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Applicant: 34-I023 WAURIKA

Application: 2019-2020 Continuous Improvement Plan - A0 - 0510 WAURIKA MS

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	The strengths identified through the data sources are linked to essential element #3. Use of technology 3.5b- Technology is regularly used to expand classroom into the community. 3.5e-School leadership evaluates the effective use of technology for instructional purposes 3.8f-Teachers collaborate to design homework within and across content areas.	Challenges: 1.1a Need for fully aligned curriculum with OAS curriculum standards. 1.2a-District needs to facilitate grade level (horizontal alignment) to ensure that OAS standards are being met. 1.2f- School will provide multiple forms of support throughout grade levels. 1.4 To systematically facilitate discussion from primary to secondary grade levels. 2.1a To align all assessments with OAS standards. 2.1e School leadership and staff will develop systematic assessment program for all content areas. 2.4a Conduct on-going analysis of the results of multiple classroom assessments. 2.5b To provide multiple forms of classroom assessments to determine instructional modifications.
Learning Environment - Elements 4,5,6	An identified strength at through the data sources is school improvement goals and on-going professional development. The district sites collaborate to form a professional learning community to ensure teacher efficacy and enhanced professional practices.(6.4 e) The school provides a clear and precise evaluation process fir certified personnel. (6.7 b) School leadership provides regular land meaningful feedback to all teachers. (6.12 b)	Challenges: 4.1A-The physical structures and condition of the school provide students and staff with safe and orderly learning environment. 4.7c-Teachers involve students in reporting student progress to families.
Collaborative Leadership - Elements 7,8,9	Identified strength through the data sources are school leadership EE7, and structure and resources EE8. The school leadership team communicates the vision and mission statement to all stakeholders and the community, (7.1b) Safe and effective learning environment for all students. (EE7.8). School use of resources, the mastery schedule provides opportunities for students for	Challenges: EE9, The schools data collection for planning, sets of data collected in each area of the profile are integrated and analyzed. Evaluation of impact on class and student performance of school improvement. 9.1A

students to access college opportunities (8.2F)

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(264 of 1000 maximum characters used)

The mission at Waurika Public Schools School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion.

Continuous Improvement Vision Statement (698 of 1000 maximum characters used)

Waurika Public Schools will strive to provide a supportive learning environment that will empower all students to be successful and productive members of society. We will motivate our students by providing them with a well-rounded education that will assist them in becoming confident leaders within our community. Waurika Public Schools will model leadership through academic excellence and positive community collaboration. Our students will become critical independent thinkers who express a sense of pride, self-drive and a compassion for knowledge. We will become successful by building upon the foundation of strong student character while producing confident, independent lifelong learners.

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 (124 of 250 maximum characters used)

To focus and improve on chronically absent students in grades 6-8. To increase attendance in grades 6-8 by a minimum of 15%.

Pillar and Element

LE - School Culture*

Target Date

5/1/2020

FY20 Priority 2: SMART Goal (170 of 250 maximum characters used)

To focus on improved parent communication with parents or guardians in grades 6-8. To increase parent/teacher conferences by 15% attendance at both available conferences.

Pillar and Element

LE - Student, Family, & Community Support

Target Date

5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (138 of 250 maximum characters used)

Pillar and Element

Target Date

Student performance in all core subjects will increase at proficient level by 10% on the OSTP. This will be discussed during a site visit.

AP - Curriculum*

5/1/2020

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.

(7879 of 8000 maximum characters used)

Overview: The site will be reforming our educational plan and implementing new tactics to improve student and teacher absenteeism, educational curriculum alignment with OAS and improve communication with parents. Waurika MS has chosen the three previous stated goals after thorough review of deficiencies within the site. Data points indicate the initial focus should be on student and teacher absenteeism. The student absenteeism rate is determined by the daily ADM; the teachers were absent on average 11 school days. Chronic absenteeism is an area of need; students and teachers are missing valuable instruction due to repeated absences. The "Action Steps" are to begin properly enforcing the current absenteeism policies which would directly impact and improve student success. The next goal is to vertically align subject areas through curriculum mapping to ensure all standards are taught to mastery. Our initiative will begin by allowing and encouraging teachers to collaborate with peers, utilize available resources and research new techniques. Our third goal is to improve parent communication. The data points indicate lack of parent communication is an issue related to student success. Implementing informational mailings to parents would be beneficial to all stakeholders. The school discovered that social media and school websites are not effective tools for communication. While they are supplemental tools, mailings would be an effective communication piece. Evidence Based Interventions: Waurika MS used the three data points to determine and support our SMART Goals. The SMART Goals outlined in the CIP are sustainable, achievable goals through stakeholder support and collaboration of outside resources. An Evidence-Based Intervention (EBI) will be purposeful and increased communication to our parents and families. Mailings home are rated as a "Strong" EBI (Effective Practices- "Family Engagement in a School Community" -pages 19-20: <https://files.eric.ed.gov/fulltext/ED593306.pdf>; Evidence-Based Interventions June 2019 presentation - Dr. Meiller - "Mailings home-Experimental Study;" What Works Clearinghouse.) The Leadership Team will also be launching a Positive Behavior Interventions and Support-modeled (PBIS) program, START on Time!, a multimedia in-service for middle and high school personnel. These materials lead staff step by step through designing and implementing a unified approach to schoolwide hallway management that will: Reduce frequency of tardiness up to 90%; Increase instructional time lost to tardiness; Increase hallway safety; Improve school climate; Increase interactions between staff and students (Effective Practices- "Maintain Sound Classroom Management" pages 10-11: <https://files.eric.ed.gov/fulltext/ED593306.pdf> What Works Clearinghouse: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf 2017: 10-11.) This EBI is rated "Moderate to Strong." Waurika Middle School will also be using interim formative assessments. Alpha Plus benchmark assessment tool will be implemented. Engaging instructional teams in assessing and monitoring student mastery and assessing student learning frequently are effective, best practices that are rated "Strong." (Effective Practices - "Curriculum, Assessment, & Instructional Planning" pages 6-7: <https://files.eric.ed.gov/fulltext/ED593306.pdf> Progress Monitoring: Progress Monitoring at the Waurika Middle School Site is described as ongoing. Students are monitored through academic progress such as; progress reports and report cards. Students are evaluated by classroom performance after instruction to check for understanding and mastery of the skills. The effectiveness of instruction can be proven by the level of academic student success demonstrated about exposed to the skill. The "Action Steps" describe how the Leadership Team and teachers will monitor the implemented strategies: Weekly meetings, Record/chart attendance & absentee data, Call logs (all parents), Call logs and other contacts with target groups, parent surveys, weekly student academic progress checks. Teachers will collaborate with peers to vertically align the curriculum in an effort to achieve a higher standard of success. Administration will offer outside resources to assist in supplemental opportunities in an additional attempt to improve student success. District Involvement: The site will be supported by the district in an attempt to improve chronic absenteeism, curriculum mapping and communication with parents. The administration will offer various professional development opportunities, new supplemental resources and outside programs to achieve a higher level of stakeholder success, being student or teacher. The district will work together with all stakeholders to make improvements in each goal area. Chronic Absenteeism will be targeted

by enforcing the current absentee policy, requiring a student to document and provide valid reasoning for a missed school day and hold parents accountable for said reasons. The district is requiring all teachers to collaborate and vertically align their curriculum by utilizing a curriculum map to ensure all standard are taught while being highly effective. Communication will begin with parent involvement by sending out mailings to parents in addition to social media and school website. Improving communication with stakeholders by conducting face-to-face meetings to initiate a discussion about the importance of education, student progress and student success will be a priority for all stakeholders of Waurika MS. Professional Learning Communities: Waurika MS does not currently participate nor collaborate in Professional Learning Communities. Our school is currently in the process of introducing and integrating Professional Learning Communities for various subject areas. As a team, our first initiative is to introduce stakeholders to PLC's by encouraging and supporting collaboration built on trust of others with a goal to improve instruction. Possible PLC actives would include but are not limited to identifying students that are not experiencing daily attendance routines, meeting standard benchmarks. Professional Development: Professional Development will be selected regarding the improvement of chronic absenteeism, parent communication and student academic progress. The leadership team will collaborate with the administration to determine what would be most beneficial to show growth in all identified areas. The professional development will be utilized to support the SMART Goals stated. Waurika MS will be working with the Acellus Program and the Alpha Plus curriculum instructional coaches to effectively implement curriculum adjustments deemed necessary. Outside resources will be utilized in the quest for improved parent communication. Professional Development will be conducted over improved parent communication, effective mailing tools to increase positive relationships and steps teachers will be responsible for the implementation of new communication standards within the middle school. Rigorous Review Process: The rigorous review process will be conducted while partnering with The University of Missouri. Waurika Middle School will be initiating the Start on Time (START) companion program. This program is designed to support administrators in creating and implementing a unified approach to schoolwide hallway management with a systematic 10-step process for restoring school order by increasing on-time, compliant and respectful behaviors. This process is a research-based training that is designed to assist school leaders in developing effective skills for leading positive student initiatives. Operational Flexibility: District is committed to providing the flexibility for the staff to participate and attend any professional development opportunities to implement growth.

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:

To focus and improve on chronically absent students in grades 6-8. To increase attendance in grades 6-8 by a minimum of 15%.

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 & when? Include data sources for tracking.</i></p>
<p>Create an attendance monitoring team that will meet weekly to discuss any possible issues or concerns. EE 9.3/9.4</p>	<p>Members from Leadership Team, attendance team, parent liaison</p>	<p>Absentee documentation through SIS. Teacher/Principal communication log. Teacher attendance records</p>	<p>Parent response and involvement. Possibly have a home based team to meet with parents at home.</p>	<p>August 15 2019-ongoing</p>	<p>Project 515</p>	<p>Weekly meetings to discuss and analyze data for target groups of students. Record and chart all data. Provide homeroom teacher attendance information for each student.</p>
<p>Monitor student attendance bi-weekly for target groups. (Focus on grades (6-8) EE 9.2/9.16</p>	<p>Members from Leadership Team, attendance team, parent liaison</p>	<p>Absentee documentation through SIS. Teacher/Principal communication log. Teacher attendance records</p>	<p>Keeping positive attitudes and steps in increasing attendance ideas.</p>	<p>July 15, 2019-On-going July 15 meeting will be to discuss previous years absentee data.</p>	<p>Project 515</p>	<p>Weekly/Bi-weekly meetings to discuss and analyze data for target groups of students. Record and chart all data. Provide homeroom teacher attendance information for each student.</p>

<p>Have specific strategies to follow up will target group of chronically absent students. Meet with students to explain classroom and school expectations. EE9.9</p>	<p>Members from Leadership Team, attendance team, parent liaison, students.</p>	<p>Absentee documentation through SIS. Teacher/Principal communication log. Teacher attendance records</p>	<p>Locating staff members to work with the high risk students and stress the importance of high attendance.</p>	<p>August 15 2019-ongoing</p>	<p>Project 515</p>	<p>Student attendance data, parent call logs, absentee data charts.</p>
<p>Implement a system for identifying early trends for absentee students. EE9.9</p>	<p>Members from Leadership Team, attendance team, parent liaison</p>	<p>Absentee documentation through SIS. Teacher/Principal communication log. Teacher attendance records</p>	<p>Identifying a model for tracking data. Reach out to other districts.</p>	<p>August 15 2019-ongoing</p>	<p>Project 515</p>	<p>Student attendance data, parent call logs, absentee data charts.</p>
<p>Share expectations with target group parents of guardians.</p>	<p>Members from Leadership Team, attendance team, parent liaison</p>	<p>All forms of communication. Schools web-site, facebook, mailed letters, Remind, teacher e-mail and phone calls.</p>	<p>Reaching all parents. Provide non evasive meetings with parents.</p>	<p>August 15 2019-ongoing</p>	<p>Project 515</p>	<p>Document all communication modes with all parents and monitor the impact of the target groups.</p>

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: To focus on improved parent communication with parents or guardians in grades 6-8. To increase parent/teacher conferences by 15% attendance at both available conferences.

Pillar and Element: LE - Student, Family, & Community Support

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>
Parent/Teacher conference meal	Members from the leadership team. Parent attendance liaison. Principal and classroom teachers.	Parent conference documentation through teacher sign in sheets.	Parent response and attendance.	September 2019/February 2020	Edge grant	After conference meetings to analyze parent attendance data and compare to previous conference.
Parent liaison communication with target parents.	Members from the leadership team. Parent attendance liaison.	Weekly mailings and communication with parents regarding conferences.	Parent response to information.	August 2019-August 2020	Edge Grant	Parent response survey and data review bi- weekly.
Parent meetings with target group of students	Members from the leadership team. Parent attendance liaison.	Parent communication through weekly mailings, phone calls, e-mails and teacher meetings.	Parent response and attendance.	August 2019-August 2020	Edge Grant	Parent attendance registers from target meetings.
Employ a full time Parent Liaison	Members from the leadership team. Parent attendance liaison.	Newspaper, school web-site, and local facebook page.	Funding	August 2019-August 2020	Edge Grant	This will be tracked by the decrease in absent students.

Implement a bi-weekly parent/mentor communication tool.	Members from the leadership team. Parent attendance liaison.	Parent communication through weekly mailings, phone calls, e-mails and teacher meetings.	Parent response and attendance.	August 2019-August 2020	Edge Grant	This will be tracked by the decrease in absent students.
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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:

Student performance in all core subjects will increase at proficient level by 10% on the OSTP. This will be discussed during a site visit.

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>Implement a curriculum/standard mapping guide for grades 6-8 in core subjects.</p>	<p>Leadership team and paraprofessionals.</p>	<p>Weekly grade level meetings to discuss mapping strategies.</p>	<p>Ensuring that all core classroom teachers on aligned by standard. providing each teacher with a mapping template to follow.</p>	<p>August 2019-2020</p>	<p>Edge Grant</p>	<p>Bi-weekly meetings to discuss pacing chart of taught concepts and standards.</p>
<p>Identify target students for weekly intervention.</p>	<p>Leadership team and paraprofessionals.</p>	<p>Updated weekly chart diagrams identifying target group of students.</p>	<p>identifying target group of students through weekly data reviews.</p>	<p>August 2019-2020</p>	<p>Edge Grant</p>	<p>Students will be identified through weekly progress monitoring. This data will be used to measure progress throughout the year.</p>
<p>Utilize two full time paraprofessional interventionists.</p>	<p>Leadership team</p>	<p>Assist core classroom teachers in state curriculum mapping and core intervention with target group of</p>	<p>Hiring two full time quality paraprofessionals.</p>	<p>August 2019-2020</p>	<p>Edge Grant</p>	<p>Students will be identified through weekly progress monitoring. This data will be used to measure progress</p>

Bi-weekly meetings between interventionists and core teachers.	Leadership team and paraprofessionals.	Curriculum mapping diagrams and charts. Bi-weekly meetings between core teachers and interventionists.	Scheduling of all staff members throughout the school day.	August 2019-2020	Edge Grant	throughout the year. Students will be identified through weekly progress monitoring. This data will be used to measure progress throughout the year.
Share student expectations between between core teachers and interventionists.	Leadership team and paraprofessionals.	Weekly compile student data.	Scheduling of all staff members throughout the school day.	August 2019-2020	Edge Grant	Students will be identified through weekly progress monitoring. This data will be used to measure progress throughout the year.

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
OK Engage-Chronic absenteeism	7-2019	SEA	
Leadership data collection/review meeting.	8-2019	LEA	
Implementation of parent communication tools	9-2019	LEA	
Schoolwide parent engagement briefing for chronic students	9-2019	LEA	
Analyzing student current absenteeism and effective guidance	10-2019	External Provider	
Book Study-Leading to Change-Improving student attendance-Douglas Reeves	10-2019	External Provider	
Middle school bi-weekly absentee data meeting	11-2019	LEA	
University of Missouri attendance program workshop, Start On Time Program	11-2019	External Provider	
Book Study-Building Parent Engagement in Schools-Larry Feriazzola/Lori Hammond	01-2020	SEA	
Middle school bi-weekly absentee data meeting	01-2020	LEA	