
Application Printout

eGrant Management System

Printed Copy of Application

Applicant: 55-I089 OKLAHOMA CITY

Application: 2019-2020 Continuous Improvement Plan - A2 - 0260 HAYES ES

Project Period: 7/1/2019 - 6/30/2020

Cycle: Amendment 1

Date Generated: 4/27/2020 12:00:44 PM

Generated By: 148675

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	1.2 District facilitates and communicates OAS curriculum standards 2.4 Identification of curriculum gaps using test scores. 3.6 Instructional resources.	2.2 Design of assessment tasks. 1.6 Systematic evaluation of curriculum ensuring its alignment to OAS. 3.1 Effective and varied instructional strategies used in all classrooms.
Learning Environment - Elements 4,5,6	4.7 Teachers communicate regularly with students and families. 5.5 Student record system 6.5 Professional development is ongoing and job-embedded.	4.1 Safe, orderly, and equitable learning environment. 6.4 School improvement goals connect with student learning goals. 5.4 Learning support beyond the classroom.
Collaborative Leadership - Elements 7,8,9	7.11 Time spent on curricular and instructional issues. 8.5 Staff team planning. 9.13 School improvement plan is implemented as developed.	7.5 Instructional staff's access to curriculum training. 8.4 Use of instructional time. 9.10 Action steps in school improvement plan have timelines and resources.

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(197 of 1000 maximum characters used)

Hayes' mission is to instill in each student the importance of individual worth and to create a positive self-image through personal development of initiative, resourcefulness, and responsibility.

Continuous Improvement Vision Statement (182 of 1000 maximum characters used)

Hayes' vision is to aid our youth in becoming self-sufficient individuals mentally, physically, socially, and morally so that they can meet the demands of a rapidly changing society.

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 (177 of 250 maximum characters used)

Through training and implementation of collaborative learning structures, we will decrease disruptive behavior referrals by 10% measured through Infinite Campus by May 20, 2020.

Pillar and Element

LE - School Culture*

Target Date

5/20/2020

FY20 Priority 2: SMART Goal (155 of 250 maximum characters used)

Through the training in PLC practices Hayes will show a 7 percent increase in student proficiency in reading and math measured by Istation by May 20, 2020.

Pillar and Element

AP - Curriculum*

Target Date

5/20/2020

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 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.

(5017 of 8000 maximum characters used)

Overview of CIP: The Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team in conjunction with the most recent OSTP student assessment data and the local benchmark tests. Electronic surveys were distributed to teachers, students, and parents/guardians to collect perception data about the site and district. Data gained from OSTP 2018-2019 showed Hayes students were 12% proficient in reading and 8% proficient in math. This data is supported by the district benchmark. However, this did not correlate with the district's screener, Fountas and Pinnell, as a significant increase. The behavior data taken from the student data base, Infinite Campus, indicated that classroom disruptions were a leading cause of lost instructional time. Therefore, the school culture SMART goal is Hayes' first priority. The leadership team researched cooperative learning and found best practice. The team was then looked at a list of vendors. Kegan training was on the list and the assistant principal, Tonya Brackeen had experience with Kegan and highly recommend it. She saw improvement in her school and the team agreed to adopt Kegan. Kegan scored a 30 on the External Provider Rubric. The proposed action plan for SMART goal: school culture includes the following tasks: Kagan Collaborative Learning Day 1, Day 2, Day 3, Day 4 and in school coaching from a Kagan coach for 4 days. Based on the research of collaborative learning, Kagan best fulfilled the qualifications for best practices in collaborative learning. Tonya Brackeen, site's assistant principal, will provide coaching throughout the year for teachers. Structures will be introduced in staff meetings and one structure every two months is expected to be used on site. The success will be measured by decreased office referrals and the Positive Behavioral Intervention and Supports (PBIS) for focus students with destructive behaviors. PBIS will be a school wide intervention plan with each teacher focusing on 4 students with destructive behaviors. Each week the teachers will track the students' targeted behavior and evaluate success of intervention. Every nine weeks, teachers will reevaluate focus students and discuss in PLCs whether the focus student can graduate out of the intervention program or needs to remain with interventions. The ILD will be meeting regularly with the administrative team to review collected data and provide feedback. As the year progresses, teachers who excel in the implementation of Kagan structures will be provided an opportunity to provide coaching to a peer and model successful structures during staff meetings. Research Based Justification: <https://files.eric.ed.gov/fulltext/ED405428.pdf>The second SMART Goal is in the area of curriculum. Hayes will show a 7% increase in student proficiency in reading and math measured with Istation by May 20, 2020 through training in PLC practices. PLCs will be implemented in pre-kindergarten through 4th grade and meet weekly on Wednesdays. The topics will include standards based instruction, assessment data, PBIS data, and Kagan structures. The proposed action plan for curriculum SMART goal includes two books studies. Research indicates that when administration and teachers work collaboratively, using a structured model, students' outcome improves. Both books were recommend to the leadership team. The first book study will be Learning by Doing: a Handbook for Professional Learning Communities at Work by Richard DuFour, Rebecca DuFour, Rober Eaker, and Thomas Many. The book was recommend to the leadership team by the site's ILD. Staff will read and meet regularly to discuss best practices and ways to implement them in our instruction. The second book will be Who Moved My Standard? The Joyful Teaching in the Age of Change: A Soaring Tale By Micheal D. Toth. The book was recommended to the site's administrator by the district. Staff will read and meet regularly to discuss best practices and ways to implement them in our instruction. Staff will work towards understanding the Oklahoma Academic Standards, how to interpret and utilize the standards. The staff will also disaggregate Istation data. In March of 2020 the leadership team will travel to Atlanta, Georgia to attend the Leadership NOW Summit. The summit was highly recommend to the leadership team by the site's ILD. This summit will train the leadership in effective student learning, how to apply creativity principles to the needs of our school, and how to respond to the needs of English learners and other students with special learning needs. The leadership team will return and provide professional development to the site's staff in order to do best practice. The district has a ban on Solution Tree as a professional development source. The summit selected is provide through Solution Tree. The district will need to

approve the summit or life the ban on Solution Tree. Research Based Justification: <https://files.eric.ed.gov/fulltext/EJ1111683.pdf>

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: Through training and implementation of collaborative learning structures, we will decrease disruptive behavior referrals by 10% measured through Infinite Campus by May 20, 2020.

Pillar and Element: LE - School Culture

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>
Kagan Collaborative Learning Day 1.Kagan Collaborative Learning Day 2.	Eric Meador Tonya Brackeen Hannah Briscoe Shelby Oltmanns Summer Nolan Debra Billy Cindy Wolfe Ofelia Flores Natalie BrittinghamKagan Trainer	Research supporting learning Cooperative Learning.	Competing with the districts PD.Time Funding	August, 2019	CSI Budget	Insturctional Coach Walk-Throughs PLC (verticle and horizontal) Kagan Coaches
Kagan Collaborative Learning Day 3	Eric Meador Tonya Brackeen Hannah Briscoe Shelby Oltmanns Summer Nolan Debra Billy Cindy Wolfe Ofelia Flores Natalie Brittingham	Learning.	Time Funding	October, 2019	CSI Budget	Insturctional Coach Walk-Throughs PLC (verticle and horizontal) Kagan Coaches
	Eric Meador Amanda					

Kagan Collaborative Learning Day 4	Anderson Hannah Briscoe Shelby Oltmanns Summer Nolan Debra Billy Cindy Wolfe Ofelia Flores Natalie Brittingham	Research supporting learning Cooperative Learning.	Time Funding	February, 2020	CSI Budget	Insturctional Coach Walk-Throughs PLC (verticle and horizontal) Kagan Coaches
Kagan Collaborative Learning Coaching for 2 days.	Eric Meador Tonya Brackeen Hannah Briscoe Shelby Oltmanns Summer Nolan Debra Billy Cindy Wolfe Ofelia Flores Natalie Brittingham	Research supporting learning Cooperative Learning.	Time Funding	October, 2019	CSI Budget	Insturctional Coach Walk-Throughs PLC (verticle and horizontal) Kagan Coaches
Kagan Collaborative Learning Coaching for 2 days.	Eric Meador Amanda Anderson Hannah Briscoe Shelby Oltmanns Summer Nolan Debra Billy Cindy Wolfe Ofelia Flores Natalie Brittingham	Research supporting learning Cooperative Learning.	Time Funding	February, 2020	CSI Budget	Insturctional Coach Walk-Throughs PLC (verticle and horizontal) Kagan Coaches

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: Through the training in PLC practices Hayes will show a 7 percent increase in student proficiency in reading and math measured by Istation by May 20, 2020.

Pillar and Element: AP - Curriculum

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>
Book Study: Learning by Doing: a Handbook for Professional Learning Communities at Work by Richard DuFour Rebecca DuFour Rober Eaker and Thomas Many	Hayes Staff	Book	Time	October 2019	515 Budget	PLC Book Study Discussion
Book Study: Who Moved My Standard? The Joyful Teaching in the Age of Change: A Soaring Tale By Micheal D. Toth	Hayes Staff	Book	Time	January 2020	515 Budget	PLC Book Study Discussion

Solution Tree Leadership NOW Summit Leadership team will attend the summit to learn best practices for PLC	Eric Meador Tonya Brackeen Hannah Briscoe Shelby Oltmanns Summer Nolan Debra Billy Cindy Wolfe Natalie BrittinghamOfelia FloresJackie Staggs	9 Essential Elements ERICWhat Works Clearinghouse Evidence for ESSA Top Tier Evidence: Social Programs that Work Blueprints Programs Crime Solutions ArtsEdSearchRecommended by site's ILD	Time FundingBan Lifted on Solution Tree	March 20202	CSI Budget	Recorder-Natalie Brittingham
Leadership Team will meet and debrief and discuss what can be implements immediately and what will take place the following year.	Eric Meador Tonya Brackeen Hannah Briscoe Shelby Oltmanns Summer Nolan Debra Billy Cindy Wolfe Natalie BrittinghamOfelia FloresJackie Staggs	resources from the summit	Time Funding	March 2020	CSI Budget	Recorder-Natalie Brittingham
Leadership Team will present to the site's staff what will be implemented immediately	Eric Meador Tonya Brackeen Hannah Briscoe Shelby Oltmanns Summer Nolan Debra Billy Cindy Wolfe Natalie BrittinghamOfelia FloresJackie Staggs	resources from the summit	Time	April 2020	n/a	Recorder-Natalie Brittingham
PLC meetings to review and implement best practices from the summit	Eric Meador Tonya Brackeen Hannah Briscoe Shelby Oltmanns Summer Nolan Debra Billy Cindy Wolfe Natalie BrittinghamOfelia FloresJackie Staggs	resources form the summit	Time	April-May 2020	n/a	PLC minutes

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
Kagon Day 1	8/1/2019	External Provider	8/1/2019
Kagon Day 2	8/2/2019	External Provider	8/2/2019
Kagon Day 3	10/21/2019	External Provider	10/21/2019
Kagon Coaching	10/22/2019	External Provider	10/22/2019
Kagon Coaching	10/23/2019	External Provider	10/23/2019
Kagon Day 4	02/17/2020	External Provider	02/17/2020
Kagon Coaching	02/18/2020	External Provider	02/18/2020
Kagon Coaching	02/19/2020	External Provider	02/19/2020
Who Moved My Standard Book Study	10/28/2019	LEA	12/20/2019
Learn By Doing Book Study	1/13/2020	LEA	5/12/2020