eGrant Management System

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Applicant:	54-I031 WELEETKA
Application:	2019-2020 Continuous Improvement Plan - A0 - 0610 WELEETKA JHS
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	The Strengths we have with EE 1 are we are covering standards and provide opportunities for continuing education for our students through Wes Watkins Technology Center where we have a great relationship with the people there. We also use Study Island and AlphaPlus to make sure we align to OAS. Our strengths for EE2 are that We use multiple classroom assessments such as AlphaPlus and Study Island. Students are aware of the academic expectations we have for them. We have great communication between teachers when it comes to students and their advantages and disadvantages. We work together to figure out a plan for them. Our strengths for EE3 are effective and engaging practices in the classroom. The students are engaged when the principal and visitors walk down the halls.	Challenges for EE 1: Meeting with teachers in our area of study to align OAS standards. Working on the gap between the 6th and 7th grade. Meeting with teachers and admin to improve our data for curriculum. Challenges for EE 2: We feel we need to work with the communication within students when it comes to achievements, along with parent communication. We know we need to work on the identification of curriculum gaps with testing scores. Using student sample work and implementing assessment and accountability. Challenges for EE 3: We do not do a lot of formal monitoring, and we do not have funds for more technology based learning.
Learning Environment – Elements 4,5,6	Our strengths for Pillar 2 are the kids are welcomed every day into a safe environment. There is a family dynamic to not only individual classrooms but in the school as a whole. We also celebrate all students in their success.	Challenges for Pillar 2: Some students are afraid to do their best because of what other students think of them. Communicating with parents and the community has been a challenge as well.
Collaborative Leadership – Elements 7,8,9	Our strengths for Pillar 3 are we have the data, we put our kids who are most disruptive to work around the school to help teachers to build the relationship they need to succeed, and we use our limited resources effectively. We also have created a parent portal for them to see their child's progress and information.	Challenges for Pillar 3: We haven't put the data to use very much in the past due to timing and resources. We have very limited resources due to our school size and funds.

Mission/Vision Statements

Continuous Improvement Mission Statement(69 of 1000 maximum characters used)

To empower students to be life long learners and successful citizens.

Continuous Improvement Vision Statement (108 of 1000 maximum characters used)

Encourage students to have a successful future through innovative learning and provide career opportunities.

SMART Goals

FY20 Priority 1: SMART Goal (69 of 250 maximum characters used)	Pillar and Element	Target Date
Students will improve their benchmark score by 5% by Christmas break.	AP - Curriculum*	12/20/2019

FY20 Priority 2: SMART Goal (44 of 250 maximum characters used)	Pillar and Element	Target Date
We will decrease chronic absenteeism by 10%.	LE - Student, Family, & Community Support	5/22/2020

FY20 Priority 3 (Competitive): SMART Goal (0 of 250 maximum characters used)	Pillar and Element	Target Date
		3/13/2020

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

(4647 of 8000 maximum characters used)

Overall: The Oklahoma Nine Essential Elements Needs Assessment discoveries were used by the school leadership team in conjunction with the most recent OTSP student assessment data and local benchmark tests. Electronic surveys were distributed to teachers, students, parents/family to collect perception data about our district. Data triangulation facilitated the site's identification of three SMART goals. 1.Students will improve their benchmark score by 5% by Christmas break. 2.We will decrease chronic absenteeism by 10%. Our leadership team feels that our SMART goals are realistic for our population. When our SMART goals are met we believe our school report card will improve. We are working with Renaissance Learning this year for both our Reading and Math and believe this will help our students get accurate benchmark scores. We have also purchased Houghton Mifflin Reading textbooks.The proposed action plan for the benchmark SMART goal includes the following tasks:Evaluate and adopt new curriculum that is rigorous, intentional and aligned with Oklahoma Standards. Create and administer frequent formative assessments.Implement semester assessments in December and April via Renaissance Learning.Provide opportunity, based on student data, for interventions in all tested content area. Provide stipends for teachers to use their planning time to help students with remediation. Tutoring and transportation will be provided by Muscogee Creek Nation to help students in their tested areas. The proposed action plan for the chronic absenteeism SMART goal includes the following tasks:Contacting the guardians of our chronically absent students.Approved incentives for students who miss less than 4.5 days in a nine week periodEducate guardians on the danger of chronic absenteeism and how it affects student learning. Evidence Based Interventions (EBI) - School leadership team and district leaders accessed Evidence for ESSA and What Works Clearinghouse to select a moderate evidence literacy intervention, Renaissance Learning which has been identified as instructional and learning needs of our students. The Renaissance learning will sustain the EBI requirement. We used the Renaissance reading last year and after establishing it as an EBI we have added the math portion this year. Sustainability will be achieved by growing teachers in their subject area by providing the foundation students need for future learning. Progress monitoring: All junior high tested students will be screened, progress monitored, and interim assessed with Renaissance Learning, Alpha Plus and Study Island for reading, math, and science. The team is aware and recognizes that data sources have not been used to make informed, instructional decisions, but know what will help their students succeed. All tested subjects will have a data folder for each student and we will have a data wall displayed where teachers can look and evaluate the data. The principal will conduct weekly checks to confirm implementation of progress monitoring. District Involvement - The district will support the following initiatives: District will provide stipends for two teachers to use their planning time to help with student remediation; after school transportation for students who attend tutoring, providing professional development and time to participate in the PD. We have a culturally responsive teaching professional development and a chronic absenteeism professional development planned for this school year. They provided 4 teachers the opportunity to attend a National Teaching Conference this past summer. They learned about project based learning and social and emotional learning. They learned teaching techniques that will benefit and reach the whole child instead of just academics. Our math department was able to attend SREB ready for high school math professional development. This PD taught them how to teach math with higher level thinking. Professional Learning Communities - For 2019-2020, PLCs will be devoted to the following: analyzing student data to identify struggling students that need to attend RTI and/or after school tutoring and discussing student work; identifying adjustments in instructional practices to better meet learning needs. They will also be used to meet and discuss what practices have been working for our students and what practices haven't been working. Our PLC's meet twice a week on Wednesdays and Thursdays from 12:10 p.m - 12:40 p.m. During our meetings we discuss rigorous planning, effective strategies, and alignment of our curriculum and state standards to focus back on our SMART goals.
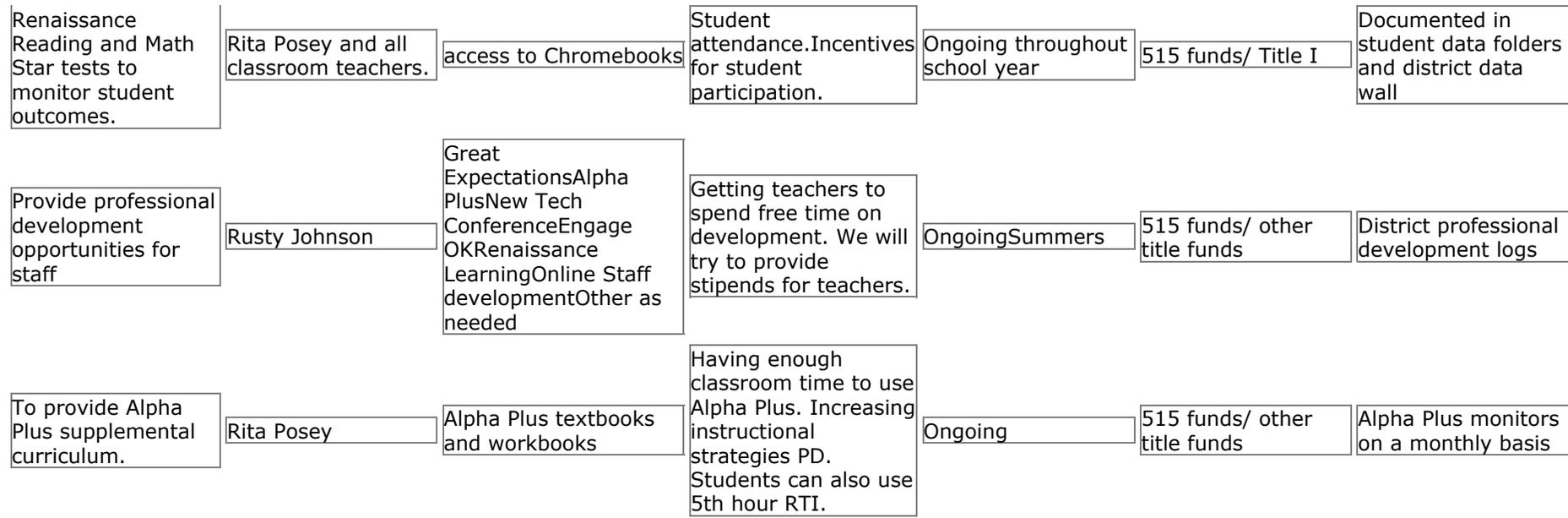
Action Steps

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: Students will improve their benchmark score by 5% by Christmas break.

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.*
RTI is available Monday - Friday during 5th hour.	Alisa HolubyKaity Holland	Alpha PlusStudy IslandStar/Renaissance Learning	Kids being irresponsible and not collecting their assignments for RTI. Students will be issued and assignment slip.	Ongoing throughout school year	515 funds	Weekly due to eligibility list and benchmark testing Documented in student data folders
After school tutoring is available Tuesdays and Thursdays.	Amria DavisAshley Green	Human resources and MCN (Muscogee Creek Nation) funding	Lack of parental involvement and transportation. Transportation will be provided MCN. MCN will also contact parents as needed.	Ongoing throughout school year	MCN	Attendance and weekly eligibility
We are using Alpha Plus to monitor benchmarking.	Rita Posey and all classroom teachers.	Alpha Plus	Student attendance. Incentives for student participation.	Ongoing throughout school year	515 funds/ Title I	Documented in student data folders and district data wall
We are using						

Renaissance Reading and Math Star tests to monitor student outcomes.	Rita Posey and all classroom teachers.	access to Chromebooks	Student attendance.Incentives for student participation.	Ongoing throughout school year	515 funds/ Title I	Documented in student data folders and district data wall
Provide professional development opportunities for staff	Rusty Johnson	Great ExpectationsAlpha PlusNew Tech ConferenceEngage OKRenaissance LearningOnline Staff developmentOther as needed	Getting teachers to spend free time on development. We will try to provide stipends for teachers.	OngoingSummers	515 funds/ other title funds	District professional development logs
To provide Alpha Plus supplemental curriculum.	Rita Posey	Alpha Plus textbooks and workbooks	Having enough classroom time to use Alpha Plus. Increasing instructional strategies PD. Students can also use 5th hour RTI.	Ongoing	515 funds/ other title funds	Alpha Plus monitors on a monthly basis

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: We will decrease chronic absenteeism by 10%.

Pillar and Element: LE - Student, Family, & Community Support

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.*
Make phone call to parents of students who are at risk of being chronically absent	Amria DavisChad PolsonAlisa HolubyRusty JohnsonRita Posey	Wengage TelephoneEmail	Outdated parent information	September 1/ongoing	n/a	Weekly phone calls Wengage
Okfuskee County Truancy Officer will be notified as needed	Rusty Johnson	Fax Machine	Lack of resources by the county	September 1/ongoing	n/a	Wengage Weekly
Students who are not in danger of being chronically absent will be rewarded on a quarterly basis	Amria DavisChad PolsonAlisa HolubyRusty JohnsonRita Posey Jessica Sheneman	Wengage	Time	September 1/ongoing	Donations from community support	Wengage Quarterly

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
Childhood Trauma by Delainna Percifield (DHS - Creoks)	8-9-19	External Provider	8-9-19
Great Expectations	8-7-19	External Provider	8-7-19
Cultural Responsive Teaching	8-13-19	LEA	8-13-19
Leadership Led data folder and wall professional development	9-10-19	LEA	
AlphaPlus Staff Development training	9-12-19	External Provider	9-12-19
Chronic Absenteeism	10/15/19	LEA	
Cultural responsive teaching	12/2/19	External Provider	
SREB ready for high school math	6-3-19	External Provider	6-3-19