eGrant Management System

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Applicant:	61-E020 Carlton Landing
Application:	2019-2020 Continuous Improvement Plan - A0 - 0972 Carlton Landing ACADEMY
Project Period:	7/1/2019 - 6/30/2020
Cycle:	Amendment 1
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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 *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3	The strengths identified through the 3 data sources are linked to EE1- Curriculum 1.7i the school extends learning opportunities beyond the physical boundaries of the school EE2- Classroom Eval/Assess 2.5d there are opportunities for students to design ways to demonstrate learning	Challenges: Our curriculum is not aligned with the OAS standards and there are gaps in instruction, assessment, and foundational skills in reading and math. EE1- Curriculum 1.2a the district initiates and facilitates sustained discussion by grade level across content areas in a systematic process to ensure OAS curriculum standards are articulated and illustrated within student work.
Learning Environment - Elements 4,5,6	An identified strength included Learning environment/school culture. EE4.1 Safe, orderly, and equitable learning environment. The stakeholder surveys also indicated that students feel safe in our school community.	Challenges: Communication with families/community. EE4- School Culture 4.9a the school has published and implemented a systematic communications plan that guides written, face-to-face and electronic communication with stakeholders. 4.9b- school staff members use a variety of tech resources and communication strategies to provide interactive communication with stakeholders. The implementation of a website, along with project based family engagement, will be incorporated to enhance 2 way communication for our parents, community and stakeholders. Our PFS results indicated that parents and the community felt the use of technology was a better communication tool for them since most of our families are working and it is more convenient.
Collaborative Leadership - Elements 7,8,9	Another strength noted in the data analysis included the EE8 Organizational Structure 8.5b Staff members use common team planning time to collaborate by content area or grade level.	Challenges: We have not been able to meet in PLC groups and/or as a leadership team to analyze student work and plan/problem solve, share RtI strategies, and look for gaps. EE7- Leadership 7.2a school leadership team, in collaboration with school staff members, regularly analyzes student performance data and information from other sources and uses the results of that analysis to inform programmatic and academic decisions. 7.4c the school leadership team reviews the disaggregated data and determines targets and timelines for reducing gaps.

Mission/Vision Statements

Continuous Improvement Mission Statement(162 of 1000 maximum characters used)

Carlton Landing Academy will work as a cohesive unit to nurture academic achievement, student success, autonomy, and social/emotional growth beyond the classroom.

Continuous Improvement Vision Statement (179 of 1000 maximum characters used)

Carlton Landing Academy will increase student participation through rigorous project based learning and research based curriculum to ensure success in the classroom and community.

SMART Goals

FY20 Priority 1: SMART Goal (242 of 250 maximum characters used) | Pillar and Element | Target Date

By May 2020, 80% of Carlton Landing Academy students will maintain and/or show growth on the OSTP Math assessment with OSTP Math scores as evidence. 80% of PK-2nd will show growth on the STAR math assessment with the STAR scores as evidence.

AP - Curriculum*   5/14/2020

FY20 Priority 2: SMART Goal (247 of 250 maximum characters used) | Pillar and Element | Target Date

By May 2020, 80% of Carlton Landing Academy students will maintain and/or show growth on the OSTP ELA assessment with OSTP ELA scores as evidence. 80% of PK-2nd will show growth on the STAR reading assessment with the EOY STAR scores as evidence.

AP - Curriculum*   5/14/2020

FY20 Priority 3 (Competitive): SMART Goal (0 of 250 maximum characters used)

Pillar and Element

Target Date

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.

(7577 of 8000 maximum characters used)

Overall: The leadership used the results of the OSTP student assessment data and benchmark tests, and compared it with the electronic surveys from the teachers, parents and students. Additionally, we used the Oklahoma Nine Essesential Elements to establish the following two SMART goals:1. By May 2020, 80% of 3-8th grade students will maintain and/or show growth on the OSTP Math assessment, with OSTP Math scores as evidence. Additionally by May 2020, 80% of K-2nd grade students will make improvement on the STAR assessment, with STAR math scores as evidence. 2. By Spring 2020, 80% of 3-8th students will maintain and/or show growth on the OSTP ELA assessment, with OSTP ELA scores as evidence. By May 2020, 80% of K-2 students will make improvement on the STAR assessment, with STAR reading scores as evidence. The overall data indicates that students lack basic mathematical computation skills and the ability to apply those skills in problem solving. Thus the math SMART goal is the district's first priority. Therefore, we will take the following steps.1. Align our math curriculum with the state standards.2. Utilize Everyday Math to teach the state standards.3. Survey the teachers in order to provide needed professional development in math instruction.4. Analyze the state assessment results from last Spring.5. Administer NWEA MAP Math benchmarks and STAR 360 progress monitoring.6. Meet in leadership PLC meetings to analyze assessment results and plan for instruction.7. Analyze student work samples in PLC meetings to plan for RtI.8. Keep parents informed via daily/weekly updates, homework folders, the webpage and Facebook.9. Engage students in real world, problem-based STEM/STEAM activities in order to provide for cross-curricular content understanding.10. Share our learning with the community through celebrations, assemblies, the webpage and project display boards.11. Attend professional development with our external consultant to analyze data and update our curriculum guides/maps.12. Attend the Ron Clark Academy and the Model Schools conference in order to learn about best practices.Inadequate foundational reading skills also hinder reading comprehension. Therefore, we will take the following steps:1. Align our reading curriculum with the state standards.2. Utilize HMH Into Reading to teach the state standards.3. Survey the teachers in order to provide needed professional development in reading instruction.4. Analyze the state assessment results from last Spring.5. Administer NWEA MAP Reading benchmarks and STAR 360 progress monitoring.6. Meet in leadership PLC meetings to analyze assessment results and plan for instruction.7. Analyze student work samples in PLC meetings to plan for RtI.8. Keep parents informed via daily/weekly updates, homework folders, the webpage and Facebook.9. Engage students in real world, problem-based STEM/STEAM activities in order to provide for cross-curricular content understanding.10. Share our learning with the community through celebrations, assemblies, the webpage and project display boards.11. Attend professional development with our external consultant to analyze data and update our curriculum guides/maps.12. Attend the Ron Clark Academy and the Model Schools conference in order to learn about best practices.Additionally, the data indicates that we need to decrease absenteeism and establish a systematic schedule for communicating with parents and families about student's work and mastery of standards. A web design company will be hired to enhance parent involvement/communication in order to ensure overall student success both emotionally and academically. We will formulate a Parent Academy to increase parent engagement and 2 way communication, thus alleviating absenteeism. (Effective Practices, 2019, p. 127)Evidence Based Interventions: The leadership team used What Works Clearinghouse and Evidence for ESSA to pick a literacy intervention with strong evidence. HMH Into Reading was selected to meet the K-8th ESSA criteria for strong evidence and will meet the instructional and learning needs. Our goal will be to provide job-embedded professional development in reading. The instructional reading coach will be implemented to provide further intervention and instruction for teachers and students. Our district's teachers will apply their intervention and instruction on research based literacy such as: guided reading groups, teacher read alouds, independent/shared fluency practice, vocabulary instruction and incorporated the writing workshop model. The Master schedule will be adjusted for a fluid flexible intervention time during the regular school day. Progress monitoring-all elementary students will be screened, progress monitored, and interim assessed with STAR 360

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_accelreader_101408.pdffor reading/early literacy, NWEA MAP growth, USA Test Prep for reading, and SAXON Phonics assessments. Professional development will also be provided, based on PD needs as indicated by our data. Everyday Math https://ies.ed.gov/ncee/wwc/Intervention/207 was selected to meet the K-8th ESSA criteria for strong evidence and will meet the instructional and learning needs in math. At this time, the team is implementing STAR, NWEA MAP Growth, and USA Test Prep for mathematics. All teachers will implement research based mathematics instruction. Teachers will be using data binders to track progress monitoring and individualize instruction, as well as provide a tool to communicate with parents as part of our initiative to engage families and increase communication. Progress monitoring will be monitored by the administrator weekly. District Involvement- The district will support the following initiatives: additional 20 minutes added to the elementary schedule to permit scheduling an intervention time during regular school hours; STEM/STEAM activities to provide for problem based learning and the application of math and reading skills https://ies.ed.gov/ncee/wwc/PracticeGuide/5; hiring an external consultant who meets the high performing rubric criteria for job-embedded professional development; providing release time for professional development.Professional Learning Communities-Our PLCs will be focused on: using the data to identify struggling students; making adjustments in instruction; and analyzing student work. We will provide flexible intervention time. PLCs will meet once every other week for 1 1/2 hrs. Additionally, our staff will be traveling to the Ron Clark Academy in May in order to learn new strategies to decrease absenteeism and engage our families and communities. In July, two members of the Leadership team will attend the Model Schools Conference and share the professional development acquired during the 2020-21 Summer retreat. http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESSA-Title-II-FAQ_Mar222016.pdfRigorous Review Process- Carlton Landing Academy will work with an external consultant this year.)The leadership team will keep a record of all services provided (date/time/content) and collect exit tickets from all PD participants as well as survey staff working with the consultant. Student data will be analyzed to evaluate the effectiveness of PD. This information will be used to measure the effectiveness of the external provider.Operational Flexibility-The school board is committed to assisting and supporting Carlton Landing Academy's school improvement

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: By May 2020, 80% of Carlton Landing Academy students will maintain and/or show growth on the OSTP Math assessment with OSTP Math scores as evidence. 80% of PK-2nd will show growth on the STAR math assessment with the STAR scores as evidence.

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.*
We will work with an external consultant to align the instructional resources and curriculum with Oklahoma Academic Standards in PK-8th grade. 9EE1.1a;1.1c	Leadership team with all classroom teachers and paraprofessionals.	OAS booklets and/or OSDE web site	Barrier: False assumption that instructional resources are OAS aligned. Solution: Preface alignment check with rationale for this task; schedule time to discuss OAS.	July 1, 2019 through August 15, 2019	Project 515 & General funds	Curriculum maps will be created for reading and math. Exit tickets will be collected at the end of each PD session. Schedule will be designed with two-week checkpoints.
OSDE will provide PD for working with Trauma in School Aged students. 9EE 3; 5	Leadership team with all classroom teachers.	OSDE team	None	August 1, 2019 Professional development	General funds	Exit tickets will be collected at the end of the PD session.

a. PD will be provided from the National Family Engagement Conference b. we will attend the 2020 Model Schools Conference in June. 9EE 6c. we will attend the 2020 Ron Clark Academy in May. 9EE 6	Leadership team	Resources from the National Family Engagement Conference.Time scheduled to attend the conference June 28-July 1, 2020Time scheduled to attend the academy in May.	None	a. August 1, 2019 professional developmentb. Attendance at the conference and academy and shared with team in summer retreat 2020.	515 funds	Exit tickets will be collected at the end of the PD session.
a. Survey teachers on PD needs for math instructional strategies and intervention strategies to develop a strategic pd plan. b. provide PD for math intervention strategies based on staff needs (observations/walkthroughs/requests) 9EE 6.4a; 3.1b;3.2a;3.4c;6.2a-b/6.3a;b	Leadership teamPrincipal, math specialist, external consultant	a.Paper survey; team will tally and analyze results with external consultantb. Time scheduled for principal to observe math blocks with math specialist and/or consultant.	a.Noneb. Barrier: unforeseen schedule conflicts.Solution: prioritize these visits	a.August 2, 2019 planning meeting; results will be available for the scheduled meeting on Oct 14, 2019b. August 15, 2019 through May 15, 2020	515 & general funds & Title IIA	a. Number of teachers responding to survey; survey findings will be discussed Oct 14, 2019b. student performance data (progress monitoring, teacher-generated assessments, benchmarks
Complete 3 project-based, cross curricular STEAM projects in PK-8th and celebrate with families	Classroom teachers with Leadership team	Project approach display cases as well as materials to support the real-world designs and integrated curriculum	None	Projects will be shared/celebrated:end of September, end of November, end of March	515 & Title 1 funds	Students & Families will complete a survey at the end of each project.
		Time scheduled				MAP, STAR &

| Complete Math benchmarks and USA Test Prep progress monitoring to identify skills and strategies needed for children scoring below grade level expectations. 9EE 2.41;3.1i;3.2a | Classroom teachers with math specialist/consultant | for administering the MAP benchmark assessment, STAR progress monitoring and USA Test Prep. | Barrier: Scheduling time. Solution: Para will lead learning activities with other students. | August 15, 2019 through September 15, 2019Jan. 6, 2020 through Jan 31May 1, 2020 through May 15, 2020 | Project 515 & General | USA Test prep data will be used to focus on weak skill sets. STAR will be used to measure 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 conscise as possible.

Priority 2 SMART Goal:	By May 2020, 80% of Carlton Landing Academy students will maintain and/or show growth on the OSTP ELA assessment with OSTP ELA scores as evidence. 80% of PK-2nd will show growth on the STAR reading assessment with the EOY STAR scores as evidence.
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.*
We will work with an external consultant to align the instructional resources and curriculum with Oklahoma Academic Standards in PK-8th grade. 9EE1.1a;1.1c	Leadership team with all classroom teachers and paraprofessionals	OAS booklets and/or OSDE web site.	Barrier: false assumption that instructional resources are OAS aligned Solution: Preface alignment check with rationale for this task; schedule time to discuss OAS	July 1, 2019 through August 15, 2019	Project 515 & General funds	urriculum maps will be created for reading. Exit tickets will be collected at the end of each PD session. Schedule will be designed with two-week checkpoints.
Survey teachers on PD needs for reading instructional strategies and intervention strategies to develop a strategic PD plan.	Leadership team	Paper survey; team will tally and analyze	None	August 2, 2019 planning meeting; results will be available for the next	General funds	Number of teachers responding to survey; survey findings will be

9EE6.4a;3.1b;3.2a;3.4c;6.2a-b;6.3a		results		scheduled meeting August 29, 2019		discussed August 29, 2019.
Provide HMH Into Reading curriculum and PD for guided reading, Daily 5, guided writing and intervention strategies based on staff needs(observations/walkthroughs/requests) 9EE3.4c;6.2b	Principal; reading specialist	Time scheduled for principal to observe 90-minute blocks with reading specialist	Barrier: Unforeseen schedule conflicts Solution: Prioritize these visits	August 15, 2019 through May 15, 2020	Project 515 & Title IIA	Exit tickets will be collected at the end of each PD session
Complete MAP & STAR reading assessments to identify skills & strategies needed for children scoring below grade level expectations. 9EE2.4a;3.1i;3.2a	Classroom teachers with reading specialists	time scheduled for administering MAP & STAR	Barrier: Scheduling time. Solution: Para will lead learning activities for other children	August 15, 2019 through September 30, 2019	Project 515	MAP & STAR data will be used to focus on weak skill sets. STAR will be used to measure growth.
Review of guided math & reading/writing plans and teacher data binders as part of lesson plan/instructional monitoring by administration. 9EE7.11d;7.11j;3.3a;2.1.	Principal	None	Barrier: Time constraints Solution: Prioritize regular review to become routine practice	September 30, 2019- May 15, 2020	Project 515	Student performance data (progress monitoring, teacher-generated assessments, benchmarks).
Celebrate students and families for math & reading achievement every quarter and provide family resources such as the Scholastic Reading kits (awards, tokens, announcements, letters, webpage, community project board etc.) 9EE4.7c;4.8h;4.10a	Leadership team and all classroom teachers	Scholastic reading kits,; community partners; businesses; paper/ink/toner for communication and certificates; web design company	Barrier: Failure to be intentional Solution: Determine timeline for proposed celebrations	October 1, 2019- May 15, 2020	Community partners/ Parent Academy/ donationsProject 515	Student assessment data; student and family feedback; increased attendance for learning-linked activities during Parent Academies and Literacy Nights.

Action Steps

There are only 2 Smart Goals, this tab is not required.

Professional Development

INSTRUCTIONS: List the professional development planned for the current year that specifically support the site's SMART Goals. Each quarter, the site will amend the CIP in order to enter any completed dates. Required annual trainings such as CPR, Bloodborne Pathogens, etc are not applicable and should not be listed.

Provider Definitions:

LEA - The PD is provided by district staff, site staff, or staff from another LEA.

SEA - The PD is provided by the Oklahoma State Department of Education.

External Provider - The PD is provided by any other non-LEA or non-SEA source.

Professional Development Name	Tentative Date	Provider	Date Completed
National Family and Community Engagement Conference	07/09/2019	External Provider	07/12/2019
Vertical & Horizontal Curriculum Alignment and Data analysis findings	08/02/2019	External Provider	08/02/2019
Trauma Effects on Schoolchildren and Families	08/01/2019	SEA	08/01/2019
Benchmark math & reading data analysis	09/15/2019	External Provider	
Math professional development	10/15/2019	External Provider	
Reading professional development	10/15/2019	LEA	
Benchmark math & reading data analysis	01/15/2020	External Provider	
Benchmark math & reading data analysis	05/15/2020	External Provider	
Ron Clark Academy	05/22/2020	External Provider	