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Applicant:	57-I029 BARNSDALL
Application:	2019-2020 Continuous Improvement Plan - A0 - 0615 BARNSDALL JHS
Project Period:	7/1/2019 - 6/30/2020
Cycle:	Original Application
Date Generated:	4/27/2020 4:04:10 PM
Generated By:	141086

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 *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3		Based on the lack of data in the absence of a district benchmark or screening tool, the team has determined the greatest impact will come from two key areas: 1) the adoption of a benchmarking tool, 2) curriculum updated and aligned to OAS. The inconsistency in curriculum and assessment has led to incoherence in student learning and achievement.
Learning Environment - Elements 4,5,6	School culture is a strength. Students and teachers have actively been working to growth mindset for the past year and a half with plans to continue that practice and include ways to share growth mindset with family and community members.	Professional learning communities as part of a three year school improvement plan are key. Site plans to utilize both local academic coaches as well as curriculum consultants to offer ongoing, real time professional development for staff. Select CSI team members are attending a PLC conference to get basic training on the implementation of PLCs and will return to the school to train and lead all teachers in the implementation of weekly data team meetings.
Collaborative Leadership - Elements 7,8,9		Instructional time is protected. Leadership team is striving to build capacity in teacher leaders. Comprehensive, long term, improvement plan is being developed and communicated with stakeholders, families and other community members.

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(218 of 1000 maximum characters used)

The mission of Barnsdall Public Schools is to provide a safe, caring, and growth-centered environment where our students will develop the habits, skills, and character necessary to become socially responsible citizens.

Continuous Improvement Vision Statement (128 of 1000 maximum characters used)

A community of life-long learners where each person believes in their power to embrace growth, to excel and to own their future.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocal, 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 appying for the competitive grant*

FY20 Priority 1: SMART Goal (211 of 250 maximum characters used)	Pillar and Element	Target Date
Throughout the 2019-2020 school year, 100% of PK-12 math teachers will receive professional development in and implement Eureka Math (Great Minds) curriculum with fidelity, as measured by classroom observations.	AP - Curriculum*	5/14/2020

FY20 Priority 2: SMART Goal (180 of 250 maximum characters used)	Pillar and Element	Target Date
30% of 7-8 grade students will demonstrate growth in core content knowledge (reading, math, science) as measured by scores from the newly adopted benchmarking tool, MasteryConnect.	AP - Classroom Evaluation/Assessment*	5/14/2020

FY20 Priority 3 (Competitive): SMART Goal (247 of 250 maximum characters used)   Pillar and Element   Target Date

| By May 2020, 100% of PK-12 math teachers will receive professional development in Professional Learning Communities and be active participants in weekly PLC data meetings, as measured by training and meeting sign-in sheets, agendas, and data logs. | E - Leadership | 5/14/2020 |

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 achieveable.	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 unachieveable.
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 opportunties 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 *(Provide information only if using an external partner.)*	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 *(Provide information only if the site identifies barriers.)*	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.

(7983 of 8000 maximum characters used)

Overall-The leadership team participated in the Oklahoma Nine Essential Elements Needs Assessment. Electronic surveys were distributed to teachers, students, and parents to collect perceptions about the district/site. The findings from the needs assessment, in conjunction with the most recent OSTP scores, have lead to the identification of three SMART goals: 1. 100% of PK-12 math teachers will receive professional development in and implement Eureka Math (Great Minds) curriculum with fidelity. 2. 30% of 7-8 grade students will demonstrate growth in core content knowledge (reading, math, science) as measured by scores from the newly adopted benchmarking tool, MasteryConnect (MC). 3. 100% of PK- 12 math teachers will receive professional development in Professional Learning Communities (PLCs) and will be active participants in weekly data meetings. The overall data findings reveal a disconnect between the former math curriculum and student performance. It was also revealed that while some benchmarking is done at the elementary level, no benchmarking happens at the junior high level. In addition, the site has not participated in PLCs. The disconnect in curriculum is the site/district's greatest priority. The plan is to: *Evaluate and adopt mathematics curriculum that is rigorous, intentional, and aligned to state standards*Provide focused training to both administration and teachers on Eureka Math*Develop strategic implementation plan for math curriculum*Introduce parents to new curriculum and framework*Review and monitor implementation The second SMART goal addresses student growth. Students will be assessed quarterly on district developed benchmarks. With the absence of benchmark data, a key part of this goal requires the adoption of a benchmarking tool. The district selected MC because it has the ability to capture data through multiple evaluation and assessment strategies which will allow teachers to continuously monitor and modify instruction to meet student needs. The plan is to: *Provide focused training to teachers on the tools for formative assessments within MC.*Create and administer frequent formative assessments.*Develop district benchmarks with content area teams.*Implement quarterly assessments in October, December, March and May.*Utilize technology to provide timely and targeted feedback on student performance *Provide opportunity, based on student data, for interventions in all three content areas *Adjust the master schedule to allow for 20 minutes of daily, focused intervention through IXL.The third SMART goal focuses on Professional Learning Communities (PLCs). While all students and teachers will benefit from the addition of PLCs to our school, math teachers will be the group to initiate their use in our district. The site understands the relationship between studying student data and continuous student improvement through the cycle of teaching, assessing, reviewing data, reteaching and reassessing. The plan is to:*Create master schedule that allows math teachers in grades 4-12 to share a common plan time for collaboration and support.*Train Admin at both schools in the districts at PLC Institute *Train teachers locally in PLC practice*Implement weekly data meetings*Model collection and analysis of student dataEvidence-Based Interventions (EBI)-The leadership team accessed WWC and Effective Practices to select a "strong" evidence based intervention. In the core function of curriculum, assessment and instructional planning the practice of engaging instructional teams in assessing and monitoring student mastery and assessing students' learning frequently received a strong rating. With the implementation of MC, our teachers will utilize frequent formative assessments. The WWC suggests the rapid, technological aspect of MC facilitates assessments and provision of timely feedback providing data that allows teachers to tailor and modify instruction to assess student needs.Progress Monitoring-Although our focus school designation is our Junior High site, we are implementing the CIP at all grade levels. Prior to our designation, benchmarking, progress monitoring, RtI, and PLCs existed inconsistently. Since implementing the CIP, these items are consistent through grades PK-12. The district purchased and received PD in a benchmarking system, MC. Quarterly benchmarks have been scheduled. Progress monitoring is occurring in each classroom, with results analyzed weekly. RtI is implemented by using the data provided by MC, data meetings to discuss the data, and tutoring groups created based on results of the data. IXL is used in tutoring groups, as well as evidence-based interventions from sources such as InterventionCentral.org.District Involvement-Barnsdall Public Schools will support the development and implementation of the SMART Goal(s) by

providing uninterrupted time for the CSI team to meet, plan, and monitor the progress of the CIP; assist in the organization and arrangements for professional development that supports the implementation of the math curriculum, as well as the new benchmarking system; create and maintain instructional schedules to ensure that weekly data team meetings occur; support the collection and reporting of student achievement data by providing the resources and time needed for teachers; support administrators as they attend professional development in Eureka Math and PLCs.Professional Learning Communities-With school being in session for only a few weeks, PLCs have met only a few times. However, a regular schedule is followed for the district math department and instructional coach to meet. The meetings are on Thursday and during plan periods. During these meetings the Goals are a focus by discussing successes and challenges of the math curriculum, analyzing student work samples, creating assessments for progress monitoring of grade-level standards, analyzing RtI data, and planning tutoring groups and evidence-based interventions.Professional Development-The CSI team decided to focus professional development on implementing the new math curriculum, MC benchmarking system, and PLCs. Three administrators attended a Eureka Math Institute in June 2019. All PK-12 math teachers attended either a Eureka Math Institute in Tulsa, OK in partnership with Tulsa Public Schools or a training event at Barnsdall. The trainer at the event in Barnsdall was our superintendent, Mr. Lay, who is also serving as our math coach during the 2019-20 school year. The district is contracting with Eureka Math to provide an instructional coach who will visit on-site at least monthly to support teachers with the implementation. To support the implementation of MC, two trainings were provided to all teaching staff on August 16 and September 6. A consultant from MC provided these trainings. For the PLC goal, both BPS principals, Ms. Marshall and Mrs. Bryant, are attending a Solutions Tree PLC Institute in October 2019. The training will use the train-the-trainer model, and both principals will provide training to the entire instructional staff on Monday, January 20, 2020. Once staff are trained in the new math curriculum (Goal 1), benchmark system (Goal 2), and PLCs (Goal 3) the district will have the framework in place.Rigorous Review Process-External Providers: MasteryConnect. The leadership team researched and met with representatives from NWEA, ACT Aspire, and iLearn before selecting MasteryConnect as the district tool to collect both formative and summative data as well as district created benchmarks. Solution Tree is the gold standard to learn about what a PLC is and how to effectively implement those in our school. Operational Flexibility-The master schedules at the elementary and the jr/sr high were created in such a way as to facilitate collaboration among math teachers. The district agrees to approve any other changes that arise that impede the progress of these goals.

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 conscise as possible.

Priority 1 SMART Goal:	Throughout the 2019-2020 school year, 100% of PK-12 math teachers will receive professional development in and implement Eureka Math (Great Minds) curriculum with fidelity, as measured by classroom observations.
Pillar and Element:	AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Teachers reviewed and evaluated different math curriculum.	Sayra Bryant	Math curriculum: Envision, Pearson, Saxon, EurekaEvaluation tool/rubric	biases, time	all curriculum was evaluated and discussed by May 1	Comprehensive School Improvement funds	Selection was made before the end of the school year in 2019.
Admin sent to Lead Eureka training	Jeff Lay	registration, accomodations	none	June 3-5, 2019	Comprehensive School Improvement funds	
Introduce staff to curriculum and framework.	Jeff Lay	Teacher manuals of initial modules	biases, new inexperienced teachers, resistance to change	by July 31	Comprehensive School Improvement funds	Teacher sign in sheets
Introduce parents	Sayra Bryant	resources from Eureka for parents	disinterested parents	Back to school Night, August 8, 2019	none needed	parents sign in and take handout
Instructional Coaching	Jeff LayEureka Math Consultant	Eureka Math curriculum; Mastery Connect assessment data	time management for teachers and coaches	Ongoing throughout the school year; coaching sessions will occur weekly	Comprehensive School Improvement funds	Coaching logs

Classroom Observations	Sayra BryantLeasa Marshall	Teacher Leader Effectiveness tool	none	Ongoing throughout the school year	Local funds for TLE tool	Completion of TLE tool for each teacher

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 conscise as possible.

Priority 2 SMART Goal:	30% of 7-8 grade students will demonstrate growth in core content knowledge (reading, math, science) as measured by scores from the newly adopted benchmarking tool, MasteryConnect.

Pillar and Element:	AP - Classroom Evaluation/Assessment

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Mastery Connect professional development	Sayra Bryant	Mastery Connect toolTraining Consultant	None	Training 1: August 16, 2019Training 2: September 6, 2019	Comprehensive School Improvement funds	Teacher surveys after each training day;completion of quarterly benchmark assessments given to students
Creation and administration of formative assessments	Classroom teachers	Mastery Connect	Teacher commitment and motivation to using formative assessments	Weekly during the school year	Comprehensive School Improvement funds	Data provided at weekly data meetings
Creation of quarterly benchmark assessments	Jeff LaySayra BryantLeasa Marshall	Mastery ConnectCore Content Curriculum	Time management	October 2019December 2019March 2020May 2020	Comprehensive School Improvement funds	Deadlines will be set for completing the creation of each benchmark; administrators will keep each other accountable during weekly admin meetings.

Administration of quarterly benchmark assessments	Classroom teachers	Mastery Connect	None	October 2019December 2019March 2020May 2020	Comprehensive School Improvement funds	Data provided at weekly data meetings
Interventions provided as a result of formative & summative assessment data	Classroom teachersTitle 1 tutors	Mastery ConnectIntervention materials	Communication between classroom teachers and tutors	Ongoing throughout the school year	Comprehensive School Improvement fundsTitle I funds	Data provided at weekly data meetings

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 conscise as possible.

Priority 3 SMART Goal:	By May 2020, 100% of PK-12 math teachers will receive professional development in Professional Learning Communities and be active participants in weekly PLC data meetings, as measured by training and meeting sign-in sheets, agendas, and data logs.

Pillar and Element:	E - Leadership

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Comprehensive School Improvement administrative team members will attend PLC training	Sayra BryantLeasa Marshall	registration to PLC Institute in San Antonio	none	October 14-16, 2019	Comprehensive School Improvement funds	Completion of training
CSI administrators train entire staff in PLCs	Sayra BryantLeasa Marshall	Training curriculum	Scheduling training in an already full academic calendar	Completed by January 20, 2020	local funds	teacher training surveys
Implement weekly data meetings	Jeff LaySayra BryantLeasa Marshall	Mastery Connect assessment data	Scheduling and commitment to sticking to meeting schedule	January 2020	Comprehensive School Improvement funds	data logs kept at meetings

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
Lead Eureka	06/03/2019	External Provider	06/05/2019
Introduction to Eureka in Tulsa		LEA	
Engage OK	07/18/2019	SEA	07/18/2019
PLC at Work	10/14/2019	External Provider	
OSSBA	10/23/2019	SEA	
Mastery Connect	08/16/2019	External Provider	
Mastery Connect Data Analysis	09/06/2019	External Provider	
Introduction to Eureka in Barnsdall	07/30/2019	LEA	07/30/2019
PLC Local Training	1/20/2020	LEA	1/20/2020