eGrant Management System

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Applicant:	72-I001 TULSA
Application:	2019-2020 Continuous Improvement Plan - C4 - 0435 WHITMAN ES
Project Period:	7/1/2019 - 6/30/2020
Cycle:	Amendment 1
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The Edge Competitive Grant (Optional)

INSTRUCTIONS: Sites applying for competitive grant funds, up to $200,000, will complete this tab. An overview of the competitive grant requirements are listed on the Overview tab. The rest of the requirements are embedded in this Continuous Improvement Plan (CIP). Sites not applying for competitive grant funds will leave this page blank.

Select all that apply:
☐ Rural   ☐ Charter   ☐ Site has 1 to 299 students currently enrolled
☐ Suburban   ☐ Traditional   ☐ Site has 300 to 699 students currently enrolled
☐ Urban   ☐ Virtual   ☐ Site has 700+ students currently enrolled

Download the following documents. Complete. Upload to the Supporting Documentation tab.

Supplemental Narrative Rubric   The purpose of the Edge Competitive Grant is to encourage and support sites designated as CSI to develop and implement specific, long-term, sustainable initiatives that become the foundation for increased achievement of all students. Applicants will upload a Supplemental Narrative in PDF form that addresses the components of their proposed initiatives.

Proposed Budget   Competitive funding up to $200,000 is available for approximately 30 designated sites per year. Applicants will upload a Proposed Budget in PDF form that aligns with their proposed initiatives.

Applicants will sign assurances that ensure an understanding of the competitive grant requirements and a commitment to implementing their proposed inititiatives.

Please upload the following grant documents: Supplemental Narrative and Proposed Budget. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 10MB (10, 240KB) in size and the file name should not include special characters (i.e. #, $, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

| Choose File | no file selected |

Uploaded Files:

No files are currently uploaded for this page.

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 *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3	OEE3: Instruction (3.5 Use of Technology)	OEE 2: Classroom Evaluation/Assessment (2.3 Student awareness of academic expectations, 2.5 Assessments provide meaningful feedback)OEE 3: Instruction (3.2 Alignment of instructional strategies and learning activities, 3.7 Collaborative examination of student work)
Learning Environment - Elements 4,5,6	OEE4: School Culture (4.1 safe, orderly, and equitable learning environment, 4.4 decision-making processes involve staff)OEE6: Professional Growth, Development, and Evaluation (6.2 Professional development plan, 6.11 improvement plan identification of leadership needs)	OEE5: Student, Family, and Community Support (5.2 Access to the curriculum, 5.4 Learning support beyond the classroom)
Collaborative Leadership - Elements 7,8,9	OEE7: Leadership-- The school/district leadership team provides instructional decisions focusing on support for teaching and learning, organizational direction and high performance expectations. The school/district leadership team creates a learning culture and develops leadership capacity.	OEE8: Organizational Structure and Resources-- The school/district leadership team is organized to maximize use of all available resources to support high quality performance of students and staff.

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(246 of 1000 maximum characters used)

In partnership with parents and the community, and with the belief that all children are capable of success, we, at Walt Whitman Elementary School commit to; Providing a quality learning experience for every student, every day, without exception.

Continuous Improvement Vision Statement (145 of 1000 maximum characters used)

All students will reach and exceed their big goals, grow personally and academically, and become advocates for their community and their futures.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocal, 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 achieveable. '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 appying for the competitive grant*

FY20 Priority 1: SMART Goal (170 of 250 maximum characters used)	Pillar and Element	Target Date
45% of Whitman students will meet their reading growth goals by May 2020 through school, grade level team, classroom and individual goal setting cycles (Data Wise cycle).	AP - Instruction*	6/30/2020

FY20 Priority 2: SMART Goal (201 of 250 maximum characters used)	Pillar and Element	Target Date
Whitman Elementary will increase attendance to 90.5% by May 2020 as measured by the TPS data dashboard through home attendance charts, parent attendance success plan meetings, and attendance contracts.	LE - School Culture*	6/30/2020

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 achieveable.	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 unachieveable.
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 opportunties 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 *(Provide information only if using an external partner.)*	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 *(Provide information only if the site identifies barriers.)*	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.

(6714 of 8000 maximum characters used)

OVERVIEW: The Whitman team has also been very intentional about including members from the after school program to ensure alignment across school wide planning so that after school truly serves as an extension to a typical day at Whitman. The team also includes a parent in order to bring the parent voice to the table to ensure we are making plans to meet the various needs of their students; and that we bridge the home and family together. The Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team, comprised of staff members who represent all subgroups in our school, in conjunction with the most recent OSTP student assessment data, MAP data, and panorama student surveys. Electronic perception surveys were distributed to teachers, students, and parents/family to collect perception data about the site/district. Data triangulation facilitated the site's identification of two SMART goals: 1) 45% of Whitman students will meet their reading growth goals by May 2020 through school, grade level team, classroom and individual goal setting cycles (Data Wise cycle) and 2)Whitman Elementary will increase attendance to 90.5% by May 2020 as measured by the TPS data dashboard through home attendance charts, parent attendance success plan meetings, and attendance contracts. For SMART Goal 1, we will place our focus on small group differentiation, SIPPS, CKLA and blended learning software. We are currently on track with all of our school performance goals except attendance/chronic absenteeism and MAP reading growth. We have selected reading growth to prioritize and set an aggressive goal in this area for the 2019-2020. For SMART Goal 2, we will focus on home attendance charts, parent attendance success plan meetings, and attendance contracts.Whitman did not meet the school performance framework goal reading growth. Overall, only 39% of Whitman students met their reading growth goal as measured by MAP. Approximately 80% of Whitman teachers are considered to be novice teachers because they are in their first 3 years of teaching. Due to the lack of experience, there is a very high need to provide high supports to teachers on how to actually teach reading, and how to utilize the resources provided for both core content and reading intervention. 1st grade ended the year at 25% reading proficiency and 6th grade ended the year at 32% reading proficiency. The Whitman team determined that hiring an experienced reading interventionist to support high needs readers, and someone to provide additional professional development and support to novice teachers would be a positive shift with our finances. The Whitman team also thought it would be beneficial for our students to hire additional teacher assistants to support classroom teachers, and teach them to facilitate smaller guided reading groups. The Whitman team also thought it would be beneficial to continue to utilize the blended learning and intervention resources we have utilized for the previous year; which includes SIPPS, IXL, and Moby Max.EVIDENCE-BASED INTERVENTIONS (EBI): Our School Performance Framework Goals will drive our continuous improvement process. We have prioritized reading growth as our aggressive goal for the 2019-2020 school year. Since this is our aggressive goal the leadership team has selected to utilize a big portion of our title funds to purchase a reading interventionist. We will continue to monitor progress toward our school performance framework goals as a leadership team. Our school conducted a needs assessment around academics, attendance and climate/culture. Our academic needs assessment shows that we need to focus on reading growth and attendance. For our reading goal, we will use several student intervention platforms (MobyMax, Raz-Plus, Learning A-Z, IXL). We will also fund staff for additional leadership and onboarding training around our SMART goals. For our attendance goal, we will have a Parent Involvement Facilitator to better engage students & families, engage in SEL coaching cycles with all staff, and subscribe to several software programs for parent & family engagement (ESGI, Reading Connection). PROGRESS MONITORING: We will use the district curriculum to be our standard of learning for all grades. We commit to meet weekly for data meetings to keep data in front of us to push those that are excelling and intervene with those that are not meeting standards. We will have strategy meetings to ensure the teachers have a tool belt of strategies to use to meet every student where they are currently. We will work with SEL, PBIS and attendance teams to set goals and incentives for the student body to ensure all students are here, feel safe and connected along with showing PRIDE behaviors. Progress will be monitored through the student intervention

platforms, Whetstone, and the Data Dashboard. DISTRICT INVOLVEMENT: The district will support Whitman in the following areas: District-provided PD for novice teachers, Management of the Data Dashboard, MAP assessments, technology supports, PD/ongoing support for PIF work, released time for PD for all teachers and leadership, Ongoing supports for curriculum (Eureka, Amplify, CKLA). PROFESSIONAL DEVELOPMENT: Our school offers professional development that is high quality and on going tied directly to our intended outcomes. Our team is committed to provide meaningful and rigorous professional development. We commit to work towards our school-wide performance framework goals set around Reading Growth and Culture with engaging pedagogy, intervention strategies, and trauma-informed practices. We will push to ensure these professional development opportunities occur at the beginning of each semester and follow up will happen throughout the year. Onboarding will take place to help with a seamless beginning for first and second year staff. We will continue to provide Adult SEL groups in efforts to increase retention of quality staff members. We will set goals as a team at the beginning of the year and a charter to help guide the work. Staff members will be coached by administrators using TLE and quick feedback on Whetstone. We will utilize team leads and peer mentors to help staff members that need additional supports. We will develop professional learning opportunities around reading interventions and social-emotional learning strategies to meet grade level standards. We will create a vision and means of achieving growth in the cultural need areas. We will create a broader team who will introduce goals and strategies to increase attendance in a meaningful whole school way.RIGOROUS REVIEW PROCESS: No External ProviderOPERATIONAL FLEXIBILITY: N/A

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 conscise as possible.

Priority 1 SMART Goal:	45% of Whitman students will meet their reading growth goals by May 2020 through school, grade level team, classroom and individual goal setting cycles (Data Wise cycle).
Pillar and Element:	AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Introducing CKLA andteaching teachers how to internalize the lesson; and plan effectively to ensure proper scaffolding without chopping away rigor.	Blakney/Silva	People, Time	How to familiarize myself with thefoundation of reading units so I may teach teachers how to internalize lessons and scaffold appropriately toensure rigor is not being compromised.	August/Ongoing	N/A	N/A
Introduce a whole schoolschedule for RTI	Silva	People, Time	Adjusting the master schedule so thereis a school wide time for intervention.	August	N/A	Progress will be monitored through the Data Dashboard

Introducing SIPPS to newteachers and providerefresher to returningteachers.	Ruthven	People, Time, Money	Differentiated professional developmentschedule that is content specific forteachers.	August PD/September PLC's	Title I	Progress will be monitored through SIPPS
Introduce guided readingtools/strategies to teachers	Blakney/Ruthven	People, Time	How to familiarize myself with thefoundation of reading units so I may teach teachers how to internalize lessons and scaffold appropriately toensure rigor is not being compromised.	Ongoing	N/A	Progress will be monitored through Empower, Whetstone, and the Data Dashboard
Introduce/Refresh NWEAreports and LearningContinuum	Blakney/Silva	People, Time	Differentiated professional developmentschedule that is content specific forteachers.	Ongoing	N/A	Progress will be monitored through Whetstone
Review/Introduce blendedlearning sites to ensureusage to fidelity	Blakney/Silva/Ruthven/Chilcoat	People, Time	How to familiarize myself with thefoundation of reading units so I may teach teachers how to internalize lessons and scaffold appropriately toensure rigor is not being compromised.	September Content-specific staff meeting	N/A	Progress will be monitored through the Data Dashboard

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 conscise as possible.

Priority 2 SMART Goal:	Whitman Elementary will increase attendance to 90.5% by May 2020 as measured by the TPS data dashboard through home attendance charts, parent attendance success plan meetings, and attendance contracts.

Pillar and Element:	LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
Communicate importance ofattendance & promptness tofamilies via meetings,handbook and letters home.	Silva	People, Time, Money	Provide talking points to teachers to useas they communicate with families.	August	Title I	Attendance Works
Establish importance ofattendance with teachers and reward them for reaching goals with incentives.	Silva	People, Time, Money	Practice restorative practices myself andlead the initiative with the teachers fromreasoning, conversation prompts, andbuilding relationships.	Every Month-Ongoing	Discretionary	Progress will be monitored through the Data Dashboard
Students set			Ladder of care to help teachers knowwho to reach			

personal goals for attendance and track their data.	Teachers	People, Time	out to and when along withleadership knowing whose job it will beto respond to each situation.	Ongoing- Year-round	N/A	Attendance Works

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
SIPPS Introduction/Refresher	8/2019	LEA		8/2019
SIPPS Walk Throughs to ensure program fidelity	8/2019	LEA		8/2019
Introduction of tools/strategies to use for guided reading	8/2019	LEA		8/2019
Introduction of goal setting tools for teachers/students	9/2019	LEA		9/2019
Teaching how to plan for a CKLA unit	9/2019	LEA		9/2019
The learning continuum	8/2019	LEA		8/2019
Update on progress/data review	8/2019	LEA		8/2019
Data Dive - to dig into our school data around attendance and the why	8/15/2019	LEA		8/2019
Attendance Triangle off Attendance Works	9/2019	LEA		9/2019
Restorative Practices	10/2019	LEA		