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Applicant: 12-I002 FORT TOWSON

Application: 2019-2020 Continuous Improvement Plan - A0 - 0105 FORT TOWSON 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>Academic Performance - Elements 1,2,3</p>	<p>The strengths identified through the three data sources are linked to Essential Element 1 - Curriculum 1.1a: The implemented curriculum is directly based on and fully aligned with academic expectations, core content and the OAS curriculum standards and defines what students should know and be able to do in all content areas. 1.7.b: The curriculum also elicits tighter-order thinking and problem-solving skills from all students at age and developmentally appropriate levels. Element 2 - Classroom Assessments 2.1a: All assessments are aligned with academic expectation, core content and OAS curriculum standards.</p>	<p>The challenges as identified through the needs assessment process Focus 1 - Identification of curriculum gaps Indicators 2.4a,b: Analysis of multiple assessments, determine gaps in the curriculum. Modify curricular, instructional and assessment practices. Focus 2 - Systematic evaluation of curriculum 1.6b,c,d: A curriculum committee that monitors, evaluates, reviews and makes recommendations for any needed revisions to the curriculum. Analyzes student performance data and reviews their policies and procedures. Focus 3 Teacher knowledge and motivation techniques Indicators 3.4c All teachers participate in sustained, classroom-focused professional development. Focus 4 Use of Technology Indicator 3.5a,b: Teachers appropriately use technology to expand the classroom into the community. Focus 5 Student awareness 2.3c,d: Teachers and students will collaborate and utilize self evaluations to determine what students know and are able to do to be proficient in all content areas.</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>The strengths identified through the three data sources are linked to Element 4 School culture 4.9 b: School staff members use a variety of technological resources and communication strategies to provide interactive communication with stakeholders. 4.6 a: Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities. Element 5 - Student, Family and community Support 5.5 a,b,c: The school maintains cumulative student records. Relevant, current and accurate data are included in cumulative student records. Cumulative student records are well organized and</p>	<p>The challenges as identified through the needs assessment process Focus 1 Support 5.1: Family and community involvement in promotion of programs and services. 5.4: Learning support beyond the classroom Focus 2 School Culture 4.7c: Teachers regularly contact families. Focus 3-4.1c: In order to provide an orderly learning environment, school leadership establishes policies and implements operational procedures to minimize disruptions to instruction. Focus 4, 5 & 6 Professional Growth, Development and Evaluation 6.1a: The school does long-term planning for continuous support of professional growth needs. Professional development is viewed as a change process that occurs over time. 6.8a: Available</p>

	<p>appropriately controlled. Element 6 - Professional Growth, Development and Evaluation 6.7 a The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that meet state requirements.</p>	<p>resources are maximized for professional growth and development. 6.9a: Evaluation of certified employees and growth plans correlate with instructional needs of students and professional needs of staff members as reflected in the improvement plan.</p>
<p>Collaborative Leadership - Elements 7,8,9</p>	<p>The strengths identified through the three data sources are linked to Essential Element 9 Comprehensive and Effective Planning 9.9 a: The action components of the comprehensive school improvement plan include an intentional focus on closing achievement gaps among subgroups. 9.13 c: School leadership models a collaborate approach to the implementation of the comprehensive school improvement plan. Element 8 Organizational Structure and Resources 8.4 b: classroom management and organizational practices are structured to ensure that instructional use of class time is maximized.</p>	<p>The challenges as identified through the needs assessment process Focus 1- Leadership 7.2 a,b: Leadership team, in collaboration with staff, district and community stakeholders, analyzes student data and information and uses the results to inform programmatic and academic decision. Focus 2-7.4 a: Analysis of dis-aggregated data is an integral part of the school's improvement planning process. Focus 3- 7.10 a,b,c,d: Staff analyzes student performance data and the actions of the staff are aligned to improve student academic performance. Results of data are validated to guide the staff toward establishing priorities for student academic performance and conducts periodic self-assessments. Focus 4- Adopt policy and implement procedures to protect instructional time, classroom management and organizational practices are structured, staff adjusts schedule based on instructional needs.</p>

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(162 of 1000 maximum characters used)

To empower students with the knowledge, skills and character to become lifelong learners, productive workers and respectful, responsible members of our community.

Continuous Improvement Vision Statement (100 of 1000 maximum characters used)

To motivate and encourage students to believe in their ability to learn in a rapidly changing world.

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 (110 of 250 maximum characters used)

By the end of the year our school will increase the ELA scores of students scoring proficient or above by 10%.

Pillar and Element

AP - Instruction*

Target Date

4/15/2020

FY20 Priority 2: SMART Goal (85 of 250 maximum characters used)

The percentage of students scoring proficient or above on Math, will increase by 10%.

Pillar and Element

AP - Instruction*

Target Date

4/15/2020

FY20 Priority 3 (Competitive): SMART Goal (153 of 250 maximum characters used)

To increase Math and Reading scores for all students by providing individual technology for each student to utilize the evidence based software programs.

Pillar and Element

AP - Curriculum*

Target Date

4/15/2020

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 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.

(4989 of 8000 maximum characters used)

Overall - The leadership team utilized the Oklahoma Nine Essential Elements Needs Assessment findings, along with the most recent OSTP student assessment data, mClass DIBELS Next, STAR for reading/early literacy, STAR math and local benchmark test. Surveys were distributed electronically to the teachers, students, and parents/family to provide data that was analysis to facilitate and identify the SMART Goals. This information helped determined the districts three SMART goals: 1. By the end of the year our school will increase the ELA scores of students scoring proficient or above by 10%. 2. The percentage of students scoring proficient or above on Math, will increase by 10%. 3. To increase math and reading scores for all students by providing individual technology for each student to utilize the evidence based software programs. With the overall data findings revealing students lack of literacy skills and the inadequate foundational skills are hindering students' reading achievement in 3rd through 6th grade. The leadership team as determined a professional development strategic plan, based on teacher's needs, in reading and math intervention strategies to support the implementation of STEM projects. Evidence-Based Interventions (EBI) - The leadership team accessed Evidence for ESSA to select a literacy and math intervention program. A third party researcher performed a quasi-experimental study of effectiveness of the Study Island online learning platform on student growth during the 2016-17 school year. These results indicate that Study Island is an effective, evidence-based intervention. "The Marzano validation study, published recently by Steward, Brodersen, and Chersasaro (2017), outlines the ESSA standards of evidence, and after a detailed review concludes: Marzano Research verified the findings of statistically significant and positive effects on student achievement, which suggest that the Study Island intervention has a positive impact on student achievement in reading and math, as well as a positive relationship with student achievement in language arts (p. 9)." Specifically, the study has been verified to meet all criteria to qualify Study Island as meeting the ESSA requirements of an "evidence-based" intervention. As a "Moderate" based intervention, Study Island will meet the instructional and learning needs as identified (Documentation uploaded in Google file) as well as being recommended by the Oklahoma-based educational consultants, Martha Michaels and Danny Swoppes, of EDIT. EDIT will provide student assessment data analysis professional development to inform reading and mathematics instruction. Also, the site will implement respectively "Moderate" and "Strong" best practices through Exact Path software, a mastery learning model and Reading Eggs (Effective Practices, pages 7, 9, 12-13; pages uploaded in Google file) and plans to purchase additional student devices. To ensure sustainability, the district will provide computer instruction that will maintain a blocked amount of time for intervention. All teachers will implement researched-based literacy instruction: teacher reading aloud, shared reading, and guided reading, independent reading, write aloud, shared/interactive writing, guided writing, word work, and differentiation. The school's schedule was adjusted to ensure a flexible intervention time during the regular school day. Progress Monitoring - All elementary students will be screened, progress monitored, and assessed with STAR and DIBELS, and teacher-generated formative assessments. The leadership team determined that data sources have not been used to make informed, instructional decisions. The principal will monitor to ensure the implementation of the interventions, as well as, the leadership team has composed a benchmarking data form. District Involvement - The district will support the scheduling of time during regular school hours for intervention/enrichment, STEM/STEAM activities, or other learning opportunities; hiring a computer coach to assist in this implementation, hiring additional support staff to assist with tutoring and the STEM/STEAM activities; providing release time for professional development. Professional Learning Communities - Through the benchmark testing, the PLCs will analyze the student data to identify the struggling students and implement immediate intervention. Continuous review of the success of instructional practices will be assessed periodically. Review of the effectiveness of the intervention and remediation providers before any agreements for the next year are purchased. Professional Development - The district will ensure that more scheduling options will be considered for professional development opportunity in the realm of reading and math instruction and remediation. This staff development will include opportunities to encourage

and increase knowledge of ways to engage and incorporate students learning through STEM/STEAM activities.

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: By the end of the year our school will increase the ELA scores of students scoring proficient or above by 10%.

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 & when? Include data sources for tracking.</i></p>
<p>Curriculum and instruction will be aligned with the Oklahoma Academic Standards. 9EE 1.1a</p>	<p>Leadership team and all instructional teachers.</p>	<p>OSDE website and OAS standards per grade level</p>	<p>Time needed to manage and assess the mastery of the alignment of OAS. Possible solutions are to schedule meetings and ensure proper implementation.</p>	<p>April 20, 2020 through July 31, 2020</p>	<p>General Funds, and 515 Funds</p>	<p>Monthly meetings with the leadership team to ensure proper implementation and alignment are taking place.</p>
<p>Professional Development will be provided to instructional staff to promote academic improvement based on staff needs. 9EE 3.4c</p>	<p>Principal</p>	<p>Release time to attend professional development as needed.</p>	<p>Schedule conflicts with other activities and finding substitutes. Solutions to include using para professionals or volunteers as substitutes to offset conflicts with other activities.</p>	<p>August 1, 2019 through June 30, 2020</p>	<p>General Fund, and 515 Funds</p>	<p>Principal observations and evaluations, to ensure the information is being properly implemented. Post professional surveys and teacher feedback.</p>
			<p>Not enough</p>			

<p>Time scheduled each day for student and teacher access to appropriate technology instruction with intervention programs. 9EE 3.5a, b</p>	<p>Leadership team and all classroom teachers.</p>	<p>Computer lab and district schedule.</p>	<p>computers and not adequately trained to use them. Solution would be to purchase new computers and provide professional development training on the programs.</p>	<p>August 12, 2019 through May 1, 2020</p>	<p>General Fund and 515 Funds</p>	<p>Student assessment data and student/teacher feedback.</p>

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: The percentage of students scoring proficient or above on Math, will increase by 10%.

Pillar and Element: AP - Instruction

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>
Curriculum and instruction will be aligned with the Oklahoma Academic Standards. 9EE 1.1a	Leadership team and all instructional teachers.	OSDE website and OAS standards per grade level	Time needed to manage and assess the mastery of the alignment of OAS. Solution is to adjust so that monthly meeting can be completed.	August 12, 2019 through July 31, 2020	General Funds and 515 Funds	Monthly meetings with the leadership team to ensure proper implementation and alignment are taking place.
Professional Development will be provided to instructional staff to promote academic improvement based on staff needs. 9EE 3.4c	Principal	Release time to attend professional development as needed.	Schedule conflicts with other activities and finding substitutes. Solutions to include using para professionals or volunteers as substitutes to offset conflicts with other activities.	August 1, 2019 through June 30, 2020	General Funds and 515 Funds	Principal observations and evaluations, to ensure the information is being properly implemented. Post professional surveys and teacher feedback.
Time scheduled each day for student and			Not enough computers and not adequately trained			

<p>teacher access to appropriate technology instruction with intervention programs. 9EE 3.5a, b</p>	<p>Leadership team and all classroom teachers.</p>	<p>Computer lab and district schedule.</p>	<p>to use them. Solution would be to purchase new computers and provide professional development training on the programs.</p>	<p>August 12, 2019 through May 1, 202</p>	<p>General Funds and 515 Funds</p>	<p>Student assessment data and student/teacher feedback.</p>

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: To increase Math and Reading scores for all students by providing individual technology for each student to utilize the evidence based software programs.

Pillar and Element: AP - Curriculum

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>When approved for the school improvement funding, the LEA will purchase classroom sets of chrome books and carts.</p>	<p>The Elementary Principal with assistance of the continuous improvement leadership team.</p>	<p>Evidence based programs required technology that is compatible.</p>	<p>With out funding will be limited to the amount of time students will have access to technology for reinforcement and intervention to prepare for the OAS. Solution would provide funds to purchase computers.</p>	<p>September 2019 through May 2020</p>	<p>School Improvement Funding 515 Grant</p>	<p>Quarterly benchmark testing</p>

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
Curriculum Alignment & Overview of OASS	8/8/2019	External Provider	8/8/2019
Google Chrome & Technology Assistance	8/7/2019	External Provider	8/7/2019
Study Island Training	10/17/2019	External Provider	
Summer Learning Conference	5/31/2019	External Provider	5/31/2019
How to Create Amazing STEM Experiences	10/18/2019	External Provider	
Curriculum Enhancement Continued	3/6/2020	External Provider	