
Application Printout

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Applicant: 33-I018 ALTUS

Application: 2019-2020 Continuous Improvement Plan - A0 - 0150 ALTUS EARLY
CHILDHOOD CENTER

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	Strengths: EE 1.1.c: The implemented and fully aligned curriculum is intentionally age and developmentally appropriate and is culturally responsive; 1.2.c;d: The school initiates and continues internal discussion among all teachers to ensure horizontal alignment. The school initiates and continues discussion with feeder/receiver schools to ensure vertical alignment. EE 2.1.b: The school adopts a classroom assessment policy and school leadership implements procedures to ensure that classroom assessments are frequent and are consistently used to ensure continuous student progress. EE 3.4	Challenges: EE 2.6.e - School leadership ensures that teachers provide regular and meaningful communication to families about student progress; EE 2.6.j - By school policy and practice, teachers and other staff members engage in regular and meaningful two-way communication with families about student progress; EE 3.4.c: All teachers participate in sustained, classroom-focused professional development that updates their content knowledge and current professional practices to challenge and motivate students to high levels of learning.
Learning Environment - Elements 4,5,6	Strengths: EE 4.1 - Safe, orderly and equitable learning environment; EE 4.2 - Facilitation of believe that all children can learn at high levels; EE 4.4 - Decision-making processes involve all staff; EE 4.11 - Provisions for the needs of all students. EE 5.2 - Access to the curriculum; EE 5.5 - Student record system; EE 6.7 - School/district provides a clearly defined evaluation process; EE 6.8 - Sufficient fiscal resources provided for professional development; EE 6.10 - Process of personnel evaluation.	Challenges: EE 4.7.c: Teachers regularly contact families (e.g. home visits, phone calls, email) to discuss student progress; EE 4.9. Dissemination of information to stakeholder groups;EE 5.1.c: Interactive communication between home and school is meaningful and interactive. EE 5.1.k: Structures are in place to encourage and enhance family and community participation; EE 6.3.b: Professional development opportunities are aligned with the school's learning goals for students, the individual growth plans of staff members and the comprehensive school improvement plan.
Collaborative Leadership - Elements 7,8,9	Strengths: EE 7 -Collaborative Leadership;7.3 Administrators growth plan EE 8 - Organization Structure& Resources; 8.1 School's use of resources EE 9 - Comprehensive & Effective Planning, 9.1 The school's vision, mission, and beliefs 9.6 Planning shows desired results	Challenges: EE 7 -Collaborative Leadership; 7.9 Process for implementation of school policy EE 8 - Organization Structure& Resources; 8.5 Staff team planning EE 9 - Comprehensive & Effective Planning 9.7 Identification of strengths and limitations in organizational effectiveness. 9.9 Action steps in school improvement plan aligned with school improvement.

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(97 of 1000 maximum characters used)

The mission of AECC is to reduce chronic absenteeism through parental and community involvement .

Continuous Improvement Vision Statement (147 of 1000 maximum characters used)

AECC aims to foster a regular pattern of attendance to contribute to the holistic development of each student in a supportive learning environment.

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 (236 of 250 maximum characters used)

By 12/20/19, parent & family engagement will increase through monthly family unit activities that will be measured by post-activity surveys, monthly participation, and student impact (improved attendance, behavior, academic performance)

Pillar and Element

LE - School Culture*

Target Date

12/20/2019

FY20 Priority 2: SMART Goal (240 of 250 maximum characters used)

By 12/20/19, school and family/parent communication will increase from traditional or past communication modes to two-way communication to be measured by monthly contact logs, improved student attendance, behavior, and academic performance.

Pillar and Element

LE - Student, Family, & Community Support

Target Date

12/20/2019

FY20 Priority 3 (Competitive): SMART Goal (0 of 250 maximum characters used)

Pillar and Element

Target Date

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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.

(4301 of 8000 maximum characters used)

OVERVIEWWaltus Early Childhood Center has been placed on a plan of improvement by the State of Oklahoma based on chronic absenteeism of our Kindergarten students according to 2017-2018 attendance data. The attendance rate of students in good attendance was at 71.7% compared to the state average of 86.5%. The action steps to be taken by AECC are as follows: monthly parental and family contact by classroom teachers, daily contact by office staff for students who are not in attendance, conferences held with parents and the student attendance coordinator in regards to the long term importance of school attendance, home visits to be conducted with the assistance of the school resource officer when merited, as well as the principal mailing warning letters and filing with the District Attorney's office when absences have become excessive according to school law. The school will also implement and promote monthly family and parent engagement activities through hands-on learning projects. Supplies as well as an instructional white board will be used to support family and parent engagement activities, collaborative meetings, etc. EVIDENCE-BASED INTERVENTIONSAn evidence-based, "Promising" best practice is forming a leadership team (Effective Practices Research Briefs and Evidence Ratings: pp. 3-4; <http://files.eric.ed.gov/fulltext/ED593306.pdf>). The formation of this team will guide our CSI process. In addition, two "Strong" best practices are: 1. Providing two-way, school-to-home communication linked to learning; 2. Educating parents to support their children's learning and teachers to work with parents ((Effective Practices Research Briefs and Evidence Ratings: pp. 19-20; <http://files.eric.ed.gov/fulltext/ED593306.pdf>). Two conferences focus on two-way communication and resources to work with adults: National Family Engagement Conference and Encyclo-media. Some examples of learning-linked interventions to be held at the site are literacy and mathematic activities so that parents recognize the importance of attendance and the correlation with academic progress and growth. These can include activities such as a pumpkin patch project that parents can assist their student in measuring, weighing, computations, algebraic reasoning, and number sense. Another "Strong" evidence-based practice is mailing communications to parents (Effective Practices: pp. 19-20; <http://files.eric.ed.gov/fulltext/ED593306.pdf> and Dr. Meiller's June 2019 presentation: WWC .) The "ActionSteps" describe the different types of communication. PROGRESS MONITORINGThe school will monitor progress by utilizing lesson plans for parent and family engagement opportunities, as well as sign in sheets to document attendance and a follow up evaluation completed by the family representative in attendance at the end of each activity. AECC teachers will a be implementing and be responsible to turn in monthly contact logs, office staff will keep daily call logs for students not in attendance, the school attendance coordinator will keep a call log for the conferences held with parents, as well as the principal keeping copies of the warning letters and filings to the District Attorney's office. The Leadership Team will be monitoring the CSI process with district support.DISTRICT INVOLVEMENTThe leadership team includes a district level designee who supports the development and implementation of the SMART goals. The administration and local board are supportive of AECC's plan to address chronic absenteeism and to increase family and community engagement.PLCWeekly PLC meetings are held at AECC where site administration and teachers meet to discuss ways to improve student attendance and identify barriers that need to be addressed. Action Steps will be discussed at each meeting. PROFESSIONAL DEVELOPMENTThe leadership team and school staff have been given opportunities to participate in quality professional development to increase parental engagement with the intent of increasing the student attendance rate. Examples include outside consultants and attendance to state and national conferences on family engagement. The Leadership Team will continue to investigate professional development activities that will support the stated SMART Goals and identified action steps.

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: By 12/20/19, parent & family engagement will increase through monthly family unit activities that will be measured by post-activity surveys, monthly participation, and student impact (improved attendance, behavior, academic performance)

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>
Create a calendar of parent engagement activity dates	Classroom teachers Building Principal	District calendar to avoid any conflicts	Time of event. Possible solution would be to have event after business hours in order to accommodate working parents.	Monthly parent engagement activities	Title I, local site budget, and community donations	Lesson plans Sign in sheets Parent evaluations at the end of each activity.
Implement and promote monthly family and parent engagement activities through hands-on learning projects.	Classroom teachers Building Principal	Parent invites through school social media and school messenger. Student created invitations	Time of event. Possible solution would be to have event after business hours in order to accommodate working parents.	Monthly parent engagement activities	Title I, local site budget, and community donations	Lesson plans Sign in sheets Parent evaluations at the end of each activity.
			To protect teaching time in order to			

Professional development for teachers focused on activities to engage parents and children

Classroom teachers
Building Principal

Peer professional development
Outside consultants
Webinars

provide professional development.
Possible solution would be to have PD after contract hours and compensate teachers for attending.

Ongoing

Title I, local site budget, and community donations

Agendas and sign in sheets

Professional development for teachers to create learning linked resources to use at home.

Classroom teachers
Building Principal

Peer professional development
Outside consultants
Webinars

To protect teaching time in order to provide professional development.
Possible solution would be to have PD after contract hours and compensate teachers for attending.

Ongoing

Title I, local site budget, and community donations

Agendas and 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 concise as possible.

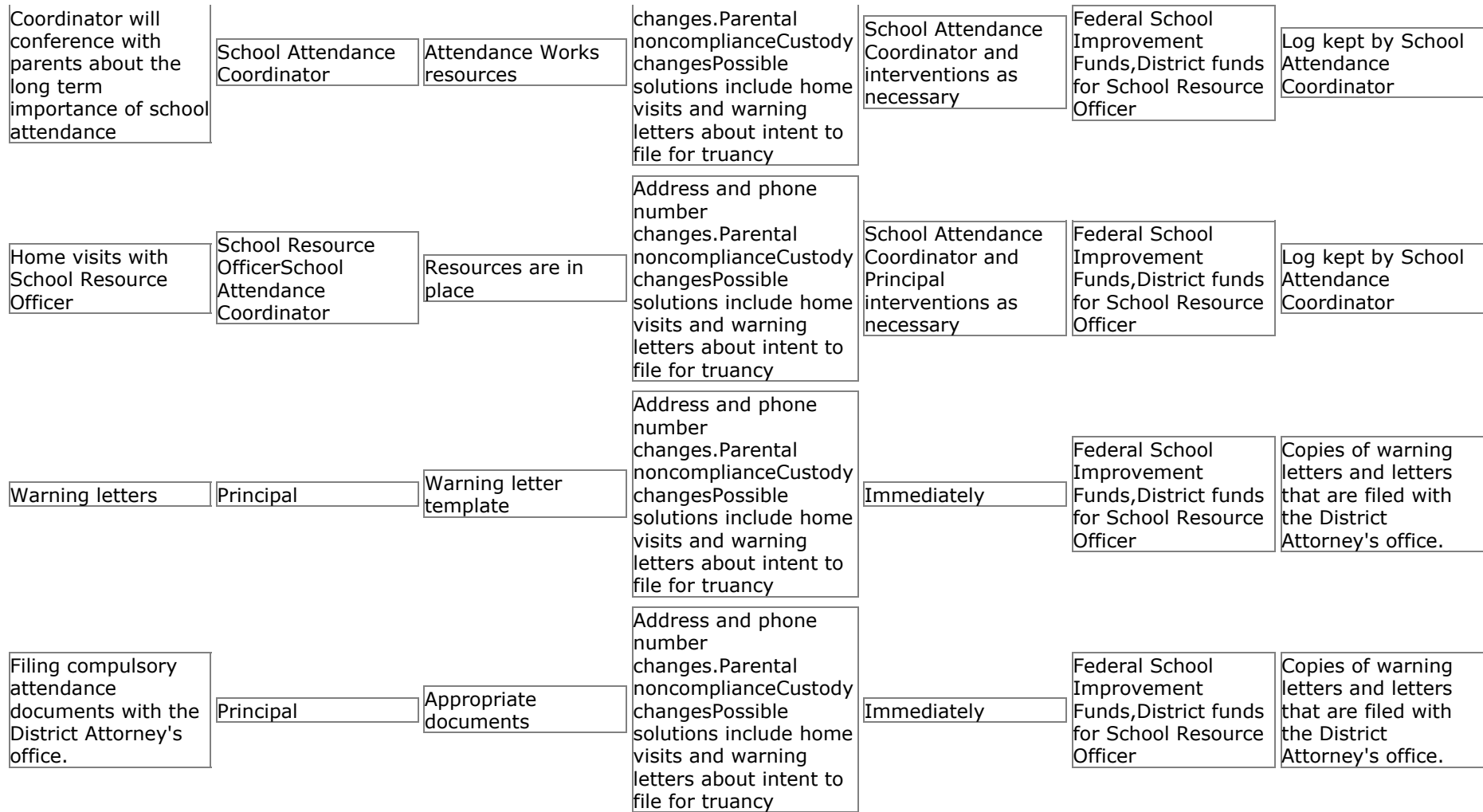
Priority 2 SMART Goal:

By 12/20/19, school and family/parent communication will increase from traditional or past communication modes to two-way communication to be measured by monthly contact logs, improved student attendance, behavior, and academic performance.

Pillar and Element:

LE - Student, Family, & Community Support

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>
Office staff make daily calls to absent students.	Office Personnel	Phone calls Schoolwide messenger	Address and phone number changes. Parental noncompliance. Custody changes. Possible solutions include home visits and warning letters about intent to file for truancy.	Daily calls for absent students.	Federal School Improvement Funds, District funds for School Resource Officer	Daily logs from front office staff
Teachers will do two parent contacts per week.	Teachers	Teacher communication apps Phone calls	Address and phone number changes. Custody changes	Weekly parental contact	Federal School Improvement Funds, District funds for School Resource Officer	Monthly contact logs turned in by teachers
Student Attendance			Address and phone number			



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
National Family and Community Conference	July 2019	External Provider	07/12/2019
Engage Oklahoma	July 2019	SEA	07/16/2019
Parent Engagement Training (The Cuban Guy)	Aug 2019	External Provider	8/9/2019
Engage Administrators	Nov 2019	SEA	
March CSI Training	March 2019	SEA	3/2019
June CSI Training	June 2019	SEA	6/2019