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Applicant: 67-I002 WEWOKA

Application: 2019-2020 Continuous Improvement Plan - A1 - 0705 WEWOKA HS

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

Cycle: Original Application

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Nine Essential Elements (9EE) Needs Assessment Prioritization

INSTRUCTIONS: Using the 9EE Needs Assessment, the Schoolwide Data Picture, and the results of the 9EE Stakeholder Surveys, Sites will identify their strengths and prioritize their areas of focus in the table below.

Areas of Focus	Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys	Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i>
<p>Academic Performance - Elements 1,2,3</p>	<p>The strengths identified through the three data sources are linked to essential element 3. Instruction-3.1a: school has adopted instructional practices policy and school leadership implements procedures to ensure effective and varied instructional practices in the classroom 3.1c Classroom instruction routinely accommodates various learning styles, multiple intelligences, and brain research. 3.6b: instructional resources are sufficient in all content areas to support the school's implemented curriculum.</p>	<p>Challenges: Essential Element 3.1a: Curriculum We need to increase our rigor by challenging the students with questions and applications that require critical thinking skills and not just memorization. Essential Element 3.1c: Instruction. Our current instructional program fails to engage all students because often we are attempting to reach the average level student and don't challenge the advanced or address those failing behind.Challenges: OAS curriculum alignment: vertical/horizontal alignment: gaps/overlaps in the process; use of technology. Focus 1-Curriculum Alignment: 1.1b,d 1.3a-Math Curriculum OAS alignment, Focus 2-Curriculum Alignment: 1.1b,d: 1.3a-ELA Curriculum OAS aligned. Focus 3 Identification of curriculum gaps: 2.4d-monitorthethe implementation of curricular, instructional, and assessment modification. Focus 4-Lack of technology. 3.5a, b, c-Make technology readily available and regularly use it as an integral part on instruction in all content areas.</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>Essential Element 4: School Culture. We believe even though our team has just begun we have the attitudes and work ethic necessary to achieve an effective learning community.Essential Element 6: Professional Growth. Wewoka Public Schools have professional development scheduled; we need to place a greater emphasis on increasing faculty understanding and application of the TLE process as a self-development tool.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</p>	<p>Challenges: Essential Element 5: Student, family, and community support Wewoka public schools will continue to work with students and families in the community to enhance communication and build relationships through newsletters, school websites, career days, parent nights, and community outreach activities. We have added a monthly parent night.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</p>

	<p>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>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>Collaborative Leadership - Elements 7,8,9</p>	<p>Essential Element 8: Organizational Structure and Resources. In order to maximize the use of these skills we need to research and educate our team on the resources and best practices that are available to support high quality performance of students and staff.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.</p>	<p>Challenges: Essential Element 7: Leadership We plan to meet regularly with not only the team leaders, but with all school faculty to analyze and evaluate our action plan and make necessary adjustments required to fully implement and make our plan succeed. Challenge: Poor communication skills among all leadership members. Essential Element 9:Comprehensive and effective planning. We are in the beginning stages of creating a comprehensive school improvement pan.Challenges: Vision, Mission, and Beliefs; action steps in school improvement plan are out of date.: Improvement plan implementation. Action steps in school improvement plan 9.9b align all goals, objectives, and activities of the school improvement plan implementation.</p>

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(138 of 1000 maximum characters used)

The Wewoka Public School district will strive to improve in the areas that will advance our employees and students to higher expectations.

Continuous Improvement Vision Statement (217 of 1000 maximum characters used)

The vision of the Wewoka Public School district is to be an institution that will be an example of the type of educational system that would be a model for other schools to achieve the expectations of their community.

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 (235 of 250 maximum characters used)

1. Chronic Absenteeism OEE 4 In the 2019/2020 school year, the goal is to reduce the number of students arriving late for class by 10%, decrease the number of students who miss five or more days of school in the fall semester by 10%.

Pillar and Element

Target Date

LE - School Culture*

5/13/2020

FY20 Priority 2: SMART Goal (208 of 250 maximum characters used)

2. Curriculum OEE1In the 2019/2020 school year is to vertically and horizontally aligned curriculum that will achieve an increase in test scores by 10% in Math and English of the ACT by this years test date.

Pillar and Element

Target Date

AP - Curriculum*

5/13/2020

FY20 Priority 3 (Competitive): SMART Goal (193 of 250 maximum characters used)

Pillar and Element

Target Date

3. Leadership OEE7In the 2019/2020 school year the high school will improve leadership evidenced by a 10% increase on the end of the year school survey taken by teachers, students and parents.

E - Leadership

5/13/2020

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

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.

(7462 of 8000 maximum characters used)

We have several issues that are causing the problems at this site. The middle school has not been accountable for teaching the OAS which led to students being behind when they went to HS. Also the site has struggled with getting qualified, certified teachers. This year, both English and one math teacher are emergency certified. We also have had some lackluster teachers that are certified, but not doing high quality teaching. This has led us to where we are now with low test scores, high absenteeism, and students graduating without the skills they need to be successful in finding employment or seeking higher educational training. We are actively recruiting more engaging teachers and have purchased Acellus so that students can at least be exposed to all of the OAS. We have also improved our Alt education program and have been recruiting students that have previously dropped out of school. They prefer the Acellus over the software we previously used, because there is a teacher on video that is communicating with them. We have gone to one to one computers, so students can use their off time to keep moving forward. This has changed the entire building because students stay connected with learning even during lunch break, and downtime. Teachers that are not necessarily strong instructionally have started using Acellus to provide instruction. It also helps the emergency certified teachers because they are watching the lessons with their students. The videos help them learn how to communicate and teach concepts to students. The actions the district has taken to improve this site include: 1. New middle school principal that has changed the schedule and teacher positions to increase instruction at that level. 2. Using the leadership team to help address problems at the HS including discipline to improve attendance. 3. Using more ISD instead of suspension to improve attendance. 4. Using online programming for students that are in ISD or are suspended to maintain a flow of educational opportunities to improve attendance and test scores. 5. The site is reading Helping Billy to increase teacher awareness of students that have experienced trauma to reduce suspensions. 6. Implemented ISD at the middle school level so that those students do not take the seats of the HS ISD. 7. Using TLE more effectively to increase instruction and student achievement. 8. Implemented USA test prep and ACT Aspire to benchmark and improve instruction. 9. Had an outside superintendent with expertise in data review provide training for all staff to learn to use data for improvement of instruction. 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. Moderate/strong strength. Use appropriate technological tools and programs to enhance student learning moderate strength. Mix traditional classroom instruction with online delivery of instruction and content, including learning activities completed outside the school, granting the student a degree of control over time, place, pace, or path-moderate strength. Progress Monitoring: The district curriculum director/federal programs director will collect the data to ensure participation from all teachers and make sure they have the tools the teachers need to be successful. Professional Learning Communities will meet weekly to verify they are staying on course following the pacing schedules for the OAS. Operational Flexibility will be utilized as needed. The school promotes motivational competency in school rituals and routines, such as hallway and classroom wall displays, and student competitions. Strong Strength: all teachers differentiated assignments to provide the right balance of challenge and attainability for each student-strong strength: All teachers attended Great Expectations so that they are all on the same page. MStrong strength: Maintain sound classroom management. Progress monitoring: all students will be assessed, progress monitored weekly to check for implementation or problems within the required action steps for all three SMART Goals. Principal will conduct weekly checks to uninterrupted instructional time for ELA in the mornings and an additional 45 minutes prior to lunch. After school tutoring will be provided to all students grades K-12. Although the middle school is not on SI, they are being included in all strategies to ensure continuity district wide. Leadership team will keep records of all data collected through our action plan reviewed and assesses for effectiveness before any decisions are made for the remainder of the school year, and starting the following school year. The district is committed to assisting and supporting the plan. We will add the ability for students to work on enrichment, practice, on their chrome books with Acellus programming at home.

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: 1. Chronic Absenteeism OEE 4 In the 2019/2020 school year, the goal is to reduce the number of students arriving late for class by 10%, decrease the number of students who miss five or more days of school in the fall semester by 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>
Improve instruction to increase the likelihood students would attend class.	Steven Edwards	TLE	long time teachers not interested in improvement.	Ongoing	general	quarterly review
One on one computers to increase interest in curriculum.	Shellie Gammill, Stephen Howard, and Steven Edwards.	chrome books	internet is slow	ongoing	Title I and 515	quarterly review
Implementation of numerous afterschool programs and activities to get students more interested in school. This includes archery, robotics, music and drama, small engine class,	Amy Richmond, Shellie Gammill, Stephen Howard, Cody Barlow, and Steven Edwards	Grants, money, teachers with different interests, and time.	Finding different types of programs to meet the needs of every student.	Ongoing	Grants, Title I, and 515	Ongoing participation in programs and quarterly review of attendance.

drones, rockets, and school garden.

Expanding alt ed programs to meet the needs of all students

Erick Stark and Nikki Azlin

Computers and software

money for additional students to participate.

Ongoing

Coop funding from other schools.

Ongoing participation in programs and quarterly review of attendance.

Implementing internships for Jr. and Sr.

Nikkin Azlin

Businesses willing to allow students to shadow.

Finding a variety of businesses willing to shadow.

Ongoing

not needed

Ongoing participation in programs and quarterly review of attendance.

Implementing ISD at middle school to remove younger students from HS program

Peggy Prince

Additional room and computers

finding space for students

ongoing

general

Ongoing participation in programs and quarterly review of attendance.

Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

Priority 2 SMART Goal: 2. Curriculum OEE1In the 2019/2020 school year is to vertically and horizontally aligned curriculum that will achieve an increase in test scores by 10% in Math and English of the ACT by this years test date.

Pillar and Element: AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i>	<i>Name the individual(s) responsible for tracking the progress of the action step.</i>	<i>What resources will be utilized to complete the action step?</i>	<i>Consider the barriers to the completion of the action step and possible solutions.</i>	<i>What is timeline for each action step?</i>	<i>Identify any relevant funding source.</i>	<i>How will the action step be measured & when? Include data sources for tracking.</i>
Schedule was changed so all math, ELA, science teachers have planning the same time.	Steven Edwards	none	none	ongoing	general	Improved test scores because instruction is improving through aligning curriculum.
Implementing USA Test Prep and ACT aspire to benchmark students.	Steven Edwards	time and computers	internet is slow	ongoing	515 and general	Improved test scores because instruction is improving through aligning curriculum.

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: 3. Leadership OEE7In the 2019/2020 school year the high school will improve leadership evidenced by a 10% increase on the end of the year school survey taken by teachers, students and parents.

Pillar and Element: E - Leadership

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>
Leadership team meets weekly and is leading book study.	Vicki Knox, Jenny Davidson, Shaina Moon, and Pam Morgan.	Books and supplies	Time: It is difficult to get everyone including coaches together at one time.	Ongoing	general funding	survey at the end of the year.
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.	Shellie Gammill	time	none	Ongoing	none	survey at the end of the year.
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.

Shellie Gammill	Time	Teaching people to communicate effectively with each other.	December	general	Survey at the end of each quarter.
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Using TLE more effectively to increase instruction and student achievement.

Steven Edwards	time and TLE	People not willing to improve	Ongoing	general	survey at the end of the year
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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
Bud Rattan: Data driven decisions: How to collect data, examine it, and use it to make changes	8/5/2019	External Provider	5/18/20
Dr. Shepherd: Dealing with difficult students and how to assist them.	9/30/2019	External Provider	9/30/2019
Book Study: How to Help BILly	1/6/2019	LEA	9/30/2019
Alton Carter: Author of the Boy Who Carried Bricks speaker and workbook	1/6/2020	External Provider	1/6/2019
John Haste Team Cohesion Trainer for administrators and leadership team	10/15/2020	External Provider	1/6/2020
John Haste Team Cohesion Trainer for educators	1/6/2020	External Provider	5/15/2020
Google Docs: How to use for classroom management	9/30/2019	External Provider	1/6/2020
Weekly curriculum alignment meetings at each site.	8/8/2019	SEA	5/12/20
Monthly district meetings for book study discussions, curriculum alignment, and communication traini	8/8/2019	LEA	5/12/20