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Applicant: 01-I030 CAVE SPRINGS

Application: 2019-2020 Continuous Improvement Plan - A0 - 0705 CAVE SPRINGS HS

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

Cycle: Original Application

Date Generated: 4/27/2020 4:00:04 PM

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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.

<p><b>Areas of Focus</b></p>	<p><b>Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys</b></p>	<p><b>Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys</b> <i>(List Greatest Impact First)</i></p>
<p><b>Academic Performance - Elements 1,2,3</b></p>	<p>The strengths identified through the three data sources are linked to Essential Element 3 (Instruction). 3.4.b All teachers are appropriately certified. 3.5.b Technology is regularly used to expand the classroom. 3.6.b Instructional resources are sufficient in all content areas.</p>	<p>Challenges: OAS Curriculum alignment; Content area relevance; Vertical/Horizontal alignment; gaps/overlaps. Focus 1 -- Curriculum Alignment--Indicators 1.1.a;b;c fully aligned; aligned and implemented; age and developmentally appropriate. Focus 2 -- Content Relevance -- Indicators 1.1.d;1.7.a; 1.7.b connections between different content areas; challenging curriculum that addresses the academic core; curriculum elicits higher-order thinking and problem-solving skills. Focus 3 -- Systematic Curriculum Evaluation to ensure OAS Alignment: Indicators 1.6.b district does not have a curriculum committee; 1.6.d school does not analyze student performance data. Focus 4 --9EE 3 Instruction: Indicators 3.1 effective and varied instructional strategies are needed; 3.2 alignment of instructional strategies and learning activities also needs to be implemented with curriculum; 3.7 collaborative examination of student work is needed.</p>
<p><b>Learning Environment - Elements 4,5,6</b></p>	<p>We were able to identify one strength through the three data sources linked to EE 4 (School Culture) Element 4.1 (Safe, orderly and equitable learning environment).</p>	<p>Challenges: Focus 1-- Leadership: Indicators 4.2.d school leadership establishes and sustains a focus on continuous improvement in student learning; Focus 2 -- Indicators 4.7.c teachers contact families to discuss student progress; Focus 4--Indicator 4.8.c frequent and meaningful interactions between students and staff regarding academic performance, attendance, behavior and individual needs of students; Focus 3 -- Indicators 6.1.c the learning community encourages and provides support to all staff members and stakeholders to be life-long learners.</p>
<p><b>Collaborative Leadership - Elements 7,8,9</b></p>	<p>Through the data gathering process through the three sources Essential Element 8 -- Organizational Structure and Resources was identified. Element 8.6. a Schedule Alignment designed to maximize</p>	<p>Challenges: Comprehensive and Effective Planning. An obvious disconnect between the plan and actual implementation of the plan is present. Focus 1:1 -- Collection of data for planning: Focus 1 -- 9.2.a A systematic process for collecting, managing and analyzing data. Focus 2 -- 9.3.a collected data is used to identify and prioritize areas of need. Focus 3 -- 9.6.c School leadership team has identified a manageable number of student learning goals.</p>

instructional time was  
identified as a School  
Strength.

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## Mission/Vision Statements

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**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.

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Continuous Improvement Mission Statement(87 of 1000 maximum characters used)

The mission of Cave Springs School is to educate our students for a lifetime of success

Continuous Improvement Vision Statement (304 of 1000 maximum characters used)

In order to accomplish the Mission of Cave Springs School, we are committed to fostering in our students positive growth in social and emotional behaviors and attitudes essential for success in our diverse and competitive society and educating our students to achieve high levels of academic performance.

## 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\*

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**FY20 Priority 1:** SMART Goal (199 of 250 maximum characters used)

By the end of FY 20 school year, the percentage of chronically absent 9-12 grade students will decrease by at least 10%. We need to increase parent awareness about the importance of school attendance.

Pillar and Element

LE - School Culture\*

Target Date

5/15/2019

**FY20 Priority 2:** SMART Goal (249 of 250 maximum characters used)

By the end of FY20 school year, all teachers will have received extensive training in curriculum alignment with OAS to close reading and math gaps, so that students master state standards and increase the average ACT composite by .5 point or better.

Pillar and Element

AP - Curriculum\*

Target Date

5/15/2020

**FY20 Priority 3 (Competitive):** SMART Goal (0 of 250 maximum characters used)

Pillar and Element

Target Date

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**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.

<b>COMPONENTS</b>	<b>Implementation Level</b>	<b>Development Level</b>	<b>Planning Level</b>
<b>Overview of Continuous Improvement Plan</b>	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.
<b>Evidence Based Interventions (EBI)</b>	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.
<b>Progress Monitoring</b>	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.
<b>District Involvement</b>	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).
<b>Professional Learning Communities (PLC)</b>	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		

<p><b>Professional Development</b></p>	<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>
<p><b>Rigorous Review Process</b> <i>(Provide information only if using an external partner.)</i></p>	<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>
<p><b>Operational Flexibility</b> <i>(Provide information only if the site identifies barriers.)</i></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 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>

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## Plan Narrative

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**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.

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(7977 of 8000 maximum characters used)

OVERALL: The Oklahoma 9 Essential Elements Needs Assessment findings were used by the Cave Springs School Leadership Team in conjunction with the most recent OSTP student assessment data and local benchmark tests. Surveys were distributed to teachers, students, and parents to collect perception data about Cave Springs School. Having analyzed all three data points we identified our 2 Smart Goals using a triangulation process: Priority 1-By the end of FY20 school year, the percentage of chronically absent 9-12 grade students will decrease by 10% (9EE 4 School Culture). Priority 2 - By the end of the FY20 school year, all teachers will have received extensive training in curriculum alignment with OAS to close reading and math gaps, so that students master state standards and increase the average ACT composite by .5 point or better(9EE 1 Curriculum). The Leadership Team feels the data shows our root causes for low academic achievement to be chronic absenteeism and lack of rigor and curriculum alignment. In addition, we feel our Priority 1 Smart Goal needs to include the addition of a School Attendance Officer who will serve as a liaison between school, home, the Adair County Sheriff and the Adair County Court System. Priority 1 SMART Goal - Leadership team will meet weekly to review student attendance data; Attendance Officer will use data from weekly meetings to track and monitor student progress; Daily monitor student attendance and develop action plans for each identified student; Develop a protocol for monitoring students that are absent to include parental involvement of reporting the absence to our school and nature of the absence; Educate parents about absenteeism and impact on their child's education through Family Nights, One Call, Newsletters, Teacher contacts/communication with parents; Educating our students about the importance of being in school and how it impacts their education through one-on-one meetings with teachers and attendance officer, as well as, attendance data walls in classrooms, and individual student attendance data trackers; Partner with 21st Century Community Learning Center and Cherokee Nation JOM programs to provide engaging learning experiences for students who have excessive absences. Priority 2 SMART Goal - Developing and incorporating PLC teams to work on curriculum alignment and mapping; Creating pacing guides and curriculum maps in at least one core content area aligning resources to OAS; Providing teachers with the needed resources to develop curriculum (research reading and math programs aligned with OAS for possible purchase), while also providing them with training opportunities to build their capacity in curriculum development and sustain the process; Implement vertical team discussions during PLC's focused on curriculum alignment to close gaps and increase student mastery of standards; Analyze/monitor student performance and growth and make data-informed curricular improvement decisions; Utilize a 7 Step Review process to evaluate and assess the effectiveness of the designed curriculum. We feel the proposed action steps are needed and will be attainable through PLC planning time, PD, the use of an external provider, our attendance officer, and our Leadership Team. The sustainability of our goals will be maintained by building teacher and administrator knowledge and capacity in closing gaps with chronic absenteeism, curriculum alignment and mapping to ensure students master state standards, building professional learning communities to focus on collaboration, vertical teaming, data driven decision making, and results. It is our desire at Cave Springs High School to meet the needs of all of our learners and preparing them for college/career readiness. As outlined in our plan we will do that by creating and aligning curriculum so that our students master state standards using OAS and higher order thinking strategies to increase achievement and changing our school culture to decrease our chronic absenteeism rate. EVIDENCE-BASED INTERVENTIONS: Student Attendance -- the Leadership Team reviewed the literature on school absenteeism and discussed the specific characteristics of students attending Cave Springs School. To meet Evidence Based Instruction requirements we are going to partner with the 21st Century Community Learning Center program and the Cherokee Nation JOM program to provide engaging learning experiences for students who have excessive school absences (What Works Clearinghouse "Preventing Dropout in Secondary Schools" 2. Moderate Evidence). Another verified Evidence Based Instruction tool we are implementing is Benchmarking using ASPIRE or NWEA Map (2. Moderate Evidence). We are researching what would be the best benchmarking tool for our school and plan to implement benchmarking as soon as

possible. The Curriculum Alignment and Mapping process is a proven strategy to help "space learning over time and arrange to review key elements of the course content" (Educators Practice Guide Organizing Instruction and Study to Improve Student Learning, pgs. 5-7 - Moderate Evidence). In addition, assessments using quizzing to promote learning and re-expose students to key content not only reduces the rate at which information is forgotten but has "strong evidence" (WWC Practice Guide Organizing Instruction & Study to Improve Student Learning, pgs. 19-22 - Strong Evidence). There is also strong evidence of effectiveness of instructional teams (professional learning communities) positively benefiting student learning and ensuring that units of instruction are standards aligned and frequent assessment of student learning is research supported (Evidence Review and Effective Practices Briefs, pg. 6 - Strong Evidence). Furthermore, engaging instructional teams in assessing and monitoring student mastery shows strong evidence for effectiveness (Evidence Review and Effective Practices Briefs, pg. 11 - Strong Evidence).

**PROGRESS MONITORING:** We will use progress monitoring to assess students' academic performance, study their rates of improvement or progress toward goals, and determine how they are responding to instruction. In the classroom teachers will benchmark students in their class by assessing to three levels Below Basic, Basic, and Proficient. Seventh and eighth grade students will also be benchmarked using Alpha Plus and students grades 9-12 will be benchmarked using ASPIRE or NWEA Map (we are still researching the best benchmarking tool for our school). This begins our process of identifying and closing gaps. Information from the BOY benchmark will be analyzed and disaggregated by all teachers. This data is then used to drive our instructional decisions, including curriculum and instructional strategies needed. Teachers will also progress monitor using formative assessments throughout the year. In addition we will review eligibility lists to determine if students are proficient in their core content areas. At the middle and end of the year we will also administer benchmarks to monitor growth. Sustainability will be achieved using a consistent practice of assessing with benchmarks, progress monitoring with formative assessments, and using a data analysis and inquiry/reflection protocol. We will also use the 7 Step Process for evaluating the effectiveness of our curriculum.

**DISTRICT INVOLVEMENT:** Our administration and leadership team will support our CSI initiatives and SMART goals with chronic absenteeism and curriculum alignment. We are able to efficiently and effectively support changes to schedules that best meet the needs of our students. Our staff interacts to best meet the needs of all students, and there is continuous subject/discipline/teacher/student interaction. The Superintendent is also the Principal so no lines are drawn between district and LEA. We do not have enough space to complete our plan so the full Narrative will be placed in Supporting Documents.

**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:** By the end of FY 20 school year, the percentage of chronically absent 9-12 grade students will decrease by at least 10%. We need to increase parent awareness about the importance of school attendance.

**Pillar and Element:** LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured &amp; when? Include data sources for tracking.</i></p>
<p>The Leadership Team will meet weekly to review student attendance data.</p>	<p>Rhea Terrapin is the Parent Liaison and member of the Leadership Team.</p>	<p>Student Data</p>	<p>Review of student attendance data is important but there remains the problem of chronic student absenteeism</p>	<p>Weekly throughout the school year (August-May)</p>	<p>no funding necessary</p>	<p>Student Attendance Records; Student Assessment data</p>
<p>The Parent Liaison will use data from the weekly Team Meeting to track student progress</p>	<p>All Stakeholders: Parent Liaison, Leadership Team, High School Teachers &amp; Staff; Parents</p>	<p>Student Information System data, Teacher Records, Parent Liaison, data, court documentation</p>	<p>When it becomes obvious there is no cooperation from the home, the Parent Liaison uses the Adair County Sheriff, Cherokee Tribal Marshall, and the Adair County Court system</p>	<p>Weekly throughout the school year (August-May)</p>	<p>Title funds/General Fund/515</p>	<p>Parent Liaison will document all contacts. The impact of her work will be measured by overall decreases in student absenteeism, a decrease in both groups of absenteeism</p>
<p>Daily monitor</p>						

student attendance; develop action plans for each identified student.	All Stakeholders	Wengage Data from teachers on student attendance	No Challenges	Daily, throughout the school year (August-May)	No Funding Necessary	Parent Liaison will monitor Wengage Data
Develop Protocol on monitoring students that are absent to include parent reporting the absence to school, nature of the absence, etc.	All Stakeholders	Same Systems	Consistency in record keeping	Daily	No Funding Necessary	Parent Liaison will document and send to parents each quarter
Educating parents about their child being absent and the impact on that child's education	All Stakeholders	Family Nights, OneCall, Newsletters, Teacher contact with parents	Consistency in educating parents about the dangers of student absences	This will become an agenda item on all Parent Nights throughout the school year	No Funding Necessary	Leadership Team will review attendance of parents who attend Family Night and will send relevant research home
Educating students about how being absent impacts their education and Partner with 21st Century Community Learning Center and Cherokee Nation JOM programs to provide engaging learning experiences for students who have excessive absences.	All Stakeholders	Any tool which helps raise student awareness of how absenteeism affects their education 21st Century Community Learning Center Cherokee Nation JOM program	Effectively conveying the urgency of student attendance to children	On-Going throughout the school year	No funding necessary	Data will show student attendance improvement

**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:**

By the end of FY20 school year, all teachers will have received extensive training in curriculum alignment with OAS to close reading and math gaps, so that students master state standards and increase the average ACT composite by .5 point or better.

**Pillar and Element:**

AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured &amp; when? Include data sources for tracking.</i></p>
<p>Align instructional curriculum/resources with the Oklahoma Academic Standards (OAS) in grades 9-12</p>	<p>Leadership Team and Cave Springs School staff External Provider, ECS</p>	<p>Oklahoma Academic Standards ACT Standards OSDE website Curriculum Frameworks Learning Progressions</p>	<p>Stakeholder buy-in</p>	<p>FY2020 Schoolyear ending May 15, 2020</p>	<p>515 and Cave Springs School General Fund</p>	<p>Teacher Lesson Plans reviewed by the School Administrator; Review during staff meetings; PLC's-curriculum alignment and mapping Agendas and Sign-in Sheets; Benchmarks and ACT composite scores</p>
<p>Ensure alignment of the curriculum taught to the</p>		<p>OAS Information</p>				<p>Teacher Lesson Plans reviewed by the School Administrator; Review during staff</p>

standards in each core subjects with vertical teams and use a 7 Step Review process to evaluate effectiveness of curriculum	Leadership Team and Cave Springs School Staff External Provider, ECS	and/or OSDE website Training from ECS on vertical teaming and 7 Step Review Process	Check and balance of the plan Changing mindset	FY2020 Schoolyear ending May 12 2020 PD scheduled with ECS	Cave Springs School General Fund 515-External provider	meetings; PLC's-curriculum alignment and mapping Agendas and Sign-in Sheets; Benchmarks and ACT composite scores; 7 Step Review process
Creating and using formative assessments aligned to Oklahoma Academic Standards (OAS) in grades 9-12 to make	Leadership Team and Cave Springs School staff External Provider, ECS	OAS Information and/or OSDE website Benchmarking Tool/	Teacher Responsibility	FY2020 Schoolyear ending May 12 2020	Cave Springs School General Fund	Improved Student Test Scores as indicated on benchmark assessments and ACT.
Developing PLC teams to work on curriculum alignment and mapping	Administration All Teachers	External Provider, ECS Leadership Team Administration and all teachers	Time to work on curriculum alignment	Scheduled PLC's August, 2019-May, 2019	515 for external provider	PLC agendas, sign in sheets, reflections and evaluations, curriculum maps and external provider support will be used to measure completed curriculum
Creating Pacing guides and curriculum maps in at least one core content area	Administration All Teachers	External Provider Oklahoma Academic Standards ACT Standards OSDE website Curriculum Frameworks Learning Progressions Resources	Planning time to complete the process. Planning time will be provided during PLC's.	November, 2019-May, 2019	515 for External Provider	ACT composite scores; Administration and External Provider will monitor curriculum maps.
Review reading and math programs aligned with OAS for possible purchase	Administration and Math Teachers Leadership Team	Reading and Math program kits Oklahoma Academic Standards ACT standards Curriculum Frameworks Learning Progressions	Time to review programs with OAS.	October-December, 2019	515	Agendas, sign-in sheets



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**Action Steps**

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

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**Professional Development**

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**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.*

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Professional Development Name	Tentative Date	Provider	Date Completed
Beginning of year staff professional development which includes planning for student performance	8/1/2019	LEA	8/2/2019
Data analysis and review	8/1/2019	LEA	5/15/2020
BOY Data Disaggregation		External Provider	5/15/2020
Curriculum Alignment and Mapping - 9EE 1 Curriculum		External Provider	
Working in PLC's		External Provider	