
Application Printout

eGrant Management System**Printed Copy of Application**

Applicant: 67-I002 WEWOKA

Application: 2019-2020 Continuous Improvement Plan - A0 - 0105 WEWOKA ES

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

Cycle: Original Application

Date Generated: 4/27/2020 5:02:33 PM

Generated By: 14570

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>
<p>Academic Performance - Elements 1,2,3</p>	<p>The strengths identified through the three data sources are linked to Essential Element OEE1: 1.7b The curriculum elicits higher-order thinking and problem solving skills from all students at age and developmentally appropriate levels. 3. 4c. all teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices. OEE3: 3.1b Teachers use a variety of student-centered, culturally responsive instructional strategies (e.g., learning centers, cooperative learning, hands-on activities) that current research indicates a high likelihood of effectiveness.</p>	<p>Challenges: OAS Curriculum alignment; vertical/horizontal alignment: gaps/overlaps OEE1: 1.7c The curriculum does not accommodate the learning needs of all students while maintaining high exceptions for high academic performance. OEE3: 3.5c Technology is not readily available and equitably accessible to all students, and they are not encouraged to use it as a way to demonstrate learning. Focus 3- Identification of curricular gaps: 2.4d-monitor the implementation of curricular, instructional, and assessment modification. Focus 4-Use of Technology: 3.5 a,b,c, Make technology readily available and regularly use it as an integral part of instruction in all content areas.</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>The strengths identified through the three data resources are linked to Essential Element 4-School Culture 4.1: Safe orderly and equitable learning environment 4.2 a,e: School leadership demonstrates a commitment to high academic expectations for all students and leadership includes support for learning during extracurricular and co-curricular activities. 4.6a students have equitable access to all classes regardless of cultural background. 4.7b: student progress reports are sent home regularly (weekly) and include specific, written explanations of student performance.</p>	<p>OEE5: 5.2b Extended school services are not provided to support and promote individual student achievement. Students that do not have support at home need remediation and tutoring provided by professional educators to close the achievement gap.Challenges: Student, Family, and Community Support; Communication process. Focus 1-Communication: 4.7c-Teachers regularly contact families to discuss student progress. Focus 2-Family and community involvement: 5.1b,i-families and community are not involved in significant ways to remove barriers to learning: interactive communication among home, school, and community. Focus 3-Reduction of barriers to learning. Lack of technology and lack of certified teachers. 5.3d collaborative with community agencies to planning and implementation specific actions to reduce barriers to student learning.</p>
	<p>OEE8: 8.2b Students have equitable access to all classes regardless of cultural background, physical</p>	

**Collaborative Leadership -
Elements 7,8,9**

abilities, socio-economic status and intellectual abilities. The strengths identified through the three data sources are linked to Essential Element 7; Leadership 7.6b: school leadership establishes policy and implements procedures to minimize disruptions of instructional time 7.8a-school leadership maintains supportive, safe, healthy, orderly, and equitable learning, and working environment for both students and educators. Elements 9-Comprehensive and effective planning 9.16-Commitment to continuous improvement 9.16b: leadership teams regularly provide school sites direction.

OEE7: 7.4b The school leadership team does not review the disaggregated data to determine target goals and does not have a timeline for reducing gaps. Challenges: Vision, Mission, and Beliefs; action steps in school improvement plan: Improvement plan implementation Focus 1-vision, Mission and Beliefs 9.1c Develop and comment to vision, mission, goals and beliefs. Focus 2-Action steps in school improvement plan 9.9b align all goals, objectives, and activities of the school improvement plan implementation.

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(418 of 1000 maximum characters used)

In cooperation with parents and community, the Wewoka Elementary school will provide all students a safe environment in which: 1. Student's personal and academic excellence is promoted and celebrated. 2. Student responsibility for learning is developed and expected despite socio-economic levels and disabilities. 3. An enthusiasm for life-long learning and community service is instilled in teachers and students.

Continuous Improvement Vision Statement (101 of 1000 maximum characters used)

Wewoka Elementary students will become independent, productive citizens ensuring a fulfilling future.

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 (87 of 250 maximum characters used)

Percentage of students scoring proficient or above on the ELA OSTP will increase by 5%.

Pillar and Element

AP - Instruction*

Target Date

5/1/2020

FY20 Priority 2: SMART Goal (88 of 250 maximum characters used)

Percentage of students scoring proficient or above on the Math OSTP will increase by 5%.

Pillar and Element

AP - Instruction*

Target Date

5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (88 of 250 maximum characters used)

Percentage of chronically absent Pre-K -5th grade students will decrease by at least 10%

Pillar and Element

LE - School Culture*

Target Date

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

Professional Development	<p>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).</p>	<p>Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).</p>	<p>Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.</p>
Rigorous Review Process <i>(Provide information only if using an external partner.)</i>	<p>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.</p>	<p>The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.</p>	<p>The Rigorous Review Process has not been addressed.</p>
Operational Flexibility <i>(Provide information only if the site identifies barriers.)</i>	<p>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.</p>	<p>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.</p>	<p>Operational flexibility have not been addressed.</p>

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.

(7968 of 8000 maximum characters used)

Overview of Continuous Improvement Plan: The community stakeholders all filled out surveys to collect data. The Leadership team used the findings of multiple surveys to set SMART goals and determine areas of need. The Oklahoma Nine Essential Elements Needs Assessment, Administrator, Teacher, and Student Surveys and the Data Profile findings, OSTP results and Benchmark results to identify areas of strengths and weaknesses. Our biggest issue is teacher retention. Of the 17 elementary teachers, 10 are emergency certified, 2 are uncertified, and 12 are new to the district. That leaves only five teachers that have taught at Wewoka for more than 2 years. While we need to collect academic data, the main priority for this site is to provide the teachers with the skills they need to teach. Because we have this issue, we are not anticipating large growth in the academic areas. The Data Triangulation Analysis facilitated Wewoka Elementary's two SMART goals. Goal 1. Percentage of students scoring proficient or above on the ELA OSTP will increase by 5%. Goal 2. Percentage of students scoring proficient or above on the Math OSTP will increase by 5%. The overall data findings reveal that our students have continued to make progress according to the DIBELS Next now Acadience scores but it is not transferring to the OSTP test. We think this is due to the fact that DIBELS is not skill specific. We must do a better job in preparing students to take the test by targeting specific skills that correlate to the OSTP tests. Math scores are significantly lower than ELA scores at this time. We have focused on implementing RSA requirement, but we have not made math a priority. 1. Hired a teacher mentor to work with all teachers in grades K-3. The mentor has made a schedule and goes into the classrooms to model how to teach core subject areas, but especially the reading program. She also models classroom management, and provides emotional support to the teachers when they are feeling emotionally stressed. She models how to work with difficult students and how to keep everyone on task. 2. Using software (Lexia and Acellus) to ensure that all standards are being met. Teachers use this software during RTI and when the teacher is teaching small groups. We are searching for a math curriculum that will add an additional layer of remediation/review. Since we have so many emergency certified and new teachers we have also added additional time by providing free after school services for all elementary students. They also have access to the computers and software to improve achievement. The computers and software are assisting us in aiding new teachers to address all state standards. While we do not believe that computers/software are the solution that will resolve all of our issues, we do think that it is a stop-gap measure that will provide the additional time needed for our new teachers. 3. The district PD committee is addressing the needs of the sites through quality PD including Lexia training, Acellus Training, Google Doc Training, and new teacher training (3 days). This is to improve teacher retention by 10%. 4. There are weekly administrative meetings and monthly leadership team meetings to make sure all three sites are on the same page. 5. The district has provided all three sites with Help for Billy books/workbooks, and the leadership teams are working through the chapters. 6. The district is sending quarterly surveys to gather information to make changes as needed. This is to improve retention level of teachers by 10%. 7. All teachers have a mentor teacher that they work with closely to plan. The problem is that since we have so many new teachers, many of the mentor teachers have more than one mentee. 8. We have hired a mentor teacher to go into each new teacher's classroom to model how to teach core subjects, but especially reading. 9. The principal, who is the former reading interventionist, is conducting weekly meetings to demonstrate basic teaching skills including how to use a reading series, how to form small groups, how to keep the other students busy during small group time, how to write lesson plans, how to collect grades, etc. She has had to start with the basics for the teachers. We have also hired a dean of students, so the principal has time to go into classrooms regularly and give feedback regarding the lessons she has taught. 10. We are also providing tutoring for the teachers to help them pass the tests. We contacted the agency that provides teacher's tests to get feedback on their scores and to find additional study information. 11. We are working hard to improve school climate/culture in hopes that it improves teacher retention. The superintendent walks through every building on a weekly basis to increase accessibility and to give positive feedback. 12. A communication workshop has been scheduled in December to teach the

administrators how to provide feedback to promote growth. It is also targeted to help office staff and department heads to communicate more kindly to each other and the teachers.13. Benchmarking students through Lexia at the levels that have access to computers and Dibbels to improve reading scores by 5%. 14.Using USA Test Prep to improve test scores in math and reading by 5%. Overview of Continuous Improvement Plan: Leadership team reviewed several components including the 9 essential elements needs assessment, OSTP student data, and benchmark tests to identify our areas of focus.Electronic surveys were completed by teachers, students, and parents to collect the data about each site. The data was used to identify our three SMART goals. 1.Percentage of chronically absent students will decrease from 16% to 10% or less.2. Percentage of students scoring proficient or above on Math OSTP will increase by 7%. 3. Percentage of students scoring problems or above on the ELA OSTP will increase by 5%. Data shows that we have problems with absenteeism in PK-5th grade.This is a direct correlation to our students having poor math and reading skills thus the attendance goal is our first priority.The action plan to decrease chronic absenteeism should also assist with improving math and reading skills and scores. Action plan for the attendance SMART Goal-implement a district attendance policy, creating an attendance committee, frequent monitoring of student attendance with communication with parents as needed, establishing and following district policy procedures, working with the local police department and District attorney. Administration and teachers will communicate attendance expectations and policy at every opportunity through a variety of modes from PK-12 grades. Short term reward systems for good attendances will be implemented district wide. Data reveals that students lack basic mathematical skills.PK-1st grades show deficiencies associated with basic mathematical awareness.Inadequate computational skills hinder students' mathematical success in assessments, manipulatives, professional development for teachers, providing individually focused remediation through Acellus for grades K-12 Evidence-Based Interventions-District leaders and the leadership teams accessed evidence for ESSA, What works clearinghouse and center on innovations in learning effective practices to select strong and moderate evidence for our action plans.Effective practice. Establish a team structure with specific duties and time for instructional planning. They are organized into grade level, grade level cluster, or subject area instructional teams.Instructional teams meet monthly to review implementation of support or placement-moderate strength. Assess student learning quarterly through Star Math, Star Reading/Early Literacy-strong strength.Teachers access student progress frequently using a variety of evaluation methods and maintain a record of the results-strong strength.Computer based instruction-chrome books in every classroom.

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: Percentage of students scoring proficient or above on the ELA OSTP will increase by 5%.

Pillar and Element: AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Implement Lexia at elementary and middle school.	Vickita Slovacek and Heather Barlow	Students will use Lexia to benchmark and work on skills.	computers, software, and time	Ongoing	515 and Title I	Software and benchmark
Use Acellus to work on basic reading skills.	Vickita Slovacek and Twanna Reese	Students will use software to increase instructional time during small group instruction and after school tutoring.	computers, software, and time	Ongoing	515 and Title I	Benchmarking and state tests
After school tutoring	Twanna Reese and Vickita Slovacke	computers, software, and teachers willing to stay after school	Teachers are tired and do not want to stay. We are encouraging HS students to get community service by listening to students read.	Ongoing	515 and Title I	Benchmarking and state tests
			Time. It is difficult to			

The principal will model how to use reading curriculum.	Vickita Slovacsek	Teacher's meetings and curriculum.	get all of the teachers together because of after school.	August-October	None needed	Benchmarking and state tests
---	-------------------	------------------------------------	---	----------------	-------------	------------------------------

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: Percentage of students scoring proficient or above on the Math OSTP will increase by 5%.

Pillar and Element: AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Looking for math software to increase math scores.	Vickita Slovencek	Software	Time	ongoing	General	Improved test scores.
Using Acellus for students to practice, remediate, and enrichment.	Vickita Slovencek	Software and chrome books/Ipads for each student and for software	money and computers	ongoing	515	Improved test scores.
After school tutoring for math	Twanna Reese and Vickita Slovencek	Money for computers and teachers willing to stay after school	Teachers are tired or not experienced in working with remediation.	ongoing	Title I	Improved test scores through remediation.
USA Test Prep	Vickita Slovencek	Money for computers and software	money and computers	ongoing	515 and Title I	Improved test scores through remediation
Mentor to teach teachers how to teach math	Heather Barlow	Mentor to work with teachers on how to implement math curriculum	time and money	ongoing	515	Improving teaching methods of new uncertified teachers.

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: Percentage of chronically absent Pre-K -5th grade students will decrease by at least 10%

Pillar and Element: LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Have a teacher mentor assigned to each new teacher.	Vickita Slovacek, principal		Too many new teachers, so the mentors have to work with several new teachers.	Ongoing		Lower percentage of teacher turnover.
Have a site mentor that schedules time to work with each teacher in their classroom.	Heather Barlow	Heather has made a schedule so that each teacher receives one on one tutoring from her on classroom management, curriculum implementation, grades and lesson plans, etc.	Not enough time. She only works three days a week, and the teachers could benefit from additional time.	Ongoing	515	Lower percentage of teacher turnover.
Providing Quality training for software and core curriculum implementation	Vickita Slovacek, Pat Hensley and PD Committee, leadership team		Money to pay for additional PD	Ongoing	515 and Title I	Teacher feeling more competent and knowledgeable.

Regular monitoring of lesson plans, lesson implementation, classroom management etc.	Vickita Slovacsek	Vickita will go in classrooms and monitor improvements on a regular basis.	Time	Ongoing	General Fund	TLE and regular feedback
Helping teachers pass exams.	Shellie Gammill, Vickita Slovacsek, and Erick Stark	Erick Stark will tutor teachers in math to help them pass tests. Shellie and Vickita will provide additional study resources.	Time and money	Ongoing until all teachers are certified.	General Fund	Pass rate of tests by teachers.

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
Lexia	8/5/2019	External Provider	8/5/2019
Help for Billy book study	9/1/2019	SEA	1/15/2020
Child Behavior Specialist speaker	9/30/2019	External Provider	9/30/2019
Alton Carter: Author of the Boy Who Carried Bricks speaker and workbook	1/6/2020	External Provider	1/6/2020
John Haste Team Cohesion Trainer for administrators.	10/15/2019	External Provider	5/15/2020
John Haste Team Cohesion Trainer for leadership team and professional educators	1/6/2020	External Provider	1/6/2020
Craig Groeschel Leadership Podcasts for administrators.	9/30/2019	External Provider	1/6/2020
Reading Curriculum Implementation and classroom managment/ Heather Barlow	8/8/2019	SEA	5/15/2020