Applicant: 72-I001 TULSA
Application: 2019-2020 Continuous Improvement Plan - A6 - 0530 Daniel Webster Middle School
Project Period: 7/1/2019 - 6/30/2020
Cycle: Amendment 1
Date Generated: 4/27/2020 5:02:04 PM
Generated By: 14570
### Nine Essential Elements (9EE) Needs Assessment Prioritization

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

| Areas of Focus               | Indicators Identified as School Strength from:  
|                             | 9EE Needs Assessment  
|                             | Schoolwide Data Picture  
|                             | Stakeholder Surveys  
| Academic Performance - Elements 1,2,3 | Teachers have identified the curriculum necessary to ensure the depth of knowledge and skills needed for students to be proficient on standards.  
|                             | 3.1 Current teaching strategies have not resulted in student-centered, higher order thinking and multiple forms of instruction. 3.7 Teacher teams have not received training in the examination of student work; therefore, analysis has not occurred.  
| Learning Environment - Elements 4,5,6 | Parents: My child has access to academic support programs and I receive information about my child’s behavior, including attendance, in a timely manner  
|                             | 4.11 Equity and diversity are valued and supported. 4.10 Student achievement is valued and publicly celebrated.  
| Collaborative Leadership - Elements 7,8,9 | 7.2 Leadership decisions are collaborative and data-driven. 8.9 Funds are aligned with school goals.  
|                             | 7.6 The school leadership maximizes time effectiveness. 8.4 The staff use of instructional time is efficient in order to maximize learning.  

**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 (243 of 1000 maximum characters used)

Webster is an inclusive community of learners and leaders who value student voice and choice as evidenced by offering personalized pacing, on and off-site interest-based learning and genuine staff-student relationships anchored in commonality.

Continuous Improvement Vision Statement (468 of 1000 maximum characters used)

Webster is an inclusive community of learners and leaders who value student voice and choice as evidenced by offering personalized pacing, on and off-site interest-based learning and genuine staff-student relationships anchored in commonality. We offer relevant, innovative experiential learning opportunities that prepare life-long problem solvers for an ever-changing world. Our school is guided by love, equity, equality and a belief in "progress over perfection".

**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 achieveable. '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*

<table>
<thead>
<tr>
<th>FY20 Priority 1: SMART Goal (65 of 250 maximum characters used)</th>
<th>Pillar and Element</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>For 2019-2020 student attendance will increase by 0.5% to 90% ADA</td>
<td>LE - School Culture*</td>
<td>5/1/2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY20 Priority 2: SMART Goal (80 of 250 maximum characters used)</th>
<th>Pillar and Element</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>By EOY 2020, 51% of Webster MS students will have met their growth goal in math.</td>
<td>AP - Instruction*</td>
<td>5/1/2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY20 Priority 3 (Competitive): SMART Goal (0 of 250 maximum characters used)</th>
<th>Pillar and Element</th>
<th>Target Date</th>
</tr>
</thead>
</table>
**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.

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>Implementation Level</th>
<th>Development Level</th>
<th>Planning Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Continuous Improvement Plan</td>
<td>Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achievable.</td>
<td>Narrative addresses all components, but some lack thoroughness and clarity. Action Steps have gaps or may need revision.</td>
<td>Narrative does not address a majority of components with thoroughness and clarity. Action Steps are incomplete or unachievable.</td>
</tr>
<tr>
<td>Evidence Based Interventions (EBI)</td>
<td>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.</td>
<td>The process the site used to select the EBIs is described in detail along with how these EBIs support the SMART Goal(s).</td>
<td>The process the site used to select the EBIs is outlined, but no connection to the SMART Goal is evident.</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>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.</td>
<td>The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction are described.</td>
<td>The elements of progress monitoring are mentioned, but in general terms; not specific to the site or the SMART Goal.</td>
</tr>
<tr>
<td>District Involvement</td>
<td>Provides specific examples of how the District will support the development and implementation of the SMART Goal(s).</td>
<td>Provides an overview of the how the District will support the development and implementation of the SMART Goal(s).</td>
<td>Provides brief statement about District involvement, with no connection to SMART Goal(s).</td>
</tr>
<tr>
<td>Professional Learning Communities (PLC)</td>
<td>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.</td>
<td>The narrative discusses the PLCs role in supporting the SMART Goal(s) and includes examples to potential topics.</td>
<td>The site currently does not use PLCs and/or narrative provides a brief statement about PLCs.</td>
</tr>
<tr>
<td>Describes the process of how the site</td>
<td></td>
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<tr>
<td>Professional Development</td>
<td>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).</td>
<td>Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).</td>
<td>Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.</td>
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</tr>
<tr>
<td>Rigorous Review Process</td>
<td>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.</td>
<td>The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.</td>
<td>The Rigorous Review Process has not been addressed.</td>
</tr>
<tr>
<td>Operational Flexibility</td>
<td>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.</td>
<td>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.</td>
<td>Operational flexibility have not been addressed.</td>
</tr>
</tbody>
</table>
Overview/District involvement: We are committed to continuous improvement at Webster Middle School. Through our challenge to our teachers, staff and administrators, we are asking that everyone is open to learning and learning together. We know that the move to personalized, competency-based learning is difficult and there will be challenges as well as breakthroughs. Part of our aspiration states that we value “progress over perfection” and this is what we have to model with both students and staff. Across our entire school, we use data regularly to track student progress, to identify students at risk of drop-out (EWI), and to review student work. Our Continuous Improvement Plan is also driven by data. Along with other data sources, we used focus groups. We supported focus groups of community members, teachers, and students to learn more about the perspective of our stakeholders. This included a total of almost 50 hours of interviews. We also conducted over a dozen deeper, 45-minute empathy interviews with students. After we conducted this initial stakeholder engagement, we created a design team comprised of students, parents, community members, and educators. This design team developed our strategic plan and shared it with our students, faculty, and community. Based on all that we learned, we are committed to continued and deep engagements with students, parents, and staff. We will continue the use of parent facilitators and regular parent outreach. We are deepening our engagement of parents through community-embedded events including hosting informal gatherings in the neighborhood, piggy-backing school engagement activities on top of other events that attract parents, and improving our electronic communication with parents. Additionally, we distributed the 9EE needs assessment and from this, we learned the following: (1) Webster students are asking for authentic relationships: Students need adults to know who they are and how they feel. They want adults to coach them through the challenges that matter most. (2) Balancing School and Life: They aren’t always sleeping enough or eating well, so school had to address their basic and deeper needs. Webster students are asking for help in learning to balance the many demands of life. (3) Real World Learning: Students are asking for school to prepare them to transition into adult life. (e.g., financial planning, taxes, legal responsibilities life skills, etc.) We reviewed academic data including transcripts, course-taking patterns, MAP results, and credit accrual rates. We understand that our students are not (yet) achieving their full academic potential. Webster will continue to use the Early Warning Indicator (EWI) system to help identify and intervene in students at risk for drop-out. We are transitioning away from a block schedule, which will help us increase the number and range of elective options available to students. Webster MS will return to the 7 period school day to ensure a full day of challenging and rigorous curriculum is provided for all students. All of this work was done through a year-long design process lead by our district design team. Their support was invaluable to us. EBI: Other reform strategies include a deep investment in relationship building, professional learning time, and rigorous core curriculum. We will continue our relationship with City Year, which has a track record of success at Webster High School. City Year Corp members forge strong relationships with students, focusing on “Tier 2” students that need additional support and attention. We have identified City Year as a strong EBI and will be using $150 funds to support the program. Another strong EBI we are using is the Character Strong Advisory Curriculum. We found evidence on its effectiveness on the What Works Clearinghouse. We will provide several class sets of novels that the ELA teachers will use to ensure that students are reading complex texts. We will also provide some instructional materials to the science team so that they are reinforcing literacy across the curriculum and math skills. PLC/PD/District Involvement: Webster will provide two continuous strands of professional development this year. The first is sustained exposure to brain science and its connection to student learning. Through this, all Webster teachers will have the opportunity to learn more about creating safe, trusting, and educationally-rich relationships with students. The second strand focuses on competency-based education. This will help participating teachers learn about personalized and competency-based education and develop a vision for Webster. Webster recruits, trains, and works to invest deeply in our staff. All staff have weekly PLC time within their department, which helps build a sense of connection with colleagues. In addition, we run several staff appreciation events throughout the year. The district supports the math curriculum...
that we use, Teach to One, and provides PD for the math department and administration. Progress Monitoring: The combined Middle and High School administration team along with the Webster Beyond Grant Director will ensure that all classroom walk-throughs, observations, and evaluations are complete and on time per policy. In addition, the administration team will provide coaching supports and offer district assistance to all teachers which will, in turn, effect positive student outcomes. Coaching data and conversations will be captured using Whetstone.
**Priority 1 SMART Goal:** For 2019-2020 student attendance will increase by 0.5% to 90% ADA

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

<table>
<thead>
<tr>
<th>Action Step Descriptions</th>
<th>Responsibility</th>
<th>Necessary Resources</th>
<th>Challenges</th>
<th>Timeline</th>
<th>Funding Source</th>
<th>Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will be done to achieve this goal? Identify the applicable descriptor(s).</td>
<td>AP Tim Maxeiner</td>
<td>scheduling for advisory; technology</td>
<td>working technology and additional demands on advisory time; administration and site tech will ensure technology is repaired and replaced as needed; administration will ensure advisory curriculum remains a top priority for advisory time</td>
<td>September - May</td>
<td>5150</td>
<td>administrator check-ins and walk-throughs; advisory teacher feedback; attendance data from Data Dashboard</td>
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<tr>
<td>Character Strong Advisory Curriculum</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Early Warning Indicator (EWI) system</td>
<td>Shelly Holman and Department Leads</td>
<td>Time for EWI meetings</td>
<td>Teachers not embracing the process</td>
<td>September - ongoing</td>
<td>none</td>
<td>Data Dashboard</td>
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<tr>
<td>City Year</td>
<td>Shelly Holman</td>
<td>contract with City Year, schedule for corp members, time to plan with corp members</td>
<td>Students not wanting to develop relationships with corp members</td>
<td>ongoing</td>
<td>5150 and district</td>
<td>Corps members' records of interactions and interventions with students</td>
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<tr>
<td></td>
<td>Shelly Holman</td>
<td>additional electives</td>
<td>Not having allocations for elective teachers</td>
<td>prior to beginning of school year</td>
<td>none</td>
<td>Data Dashboard</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Alyssa Johnston</td>
<td>technology, office space, materials</td>
<td>Parents not engaging with us</td>
<td>September - ongoing</td>
<td>5150</td>
<td>parent communication logs</td>
</tr>
<tr>
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</tbody>
</table>

We are transitioning away from a block schedule, which will help us increase the number and range of elective options available to students, creating a more positive culture.

Parents not engaging with us.

September - ongoing
### 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.

<table>
<thead>
<tr>
<th>Priority 2 SMART Goal:</th>
<th>By EOY 2020, 51% of Webster MS students will have met their growth goal in math.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pillar and Element:</td>
<td>AP - Instruction</td>
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<th>Timeline</th>
<th>Funding Source</th>
<th>Progress Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hire a math interventionist to provide additional support individually and in small groups to identified students</td>
<td>Principal Shelly Holman</td>
<td>Talent Management</td>
<td>Not being able to find a qualified candidate; students not progressing to fill gaps and complete grade level work</td>
<td>Before school</td>
<td>5118 and 5150</td>
<td>MAP Assessment Data and TTO data</td>
</tr>
<tr>
<td>Teach to One math</td>
<td>Principal Shelly Holman and math department chair</td>
<td>ITO district coordinator; TTO software program</td>
<td>Students not working at a fast enough pace to make up gaps and complete grade level work</td>
<td>ongoing</td>
<td>district</td>
<td>MAP Assessment Data and TTO data</td>
</tr>
<tr>
<td>Grade Level Teams - weekly data analysis meetings</td>
<td>AP Tim Maxeiner</td>
<td>schedule</td>
<td>Teachers not taking the time to review and utilize the data</td>
<td>weekly beginning August 27</td>
<td>district</td>
<td>department leads will keep accurate PLC agendas</td>
</tr>
<tr>
<td>City Year</td>
<td>Principal Shelly Holman</td>
<td>schedule</td>
<td>Students not wanting to meet with corp members</td>
<td>ongoing</td>
<td>5150 and district</td>
<td>Corps members' records of interactions and interventions with students</td>
</tr>
<tr>
<td>Provide math manipulatives for classes</td>
<td>AP Tim Maxeiner and math department chair</td>
<td>none</td>
<td>Teachers not using the manipulatives by September 5150</td>
<td>Admin walk-throughs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Professional Development Name</th>
<th>Tentative Date</th>
<th>Provider</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brain Science</td>
<td>8/16/2019</td>
<td>LEA</td>
<td></td>
</tr>
<tr>
<td>Teach to One Math</td>
<td>8/27/2019</td>
<td>External Provider</td>
<td></td>
</tr>
<tr>
<td>Competency based education</td>
<td>9/2019</td>
<td>LEA</td>
<td></td>
</tr>
</tbody>
</table>