



# **Sovereign Community School**

Est. 2019

Financial & Academic Update Prepared for  
State Department of Education  
Presented January 26, 2023

# Introductions

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# Sovereign Community School Board & School Leadership

Kendra Wilson-Clements, School  
Board President



Alison Black, Head of School



# About Sovereign Community School

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# Our Creation Story

Sovereign Community School was formed in response to the many issues that disproportionately impact Native students:

- OKCPS reported 58% graduation rate (lowest rate of any demographic)
- Bullying (i.e. boys with long hair)
- Mental health
- Substance abuse
- Representation in the classroom

Our young ones needed a safe place and space to learn, connect to culture & identity, learn and speak their language, so they could thrive. And they did!

# SOVEREIGN COMMUNITY SCHOOL

Located in far northeast Oklahoma City, the campus is housed on 40 acres of land with several classroom buildings, gymnasium, administrative offices, outside classrooms, a pond, creek, aviary, amphitheater, and walking trails.



# December Timeline

12th - New Head of School Starts

15th - State School Board meeting/ SCS School board meeting

19th - Holiday Break begins

Intermittent working days during the holiday break

# January Timeline

1st - 7/8 grade teacher resigns

2nd - First Teacher PD day of the SY

3rd - School begins: Head of School is teaching two classes

5th - 5/6 grade teacher resigns

9th - Head of School is out due to illness through the 13th; Math/bus driver resigns giving 24 hour notice

12th - Presentation to the 5 Civilized Tribes Inter; Tribal Council/SCS School board meeting

16th - MLK Jr. Day

18-19th - In person work days with treasurer

20th - New list of required reports/reporting from Rebecca Budd

23rd - On site OSDE visit



# Board President Assessment from 2019-2022

- ✓ Under funded
- ✓ Under staffed
- ✓ Under resourced
- ✓ Absence of fundraising or sustainability planning
- ✓ Absence of infrastructure - process, policies, procedures, systems, compliance
- ✓ High board & staff turnover

# Board President Actions, Solutions & Priorities

## Actions, Solutions & Priorities:

1. As of Jan 22nd we have an accurate financial report that reveals our reality allowing us to target funding requirements.
2. Aggressive fundraising & sustainability plans are **in progress**.
3. Staffing: Hired Alison Black on December 12, 2022 as Superintendent
4. Onboarded Encumbrance Clerk & Treasurer Jan/2023 -
  - a. Action and Solution for lack of policy, process, procedure, systems, and compliance
5. Stabilizing & expanding current Board - adding Dustin Stubblefield, VP of Chickasaw Community Bank
6. Onboarded 2 certified teachers this week; 3rd is in process

# Financial Update

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# Where we're at

Update to our last SDE Meeting:

✓ On December 30, 2022 my firm We The People, made an unrestricted donation in the amount of \$150,000.

If we do nothing at all, we are looking at a \$332,845 deficit at June 30, 2023.

# What we're doing

- Grants & Grant Partnerships in progress
- Tribal Partnerships & Investments:
  - Goal is to secure seven tribal nation donations by June 1, 2023
  - One tribal nation donation in progress
  - Three substantial tribal nation donation discussions in progress
  - Exploring larger tribal initiative (sustainability planning) - plan to launch in late March
- Community fundraising activities
  - Target \$10k
- Oklahoma City Community Foundation
  - Target \$25k
- Two Major Donor commitments to fund the gap at end of June
  - Ongoing discussions with one major donor for possible purchase of the school property

# Academic Plan

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# Enrollment Numbers Total - 102

Middle School

GRADE	# of Students
5	14
6	18
7	12
8	23
TOTAL	67

High School

GRADE	# of Students
9	11
10	11
11	7
12	6
TOTAL	35

# Organizational Status Week 1.23.23 - 1.27.23

- Certified teachers
  - Science teacher
  - Math teacher
  - 5% grade teacher
  - English teacher (pending)
- Bus driver
  - Part-time driver for student transportation only
  - Prepping Teacher Aid for CDL certification
  - 2 staff have committed to obtaining their CDL by fall 2023
- Additional resources
  - School Counselor
  - Substitute teacher
  - Developing volunteer program - classroom, office, cleaning, etc.



## DEFICIENCIES

Digital Learning Platform

Missed Opportunities

Teacher experience

School Culture

## Digital Platform

Better use of Acellus where needed:

1. Students are able to receive targeted support on appropriate grade-level Oklahoma Academic Standards, as well as targeted interventions to address learning gaps
  - a. Instruction as a group/class
  - b. Specialized groups
  - c. Individually
2. Students' instructional support is provided by a majority certified teachers
3. Teacher aids are used for additional support

## School Culture

Benchmark testing

1. NWEA Maps for all grades
2. Use one as baseline and set goals to track each student and their performance each time they take the assessment
3. Explore alpha plus for grades 5-8 for ELA, Math, and Science
4. Work with SPED dept & counselor to use data to finish tiered level intervention
5. Develop instructional area focuses

Academic Intervention Class

1. grades below 60%/missing wk
2. state test/benchmark scores in Math/Lang Arts below basic

Tiered Level Intervention

## Opportunities

Title VI -

- To increase Academic Achievement
- CCR schoolwide

NewSchools Grant -

- Partnership with NIEA's Whole Child Initiative
- Improving academic outcomes for Native Students, uplift our youth from the challenges they face by providing comprehensive services, centered in schools. NIEA works to train school staff with the behavioral health skills necessary to identify high-risk youth, work with tribes to create youth offices, and build and strengthen after school and summer options for Native youth.

# Developing Opportunities & Partnerships to support Sovereign students

Oklahoma State University Mixed  
Reality Lab STEM Afterschool Program

- National Science Foundation (NSF) funded project “Engaging Native American Students in STEM Career Development Through a Culturally-Responsive After-School Program Using Virtual Environments and 3-D Printing”

- Inter-Tribal Council of the 5 Tribes
- Oklahoma Council for Indian Education
- National Indian Education Association
- Tribal Education Department National Assembly
- Targeted Tribal Nations

# Long Term

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# Tiered Level Intervention for Academic proficiency, Attendance, Behavior

Tiers	Types of Interventions	% of Students	Expectations
Tier 1	Universal instruction for all students	>=60%	Children may experience academic challenges or frustration at times, but they can quickly overcome such difficulties with little impact to their overall academic performance.
Tier 2	Targeted intervention for specific groups of students	25% – 30%	It can take as long as eight weeks before academic improvement is noticeable, and children/students may need to remain at Tier 2 for a bit of time to increase or maintain their growth.
Tier 3	Highly targeted individualized and intensive interventions	5% – 10%	The specific nature of a child's difficulty must be more closely examined, which is typically done through formal educational/academic evaluations.

# 10 Day Sprints

- Schoolwide benchmark assessment
- Complete Tiered Level Intervention Model
  - ACADEMICS
    - Collect/assess data from NWEA MAP testing
  - ATTENDANCE & BEHAVIOR
    - Refine/Enforce policies
    - Engage Staff, students, families & communities
      - Building relationships
      - Fostering a sense of community
      - Promoting positive behavior
- Build PLC schedule for the remainder of school year
  - Identify teams for interventions
  - Develop instructional area focuses
- Internal Stakeholder meetings for data
- External Stakeholder meetings for data
- Data for NewSchools grant through NIEA partnership
- Data for Title VI grant

# 30-60 Sprints

## 30 Day Sprint

- Prepping Teacher Aid for CDL certification
- Develop a robust recruitment plan
- Establish STEM Afterschool Program
- Evaluation model for Tiered Level Intervention

# RECRUITMENT PLAN

Advertise (**short-term**)

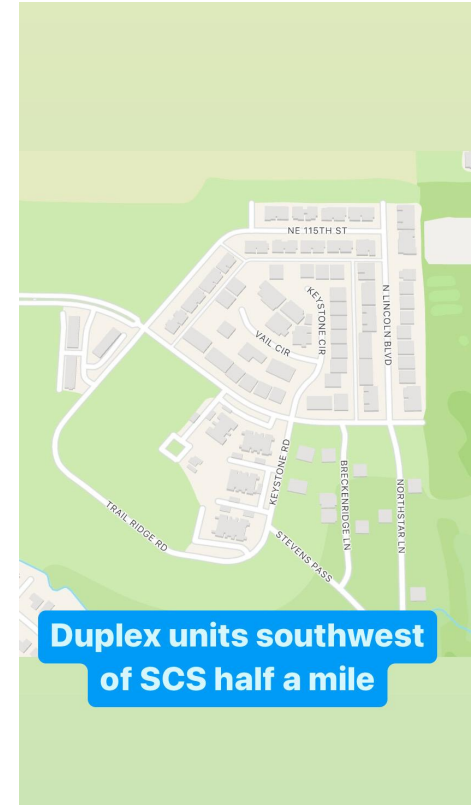
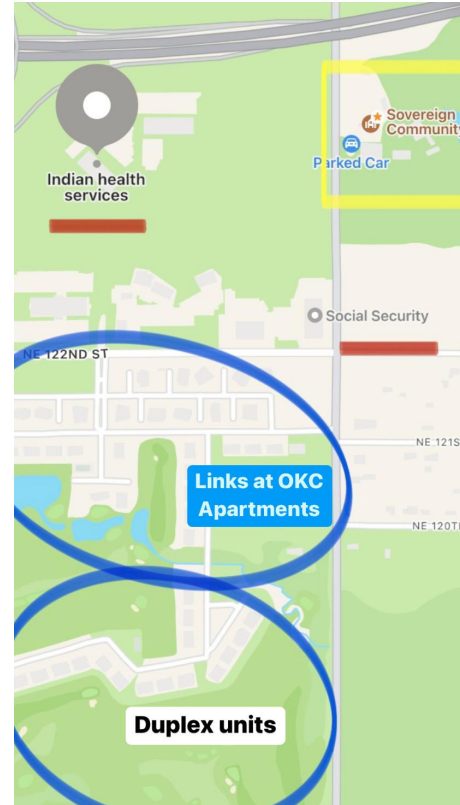
Sovereign families (**short-term**)

- Recruit former families/students
- Existing families

Targeting networks in close proximity (**short-term**)

- Neighborhoods
- Indian Health Clinic
- Social Security Office

**Develop Robust Recruitment**





***EVALUATE, EVALUATE, EVALUATE!***

**In closing**

*“This is the first time it has felt like a real school”*

# Results

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The following slides show anticipated computer generated growth versus actual growth made by our students.

## Math

The orange diamond represents expected growth. The blue represents actual growth.

76% met or exceeded their goal in 6th grade.

132.6% overall growth was made in the 6th grade.

60% met or exceeded their goal in 9th grade.

153.8% overall growth was made in the 9th grade.



## Student Growth Summary Report

### Aggregate by School

Term: Winter 2019-2020  
District: Sovereign Community Schools

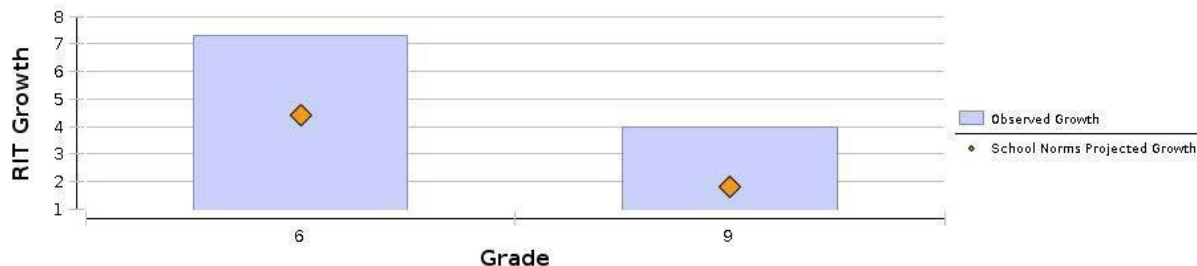
Norms Reference Data:  
Growth Comparison Period:  
Weeks of Instruction:  
2015 Norms:  
Fall 2019 - Winter 2020  
Start: 2 (Fall 2019)  
End: 20 (Winter 2020)  
Grouping:  
Small Group Display:  
None  
No

### Sovereign Community School

#### Mathematics

		Comparison Periods									Growth Evaluated Against						
		Fall 2019			Winter 2020			Growth			School Norms			Student Norms			
Grade (Winter 2020)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
6	25	202.1	17.3	2	209.4	15.9	5	7.3	1.1	4.4	2.00	98	25	19	76	62	
9	10	218.6	15.5	11	222.6	14.2	16	4.0	2.2	1.8	1.52	94	10	6	60	67	

#### Mathematics



#### Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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## Reading

The orange diamond represents expected growth. The blue represents actual growth.

56% met or exceeded their goal in 6th grade.

128.4% overall growth was made in the 6th grade.

70% met or exceeded their goal in 9th grade.

300% overall growth was made in the 9th grade.



## Student Growth Summary Report

Aggregate by School

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District: Sovereign Community Schools

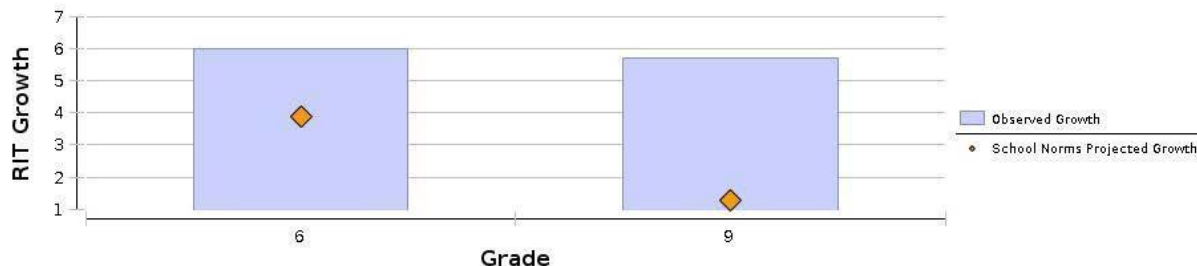
Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2019 - Winter 2020  
Weeks of Instruction: Start - 2 (Fall 2019)  
End - 20 (Winter 2020)  
Grouping: None  
Small Group Display: No

### Sovereign Community School

Reading

		Comparison Periods									Growth Evaluated Against						
		Fall 2019			Winter 2020			Growth		School Norms			Student Norms				
Grade (Winter 2020)	Growth Count†	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
6	25	201.7	20.1	8	207.6	16.3	15	6.0	2.1	3.9	1.63	95	25	14	56	62	
9	10	215.0	13.4	24	220.7	13.7	47	5.7	2.8	1.3	2.98	99	10	7	70	76	

### Reading



#### Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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## Language

The Orange diamond represents expected growth.

The Blue represents actual growth.

72% met or exceeded their goal in 6th grade.

151.2% overall growth was made in the 6th grade.

70% met or exceeded their goal in 9th grade.

231.8% overall growth was made in the 9th grade.



## Student Growth Summary Report

Aggregate by School

Term: Winter 2019-2020  
District: Sovereign Community Schools

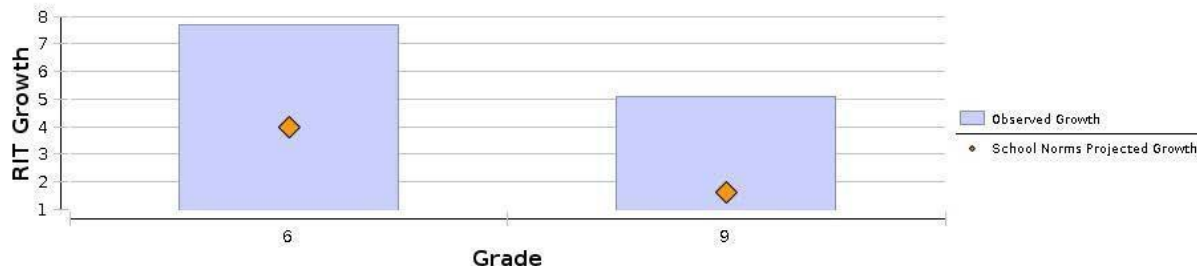
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### Sovereign Community School

Language Usage

		Comparison Periods							Growth Evaluated Against							
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6	25	199.8	18.5	4	207.4	15.9	13	7.7	1.2	4.0	3.11	99	25	18	72	66
9	10	213.8	12.8	26	218.9	10.9	45	5.1	2.3	1.6	2.49	99	10	7	70	72

### Language Usage



#### Explanatory Notes

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**The End**  
**Q&A**

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