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Applicant: 39-I003 BUFFALO VALLEY

Application: 2019-2020 Continuous Improvement Plan - A0 - 0105 BUFFALO VALLEY ES

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>
<p><b>Academic Performance - Elements 1,2,3</b></p>	<p>Strengths - 1.2 facilitates and communicates OAS curriculum standards; 1.6 systematic evaluation curriculum alignment with OAS; 1.7 common academic core per OAS; 2.1 multiple classroom assessments; 2.2 design of assessment tasks; 2.6 communication of performance standards; 2.7 implementations of assessments and accountability; 3.1 effective and varied instructional strategies used in all classrooms; 3.2 alignment of instructional strategies and learning activities; 3.3 monitoring of instructional strategies and learning activities; 6th grade DIBELS benchmark scores; 6th grade OCCT Reading scores, 6th grade STAR Math benchmark scores; 3rd STAR Math benchmark scores; daily attendance rate, no chronic absences; staff attendance; low discipline referrals</p>	<p>Weaknesses - 1.1 curriculum alignment; 1.3 discussion of overlap/gap in curriculum; 1.4 curriculum transition points; 1.5 continuing education, post-secondary, life and career options; 2.3 student awareness of academic expectations; 2.4 identification of curriculum gaps using test scores; 2.5 assessments provide meaningful feedback; 2.6 communication of performance standards; 2.8 use of student work sample; 3.4 teacher knowledge and motivation techniques; 3.5 use of technology; 3.6 instructional resources; 3.7 collaborative examination of student work; 3.8 homework There is currently no Science benchmark tool</p>
<p><b>Learning Environment - Elements 4,5,6</b></p>	<p>Strengths - 4.1 safe, orderly and equitable learning environment; 4.2 facilitation of belief that all children can learn at high levels; 4.3 academic and behavioral expectations are high; 4.6 assignment of teachers maximizes opportunity for students; 4.7 teachers communicate regularly with students families; 4.8 teachers and staff inspire best efforts; 4.9 dissemination of information to stakeholders; 4.10 students achievement is publicly celebrated; 5.1 family and community involvement in promotions of programs and services; 5.4 learning support beyond the classroom; 5.5 student record system; 6.7 school/district provides a clearly defined evaluation and individual professional growth plan; 6.10 process of personnel evaluation; 6.12 evaluation process of teachers</p>	<p>Weaknesses - decision-making processes involve staff; 4.5 teacher recognition of role in student success; 4.11 provisions for the needs of all students; 5.2 access to the curriculum; 5.3 reduction of barriers to learning; 6.1 long-term professional growth needs addressed; 6.2 professional development plan; 6.3 professional development priority alignment; 6.4 school improvement goals connect with student learning goals; 6.5 professional development plans connect with student achievement data; 6.8 sufficient fiscal resources provided for professional development; 6.11 improvement plan identification of leadership needs</p>
	<p>Strengths - 7.1 Leadership's shared vision; 7.6 time spent on</p>	

**Collaborative Leadership -  
Elements 7,8,9**

curricular and instructional issues; 7.8 safe and effective learning environment; 7.10 school staff focuses on academic performance; 8.4 use of instructional time; 9.9 action steps in school improvement plan have timelines and resources

Weaknesses - 7.5 instructional staff's access to curriculum training; 8.1 school's use of resources; 8.7 clearly defined process for use of fiscal resources

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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(98 of 1000 maximum characters used)

Guiding learners to success and fulfilling their potential, producing valuable members of society.

Continuous Improvement Vision Statement (204 of 1000 maximum characters used)

Buffalo Valley School, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

## 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 (114 of 250 maximum characters used)

Increase proficient scores by at least 10% for Math, Reading, and Science school wide on the end of the year OCCT.

Pillar and Element

AP - Instruction\*

Target Date

5/20/2020

**FY20 Priority 2:** SMART Goal (146 of 250 maximum characters used)

Raise 15% of the Below Benchmark scores in ELA to At or Above Benchmark by the EOY Benchmark using Tier 2 and Tier 3 Intervention in grades K - 8.

Pillar and Element

AP - Instruction\*

Target Date

5/20/2020

**FY20 Priority 3 (Competitive):** SMART Goal (147 of 250 maximum characters used)

Teachers and students will effectively use updated technology so that all students will achieve at least one year of growth in ELA on the EOY

Pillar and Element

AP - Classroom Evaluation/Assessment\*

Target Date

5/20/2020

OCCT.

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**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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(6563 of 8000 maximum characters used)

The Oklahoma Nine Essential Elements Needs Assessment findings were used by the Leadership Team along with the most recent OSTP student assessment data and district benchmarks. Electronic surveys were taken by teachers, students, and parents to collect data. The Leadership Team utilized data triangulated to develop three SMART goals. 1. Reduce below proficient scores by at least 10% for Math, Reading, and Science school wide on the end of the year OCCT; 2. Raise 20% of the below basic scores to basic or higher on the end of the year OCCT test school wide; 3. Teachers and students will effectively use updated technology so that all students will achieve at least one year of growth in ELA on the EOY OCCT. Data shows many students are working below grade level. Students are missing foundational skills upon which to build. The district's priority of reducing below proficient scores relies on foundational skills being built upon. Teachers will evaluate the implementation of the school-wide program, not only annually, but on a biweekly basis during PLC meetings. Parents are provided with the websites, usernames, and passwords of the computer-based sites used at school at the beginning of the school year and reminded of them at Parent Teacher Conference. Plans to reach the SMART goals include aligning all curriculum to OAS, developing a professional development plan based on teacher needs, providing training on programs to be used, reviewing student data, and collaborating often. Teachers will evaluate results from school wide program using data from state assessments and other indicators of academic achievement; as well as monitor the impact of the school-wide program on at-risk students during PLC meetings where individual progress is discussed. "Effective Practices: Research Briefs and Evidence Ratings. Pg. 54-56" We will measure growth of students furthest from achieving the standards using progress monitoring assessments specifically designed for measuring progress on a specific goal. We will determine whether school-wide program has been effective increasing student achievement; and on the impact of the school-wide program on at-risk students. Data is continually analyzed by teachers in classrooms, and at PLCs. Buffalo Valley Elementary School will focus more time on task for essential learning. This includes "bell to bell" instruction, no wasted time, and limited classroom interruptions. There will also be a redefined emphasis on professional development which includes opportunities for staff to observe one another in the areas of Reading, Math, and Science. "Effective Practices: Research Briefs and Evidence Ratings. Pg. 179-184" The goals and strategies in this plan represent and are influenced by the ongoing work of staff members. The details of our Action Plan set forth by our school-wide reform efforts and are a result of the staff's review of student assessment data and the prioritization of staff and team goals. While there is significant work to do in the areas of Reading, Math, and Science, we had overall improvement in many areas on the latest OCCT. With our professional development and school-wide focus for these essentials, we expect our student's test scores to improve in every area. We are putting every resource possible into extended learning opportunities for students and increased time on task which includes both enrichment and academics. We will participate in professional development to improve our practice including staff meetings, district training, building PLCs, classroom walkthroughs, and data review. Teachers will have plans that include targets and intentional teaching in all core subject areas of Math, Reading, and Science. Student progress is monitored and supported using formative and summative assessments, differentiated instruction, student self-assessment, and active engagement strategies. "Effective Practices: Research Briefs and Evidence Ratings. Pg. 179-184" The Leadership Team accessed the "What Works Clearinghouse" to select a "strong evidence" Reading, Math, and Science interventions. Teachers will be using STAR Math, STAR Reading, SRA, and IXL. Sustainability will be kept by training teachers on the programs and developing a consistent "policy" on how the programs are used. All teachers will implement research-based instruction. The master schedule has been adjusted to allow for Tier 2 and Tier 3 interventions every day. All students K-6 will be assessed using DIBELS for Reading and STAR for Math. Science will be assessed with IXL. A Reading Specialist will be used to teacher training in Literacy areas in both instruction and intervention. The principal will conduct weekly checks to confirm progress monitoring is being completed. The district will support the following: Tier 2 and Tier 3 interventions built into the master schedule, after school tutoring, hiring a Reading



Specialist, and providing time and resources for teachers to attend professional development. All students, K-8, will be bench-marked and progress monitored throughout the year in Reading, Math, and Science. Instruction will be assessed on teacher-made standard mastery tests. Science does not at this time have a benchmark or progress monitoring tool. This is being researched currently. PLCs will begin in which the following goals will lead discussions: analyze student data to identify struggling students, discuss student work, and identify modifications that need made to meet learning needs. PLCs will meet one time a week for one hour. "Effective Practices: Research Briefs and Evidence Ratings. Pg. 179-184" The Leadership Team will review student data to measure effectiveness of instruction. After school tutoring will be arranged and ran by the Leadership team. The Leadership team will meet weekly for one to two hours to make arrangements and review data. The Leadership team will also address any needs or concerns from the rest of the staff. "Effective Practices: Research Briefs and Evidence Ratings. Pg. 57-60" The district will assist and support Buffalo Valley Elementary School in the following plan: additional class time to allow for Tier 2 and Tier 3 Interventions and enrichment, after school tutoring, hiring a Reading Specialist and another paraprofessional to work with students in Math, Reading, and Science, and providing funds and time for teachers to attend professional development that will enhance their teaching. "Effective Practices: Research Briefs and Evidence Ratings. Pg. 179-184"

**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:** Increase proficient scores by at least 10% for Math, Reading, and Science school wide on the end of the year OCCT.

**Pillar and Element:** AP - Instruction

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 &amp; when? Include data sources for tracking.</i></p>
<p>Utilize benchmark data with more fidelity to guide Tier 2 and Tier 3 interventions and reteaching.</p>	<p>Teacher, administrator</p>	<p>PLC time, data wall, IXL, STAR Reading, STAR Math, benchmarks</p>	<p>common meeting time for PLCs (arrange for substitute if needed); cost of paper, toner, and other supplies (utilize school improvement monies for supplies)</p>	<p>Begin mid-August using beginning of the year benchmark data with continuous monitoring using monthly progress monitoring data throughout the remainder of the school year (5-20)</p>	<p>school improvement monies, general funds</p>	<p>A data wall will be a visual way to track progress. The data wall will be adjusted monthly after each progress monitoring.</p>
<p>Teacher will administer standard-based mastery tests to assess student Mastery to guide interventions and reteaching.</p>	<p>Teacher, administrator, PLCs</p>	<p>paper, toner, computers, time to create Mastery tests, OAS standards</p>	<p>Teacher buy-in (work together and help one another create Mastery tests)Time to make Mastery tests (cover classes if needed)</p>	<p>Mastery tests will be completed and implemented by September 1, 2019 and used throughout the school year. (5-20)</p>	<p>school improvement funds, Title 1, general fund</p>	<p>Once a month a PLC will be dedicated to discussing results on Mastery tests. Teachers will graph results of Mastery test scores. If less than 75% pass, teacher will reteach, then assess and graph again.</p>

Teachers will increase use of Accelerated Math, as well as using STAR Math and Reading for monthly benchmarks.	Teachers, administrator, computer lab monitor	computer lab, IXL, STAR Math and Reading, Accelerated Math and Reading, computer lab monitor	dedicating a paraprofessional to computer lab all day	Begin 8-5-19 and continue to use until 5-21-20	school improvement funds, Title 1	Monthly STAR benchmarks to check for student growth
Begin utilizing IXL for Science assessment and benchmark.	Teachers, administrator, computer lab monitor	computer lab, IXL, computer lab monitor	dedicating a paraprofessional to computer lab all day	Begin 8-5-19 and continue to use until 5-21-20	school improvement funds, Title 1	Biweekly check of IXL results to check for growth
Increase IXL usage for Math and Reading. Students will do IXL daily in computer class.	Teachers, administrator, computer lab monitor	computer lab, IXL, STAR Math and Reading, Accelerated Math and Reading, computer lab monitor	dedicating a paraprofessional to computer lab all day	Begin 8-5-19 and continue to use until 5-21-20	school improvement funds, Title 1	Biweekly check of IXL results to check for growth
Align curriculum with OAS	Leadership team, teachers	OAS	All resources are EBI and aligned with OAS	8-19 to 12-19	none	Weekly team 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 concise as possible.

**Priority 2 SMART Goal:** Raise 15% of the Below Benchmark scores in ELA to At or Above Benchmark by the EOY Benchmark using Tier 2 and Tier 3 Intervention in grades K - 8.

**Pillar and Element:** AP - Instruction

<b>Action Step Descriptions</b>	<b>Responsibility</b>	<b>Necessary Resources</b>	<b>Challenges</b>	<b>Timeline</b>	<b>Funding Source</b>	<b>Progress Monitoring</b>
<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 &amp; when? Include data sources for tracking.</i></p>
<p>Daily Tier 2 Intervention using Story Time Intervention program.</p>	<p>Teacher, Administrator, PLC teams, Reading Specialist</p>	<p>Story Time Intervention program, time built into the daily schedule</p>	<p>Attendance - close communication with the parents to promote daily attendance</p>	<p>8-19 to 5-20</p>	<p>School improvement funds, general funds</p>	<p>Begin 2nd week of school after STAR Benchmarks are done - adjust after progress monitoring if needed One PLC a month will be dedicated to reviewing STAR Math and Reading and IXL Science data - adjust data wall as needed</p> <p>Begin 2nd week of school after STAR Benchmarks are</p>

Daily Tier 3 Intervention using Accelerated Math and Reading, along with SRA	Teacher, Administrator, PLC teams, Reading Specialist	Accelerated Math and Reading program SRA program	Attendance - close communication with the parents to promote daily attendance Teacher dedication	8-19 to 5-20	School improvement funds, general funds	done - adjust after DIBELS if needed One PLC a month will be dedicated to reviewing Accelerated Math and Reading and IXL Science data - adjust data wall as needed
Professional Development needs assessment for interventions in Math, Reading, and Science	Leadership team, teacher	needs assessment survey	none	8-19 to 9-19	none	Review needs assessment results and located meaningful professional development
Administrator review of data	Administrator	none	Schedule in time to review	9-19 to 5-20	none	Review data bi-weekly and discuss at PLC meeting
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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:** Teachers and students will effectively use updated technology so that all students will achieve at least one year of growth in ELA on the EOY OCCT.

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

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>
Administer Standard Mastery Tests after each standard is taught. Graph results of Standards Mastery Tests.	Teacher, Administrator, Team	OAS standards, Standards Mastery Tests, standards boxes, graphs, computer, Google Docs, Classroom tablets	Time - administrator has built into the daily schedule common plan time for teachers to work together	8-19 to 5-20	515 funds, Title I, general funds	Standard Mastery Test result graphs will be discussed once a month at a PLC meeting.
Reteach if the students are not proficient on the skill.	Teacher, Administrator, Team	OAS standards, Standards Mastery Tests, standards boxes, graphs, computer, paper, toner, time	Time - administrator has built into the daily schedule common plan time for teachers to work together	8-19 to 5-20	515 funds, Title I, general funds	Standard Mastery Test result graphs will be discussed once a month at a PLC meeting.
Access virtual libraries, go on virtual field trips, online curriculum.	Teacher, Administrator, Team	Technology to be able to access and utilize online curriculum and activities	Technology	8-19 to 5-20	515 funds, Title I, general funds	Increased student grades, progress monitoring scores, and benchmark scores.
Tablets and charging		30 tablets for each				Increased student

charts for classrooms for direct instruction, enrichment and intervention	Teacher, Administrator, Team	specified classroom with a charging station, PD for 1-to-1 instruction	Funding	8-19 to 5-20	515 funds	grades, progress monitoring scores, and benchmark scores.
Interactive television for instruction, reteaching, and assessment	Teacher, Administer, Team	Interactive televisions, classroom sets of tablets, OAS standards, curriculum, professional development	Funding, time, OAS standards	8-19 to 5-20	515 funds, general funds,	Increased student grades, progress monitoring scores, and benchmark scores.
Small group instruction/Enrichment activities for proficient and advanced students	Teacher, Reading Specialist, Para	OAS Standards, para, intervention materials	Funding, Up-to-date teaching materials	8-19 to 5-20	515 funds, Title 1	Student progress monitoring and benchmarks.

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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
IXL training	12-19	LEA	10-11-19
More detailed IXL training	1-20	External Provider	
IXL training	10-19	LEA	
Accelerated Math	12-19	LEA	9-19-19
Accelerated Reading	8-19	LEA	8-2-19
Interactive Televisions in the Classroom	12-19	LEA	
1-to-1 Instruction (Using Tablets in the Classroom)	12-19	LEA	
Data Wall	9-19	LEA	9-2-19
Differentiation	11-19	LEA	10-1-19
PD to be determined after further research	10-19	LEA	