
Application Printout

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Applicant: 55-I089 OKLAHOMA CITY

Application: 2019-2020 Continuous Improvement Plan - B0 - 0400 SHIDLER 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	q2) Teachers at our school have developed grade-level learning goals to ensure articulation of the learning standards.q4) Teachers at our school revise classroom curriculum to ensure alignment to standards.q5) All students in our school have access to the academic curriculum.	OEE 3.1: Varied Instructional Strategies are used in all classrooms. There is evidence that effective and varied instructional strategies are used in all classroom.OEE 2.2: Academic Performance-Classroom Evaluation/Assessment. Teachers Collaborate in Design of Assessment. Teachers collaborate in the design of authentic assessment tasks aligned with OAS and work to develop common formative assessments.
Learning Environment - Elements 4,5,6	q13) We use a variety of research-based instructional strategies in our classrooms.q14) We adjust our instructional strategies and activities based on the student learning objectives we are trying to accomplish.	OEE 6.3: Learning Environment-Professional Growth, Development and Evaluation. Professional Development is Aligned with Student Performance Goals. The school has an intentional plan for building instructional capacity through on-going professional development.
Collaborative Leadership - Elements 7,8,9	q21) We believe all students can learn.q22) We regularly challenge our students to improve.	Please refer to Shidler Triangulation Analysis for summary data (in Supporting Documentation tab).

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(23 of 1000 maximum characters used)

A World-Class Education

Continuous Improvement Vision Statement (21 of 1000 maximum characters used)

Every Child Every Day

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 (230 of 250 maximum characters used)

Through teacher collaborative design of authentic assessment tasks aligned with OAS we will increase student proficiency in Reading & Writing (Standard 2) by 10% as measured by bi-weekly formative assessments from Mastery Connect.

Pillar and Element

AP - Classroom Evaluation/Assessment*

Target Date

10/23/2019

FY20 Priority 2: SMART Goal (187 of 250 maximum characters used)

Through strengthening intensive small group instruction we will increase student phonemic awareness and phonics skills by 10% as measured by bi-weekly formative assessments from Istation.

Pillar and Element

AP - Instruction*

Target Date

10/17/2019

FY20 Priority 3 (Competitive): SMART Goal (246 of 250 maximum characters used)

Through our intentional plan for building instructional capacity through

Pillar and Element

Target Date

on-going professional development we will increase student proficiency in Vocabulary (Standard 4) by 10% as measured by bi-weekly formative assessments from Mastery Connect.

LE - Professional Growth, Development & Evaluation*

10/28/2019

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.

(7951 of 8000 maximum characters used)

Overview of Continuous Improvement PlanBased on actionable data (see in Supporting Documentation: Shidler Elementary Schoolwide Data Picture and Shidler Elementary Triangulation Analysis) our leadership team (see in Supporting Documentation: Shidler Elementary Distributed Leadership Model) identified the following three SMART goals: Goal 1: Buildingwide we will conduct formative assessments using measures of phonological processing, letter knowledge, and word and text reading. We will use this data to identify students needing support. Evidence: assessment data.Goal 2: Buildingwide we will provide focused, intensive small-group interventions that include phonological awareness, phonics, reading fluency, vocabulary and comprehension as determined by formative assessments.Goal 3: Buildingwide we will implement instructional rounds to inform our collective and individual practice.These goals includes the following:Instruction & CurriculumA. Use a comprehensive scope and sequence aligned to the Oklahoma Academic Standards for English Language Arts PreK-grade 12.B. Ensure school schedules are structured so that all areas of the language arts-speaking and listening, foundational skills, reading and writing processes, critical reading and writing, vocabulary, language, research, multimodal literacies, and independent reading and writing-are taught in a recursive, integrated setting.Multi-Tiered System of SupportsA. Utilize effective tier 1 instruction for all students based on the Oklahoma Academic Standards for English Language Arts.B. Utilize effective tier 2 and tier 3 interventions addressing individual needs of students and their growth in the Oklahoma Academic Standards for English Language Arts.C. Use individual literacy plans to meet instructional needs of all struggling students including English Learners, students with Individual Education Plans, and under-served, under-resourced students.Professional LearningA. Structure ongoing and job-embedded professional development with consideration to the Professional Learning standards.B. Ensure all content-oriented professional development aims to strengthen coherence among standards, instruction, curriculum and assessments.Assessment SystemA. Implement a comprehensive assessment system that includes formative, interim, and summative assessments aligned to Oklahoma Academic Standards for English Language Arts. Albeit we see the most formative assessments as the most relevant in our current reality. The focus on formative assessments will help us drive first-time instruction and interventions as well as enrichment. B. Communicate assessment results in a timely and differentiated manner in formats that are easily understandable by students, parents, teachers, and community members.C. Ensure assessment results follow students as they transition from one literacy setting to the next.Collaborative LeadershipA. Analyze school and student data to inform decisions about professional learning, instruction, and intervention.Teaming with Families and CommunitiesA. Provide families with the tools to support the literacy achievement of all children.B. Collaborate with families to provide opportunities to celebrate literacy achievement of all students.Our resource for the above tasks is the State Department of Education's ELA Program of Excellence rubrics.Evidence-Based InterventionsAs identified Strong Level of Evidence strategies by What Works Clearinghouse "Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (2007) we are implementing the following in English Language Arts:1. Conduct formative assessments using English language measures of phonological processing, letter knowledge, and word and text reading. Use these data to identify [students] who require additional instructional support and to monitor their reading progress over time.2. Provide focused, intensive small-group interventions for [students] determined to be at risk for reading problems. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators, the interventions should include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction should be the primary means of instructional delivery.3. Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned.4. Ensure that teachers devote approximately 90 minutes a week to instructional activities in which pairs of students at different ability levels or different English language proficiencies work together

on academic tasks in a structured fashion. These activities should practice and extend material already taught (Effective Literacy and English Language Instruction for English Learners in the Elementary Grades, What Works Clearinghouse, 2007). All of these are Strong Evidence strategies. As identified Strong Level of Evidence strategies by What Works Clearinghouse "Assisting Students Struggling with Mathematics: Resonse to Intervention (RTI) for Elementary and Middle Schools (2009), we are implementing the following in Math:1. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.2. Interventions should include instruction on solving word problems that is based on common underlying structures (Assisting Students Struggling with Mathematics: RTI for Elementary and Middle Schools, What Works Clearinghouse, 2009). These too are Strong Evidence strategies.

Progress Monitoring/PLC'sAll students will be screened, progress monitored and interim assessed with IStation in both ELA and Math. Formative assessments geared toward addressing Depth of Knowledge Level Two Skills will be teacher-generated following a process of unpacking the standards and creating common formative assessments per grade level. These will be administered as a pre-assessment, then post learning assessment. Teachers will analyze student performance and use this data to drive adjustments to instruction and intervention at PLC Meetings with the Principal. Through participation in the Oklahoma Excel Program our PLC's will go through the process of becoming powerful instructional analysis tools.

District InvolvementThe District will support the development and implementation of our SMART Goals via the cognitive coaching offered through our Instructional Leadership Director to our Principal, Assistant Principal and building leadership team. The ILD will also help to synchronize systemic implementation of high-rigor learning strategies.

Professional DevelopmentProfessional development is intentional and focused on the literacy and numeracy SMART Goals. It includes-LETRS (Language Essentials for Teachers of Reading and Spelling) facilitated through the Oklahoma State Department of Education-Reggio Emilia facilitated through a partnership with UCO (the University of Central Oklahoma)-Implementation and refinement of high leverage instructional strategies through the Oklahoma Excel Project-Implementation of the State Programs of Excellence.

Selection of External Providers. Our external providers are the Oklahoma State Department of Education (SDE) and the University of Central Oklahoma (UCO). The SDE is the presiding authority on teacher certification and school instructional quality state-wide. UCO is accredited by the Higher Learning Commission/North Central Association of Colleges and Schools (recognized by the U.S. Department of Education).

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 teacher collaborative design of authentic assessment tasks aligned with OAS we will increase student proficiency in Reading & Writing (Standard 2) by 10% as measured by bi-weekly formative assessments from Mastery Connect.

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>All students (Kindergarten through 4th Grade) will be administered a progress monitoring assessment using measures of phonological processing, letter knowledge, and word and text reading. We will use this data to identify students needing support. the first week of each month.</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Grade-Level Teams</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>Istation Reading Assessment</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Assure testing conditions are optimal: students are assessed in small groups at teacher table.</p>	<p><i>What is timeline for each action step?</i></p> <p>First week of each month.</p>	<p><i>Identify any relevant funding source.</i></p> <p>Title I</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>Principal will monitor completion of assessments using the Istation Assessment Completion report and follow up with grade-level teams and individual teachers to assure that students have been progress monitored by the end of the first week of each month.</p>

Principal and Grade-Level Teams will identify students needing support and interventions.

Grade-Level Teams & Principal

Istation Priority Report

Assure that PLC's are not interrupted or post-poned. Assistant Principal will handle building operations and discipline so that the Principal may work with Grade-Level Teams.

Second week of each month.

n/a

Teachers will report to the Principal on a weekly basis the status of interventions delivered during both the 90-Minute small group periods as well as during Multi-tiered Intervention Time.

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 strengthening intensive small group instruction we will increase student phonemic awareness and phonics skills by 10% as measured by bi-weekly formative assessments from Istation.

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 the 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>Classroom schedules will provide uninterrupted Tier I 90 Minute Reading Block.</p>	<p>Grade-Level Teams</p>	<p>Schedule</p>	<p>Specials and Lunch periods will be organized as effectively as possible.</p>	<p>Ongoing</p>	<p>n/a</p>	<p>Teachers will post their schedule outside their classrooms and on their whiteboards. Teachers will report to Principal at PLC's small group instruction progress during the 90-Minute Reading Block.</p>

Classroom schedules will provide at least an additional 40 minute time block for multi-tiered interventions.

Grade-Level Teams

Schedule & Istation Priority Report

Ongoing

n/a

Teachers will report to Principal on progress of interventions provided during Multi-Tiered Intervention Time.

Teachers will meet in their Grade-Level Teams at least once a week (beyond the weekly meeting with the Principal) for the purpose of alignment of lessons, interventions, enrichment and learning strategies.

Grade-Level Teams

ELA Common Lesson Plan tool provide for each grade level:3rd
Grade Example:
https://docs.google.com/spreadsheets/d/1TropA2HE4DrShMhMQci8-rsBzVCTMu-J7MVg_HG3YGE/edit?usp=sharing

Bargaining Unit Agreement limit on required team meetings. Solution: we added five minutes to each planning period beyond the 200 required minutes. Teachers are required to meet at least 25 minutes weekly beyond the required meeting with the Principal.

Ongoing

n/a

PLC Notes

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:

Through our intentional plan for building instructional capacity through on-going professional development we will increase student proficiency in Vocabulary (Standard 4) by 10% as measured by bi-weekly formative assessments from Mastery Connect.

Pillar and Element:

LE - Professional Growth, Development & Evaluation

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>Reggio Emilia:1. Establish contact with UCO2. Set Dates for the Training3. Set up Budget to compensate teachers for attending and pay for professional services</p>	<p>Principal Ayala</p>	<p>-Title I Office- Calendar-GroupMe- Worplace FB Group</p>	<p>Scheduling considerations: UCO, District trainings/teacher availability</p>	<p>By May 30</p>	<p>District Level Title I</p>	<p>Reggio Emilia Training Sessions 1-4, Sign-In Documentation</p>
<p>LETRS (June Training):1. Establish contact with State Department of Education2. Set Dates for the Training3. Set up Budget to</p>	<p>Principal Ayala</p>	<p>-Title I Office- Calendar-GroupMe- Worplace FB Group- Use of the Building in exchange for 10 teacher slots in the training (deal with</p>	<p>Scheduling considerations: State Department of Education, District trainings, teacher availability</p>	<p>By May 30</p>	<p>District Level Title I</p>	<p>June LETRS Training, Sign-In Documentation</p>

compensate teachers for attending		State Dep of Ed)				
LETRS (July Training): 1. Establish contact with Sopris 2. Set Dates for the Training 3. Set up Budget to compensate teachers for attending and pay for professional services	Principal Ayala	-Title I Office- Calendar-GroupMe- Worplace FB Group	Scheduling considerations: Sopris, District trainings, teacher availability	By May 30	Title I (515)	July LETRS Training, Sign-In Documentation
Reggio Follow-up Coaching and Training	Dr. Baker, Dr. Davis and Dr. Wetsel	UCO professional development coaching and classes.	Scheduling considerations: UCO, District trainings/teacher availability	Ongoing	Title I (515)	Records of Projects
Instructional Rounds beginning month of October. We first had to establish a shared vision of learning (Reggio, LETRS, standards-based lesson plan, Istation assessments and set up interventions). Beginning in October we will implement Instructional Rounds to support each other and inform our individual as well as collective practice with this now established shared	Instructional Coach, Principal and Grade-Level Teams	Schedule	n/a	At least twice a month beginning October	Title I	Documentation of Instructional Rounds.

vision of learning.

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
Reggio Emilia Approach. Session 1 of 4. University of Central Oklahoma.	06/08/2019	External Provider	06/08/2019
Reggio Emilia Approach. Session 2 of 4. University of Central Oklahoma.	06/09/2019	External Provider	06/09/2019
Language Essentials for Teachers of Reading and Spelling (06/10-13). OK State Dep. of Education.	06/13/2019	SEA	06/13/2019
Reggio Emilia Approach. Session 3 of 4. University of Central Oklahoma.	06/14/2019	External Provider	06/14/2019
Reggio Emilia Approach. Session 4 of 4. University of Central Oklahoma.	06/15/2019	External Provider	06/15/2019
Language Essentials for Teachers of Reading and Spelling (07/22-25). Voyager Sopris Learning.	07/25/2019	External Provider	06/25/2019
Reggio Emilia Coaching and Follow-Up Classes/Professional Development. UCO.	6/30/2020	External Provider	