eGrant Management System

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Applicant:	55-I041 WESTERN HEIGHTS
Application:	2019-2020 Continuous Improvement Plan - A0 - 0110 GREENVALE 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 *(List Greatest Impact First)*
Academic Performance - Elements 1,2,3	Through our School Improvement Grant, we have partnered with Success for All (SFA), which is an Evidenced-Based, Whole-School Reform Model with Level I strong evidence. Success for All is one of only 4 partners approved by the USDE that met strict guidelines and is listed in What Works Clearinghouse. We also adopted Eureka Math Curriculum last year for 1st-4th grade, and this year we adopted PK and K. Both programs provide assessments, and teachers use these along with formative assessments to drive their instruction. We have built curriculum maps for both SFA reading and Eureka math with alignment to OAS standards for teacher use, as they are Common Core.	Through data analysis, we identified tier 1 instruction of grade level content was lacking and this was a factor for under performing students.Last year during the the second semester we aligned both SFA Reading and Eureka Math to our OAS. Through this alignment, we were able to identify the standards that weren't being addressed in our tier 1 instruction. We have embedded an extra 30 minute block into our daily schedule to address the ELA standards not taught in the 90 minute uninterrupted SFA Reading Block. Since students are grouped for the SFA 90 minutes according to their reading level, it is imperative we provide additional time in our schedule to address the OAS not covered. We have also been informed that both STAR reading and math do not have sufficient DOK 3 questions. To better prepare our students for the OSTP, we will be using the NAEP retired test questions for daily bell work as well as weekly formative assessments.
Learning Environment - Elements 4,5,6	We have implemented the SFA Getting along Together program/curriculum and the Winners Circle to address building a positive climate throughout our building.We have solutions teams in place whereby our entire staff is on one of the solution teams. These teams consist of following: attendance, cooperative culture, parent and family involvement, community connections, and intervention.	Through data analysis we identified high chronic absenteeism as another significant factor for under performing students.The student surveys reveals students do not feel their classroom peers respect each other.The teacher surveys showed they do not feel families are an active partner in their child's educational process. Our counselor has been trained in Love and Logic and will be providing training to our parents to give them additional tools to support their child's academic and social needs. This would include discussions about the importance of attendance as well. The SFA GAT and Winners Circle's programs will also support positive behaviors in all areas of their life. These programs teach students how to cope with conflict and give them strategies for working with peers and adults.

Collaborative Leadership – Elements 7,8,9	We have a strong district and building leadership that work together to provide support for teaching and learning. We are adding a math interventionist to our staff this year to provide extra support to both our teachers and students.We have a site ELL teacher and paraprofessional in place to provide additional supports and instruction for our ELL students and parents. In addition,we have a district ELL support specialist that will be providing additional training and assistance in SIOP strategies, ELAPs, and our new ELL curriculum.	Teacher surveys revealed not seeing enough direct connection between student achievement and the professional development provided. During our 5 Day Teacher Academy, we provided individual teacher based PD, geared towards their level of experience and individual needs. This strategic PD will continue during our early release 90 minute Friday PLC. Our free and reduced lunch count is extremely high at 97%, and our students live in one of the highest crime rate areas in the state. To help our teachers understand how trauma impacts our students and how they learn, the SDE is coming on September 13 to provide "Trauma Sensitive Schools" professional development.

Mission/Vision Statements

Continuous Improvement Mission Statement(103 of 1000 maximum characters used)

Advancing student knowledge through integrity while building relationships with compassion and respect.

Continuous Improvement Vision Statement (86 of 1000 maximum characters used)

Learning from the past, building on the present and preparing for a successful future.

SMART Goals

FY20 Priority 1: SMART Goal (238 of 250 maximum characters used)	Pillar and Element	Target Date
Chronic absenteeism will decrease by 5% quarterly, by providing support to families and students who are chronically absent. Academic performance will increase for those targeted students by 3% as measured by STAR bench mark assessments.	LE - Student, Family & Community Support	10/16/2019

FY20 Priority 2: SMART Goal (215 of 250 maximum characters used)	Pillar and Element	Target Date
Students will set goals and record progress in their student data binders for Reading and Math STAR assessments each quarter to increase student grade level proficiency by 3% of overall students in each grade level.	AP - Instruction*	10/16/2019

FY20 Priority 3 (Competitive): SMART Goal (154 of 250 maximum characters used)   Pillar and Element   Target Date

| Our student discipline and attendance referrals will be reduced 5% quarterly by students and parents working directly with our school-based social worker. | LE - Student, Family, & Community Support | 10/16/2019 |

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 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.

(7540 of 8000 maximum characters used)

Overview of CIP - Using the data triangulation method to set goals by reviewing the 9EE's, surveys from parents, students, teachers, and leaders, and the most recent OSTP data and STAR benchmark data for reading and math. Our OSTP data for ELA showed our 4th grade increasing their Mean OPI score from 260 to 271, and we moved 25% of the students from below basic to basic. In math, our 4th grade decreased their Mean OPI score from 278 to 276, and we increased the number of students passing from 24% to 27%. 3rd Grade ELA had a Mean OPI score of 267 and their Math Mean OPI score was 264. Overall student attendance last year was 91% with the following grade level rates: PK 89.78%, K-88.48%, 1st-92.17%, 2nd-90.81%, 3rd 92.14%, and 4th-92.16%. Through the triangulation process we identified the following three SMART Goals: 1. Chronic absenteeism will decrease by 5% quarterly, by providing support to families and students who are chronically absent. Academic performance will increase for those targeted students by 3% as measured by STAR bench mark assessments. 2. Students will set goals and record progress in their student data binders for Reading and Math STAR assessments each quarter to increase student grade level proficiency by 3% of overall students in each grade level. 3. (Edge Grant Goal) Our student discipline and attendance referrals will be reduced 5% quarterly by students and parents working directly with our school-based social worker. Evidence Based Interventions - As part of our school improvement, we selected the Success for All (SFA) 3 years ago as Level I Strong Evidence Program/Curriculum. Through a comprehensive needs assessment with all stakeholders it revealed a strong need for a program to target our student's reading deficiencies and lack of social skills, while providing job embedded PD to build capacity in our teachers and leaders. SFA was selected by teachers and administrators visiting other SFA sites to view and ask questions about the program. SFA presented to all staff members prior to the partnership. After this process teachers were asked to vote on implementation. SFA creates a yearly service plan outlining the professional development and guidance they will provide to support our SMART goals. (See attached documents). We use Eureka math curriculum pre-k through 4th grade. SFA provided Power Teaching Math training to all of our teachers during the teacher academy. SFA has taken all of the best practices it embedded into their reading program and embedded them into the Eureka math curriculum. Both the SFA leveled reading program and Eureka Math are rigorous curriculum's designed to help students increase proficiency. We are implementing Student Data Binders (1.33) this year, to assist students in taking ownership of their own learning and progress. Students will be reviewing their math and reading STAR assessments with a focus on the Oklahoma Academic Standards they have not yet mastered. They will also track daily attendance and set goals. (see attached for J. Hattie research and sustainability plan)Progress Monitoring - all students will be screened, progress monitored and quarterly assessed with STAR for reading, early literacy, and math. We will track the effectiveness of data binders by using quarterly STAR data and comparing it with last year's quarterly growth by grade level. SFA provides for daily and cycle progress monitoring and collection of data for unit skills in both PK and kinder, kinder is also assessed quarterly with a SOLO tests for graphemes, oral language, writing, and beginning reading. Eureka Math provides mid-module and end-of-module assessments along with their daily exit tickets for progress monitoring to help guide teacher instruction on a daily basis. Teachers will also be giving a pretest for each module in math this year to assess class and individual student knowledge. The majority of test questions in STAR and Eureka Math are DOK 2 that don't help prepare our students for the OSTP. To help remedy this problem, teachers will use the NAEP retired test questions to expose our students to DOK 3 questions during daily bell work and formative assessments. Our intervention team will track student's attendance for chronic absenteeism weekly and quarterly using our district student information system. District Involvement - The district will provide the following support:* District goals and initiatives fully supported by School Board, Superintendent, and district leadership* Provide a district day care for our teacher's children at a slightly below outside vendors average cost* Hired a full time ELL teacher and para to assist with the high number of ELL students* District attendance initiative working with community partners, SFA, site attendance and leadership teams* Provides a technology coach at least one day a

week to assist teachers with Nearpod, Juno, Doceri, Air Server, Doc Cameras, and Ipads* District Technology coach created a new/emergency teacher website providing operational information, and teaching support* Provides a district ELL support specialist to help with the newcomers, translations, new ELL curriculum, and ELAPs* Purchased Eduskills software for Title III/ELL Accountability and generation of ELAPs* Hired a district Turnaround Director to assist sites in implementing school improvement initiatives* Hired site Instructional Coach* Superintendent implemented an attendance initiative set for September 9-October 1Professional Learning Communities (PLC) - 90 Minute PLC'sFocus:Instructional StrategiesGoal Focused Process (SFA)Data Analysis Process and how it impacts learningRTI StrategiesCurriculum Alignment to OASImplementation, monitoring, evaluating student data bindersImplementation, monitoring, evaluating chronic absenteeism through Intervention Solutions Team Grade Level PLC'sFocus:Review STAR quarterly data for tier 1 instruction (additional 30 minutes of instruction)Implementation, monitoring, evaluating student data binders(see attachment of PLC schedule)Professional Development - As part of our yearly SIG 5 Day Teacher Academy requirements, we implemented a more individualized professional development program. We utilized district presenters as well as SFA points coaches to provide quality professional development based on teacher needs. Our main focus was on improving our reading and math instructional processes through SFA Reading and Power Teaching Math. All staff not teaching reading or math were provided with technology, Edcamp, and Visible Learning Literacy training. The SDE provided new and emergency certified teachers targeted professional development, and then they provided a follow-up training to our site instructional coach. Success for All has contracted 20 Professional Development Days to work with staff, teachers, and leaders on the implementation of the program in the areas of instruction, solution teams, Getting Along Together, Winners Circle and the data-driven goal focused process to help advance us to a refined implementation status. Because our ELL's comprise about 50% of our student population, we also offered SIOP training and Cultural Proficiency training. Our district technology coach provided training on Nearpod and will do follow-up training as needed. (see attached sustainability plan)Rigorous Review Process - We have a contract and service plan with Success for All and both of these documents are attached to the su

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: Chronic absenteeism will decrease by 5% quarterly, by providing support to families and students who are chronically absent. Academic performance will increase for those targeted students by 3% as measured by STAR bench mark assessments.

Pillar and Element: LE - Student, Family, & Community Support

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.*
Identify and closely monitor all Chronically absent students.	Leadership/Attendance and Intervention Solutions Teams/teachers	Eschool Attendance Reports/teacher attendance hard copies	Parents not realizing the importance of daily attendance and the effect of chronic absenteeism so we will use all communication modes to relay this information	This will be monitored daily, weekly, monthly, quarterly	N/A	18 days missed a year chronically absent- reported quarterly- 4.5 days in the first 9 weeks designates chronically absent. Tracking by SIS, and a collection of letters generated from this system, and also documentation from the attendance solution team,

Action	Responsible	Resources	Challenges	Timeline	Funding	Evaluation
						and intervention team.
Talk with parents and provide information about the importance of attendance at meet the teacher and parent information night explaining chronic absenteeism includes both excused and unexcused absences	Teachers,Leadership,intervention team, attendance team, and parent and family team	Handouts, resources and video from Attendance Works.org	All parents do not attend-we will review sign-in sheets and reach out to no show parents	August 13th for meet the teacher and first week of September 12	N/A	Sign in sheets /notify parents that didn't attend as well
Provide parenting classes through Love and Logic for Parents	Rebecca Hamilton	Love and Logic Curriculum and workbooks in both English and Spanish	It is a six week program, it will be a challenge to keep parents coming back-we will provide food/refreshments to entice parents	Six week program, with starting date TBD	Money to provide incentives for parents to attend such as providing dinner and/or snacks, prize drawings	Sign in sheets
Intervention team will support students and families	Intervention team	SFA Solutions documents and protocols-see attached	Getting parents to participate and finding external resources	Throughout the school year	Every effort will be made to acquire donations when needed	Will see a decrease in chronic absenteeism in SIS and an increase in targeted students academic performance
Positive reward system forattendance/Superintendent will do an assembly with students to promote perfect attendance	Attendance Solutions Team Counselor, attendance secretary, teachers	Donations from local business will be used to purchase rewards, and scheduling of assembly	time and funding for rewardsTime out of the instructional day-keep assembly to a minimum time limit	This will be a year long projectThis assembly will occur shortly after October 1	Hobby Lobby donation	SISStudents rewarded for zero, 1 day, or 2 days, and if students were in attendance all day on October 1

| Success for All's Raising Readers classes | Leadership, Parent and Family Involvement Solution Team, teachers | Raising Readers Curriculum | Planning time for each event, getting parents to attend | This is a program that will have four dates throughout the school year for our three levels of readers kinder-corner, roots, and wings | Will need money to provide incentives for parents to attend such as providing dinner and/or snacks, prize drawings | Sign in sheets |

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:	Students will set goals and record progress in their student data binders for Reading and Math STAR assessments each quarter to increase student grade level proficiency by 3% of overall students in each grade level.

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.*
Create data tracking binders 1st-4th tracking math, reading, and attendance	Instructional Coach, grade level teams, individual teacher, principal	1 inch binders, 5 dividers per student	Time to create binders and time to goal set individually with students each quarter	August 12, August 17, October 21, January 6, March 23, May 18	SIG Funds to purchase 1 inch binders with dividers for all students	Leadership will review data binders with teachers in grade level meetings once per quarter
Train teachers on how to use the data tracking binders with students	Instructional CoachLeadership team	Professional Development time	Professional Development time	Professional development 8/12/19	none	sign in sheets
Professional development on how to use new district created OAS guides for ELA and Math	Instructional CoachLeadership Team	Professional Development time, OAS and curriculum maps	None	Professional development 8/12/19	None	Sign in sheets

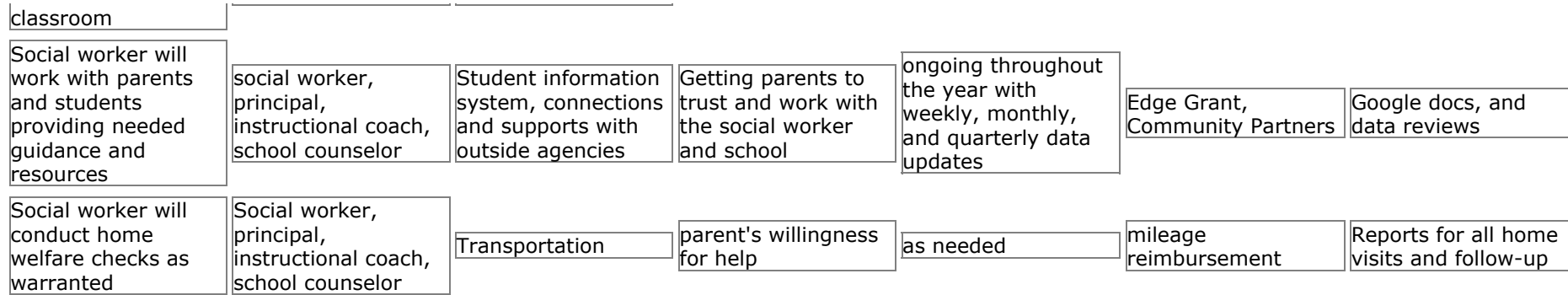|						
Teachers will use their STAR OAS report to implement individual and small group remediation to help students meet their quarterly goals	Classroom teachers, Title math and reading teachers, ELL teacher, SPED teacher	STAR reports, supplemental curriculum for math and reading, SFA site coach	Limited supplemental curriculum, specifically 3rd grade	Report will be pulled BOY and quarterly, with ongoing progress monitoring	General for STAR and federal funds for supplemental curriculum	Review student growth quarterly, and work with student to identify barriers and set new goals
Math Interventionist will use STAR OAS report to identify students for remediation and will work collaboratively with the classroom teacher	Math interventionist, classroom teacher, ELL teacher, SPED teacher	Supplemental resources and time in daily schedule to remediate, SFA Math Coach	Time for math remediation in daily schedule when students need remediation in both subjects	BOY and each quarter data will be reviewed check progress, barriers, and guide remediation moving into the next quarter	Federal Funds	STAR data will be reviewed quarterly for individual students
Additional 30 minute block each day in homerooms focused on the OAS ELA standards 1st-4th	Homeroom teachers	Instructional resources	The schedule was a challenge for 4th grade getting 5 days in	All 2019/2020 school year	none	Scope and sequence calendars created by teachers and student data for ELA standards will be reviewed weekly in grade level meetings with Instructional Coach

Action Steps

Priority 3 SMART Goal:	Our student discipline and attendance referrals will be reduced 5% quarterly by students and parents working directly with our school-based social worker.
Pillar and Element:	LE - Student, Family, & Community Support

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.*
Hire a site based school social worker	HR director, Elementary Director, Principal, School Instructional coach, school counselor	Talent Ed	Finding the right Social worker for our demographic needs	If and when Edge Grant is received	Edge Grant	Review resumes, references, and schedule interviews
Order needed resource materials for Social worker to work with staff, students, and parents	Elementary Director	Social worker meeting with leadership team and elementary director to discuss budget and materials	None	Within 2 months of hiring social worker	Edge Grant	Edge Grant Budget, PO's, and claims
Social worker will review all student discipline and attendance records	Social worker, principal, instructional coach, school counselor	online student information system (SIS)	Time to review records	ongoing, weekly, monthly, and quarterly	Edge Grant	Google docs, and data reviews
Social worker will provide training to staff to help them address behavior issues in the	social worker, principal, instructional coach, school counselor	Student information system, connections and supports with outside supports	working with outside agencies	ongoing, weekly, monthly, and quarterly	Edge Grant	Google docs, and data reviews

classroom						
Social worker will work with parents and students providing needed guidance and resources	social worker, principal, instructional coach, school counselor	Student information system, connections and supports with outside agencies	Getting parents to trust and work with the social worker and school	ongoing throughout the year with weekly, monthly, and quarterly data updates	Edge Grant, Community Partners	Google docs, and data reviews
Social worker will conduct home welfare checks as warranted	Social worker, principal, instructional coach, school counselor	Transportation	parent's willingness for help	as needed	mileage reimbursement	Reports for all home visits and follow-up

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
Engage Oklahoma	7/23/2019	SEA	7/23/2019
Visible Learning for Literacy	7/25/2019	External Provider	7/25/2019
Beyond the Manual SFA Reading Training	7/30/2019	External Provider	7/30/2019
SFA Reading Component Training	7/30/2019	External Provider	7/30/2019
Power Teaching Math	7/31/2019	External Provider	7/31/2019
Cultural Proficiency, SIOP, Edcamp, Technology	7/31/2019	LEA	7/31/2019
New/Emergency Certified Teacher	8/06/2019	SEA	8/06/2019
Trauma Sensitive Schools	9/13/2019	SEA	9/13/2019
Instructional Coach and Mentor Training	8/28/2019	SEA	8/28/2019
Comprehensive School Improvement Training	6/11/2019	SEA	6/11/2019