp members, time to plan with corp members	Students not wanting to develop relationships with corp members	ongoing	5150 and district	Corps members' records of interactions and interventions with students
We are transitioning away from a block schedule, which will help us increase the number and range of elective options available to students, creating a more positive culture.	Shelly Holman	additional electives	Not having allocations for elective teachers	prior to beginning of school year	none	Data Dashboard
Parent Involvement Facilitator to facilitate parent communications about attendance	Alyssa Johnston	technology, office space, materials	Parents not engaging with us	September - ongoing	5150	parent communication logs

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:	By EOY 2020, 51% of Webster MS students will have met their growth goal in math.
Pillar and Element:	AP - Instruction

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.*
Hire a math interventionist to provide additional support individually and in small groups to identified students	Principal Shelly Holman	Talent Management	Not being able to find a qualified candidate; students not progressing to fill gaps and complete grade level work	Before school	5118 and 5150	MAP Assessment Data and TTO data
Teach to One math	Principal Shelly Holman and math department chair	TTO district coordinator; TTO software program	Students not working at a fast enough pace to make up gaps and complete grade level work	ongoing	district	MAP Assessment Data and TTO data
Grade Level Teams - weekly data analysis meetings	AP Tim Maxeiner	schedule	Teachers not taking the time to review and utilize the data	weekly beginning August 27	district	department leads will keep accurate PLC agendas
City Year	Principal Shelly Holman	schedule	Students not wanting to meet with corp members	ongoing	5150 and district	Corps members' records of interactions and interventions with students

Provide math manipulatives for classes	AP Tim Maxeiner and math department chair	none	Teachers not using the manipulatives	by September	5150	Admin walk-throughs

Action Steps

There are only 2 Smart Goals, this tab is not required.

Professional Development

INSTRUCTIONS: List the professional development planned for the current year that specifically support the site's SMART Goals. Each quarter, the site will amend the CIP in order to enter any completed dates. Required annual trainings such as CPR, Bloodborne Pathogens, etc are not applicable and should not be listed.

Provider Definitions:

LEA - The PD is provided by district staff, site staff, or staff from another LEA.

SEA - The PD is provided by the Oklahoma State Department of Education.

External Provider - The PD is provided by any other non-LEA or non-SEA source.

Professional Development Name	Tentative Date	Provider	Date Completed
Brain Science	8/16/2019	LEA	
Teach to One Math	8/27/2019	External Provider	
Competency based education	9/2019	LEA	