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Applicant: 55-I089 OKLAHOMA CITY

Application: 2019-2020 Continuous Improvement Plan - A4 - 0280 KAISER ES

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 <i>(List Greatest Impact First)</i>
<p>Academic Performance - Elements 1,2,3</p>	<p>1.7 Common academic core, as identified by OAS 1.4 Curriculum transition points 1.3 Discussion of overlaps and gaps in curriculumSchoolwide Data Picture-Add strengths, from OSTP-Science is the highest area of achievement. Stakeholder Surveys- not enough data was collected, Benchmarks-Istation math strengths- Kindergarten BOY scored 50% proficient and 3rd grade 51% proficient. ELA 4th grade scored 47% proficient and 1st grade proficient with 32%.</p>	<p>1.1 Curriculum Alignment, 1.6 Systematic evaluation of curriculum ensuring it's alignment to OAS, 1.2 District facilitates and communicates curriculum standards: In 2019-2010 school year we will align our curriculum with OAS and examine areas of needed improvement to reach the rigor and depth of knowledge aligned to the OAS standards based on student data.List areas of focus from OSTP, Stakeholder Surveys, Benchmarks-Redflag statements.We did not receive enough feedback from the Stakeholder Surveys to determine strengths and weaknesses</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>3.5 Use of technology 3.6 Instructional resources 3.3 Monitoring of instructional strategies and learning activitiesThe root cause analysis strengths were planning and instruction is standards based and written to a higher depth of knowledge. Curriculum is also standards based.</p>	<p>3.1 Effective and varied instructional strategies used in all classrooms. 3.2 Alignment of instructional strategies and learning activities. 3.4 Teacher knowledge and motivation techniques: In the 2019-2020 school year, we will implement a variety of insrtuctional strategies and practices, including student-centered, culturally responsive , intentionally planned, inquiry learning, interdisciplinary connections, and standards-based. These will be aligned to the district curriculum and based on the OAS learning goals. Teachers will continue classroom-focused professional development in order to challenge and motivate students to high levels of learning.List areas of focus from Benchmarks, Redflag statements</p>
<p>Collaborative Leadership - Elements 7,8,9</p>	<p>4.5 Teacher recognition of role in student success. 4.4 Decision-making processes involve staff 4.7 Teachers communicate regularly with student familiesLeadership Team, PLC</p>	<p>4.1 Safe, orderly and equitable learning environment 4.2 Facilitation of belief that all children can learn at high levels 4.11 Provisions for the needs of all students</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(195 of 1000 maximum characters used)

Every day, Oklahoma City Public Schools will ignite a passion for learning in every child, invite families to engage, and inspire respectful and trusting relationships with our diverse community.

Continuous Improvement Vision Statement (185 of 1000 maximum characters used)

By providing equitable access to a world class education, every Oklahoma City Public Schools student will graduate ready to fulfill their unique purpose in a healthy, vibrant community.

SMART Goals

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

FY20 Priority 1: SMART Goal (186 of 250 maximum characters used)

Through training and strengthening PLC's our E.D. students will show 10% growth in reading and math on the district Benchmarks, Istation, and Reading OSTP with test results as evidence.

Pillar and Element

AP - Curriculum*

Target Date

5/1/2020

FY20 Priority 2: SMART Goal (189 of 250 maximum characters used)

Through training and implementation of intensive small group support and intervention we will improve student growth by 10% as measured by various assessments by the end of the school year.

Pillar and Element

AP - Curriculum*

Target Date

5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (173 of 250 maximum characters used)

Pillar and Element

Target Date

By October 21, 2019, our school will increase student attendance to the 98% as evident in quarterly student attendance data through daily incentives based on PBIS practices.

LE - School Culture*

10/1/2019

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.

(7976 of 8000 maximum characters used)

1. Strengths from the Comprehensive Needs Assessment were as follows-1.7 Common academic core, as identified by OAS 1.4 Curriculum transition points 1.3 Discussion of overlaps and gaps in curriculumSchoolwide Data Picture- OSTP-Science is the highest area of achievement. Stakeholder Surveys- not enough data was collected, Benchmarks-Istation math strengths- Kindergarten BOY scored 50% proficient and 3rd grade 51% proficient. ELA 4th grade scored 47% proficient and 1st grade proficient with 32%.Areas for focus from the Comprehensive Needs Assessment are 1.1 Curriculum Alignment, 1.6 Systematic evaluation of curriculum ensuring it's alignment to OAS, 1.2 District facilitates and communicates curriculum standards: In 2019-2020 school year we will align our curriculum with OAS and examine areas of needed improvement to reach the rigor and depth of knowledge aligned to the OAS standards based on student data.Goal 1-To support and strengthen our PLC's, the leadership team will attend PLC training. Leadership team will debrief and plan the next steps for on-site professional development for staff. PLC time a protected 40 minutes per week will allow teacher teams to focus on aligning curriculum to standards, reviewing student data, plan instruction. Leadership team will provide training from Solution Tree Conference to all staff members as an on-going training to strengthen PLC processes at Kaiser Elementary.PLC's will be monitored through- Agendas, sign in sheets, year long PLC schedule, quarterly growth on benchmarks. Icoach, principal, and grade level teams are responsible for submitting agendas and next steps.Goal 2-Through training and implementation of intensive small group support and intervention we will improve student growth by 10% as measured by various assessments by the end of the school year.Action Steps-All teachers will utilize Math in Focus, small groups, and monitor student progress through Mastery Connect, Istation, and district Benchmarks.Goal 3. The schoolwide data picture reflects attendance as an area of focus. Points earned on the report card were 5.3 out of 10, 89.44%. goal 3 will be to improve school culture through, HERO "here everyday, ready, on time," family recognition and incentives, and Faculty Advisory utilizing the Attendance Works Webpage and the OSDE Chronic Absenteeism web page. Implementing these action items we will reach the 98% in daily average attendance.In order to improve student attendance, the leadership team focused on improving culture so that students will want to be at school, strengthening behavior intervention practices through teacher training, increasing incentives, and educating families about the importance of attendance. In October, we will begin staff training using HERO "Here Every Day, Ready, On Time). This is an incentive to increase student achievement, educate parents on the importance of attendance, and raise our letter grade with a goal of 98%. Each month, teachers will track their class attendance and post this outside their room. Classes with the best monthly attendance will be treated to various incentives (popcorn party, extra recess, free dress day, etc.). Opportunities for afterschool engagement opportunities will be offered by way of tutoring, mentoring programs, Boys and Girls Club, Whiz Kids, Adult Education, and family engagement nights. The following research was reviewing when creating strategies to support this goal: - "Fifteen Effective Strategies for Improving Student Attendance and Truancy Prevention" by Dr. Smink & Dr. Reimer, published by the National Dropout Prevention Center (<https://files.eric.ed.gov/fulltext/ED485683.pdf>) - "Can We Increase Attendance and Decrease Chronic Absenteeism with a Universal Prevention Program? A Randomized Control Study of Attendance and Truancy Universal Procedures and Interventions" by Berg (<http://hdl.handle.net/1794/23768>) - "School Leader's Guide to Tackling Attendance Challenges" by Sprick & Sprick2. Overview of Continuous Improvement Plan-Effective Teachers and Administration gather and disaggregate data from a variety of research-based assessments. Horizontal and vertical teams meet during PLC's to discuss the data and develop instructional strategies to close the curriculum and achievement gaps in mastering standards/objectives, identify instructional needs and modify units of study. Students, in sub-groups, are given targeted intervention to help master skills/objectives. These subgroups are given pre- and post-assessments (mastery connect, Istation) to determine the gains and mastery of skills/objectives.Teachers and students will utilize student data standards based notebooks. These will hold students accountable for their learning and they will be able to verbalize what standards they have mastered and standards they need to improve upon.Evidence

Based Interventions- Whatworks Clearing House shows that Leveled Literacy Intervention (LLI) has positive effects for ratings of effectiveness in general reading achievement and potentially positive effect on reading fluency. Rated as Tier I intervention level. <https://ies.ed.gov/ncee/wwc/Study/787123>. Progress Monitoring will be Istation (quarterly and weekly as needed for progress monitoring), Mastery Connect (teams will develop formative assessments weekly) for Reading, Math, and Science. The outcomes from student data will be examined and discussed during PLC meetings with a focus on the various levels students are at. Interventions will be student driven and taught in intensive small groups, daily.4. District Involvement- Additional supports by way of Professional Development including but not limited to Istation, Math in Focus, Standards based planning and instruction. Additional guidance, feedback, and support from our ILD. Icoach will receive district support and training.5. Professional Learning Communities- Develop and focus for PLC's. Leadership team is established and will attend the Solution Tree Professional Learning Communities at Work National Conference. Leadership will determine specific sessions to attend that will support student growth and align with our SMART Goals. the leadership team will debrief and plan on-going professional development for staff on-site.PLC meeting will focus on OAS standards, instructional strategies and will be monitored through meeting agendas, sign in sheets (on agenda), and increased achievement on district benchmarks.We reviewed the following research to guide our decision for focus on PLC work to help achieve the goal. "Professional Learning Communities: A Review of the Literature," Stoll, Bolam, McMahon, Wallace, & Thomas; published December 2006 in Journal of Educational Change. "A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning" by Vescio, Ross, and Adams; published teaching and Teacher Education, Volume 24, Issue 1, January 2008, pages 80-91 (<https://doi.org/10.10.16/j.tate.2007.01.004>)6. Professional Development- Calendar for professional development is uploaded in supporting documents and is aligned to the budget. Leadership attended summer training with the SDE----- back up with what we did this summer, and what is in our budget, "Tools for Reading"With the purchased LLI kits we will receive on-going professional development. To date we have September 11th, 18th, and 25th to train teachers in half day trainings.7. Rigorous Review Process-Trainer for LLI will provide 6 days of on-site training to staff and complete the External Provider Rubric (see supporting documentation). How many times Tools for Reading will train and LLI training by external providers-Halcy Hall (refer to the external provider document)9. Operational Flexibility-SMART goals and action steps that have been developed are aligned with OKCPS policies and fall within the guidelines of operational flexibil

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 strengthening PLC's our E.D. students will show 10% growth in reading and math on the district Benchmarks, Istation, and Reading OSTP with test results as evidence.

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>All teachers will utilize iStations as our screener for reading.</p>	<p>Classroom teachers, instructional coach, and administration.</p>	<p>iStations</p>	<p>The challenge will be getting all teachers trained in iStations.</p>	<p>Quarterly monitoring will be done.</p>	<p>District Title 1 Funds</p>	<p>The action step will be measured through a school wide data tracker via google docs and during weekly PLC meetings.</p>
<p>All teachers will use small group and individual instruction in the 90 minute reading block to target lacking skills in students. Reading will also be integrated in the other core subject areas.</p>	<p>All classroom teachers. Students are also responsible for making and tracking goals.</p>	<p>We will use a combination of Benchmark Literacy, LLI, and standards based instruction.</p>	<p>Time and student attendance.</p>	<p>Quarterly monitoring will be done.</p>	<p>District Title 1 Funds</p>	<p>This action step will be measured weekly and discussed in PLC meetings.</p>
						<p>Administration will</p>

Use OAS bundles in classroom.	All staff need to effectively utilize the OAS bundles for instruction.	OAS Bundles	All teachers being trained in use of bundles. In house PD will take place to overcome this.	Teachers will use bundles every day.	N/A	monitor the teacher use of the OAS bundles though lesson planning and posting of objectives and standards.
Leadership team will attend the October Professional Learning Communities training.	Leadership Team	Conference Registration, Airfare/Hotel, district Approval	Commitment to attending out of state conference.	Three day conference and on-going staff professional development..	515 budget	PLC Agendas, sign in sheets, year long PLC schedule, quarterly growth on benchmarks.
Leadership team meeting to develop on-site training for staff.	Leadership Team	Materials from conference, PLC schedule, meeting room, long term leadership team schedule.	Time	On-going	515 Budget	PLC Agendas, sign in sheets, year long PLC schedule, quarterly growth on benchmarks.

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 training and implementation of intensive small group support and intervention we will improve student growth by 10% as measured by various assessments by the end of the school year.

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>
All teachers will utilize Math in Focus, small groups, and monitor.	Classroom teachers, Instructional Coach Administration	Math in Focus and manipulatives will be utilized.	Challenges will be getting all teachers trained in Math in Focus.	Quarterly monitoring will be done.	District Title 1 Funds	The action will be measured through a school wide data tracker via google docs and during weekly PLCs.
Inventory current resources for small group instruction and intervention	Librarian	Scanner	Unbox and sort materials, wait for district to drop things off	July & August	N/A	Librarian has documentation of resources in the building and submitted report.
Ordered additional materials needed to support small group instruction and secured a trainer to provide on-going PD to staff	I-coach, principal, and trainer	LLI kits	Attaining substitutes	September-December	515	Walk throughs during small group instruction documented through iObservation and increases in quarterly benchmarks

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: By October 21, 2019, our school will increase student attendance to the 98% as evident in quarterly student attendance data through daily incentives based on PBIS practices.

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>
Utilize the HERO (Here Everyday On Time) program with our students and families.	All staff.	HERO, Infinite Campus to monitor attendance, rewards and recognition for students AND their families.	Students of chronic absenteeism will be supported by counselor to overcome obstacles regarding student attendance.	October 21, 2019.	Rewards will be PTA and donation funded.	Progress monitoring will take place using infinite campus, and be graphed in a central location to staff.
Recognize 4 families monthly	Administration	Donations for families	Getting donations	On-going Monthly	Donations	Recognition on our website, Facebook page and at awards assemblies
Faculty Advisory can utilize the Attendance Works webpage and the OSDE Chronic Absenteeism webpage	Faculty Advisory	Website links	Follow through and stakeholder support	On-going	NA-515	Increase in family support and participation as measured by attendance records and attendance at family events

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
LLI ELA/ iStation, Math in Focus, STEAM/FOSS Science, Trauma Aware Teaching	08/06	LEA	05/20
Oklahoma Academic Standard Bundles (OAS)	08/06	LEA	05/20
Solution Tree Professional Learning Communities at Work National Conference	10/1410/16	External Provider	10/16/19
On-going LLI Training		External Provider	05/20
Tech Tuesdays		LEA	05/20
A+ Art's Integration		SEA	05/20
Math In Focus		LEA	05/20
		LEA	05/20