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Applicant: 74-I030 BARTLESVILLE

Application: 2019-2020 Continuous Improvement Plan - A0 - 0130 JANE PHILLIPS 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	The strengths identified through the three data sources are linked to Essential Element 3: 3.1a-The school has adopted instructional practices policy and procedures to ensure effective and varied instructional practices in the classroom. 3.4b- All teachers are appropriately certified. 3.5c Technology is readily available and equitably accessible to all students.	Challenges - Essential Element 1: 1.1a & g-Implemented curriculum is directly based on and aligned with OAS standards and is age/developmentally appropriate and differentiated. Essential Element 3: Instruction 3.1 - The school commits time(participates in training, classroom observations and research review) to study effective and varied instructional practices to inform their policy. 3.3 - School leadership monitors classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population. 3.3 - Instructional strategies, activities and content intentionally elicit student products that demonstrate various learning styles, multiple intelligence and brain research. 3.4 - 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	The strength identified for Essential Elements 4,5: 4.1a- The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment. 5.1k-Structures are in place to encourage and enhance family and community participation.	Challenges - Essential Element 4: School Culture4.8a - Staff members have established a nurturing learning environment for all students. 4.6b - Student groupings based on instructional needs and provide for flexible grouping and regrouping with continuous assessment and adjustment that allows the strengths of staff to be matched with the needs of students. Essential Element 5: Student, Family and Community Support 5.1b - Families and the community are involved in significant ways to remove barriers to learning.
	The strength identified for Essential Element 7: 7.6-School leadership provides the necessary structure and support for staff members to use time as	Challenges - Essential Element 8: 8.4b - Classroom management and organizational

**Collaborative Leadership -
Elements 7,8,9**

a resource to provide quality instruction and maximize student learning. 7.7d-School leadership secures additional resources and/or reallocates funds to support the vision, mission, and strategic priorities of the school.

practices are structured to ensure that instructional use of class time is maximized. 8.5c - Staff members post lesson plans and curriculum maps in a shared online environment or other convenient venue to promote horizontal and vertical team planning.

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(309 of 1000 maximum characters used)

We strive daily to provide a loving and nurturing environment where teachers can teach and students can fulfill their potential. We are committed to providing a positive, safe learning environment that develops the emotional and social health of the students and ensures the academic success of all students.

Continuous Improvement Vision Statement (89 of 1000 maximum characters used)

Our vision is to enable our students to become productive citizens and lifelong learners.

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 (159 of 250 maximum characters used)

The percentage of 3rd-5th grade students scoring proficient/above on the ELA and Math OSTP will increase by 9% points as shown by evidence on the '19-'20 OSTP.

Pillar and Element

AP - Instruction*

Target Date

6/1/2020

FY20 Priority 2: SMART Goal (161 of 250 maximum characters used)

Classroom instruction will be driven by trauma informed practices as measured by an increase to 2.5 out of 3.0 on the '19-'20 annual student stakeholders survey.

Pillar and Element

AP - Instruction*

Target Date

6/1/2020

FY20 Priority 3 (Competitive): SMART Goal (170 of 250 maximum characters used)

Pillar and Element

Target Date

The average survey score will increase to a 4.0, out of a 5.0 scale, in the perception of a positive school culture as measured by the '19-'20 annual stakeholders survey.

LE - Student, Family, & Community Support

6/1/2020

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.

(7994 of 8000 maximum characters used)

Overall - The Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team in conjunction with the most recent OSTP student assessment data and the local benchmark test. Electronic 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 three SMART goals: 1. The percentage of students scoring proficient or above on the OSTP reading and math tests will increase by 9%, as measured by the 2019-2020 OSTP test scores, 2. Classroom instruction will be driven by trauma informed practices as measured by an increase to 2.5 out of 3.0 on the '19-'20 annual student stakeholders survey, and 3. Our score in the domain of positive school climate will go up to an average of 4.0 on a 5.0 scale as measured by the 2019-2020 stakeholder surveys. The overall data findings reveal that many students at Jane Phillips lack literacy and math skills. Students in grades PK-2 show pronounced deficiencies in the areas of phonics and phonemic awareness. These deficiencies have impeded their literacy success in later grades. Additionally, struggles associated with number sense and operations affect the students in lower grades, and similarly create problems in the comprehension of higher order math concepts as students progress. Thus, SMART Goal 1 focusing on improvement in literacy and math scores is the highest priority. The proposed action plan for the reading/math test scores improvement centers on training teachers in appropriate curriculum, delivery methodology, utilization of technology, and using assessment data to drive instruction. The site will implement a focused and evidence-based phonics program in grades PK-2 that will build common academic vocabulary and lay a solid foundation for decoding and comprehension. The district has also adopted a new math curriculum that utilizes research-based techniques, and has provided focused training for staff members. In addition, the site intends to improve and streamline data collection and analysis processes so that teachers have fast access to formative and summative assessments in order that they may appropriately address the academic needs of every student, particularly as the data relates to forming guided reading groups and differentiated math instruction. SMART Goal 2 is training teachers in trauma-informed practices. Due to the number of Jane Phillips' students that experience poverty and trauma, teachers must be trained in best practices in order to appropriately plan for the needs of all learners. Professional development in the form of consultant visits, mind mapping, book studies, and offsite training will all be used to ensure that every staff member is trained in trauma-informed instruction. The site will also engage parents in events and programs that are designed to create a safer and more secure home environment. SMART Goal 3 is related to improving the overall culture of Jane Phillips Elementary. Communication between teachers and parents will be supported through the use of technology, as well as through building-wide expectations of consistent communication between teachers and patrons. The site will also focus on building relationships between all stakeholders by implementing a school-wide "House" system, collaborating vertically, and providing extracurricular opportunities for students. In conjunction with the action plan aligned with the second SMART goal, our parent training will be enhanced with the implementation of a 13-week parent training curriculum (attendance-incentivized) that will culminate in a graduation ceremony. The leadership team intends to transform Jane Phillips into a community school that educates and benefits not only the school-aged children, but also their parents and siblings. It has been determined that updating and expanding our playground to be a park open to all outside of school hours will increase community involvement. The restructuring of areas of the school to incorporate laundry facilities and cooking facilities will allow us to extend our academic offerings to encompass life skills. These classes will be open to students as an after-school club option, and to parents as part of the Parent Academy initiative. The installation of stoves and ovens, as well as food preparation space and storage for cooking equipment would be necessary. Evidence-Based Interventions - The leadership team along with district leaders accessed What Works Clearinghouse to select a "Strong Evidence" literacy intervention. Fountas and Pinnell Leveled Literacy Intervention (PK through 5th grade) satisfied the ESSA criteria for "Strong Evidence," and will meet the identified instructional and learning needs. Sustainability will be achieved by growing teachers as instructors of reading and by providing the reading foundation

students need for future learning. Leveled Literacy Intervention will be provided for grades PK-5. All teachers will implement researched-based literacy instruction: interactive read aloud, shared reading, guided reading, independent reading, shared/interactive writing, guided writing, word work, and differentiation. The master schedule was adjusted prior to the 2019-2020 school year to allow for fluid, flexible intervention time (25 minutes) during the school day for 3rd-5th grade students. Progress Monitoring - Goal 1: All KG-5th grade students will be screened and their progress monitored using the STAR 360 for reading/early literacy/math as well as teacher-generated formative assessments. RTI data will be continually collected from teachers on those students that have been identified as "in need of"remediation (Tier 1, 2, and 3). Assessments from Easy CBM, Words Their Way, DRAs, My Math, Exact Path for literacy and math, and anecdotal observations. Goal 2/3: Principal & Instructional Coach will monitor during weekly classroom observations and at weekly PLC meetings; Leadership team will monitor progress during monthly meetings. District Involvement - The district will support the following initiatives: transportation for after-school tutoring; adjusting the master schedule to allow for scheduling flexible intervention groups (PEP teams); providing transportation for after school activities; purchase of Remind app to increase parent-teacher communication; operational flexibility for scheduling professional development. The district also provides enough technology and equipment to maintain a near 1:1 student to device ratio. Professional Learning Communities - PLCs will be devoted to the following: analyzing student data to identify struggling students that need to attend intervention and/or after school remediation/intervention and discussing student work; identifying adjustments in instructional practices to better meet learning needs. Intervention and after school instruction will be flexible. (Enrichment-extension activities will also be scheduled during intervention time.) Reviewing all levels of student work is critical in order to ensure that all students grow and are appropriately challenged. PLCs will meet once a week for 40 minutes. Rigorous Review Process - The leadership team will keep records on services provided (times/dates/description) and collect exit tickets from PD participants as well as survey staff working with the instructional coach. The leadership team will pull and review student data related to the PD. This information will be used to measure the effectiveness of the providers before any agreements for the next year are negotiated. The leadership team will monitor teacher implementation of district-provided curriculum and its alignment with pacing guides. Operational Flexibility - The district is committed to assisting and supporting the Jane Phillips Plan. They will arrange transportation schedules to allow students to be transported after regular school hour.

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: The percentage of 3rd-5th grade students scoring proficient/above on the ELA and Math OSTP will increase by 9% points as shown by evidence on the '19-'20 OSTP.

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>Align Reading and Math curriculum to the Oklahoma Academic Standards (OAS) in Pre-KG - 5th. 9EE 1.1(a), 1.1(g)</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Leadership Team and Classroom Teachers</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>OAS Standards and OSDE website, Consultant</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Barrier: Pulling grade level teachers from classroom instruction to participate in vertical and horizontal allignment. Solution: Having guest teachers cover multiple classrooms for a week.</p>	<p><i>What is timeline for each action step?</i></p> <p>September 2019</p>	<p><i>Identify any relevant funding source.</i></p> <p>Proj. 515 Funds</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>Standards checklist and pacing guides will be monitored weekly during PLC/Data team meetings as well as classroom observations.</p>
<p>Align all classroom</p>						

<p>instruction to routinely accommodate various learning styles, multiple intelligences, brain research, instructional strategies and learning activities. 9EE 3.1(c), 3.2</p>	<p>Principal, Instructional Coach, and Classroom Teachers</p>	<p>Literacy First Review/Training, Consultant; more guided reading materials</p>	<p>Barrier: time constraints; moving teachers out of their comfort zone; Solution: Utilize PLC/Data team meetings to provide structure and support</p>	<p>August 2019 through May 2020</p>	<p>Proj. 515 Funds & Edge Grant</p>	<p>Student performance data (benchmarks, progress monitoring, and teacher generated assessments) and classroom observations.</p>
<p>Provide PD for Phonological Awareness and Guided Reading training along with Spatial Temporal (ST) math and My Math training, .9EE 3.4(c), 6.5(b)</p>	<p>Leadership Team, Instructional Coach</p>	<p>Letters Training; Train the trainer model for the ST Math and My Math PD;</p>	<p>Barrier: time constraints; Solution: provide ST Math and My Math at Back to School in-service, and utilize time during Grade level PLC/Data Team meetings for guided reading and phonological awareness training</p>	<p>June 2019 through June 2021</p>	<p>Proj. 515 & General funds</p>	<p>Student performance data (benchmarks, progress monitoring, and teacher generated assessments).</p>
<p>Complete a Phonological Awareness Screening Test (PAST) and Phonics Assessment to identify skills and strategies needed for children scoring below grade level expectations. 9EE 2.4(a), 3.1(i), 3.2(a)</p>	<p>Classroom Teachers, Instructional Coach</p>	<p>Time scheduled for teachers to administer the PAST</p>	<p>Barrier: Time Constraints; Solution: schedule and prioritize</p>	<p>August 2019 through May 2020</p>	<p>None necessary.</p>	<p>PAST data will be used to identify and focus on weak skill sets.</p>
<p>Review of guided</p>						

<p>reading plans and teacher data binders as part of lesson plan/instructional monitoring by administration.9EE 7.11(d), 7.11(j), 3.3(a), 2.1</p>	<p>Instructional Coach, Principal</p>	<p>None necessary</p>	<p>Barriers: time constraints;Solution: schedule and prioritize</p>	<p>August 2019 through June 2020</p>	<p>None necessary</p>	<p>Student performance data (benchmarks, progress monitoring, and teacher generated assessments).</p>
<p>Celebrating students and families reading and math achievements every quarter (awards, announcements, letters, tokens etc.) 9EE 4.7(c), 4.8(h), 4.10(a)</p>	<p>Principal, Family Support Coordinator, Instructional Coach</p>	<p>Community partners, businesses, paper, ink, toner for communication, certificate etc.</p>	<p>Barriers: failure to be intentional; Solution: create timeline for proposed celebrations</p>	<p>August 2019 through June 2020</p>	<p>Community Partners/Donations</p>	<p>Student assessment data; student and family feedback</p>

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:

Classroom instruction will be driven by trauma informed practices as measured by an increase to 2.5 out of 3.0 on the '19-'20 annual student stakeholders survey.

Pillar and Element:

AP - Instruction

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>
Classroom instruction will routinely accommodate various learning styles, multiple intelligence and brain research.9EE 3.1(c)	Principal and Leadership Team	Professional Development from Connected Kids (Barbara Sorrels) in the area of Trauma Informed practices.	Barriers: finding time for the trainers to train the rest of the staff (train the trainer model). Solution:	August 2019 to May 2020	General Funds	Classroom observations by principal and instructional coach; Feedback on the annual stakeholder survey; decrease in discipline referrals; student attendance
Teachers will collaborate to develop standards based, culturally responsive courses, units of study and lessons across content areas.9EE 3.1(L)	Principal, Instructional Coach and Teachers	Book studies on strategies for teaching students exposed to trauma	Barriers: time constraints Solution: Schedule time before/after school to conduct the book studies	Book study groups will meet monthly from October 2019 to May 2020.	Proj. 515	Exit tickets and teacher feedback; feedback on annual stakeholder survey
			Barriers: the			

Rearrange the master schedule to allow for flexible grouping of students based on instructional needs. 9EE 4.6b	Principal, Instructional Coach, Leadership Team	None	challenge of adding flex groups into the schedule; Solution: prioritize, use non-classroom teachers to provide for enrichment of some groups	August 2019	None	Completed master schedule; Student performance data, benchmarks, teacher-generated assessments.
Provide PD and implement the Bal-A-VisX system of exercises to address the needs of students affected by trauma. 9EE 3.1(c)	Principal; Leadership Team	PD; classroom supplies/materials	Barriers: time for training; Solution: schedule training during the summer	June 2020 to June 2021	Edge Grant	Feedback on the annual stakeholder survey; decrease in discipline referrals

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: The average survey score will increase to a 4.0, out of a 5.0 scale, in the perception of a positive school culture as measured by the '19-'20 annual stakeholders survey.

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>
Implement 13 week parent training using the Raising Highly Capable Kids curriculum and model. 9EE 5.1(b)	Principal, Family Support Coordinator; Leadership Team	Training manuals; meals for families; attendance incentives; childcare	Barriers; getting a commitment to attend from parents; Solution: offer childcare, meals, and attendance incentives	January 2020 to May 2020	Grant received by district, Community resources, Edge Grant	Survey for participants at the conclusion of training.
Develop a parent learning and resource center within the school to provide parent training, classes, and extended learning activities. 9EE5.1(b)	Principal, Leadership Team, Family Support Coordinator	training equipment and supplies	Barriers: getting parents to utilize the parent center; Solution: offer a variety of classes, such as healthy cooking, parenting, and exercise as well as attendance incentives provided by community.	June 2020 to May 2021	Edge Grant	Class session exit tickets after each parenting class, stakeholder surveys, and parent sign-in sheets.

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
Great Expectations & Literacy First	06-2019	External Provider	06-2019
Emotional Poverty in All Demographics - Ruby Payne	06-2019	External Provider	06-2019
Connected Kids - Trauma Informed Practices	07-2019	External Provider	07-2019
Project Lead The Way STEM training	08-2019	LEA	08-2019
ST Math	08-2019	LEA	08-2019
Visible Learning	09-2019	SEA	09-2019
EDIT	09-2019	External Provider	09-2019
Book study-Fostering Resilient Learners: strategies for creating a trauma-sensitive classroom	10-2019	LEA	
Book Study-Reaching and Teaching Children Exposed to Trauma by Barbara Sorrels	10-2019	LEA	
Fountas and Pinnell Leveled Literacy	10-2019	LEA	