
Application Printout

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Applicant: 54-I054 Graham-Dustin

Application: 2019-2020 Continuous Improvement Plan - A0 - 0705 GRAHAM 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> |
|--|--|--|
| Academic Performance - Elements 1,2,3 | EE2 Classroom Evaluation/Assessment 2.1 Multiple classroom assessments | EE1 Curriculum 1.3 Discussion of overlaps and gaps in curriculum. 1.4 Curriculum transition points. 1.6 Systematic evaluation of curriculum ensuring its alignment to OAS EE3 Instruction 3.6 Instructional resources. 3.2 Alignment of instructional strategies and learning activities. 3.1 Effective and varied instructional strategies used in all classrooms. |
| Learning Environment - Elements 4,5,6 | EE3 Instruction 3.5 Use of technology. 2.5 Assessments provide meaningful feedback. | EE4 School Culture; 4.7 Teachers communicate regularly with student families.4.3 Academic and behavioral expectations are high. 4.8 Teachers and staff inspire best effort.EE5 Student, Family, and Community Support 5.3 Reduction of barriers to learning. 5.4 Learning support beyond the classroom. 5.1 Family and community involvement in promotion of programs and service.EE6 Professional Growth, Development and Evaluation 6.2 Professional development plan. 6.4 School improvement goals connect with student learning goals. 6.5 Professional development is ongoing and job-embedded. |
| Collaborative Leadership - Elements 7,8,9 | EE7 Leadership 7.1 Leadership's shared vision. 7.3 Administrator's growth plan. 7.8 Safe and effective learning environment. | EE9 Comprehensive and Effective Planning 9.2 Collection of data for planning. 9.9 Action steps in school improvement plan aligned with school improvement 9.16 Commitment to continuous improvement. EE8 Organizational Structure and Resources 8.5 Staff team planning 8.6 Schedule alignment 8.7 Clearly defined process for use of fiscal resources |

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(231 of 1000 maximum characters used)

In partnership with students, parents, and the community, the mission of Graham-Dustin School is to inspire and prepare students to love learning, achieve lofty goals, and to make a positive contribution to our ever changing world.

Continuous Improvement Vision Statement (134 of 1000 maximum characters used)

Graham-Dustin's vision is to provide every student, every day, with a quality education within a safe and caring learning environment.

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 (122 of 250 maximum characters used)

By the end of the 2020 school year, our student test scores will increase by 5% in the categories of proficient and above.

Pillar and Element

AP - Curriculum*

Target Date

5/15/2020

FY20 Priority 2: SMART Goal (154 of 250 maximum characters used)

By the end of the 2020 school year, attendance (ADA) will increase by 3%. We will evaluate at the end of each nine weeks to assess the progress being made

Pillar and Element

LE - School Culture*

Target Date

5/15/2020

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

Pillar and Element

Target Date

Plan Narrative Rubric

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

| COMPONENTS | Implementation Level | Development Level | Planning Level |
|--|---|--|---|
| Overview of Continuous Improvement Plan | Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and 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.

(12 of 8000 maximum characters used)

SEE ATTACHED

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 the 2020 school year, our student test scores will increase by 5% in the categories of proficient and above.

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 & when? Include data sources for tracking.</i></p> |
| <p>Increase time on task in classroom by providing more hands on learning, computer assisted instruction, and lessons geared toward student interest</p> | <p>Classroom teacher Admin will track loss of instruction time</p> | <p>Computer programs- Edmentum, Renaissance, More hands on learning- teachers supplies, lessons more towards student interests</p> | <p>attendance, Varying academic levels among students in class, researching and purchasing appropriate computer programs in a timely manner PLC topics will address these issues and more classrooms visits</p> | <p>Upon approval-Order Materials Nov 1- Fully implemented Ongoing- Collect data to check progress Mid March- monitor progress and adjust May 18- Reflection and plan for next school year</p> | <p>515 funds</p> | <p>collect and review data Admin will review loss of instructional time and make adjustments with teachers monthly</p> |
| <p>We will purchase new curriculum for core areas aligned with OAS</p> | <p>CSI committee, School Staff</p> | <p>New curriculum, Math, Science, ELA, Social Studies</p> | <p>Not having the curriculum at the beginning of the school year. Get the curriculum ordered and in place ASAP</p> | <p>New curriculum will be in use before the end of the first semester</p> | <p>515 funds/Textbook Fund</p> | <p>meetings with teachers to discuss curriculum</p> |
| | | | <p>Time during day to complete and read data and to apply it</p> | | | <p>Principal will check in with teachers to</p> |

implement student benchmarking at the high school level 3-4 times per year

Teacher and principal

Renaissance-Star Math/ReadingLook at purchasing NWEA maps.Time to review dataData coach

to the classroom.Allow computer time to complete assessments, consult with a data coach to work with teachers

have these items purchased before the end of the first semester.

515 funds

make sure that they are completing the assessments and applying the information that the data coach is helping the teachers with

Create a data room to track implementation of CIP

Teacher and data coach

Data room suppliesData Coach

Finding right person for data coachImplementing at the middle of the yearPrioritize getting a data coach hired and getting teachers together with data coach to organize.

By the end of the first semester

515 Funds

Track the data room monthly. PLC will discuss monthly

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 the 2020 school year, attendance (ADA) will increase by 3%. We will evaluate at the end of each nine weeks to assess the progress being made

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> |
| Attendance competition between grade levels | Counselor | Ice cream/snow cones/pizza College Visits | Illness, Flu, weather encourage flu shots and encourage students not to miss if they are not sick | Monthly every 9 weeks | Booster Club, private donations | daily attendance taken by teachers and reported to office. Weekly reports run and information placed on data wall to challenges grade levels. |
| Implement anti-bullying campaign | CSI Committee | Okfuskee County Youth Services, Creek Nation, Stop-It App, CRE-OKS, Sheriff Office | Identifying bullying vs conflict, changing of attitudes Stop It App Form for students to fill out anonymously | On-going. Implement immediately | State and local agencies | Attendance logs, and discussed with CSI committee |
| Building relationships with | | | Time, getting | | | |

| | | | | | | |
|---|-------------------------|--|---|----------|-----------------|--|
| Wes Watkins, Muscogee Creek Nation, Okfuskee County Youth Services, and CREOKS | Administration/Teachers | Time allotted to work with said groups | necessary people together Scheduling in advance to make sure dates are available. | On-going | State and Local | Review what is being done to make sure that goals are being accomplished. |
| | | | | | | |
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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 |
|--|----------------|-------------------|----------------|
| CSI Plan Overview/Data Review | 7/30/2019 | SEA | 7/30/2019 |
| Okfuskee County Youth Services/ Bullying | 8/6/2019 | External Provider | 8/6/2019 |
| OWN IT, Misty Norman, Anti Bullying | 8/16/2019 | External Provider | 8/16/2019 |
| Curriculum alignment | 1/6/2020 | External Provider | |
| EngageOK | 11/2019 | SEA | |
| EngageOk | 2/2020 | SEA | |
| Trama Informed | 11/2019 | External Provider | |
| Curriculum research visitation | 10/2019 | External Provider | |
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