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**Application Printout**

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Applicant: 55-Z003 OKLAHOMA CONNECTION ACADEMY

Application: 2019-2020 Continuous Improvement Plan - A0 - 0972 OKLAHOMA  
CONNECTION ACAD. 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>
<b>Academic Performance - Elements 1,2,3</b>	1.1 1.3 1.4 2.1 2.2 2.5 2.6 2.7 2.8 3.1 3.2 3.4 3.5 3.6 3.7	1.2 District facilitates and communicates OAS curriculum standards 1.5 Continuing education, including postsecondary education, life and career options 1.6 Systematic evaluation of curriculum ensuring its alignment to OAS 1.7 Common academic core, as identified by OAS 2.3 Student awareness of academic expectations 2.4 Identification of curriculum gaps using test scores 3.3 Monitoring of instructional strategies and learning activities 3.8 Homework
<b>Learning Environment - Elements 4,5,6</b>	4.1 4.2 4.3 4.4 4.5 4.6 4.7 4.8 4.9 4.10 4.11 5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8 5.9 5.10 5.11 6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8 6.9 6.10 6.11 6.12	4.5 Teacher recognition of role in student success 4.8 Teachers and staff inspire best efforts 4.9 Dissemination of information to stakeholders 4.10 Student achievement is publicly celebrated 4.11 Provisions for the needs of all students 5.4 Learning support beyond the classroom 6.11 Improvement plan identification of leadership skills
<b>Collaborative Leadership - Elements 7,8,9</b>	7.1 7.2 7.3 7.4 7.5 7.6 7.7 7.8 7.9 7.10 7.11 7.12 8.1 8.2 8.3 8.4 8.5 8.6 8.7 8.8 8.9 8.10 8.11 8.12 9.1 9.2 9.3 9.4 9.5 9.6 9.7 9.8 9.9 9.10 9.11 9.12	7.3 Administrator's growth plan 7.4 Use of disaggregated data in school plan 8.5 Staff team planning 9.3 Use of collected data for planning 9.4 Planning reflects research and internal review 9.5 Planning reflects unique learning needs 9.6 Planning shows desired results 9.14 Evaluation of achievements from the school improvement plan 9.15 Evaluation of impact on class and student performance of school improvement plan

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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(847 of 1000 maximum characters used)

Oklahoma Connections Academy will help each student maximize his/her potential and meet the highest academic standards through a uniquely individualized learning program which includes a flexible schedule, high-level teacher interaction, rigorous curriculum and family involvement. This defines our vision - high academic standards coupled with an individualized learning program and a rigorous curriculum. Our goals include training teachers to be highly effective in the virtual environment using both internal and external sources, to continuously improve the quality of our curriculum and its alignment to Oklahoma academic standards and to provide strong leadership in all areas. We will meet our goals by analyzing multiple data points carefully to find areas of strengths and weaknesses which we will address through a variety of forums.

Continuous Improvement Vision Statement (847 of 1000 maximum characters used)

Oklahoma Connections Academy will help each student maximize his/her potential and meet the highest academic standards through a uniquely individualized learning program which includes a flexible schedule, high-level teacher interaction, rigorous curriculum and family involvement. This defines our vision - high academic standards coupled with an individualized learning program and a rigorous curriculum. Our goals include training teachers to be highly effective in the virtual environment using both internal and external sources, to continuously improve the quality of our curriculum and its alignment to Oklahoma academic standards and to provide strong leadership in all areas. We will meet our goals by analyzing multiple data points carefully to find areas of strengths and weaknesses which we will address through a variety of forums.

## 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 (157 of 250 maximum characters used)	Pillar and Element	Target Date
Oklahoma Connections Academy will increase the graduation rate using the 4 year (1 point), 5 year (.85) and 6 year (.5) formula recognized by	AP - Classroom Evaluation/Assessment*	5/15/2020

OKSDE to 57.5%.

**FY20 Priority 2:** SMART Goal (149 of 250 maximum characters used)

Oklahoma Connections Academy will increase student enrollment in post-secondary opportunities by 0.8 points measured through OSDE School Report Card.

Pillar and Element

Target Date

E - Leadership

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.

<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		

<b>Professional Development</b>	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.
<b>Rigorous Review Process</b> <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.
<b>Operational Flexibility</b> <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.

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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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(5979 of 8000 maximum characters used)

Overview of Continuous Improvement Plan: The School Leadership Team determined current functioning of our program using the Oklahoma Nine Essential Elements framework. Needs assessment data were reviewed by the team, including OSTP assessment data, course completion rates, and teacher/parent/student perception survey responses. SMART goals were then derived based on data triangulation. The first SMART goal is to increase the school's graduation rate using the 4 year (1 point), 5 year (.85) and 6 year (.5) formula recognized by OKSDE to 57.5%. The second SMART goal is to increase student enrollment in postsecondary opportunities by 0.8 points measured through OSDE School Report Card. A critical action step to improve our graduation rate to 57.5% is replacing Scantron benchmark assessments with NWEA MAP assessments in grades 9-12 at the beginning, middle, and end of the school year. Additionally, we will track assessment data and build a program of individual student support through weekly PLC discussions. Post secondary opportunities are an area of need based on state school report card data. In order to increase our enrollment of students in postsecondary opportunities, we will employ various strategies and action steps. Development of Individual Career Academic Plans (ICAP) will require students to plan their unique career/academic pathways through assigned tasks and monitoring of data. Students will develop goals that lead to greater enrollment in postsecondary opportunities. The ICAP team will strategically develop a menu of activities for each grade level that scaffold the student experience from interest inventories to course selection, and career exploration to enrollment in concurrent courses, tech/trade programs, and internships. Staff professional development focused on the PLC process, ICAP planning/implementation, and NWEA reporting is a key element in supporting the realization of our SMART goals. Evidence Based Interventions: "The process used to select the Evidence Based Interventions was chosen based on state requirements, stakeholder surveys, state testing data, (and the 9E's). ICAP requirements and NWEA benchmarking will identify students that are falling off track faster so we can then assess those issues and get students back on track to graduate on cohort. ICAP supports post secondary awareness and participation while NWEA supports early intervention resulting in higher successful course completion rates. These processes are used throughout all four years of high school, creating long term sustainability for students with all educational backgrounds. Allensworth, E., & Easton, J. (2005). The on-track indicator as a predictor of high school graduation. Chicago,IL: Consortium on Chicago School Research. Retrieved from <http://consortium.uchicago.edu/publications/track-indicator-predictor-high-school-graduation> "Progress Monitoring: Benchmarking product uses SCANTRON and is outdated. We will use CSI funds to update to NWEA for mid and post testing. Students are tested in math and reading at the beginning, middle, and end of each school year. A student's test results help teachers identify areas of strength and weakness and allow teachers to tailor their instruction to support students in those areas. Homeroom teachers also have groups of students who they are responsible for monitoring in the areas of progress, grades, and attendance. Teachers meet weekly in PLCs to identify students who may be at risk in these areas. The PLC team develops plans to support at-risk students, and student data is tracked in a shared document. This data is also used to identify students who need more extensive interventions in the RTI process. CSI will enable us to update our outdated benchmarking system to NWEA, providing teachers with usable data. District Involvement: The district plans to incorporate ICAP per state requirements and train staff how to guide students through the process using the [okcareerguide.com](http://okcareerguide.com) website. The school will utilize this tool to guide students to a career path suited to their individual interests and allow them to explore said career. The school also plans to implement NWEA Benchmark testing to find gaps in student knowledge allowing teachers the ability to work with small groups on common objectives. Professional Learning Communities: To meet the needs of highle effective PLC's OKCA will send staff to solution tree PLC training and these staff members will return and train other staff members. OKCA PLCs meet weekly to identify and discuss progress of at risk students. This process starts with each teacher looking at students in their home room. Teachers bring up students at the meeting who are falling behind on grades and/or lessons causing them to be at risk for retention. During the meeting each PLC member has a piece of the data they are

looking at for the student. As a team they set a plan of action for assisting the student and the home room teacher tracks the data over time in a shared sheet. This process assists the school in reaching out to students who might not be successful otherwise. When teachers reach out to students from the PLC meeting we often discuss graduation requirements and post secondary options with the student in order to make their education more personal. If the student continues to struggle the team can decide to start the RTI process if needed. Professional Development: The leadership team will keep track of all records of professional development, and identify areas of concern and revamp professional development needs to align with the SMART goal(s). The leadership team will also pull SMART goal(s) data that correlates with staffs' professional development attendance and analyze the effectiveness of the professional development providers. This data will be used to assess the progress in achieving the SMART goal(s) as well as aide in determining the upcoming year's professional development needs.



**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:** Oklahoma Connections Academy will increase the graduation rate using the 4 year (1 point), 5 year (.85) and 6 year (.5) formula recognized by OKSDE to 57.5%.

**Pillar and Element:** AP - Classroom Evaluation/Assessment

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>During the 19/20 school year our school will utilize NWEA benchmark assessments (purchased through this fund) for grades 9-12, three times per year, to identify the bottom performing 15% of students for targeted instruction.</p> <p>High School PLCs</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>High School Homeroom Teachers, Assistant Principal</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>NWEA Map Testing Program, NWEA Reporting Suite, NWEA PD</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>NWEA test must be proctored, so we will create testing sessions in Live Lesson classrooms and teachers will monitor students online</p>	<p><i>What is timeline for each action step?</i></p> <p>Beginning, middle, end of year test administrations with data analysis following each administration in PLC groups</p>	<p><i>Identify any relevant funding source.</i></p> <p>CSI funds</p>	<p><i>How will the action step be measured &amp; when? Include data sources for tracking.</i></p> <p>Three times per year, NWEA Individual Student Reports (RIT score, individual student skill deficits, plan for small group/individual intervention)</p>

will develop and maintain a consistent procedure for identifying failing students, present students at PLC weekly, and develop action steps to support failing students	High School PLC Teams (9/10, 11/12)	Grade Distribution Report (Sharepoint), Gradebook, Solution Tree PLC Training	Length of PLC meetings. Getting all staff trained through Solution Tree. Sending staff in small groups to train and come back and train other staff.	Weekly, full year	CSI Funds/General Funds	Measured weekly via PLC Tracking Sheet
Hire a School Improvement Specialist to monitor credit deficient students for progress and support needed	School Principal	Qualified applicants.	Finding a qualified person after the beginning of the school year. Keep looking until we find the right person to fit our needs.	As soon as funding is approved.	CSI Funds/General Funds	Measured weekly via teacher data sheets and PLC off cohort tracking sheet
Establish and maintain a consistent system of identifying, communicating with, and intervening with failing students through the use of a Graduation Specialist.	High School subject area teachers	Curriculum based assessments, Sharepoint grade distribution report	Conducting bi-weekly and monthly communication requirements with students due to disengagement	Monthly, full year	n/a	Curriculum based assessment completion report monitored bi-weekly by admin/teachers, weekly monitoring of required contacts by homeroom teachers
Conduct credit checks with student and caretaker, acknowledgement of credit check	Homeroom teachers, Assistant Principal	Credit check data view form	Student and caretaker acknowledgement completion three times annually	Beginning, middle, end of school year	n/a	Credit Check Data View export, homeroom teachers tracking sheets
Monitor student withdrawal codes, follow up with students regarding next destination	Administrative Assistant, Assistant Principal	Rainbow List from Power BI, Stage V data tracking document, student communication logs	Locating withdrawn students and determining next destination	Weekly, full year	n/a	Monitor Rainbow list weekly, monitor student withdrawal information and codes weekly



## 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:** Oklahoma Connections Academy will increase student enrollment in post-secondary opportunities by 0.8 points measured through OSDE School Report Card.

**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 &amp; when? Include data sources for tracking.</i>
25% of students will attend a National Live Lesson over College and Career Readiness	Post-Secondary SIP Committee - Ashley and Rae	National Live Lesson Attendance Report	Publicizing the information for the students. Posting information early and often.	Full Year - Monitored quarterly	n/a	Measured quarterly through National Live Lesson Attendance Report.
75% of 11th and 12th grade students that are dual or concurrently enrolled will be identified	Google questionnaire form inquiring about post-secondary enrollment. Dawn, Wayne, Greg	Google Forms	Students participating and disclosing information about their concurrent enrollment.	2x per year	n/a	measured 2x per year through Google forms.
OKCA will offer 1 college/tech field trip a month to students that focuses on post-secondary opportunities.	Postsecondary field trips will be posted on the message board, newsletter and, if applicable, webmailed to targeted students. Rick, Stephanie, Tom,	Webmail and Field Trip Team Coordination	Finding field trips that will interest students in populated areas. Finding colleges to coordinate college visits with.	Quarterly	n/a	Measured 4x per year through Field Trip attendance/Field trip tracking.

Janie, Naomi, Field trip committee

Starting with 9th grade, students will take a Career & College Interest Survey every year.

SIP Committee with homeroom teachers

Freshman Success curriculum & okcareerguide.com post-secondary SIP committee

Holding students accountable for completing this assignment through the website.

yearly/by semester

n/a

Checking student progress throughout the year. Measured at the end of the year through the website.

Through the hiring of a Graduation Specialist in our counseling department, 100% of 10th grade students will research post-secondary options and set a career goal.

SIP Committee with homeroom teachers

Adult Roles & Career Planning curriculum through Sophomore Success

Holding students accountable for completing this assignment through Sophomore Success

Yearly/by semester

n/a

measured yearly and by the end of semester by course. Section grade book.

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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
ICAP Trainings		LEA	
Excellence Math Training	09/14/2019	SEA	09/14/2019
NWEA training with the company		External Provider	
Excellence Math Training			