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Applicant: 63-I005 EARLSBORO

Application: 2019-2020 Continuous Improvement Plan - A0 - 0105 EARLSBORO 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> |
|--|--|--|
| Academic Performance - Elements 1,2,3 | Curriculum | Curriculum 3.84Classroom Evaluation/Assessment 3.63Instruction 3.61 |
| Learning Environment - Elements 4,5,6 | School CultureProfessional Growth, Development, and Evaluation | Culture 3.4Professional Growth, Development and Evaluation 3.21Student/Family and Community Support 3.19 |
| Collaborative Leadership - Elements 7,8,9 | Organizational Structure and Resources | Comprehensive and Effective Planning 3.11 |

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(362 of 1000 maximum characters used)

Our Mission Statement: The mission of Earlsboro Schools is to create and maintain a positive and welcoming school climate, free of drugs, violence, intimidation and fear. To provide an environment, in which teachers can teach and students can learn, which promotes the cognitive and affective development of all children, and those professionals who serve them.

Continuous Improvement Vision Statement (158 of 1000 maximum characters used)

The vision of Earlsboro Schools is the continue the overall excellence of the whole child when it comes to academics, athletics, social, and adolescent needs.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocol, identify the current year's priorities. Sites are required to enter two SMART Goals with the option to add a third. 'S' is for specific. 'M' is for measurable. 'A' is for achievable. 'R' is for realistic. 'T' is for time bound. After entering the SMART Goal, select the 9EE Pillar and Element that aligns with the goal. Enter the target date that the goal will be achieved. *Priority 3 is REQUIRED if applying for the competitive grant*

FY20 Priority 1: SMART Goal (211 of 250 maximum characters used)

One hundred percent of our second through fifth grade students will show a positive RIT growth through the benchmark tests on NWEA from the first benchmark in August, 2019, to the third benchmark in April, 2020.

Pillar and Element

Target Date

AP - Classroom Evaluation/Assessment*

4/1/2020

FY20 Priority 2: SMART Goal (176 of 250 maximum characters used)

Our elementary school(K-5) will decrease our chronic absenteeism from 37% in 2018-2019, to 25% or less of the student body population by the end of the year, 2020, by WENGAGE.

Pillar and Element

Target Date

LE - Student, Family, & Community Support

6/1/2020

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

Pillar and Element

Target Date

| | |
|--|--|
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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.

| COMPONENTS | Implementation Level | Development Level | Planning Level |
|--|---|--|---|
| Overview of Continuous Improvement Plan | Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achievable. | Narrative addresses all components, but some lack thoroughness and clarity. Action Steps have gaps or may need revision. | Narrative does not address a majority of components with thoroughness and clarity. Action Steps are incomplete or unachievable. |
| Evidence Based Interventions (EBI) | The process the site used to select the EBIs is described in detail along with how the EBIs not only support the SMART Goal(s), but contribute to the sustainability of the goal long term. | The process the site used to select the EBIs is described in detail along with how these EBIs support the SMART Goal(s). | The process the site used to select the EBIs is outlined, but no connection to the SMART Goal is evident. |
| Progress Monitoring | The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction and the implementation of those elements at the site are described in detail. | The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction are described. | The elements of progress monitoring are mentioned, but in general terms; not specific to the site or the SMART Goal. |
| District Involvement | Provides specific examples of how the District will support the development and implementation of the SMART Goal(s). | Provides an overview of the how the District will support the development and implementation of the SMART Goal(s). | Provides brief statement about District involvement, with no connection to SMART Goal(s). |
| Professional Learning Communities (PLC) | Explains, in detail, how the existing PLCs have been integrated into the site's process for achieving the SMART Goal(s). A list of topics and schedule is included. | The narrative discusses the PLCs role in supporting the SMART Goal(s) and includes examples to potential topics. | The site currently does not use PLCs and/or narrative provides a brief statement about PLCs. |
| | Describes the process of how the site | | |

| | | | |
|--|---|---|---|
| Professional Development | has selected appropriate, quality PD opportunities that support the SMART Goal(s) and how PD will lead to the sustained achievement of the SMART Goal(s). | Describes the process of how the site has selected PD opportunities that support the SMART Goal(s). | Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident. |
| Rigorous Review Process <i>(Provide information only if using an external partner.)</i> | The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included and the types of external partners the site will be using have been identified. | The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included. | The Rigorous Review Process has not been addressed. |
| Operational Flexibility <i>(Provide information only if the site identifies barriers.)</i> | The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are clearly listed and the District has agreed to provide this operational flexibility. | The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are listed. | Operational flexibility have not been addressed. |

Plan Narrative

INSTRUCTIONS: Use the rubric provided to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for competitive grant funds must also upload a Supplemental Narrative on the Edge Grant tab.

(5943 of 8000 maximum characters used)

Priority number 1-One hundred percent of our second through fifth grade students will show a positive RIT growth through the benchmark tests on NWEA from the first benchmark in August 2019, to the third benchmark in April 2020. Priority number 2-Our elementary school will decrease our chronic absenteeism from 37% in 2018-2019, to 25% or less of the student body population by the end of the year, 2020, by WENGAGE. Evidence Based Interventions-With regards to P#1, our school has changed it's schedule to allow 30-45 minutes a day for the computer based program MobyMax. The evidence is found in the handbook Effective Practices; Research Briefs and Evidence Rating on page 10. This is a strong rating. Also, it is seen as Blended Learning which is on page 14. Before this year, our elementary didn't have a set schedule and our students did not have means to technology. Raising our standards as a building to be one to one has meant each student can now be on a computer with their own individualized program. Our students will take three benchmarks throughout the year, with the last one being in April. We are also doing Professional Learning Communities for the first time which can be found in Effective Practices; Research Briefs and Evidence Rating on page 11. This rating is strong as well. These meetings take place twice a month. Last, we have hired a reading specialist. She pulls out students in non-core classes for an average of 25-35 minutes a day. P#2, Our school has now put in place a new attendance policy. This practice can be found in Effective Practices; Research Briefs and Evidence Rating on page 198. We have also made this policy available on our website as well as in paper form, given out on Meet The Parent Night and the first Parent/Teacher Conference. This new policy is also in the student handbook and is on Effective Practices; Research Briefs and Evidence Rating page 20, as this is a strong rating. I have also made phone calls home, wrote letters, and sent those out to parents informing them on this new policy. Progress Monitoring-P#1, We are having bi-monthly PLC meetings to review and discuss how the program is working. After each benchmark, these meetings will review the data and make adjustments. Our reading specialist meets with our faculty daily to review her concerns over the students she worked with. P#2, We will review our end of the year attendance results, but in the time now we are using daily attendance by WENGAGE to track who is close to being absent eight or more times a semester. We are also tracking patterns in missing students. Also, each time we have a conference or school function, we are reminding the parents of our new policy. District Involvement-P#1, We have implemented a new schedule, as the elementary had not previously had a detailed schedule. This new schedule has allowed us to reduce the number of students in physical education at one time, thus reducing behavior problems. It has also allowed us to put in a computer schedule for each student. Our district has allowed us to buy chrome books and iPads for each elementary student. This has been a drastic and needed change for us. P#2, Our district has implemented a new attendance policy of missing eight or more days in a semester. The parents are contacted if the student is getting close to this number. We have put this new policy in the student handbook as well as updating it to our website. We also have paper copies for those who do not have internet access and these were passed out at Meet The Parent Night and Parent/Teacher Night. Professional Learning Communities-P#1, Our every two weeks PLC meetings have been focusing in on testing and benchmark data. These meetings have been informative in making the necessary changes to how each student learns. We are monitoring the progress of each student and have met with each student in regards to their RIT goals for the year. P#2, In a couple of PLC meetings, we have discussed any ideas on improving attendance. These talks have centered around more parental involvement and student incentives. We are currently doing a 'Pizza With The Principal' each month where each student that had zero absences for the previous month, gets to eat pizza with the principal for lunch one day. Professional Development-P#1, Our school chose the PD's based on the new needs of learning NWEA and MobyMax. We went with these programs after visiting with a couple of schools who were using them. We felt like our faculty needed to know the basic knowledge of how to use both NWEA and MobyMax to get our students up and running on day one. We also went with a presentation on the basics of Google as our site was to be a Google Classroom. This was asked of us in our Leadership Meeting in April, 2019. These PD's were provided by OPSRC out of Oklahoma City. Rigorous

Review Process-P#1, Our external providers were selected after visiting Justice School last spring. They have a similar school to ours in the aspect of poverty and demographics. When looking into OPSRC, NWEA, and MobyMax, we presented our case to our Leadership Team and they agreed to purchase these programs as we move forward. We are constantly reviewing both NWEA and MobyMax as a means to the future with our PLC's. Operational Flexibility-P#1, The barriers we could foresee in this priority were all about the first year of implementation. The solution to this is we had PD's related to NWEA and MobyMax, and the first year of these programs. Through our partnership with OPSRC, we can continue any questions that may arise through a PD. P#2, The barriers with priority number two is knowledge and communication between us, the school, and the community. We passed out paper flyers about our new attendance policy at Meet The Teacher Night as well as Parent/Teacher Night. This new policy is also on our school website.

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: One hundred percent of our second through fifth grade students will show a positive RIT growth through the benchmark tests on NWEA from the first benchmark in August, 2019, to the third benchmark in April, 2020.

Pillar and Element: AP - Classroom Evaluation/Assessment

| Action Step Descriptions | Responsibility | Necessary Resources | Challenges | Timeline | Funding Source | Progress Monitoring |
|--|--|---|--|--|---|--|
| <p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p> | <p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> | <p><i>What resources will be utilized to complete the action step?</i></p> | <p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> | <p><i>What is timeline for each action step?</i></p> | <p><i>Identify any relevant funding source.</i></p> | <p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> |
| <p>30 minutes a day on MobyMax. Effective Practices; Research Briefs and Evidence Rating-pg 10-strong. Blended learning-pg 14.</p> | <p>Stacey Barton</p> | <p>MobyMax. Chrome books, iPads with covers and carts, and desktop computers.</p> | <p>First year of implementation for teachers. Solution: provided PD for faculty for effective instruction.</p> | <p>School year 2019-2020.</p> | <p>General Fund, 515</p> | <p>Monthly PLC data review and discussion.</p> |
| <p>Take 3 benchmarks throughout the year, last one being in April on NWEA.</p> | <p>Stacey Barton-Elem Principal</p> | <p>NWEA. Chrome books, iPads with covers and carts, and desktop computers.</p> | <p>First year of implementation for teachers. Solution: provided PD for faculty for effective instruction.</p> | <p>School year 2019-2020.</p> | <p>General Fund,515</p> | <p>Data monitoring after each benchmark. Progress meeting with each student to discuss results and goals after each benchmark. Reading specialist keeps a checklist</p> |

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|--|---------------|---------------------|-------|------------------------|---------------|--|
| Hire reading specialist. | Stacey Barton | Reading specialist. | None. | School year 2019-2020. | General Fund. | and meets with faculty on a daily basis. Also, discusses findings in PLC meetings. |
| Professional Learning Communities, Effective Practices; Research Briefs and Evidence Rating-pg 11, strong. | Stacey Barton | None. | None. | School year 2019-2020. | General Fund | PLC's meet twice a month. |

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:

Our elementary school(K-5) will decrease our chronic absenteeism from 37% in 2018-2019, to 25% or less of the student body population by the end of the year, 2020, by WENGAGE.

Pillar and Element:

LE - Student, Family, & Community Support

| Action Step Descriptions | Responsibility | Necessary Resources | Challenges | Timeline | Funding Source | Progress Monitoring |
|--|---|---|--|---|--|--|
| <i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i> | <i>Name the individual(s) responsible for tracking the progress of the action step.</i> | <i>What resources will be utilized to complete the action step?</i> | <i>Consider the barriers to the completion of the action step and possible solutions.</i> | <i>What is timeline for each action step?</i> | <i>Identify any relevant funding source.</i> | <i>How will the action step be measured & when? Include data sources for tracking.</i> |
| New attendance policy. Effective Practices; Research Briefs and Evidence Rating-pg 198 | Stacey Barton | New board policy. | Knowledge and communication between school and parents. | Limiting each students' absence to 8 or less each semester. | None | End of the year attendance results. |
| Phone calls home, communication with parents via letters outlining new policy. Effective Practices; Research Briefs and Evidence Rating-pg 198 | Stacey Barton-Elem Principal | SiS system | Getting parents to understand the importance. Effort and communication. Solution: flyer to parents on Meet the Parent night, sending home a reminder when students are close to the eight absenteeism. | When a student gets to 6 or more absences each semester. | General Fund. | Using daily WENGAGE reports to monitor absenteeism. Also, looking for patterns of absenteeism. |
| Playing music in the morning when students are | Stacey Barton | Effort and a playlist. | None | Every morning. | None | None. |

arriving.

Forms and handbook are available on school website. Effective Practices; Research Briefs and Evidence Rating-pg 20, strong.

Stacey Barton

None

Internet access to parents in the home. Solution: provide paper form of new policy at Meet the Parent Night and each student is provided a handbook.

Beginning of school year 2019-2020.

General Fund.

During conferences, reminding parents of the policy in the handbook and on the internet. Providing additional copies if needed.

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 |
|---|----------------|-------------------|----------------|
| NWEA Benchmark Test in a Nutshell /Presenter: Jean Potter with Oklahoma Public School Resource Ce | 08/06/19 | External Provider | 08/06/19 |
| Moby Max Benchmark/Supplement online curriculum: Presenter:Theresa Ackerman (Moby Max Emplo | 08/08/19 | External Provider | 08/08/19 |
| Google Basics for Classrooms: Presenter Jean Potter OPSRC | 08/06/19 | External Provider | 08/06/19 |
| Writing in Every Classroom: Presenter Brett MacArthur OPSRC | 08/06/19 | External Provider | 08/06/19 |
| NWEA Growth Reports Interpreting Data: Presenter: NWEA @ OPSRC Office in OKC | 09/23/19 | External Provider | 09/23/19 |
| | | | |
| NWEA Growth Reports Interpreting Data Part 2: Presenter: NWEA @ OPSRC office in OKC | 10/7/19 | External Provider | 10/7/19 |
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