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**Application Printout**

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**eGrant Management System****Printed Copy of Application**

Applicant: 55-I089 OKLAHOMA CITY

Application: 2019-2020 Continuous Improvement Plan - B8 - 0710 EMERSON  
ALTERNATIVE ED. (HS)

Project Period: 7/1/2019 - 6/30/2020

Cycle: Original Application

Date  
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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>
<b>Academic Performance - Elements 1,2,3</b>	1.2 - District facilitates and communicates OAS curriculum standards 2.1 - Multiple classroom assessments 3.4 - Teacher knowledge and motivation techniques	1.3 - Discussion of overlaps and gaps in curriculum 2.5 - Assessment provide meaningful feedback 3.1 - Effective and varied instructional strategies used in all classrooms
<b>Learning Environment - Elements 4,5,6</b>	4.1 - Safe, orderly and equitable learning environment 5.3 - Reduction of barriers to learning 6.5 - Professional development is ongoing and job-embedded	4.9 - Dissemination of information to stakeholders 5.1 - Family and community involvement in promotion of programs and services 6.9 - Employee evaluation and individual professional growth plan
<b>Collaborative Leadership - Elements 7,8,9</b>	7.9 - Process for implementation of school policy 8.5 - Staff team planning 9.1 - The school's vision, mission, and beliefs	7.4 - Use of disaggregated data in school plan 8.4 - Use of instructional time 9.3 - Use of collected data for planning

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## Mission/Vision Statements

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**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.

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Continuous Improvement Mission Statement(339 of 1000 maximum characters used)

Every day at Emerson North Alternative High School we will provide all students a non-traditional setting where they will feel safe and secure to explore and learn at their own pace, invite our families and community partners to increase their opportunities to engage with our school, and value the relationship with our diverse community.

Continuous Improvement Vision Statement (214 of 1000 maximum characters used)

We believe every student, regardless of circumstance, holds the potential to learn and apply knowledge when the student is provided the opportunity and ability to recognize his or her inner strength and resilience.

## 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\*

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**FY20 Priority 1:** SMART Goal (147 of 250 maximum characters used)

By the end of the school year, Emerson Alternative High School will have 10% of students passing the Math OSTP with state test results as evidence.

Pillar and Element

AP - Instruction\*

Target Date

5/30/2020

**FY20 Priority 2:** SMART Goal (154 of 250 maximum characters used)

By the end of the school year, Emerson Alternative High School will decrease overall chronic absenteeism by 10% with district attendance data as evidence.

Pillar and Element

LE - School Culture\*

Target Date

5/30/2020

**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.

<b>COMPONENTS</b>	<b>Implementation Level</b>	<b>Development Level</b>	<b>Planning Level</b>
<b>Overview of Continuous Improvement Plan</b>	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.
<b>Evidence Based Interventions (EBI)</b>	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.
<b>Progress Monitoring</b>	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.
<b>District Involvement</b>	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).
<b>Professional Learning Communities (PLC)</b>	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		

<p><b>Professional Development</b></p>	<p>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).</p>	<p>Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).</p>	<p>Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.</p>
<p><b>Rigorous Review Process</b> <i>(Provide information only if using an external partner.)</i></p>	<p>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.</p>	<p>The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.</p>	<p>The Rigorous Review Process has not been addressed.</p>
<p><b>Operational Flexibility</b> <i>(Provide information only if the site identifies barriers.)</i></p>	<p>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.</p>	<p>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.</p>	<p>Operational flexibility have not been addressed.</p>

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## Plan Narrative

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**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.

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(5488 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 tests. 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 two SMART goals: 1. By the end of the school year, Emerson Alternative High School will have 10% of students passing the Math OSTP with state test results as evidence. 2. By the end of the school year, Emerson Alternative High School will decrease overall chronic absenteeism by 10% with district attendance data as evidence. The overall data findings reveal that all students lack both literacy and mathematics skill sets. After close analysis of the data the greater deficit in skills was in the area of mathematics. Thus, the mathematics SMART goal is Emerson Alternative High School's first priority. The proposed action plan for the mathematics SMART goal includes aligning all instructional resources to OAS, developing a professional development strategic plan based on teachers' needs, providing focused training in Visible Learning, reviewing/monitoring of teacher data binders by administrator, and scheduling regular, short- and long-term celebrations. The second SMART Goal focuses on chronic absenteeism. The target group is 11th and 12th grade student due to the link between student attendance and student achievement. If the students are attending class then they will experience more opportunities for success which will result in more credits toward graduation being earned. Thus, the action plan to increase attendance should also reinforce steps to increase Emerson Alternative High School's graduation rate. The proposed action plan for the chronic absenteeism SMART goal includes creating an attendance team, close and frequent monitoring of student attendance to develop individual student action plans, establishing site-wide follow-up procedures, implementing a tiered-system of support for identified at-risk students, hiring a social worker to work with students, teachers, and families, and regularly communicate attendance expectations at every opportunity through a variety of communication modes. However, attendance strategies will be implemented schoolwide to promote a positive academic culture of learning. Evidence-Based Interventions (EBI) - District leaders and the leadership team accessed Evidence for ESSA and What Works Clearinghouse to select a "Strong Evidence" mathematics intervention. Visible Learning for Mathematics satisfied the ESSA criteria for "Strong Evidence," and will meet the identified instructional and learning needs. Sustainability will be achieved by growing our mathematics department as teachers of Visible Learning for Mathematics and by providing the the surface foundation students need for deep and transfer learning. Emerson Alternative High School will use the Intervention Coach to assist in implementing the strategies and help our teachers provide effective instruction. Progress Monitoring - All students will be screened, progress monitored, and interim assessed with teacher-generated formative assessments, and Mastery Connect. However, the leadership team is considering revising and updating the current snapshots and assessments to better match the skills learned at Emerson Alternative High School to the OAS. The leadership team recognizes that data sources have not been used to make informed, instructional decisions. Emerson Alternative High School will focus on the Professional Learning Community (PLC) to improve the collection of data to drive instruction. The principal and assistant principal will conduct a weekly check to confirm implementation of progress monitoring through the PLCs. District Involvement - The district will support the following initiatives: hiring a social worker and secondary clerk to address chronic absenteeism; hiring an Instructional Coach for job-embedded instructional support; providing release time for professional development. (Some of the aforementioned district supports also involve operational flexibility.) Professional Learning Communities - For 2019-2020, PLCs will be devoted to the following: analyzing student data to identify struggling students and discussing student work; identifying adjustments in instructional practices to better meet learning needs of all students. Intervention 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 three times a week during the scheduled time for PLCs to meet that is built in the work day for teachers. Rigorous Review Process - Emerson

Alternative High School's leadership team will keep records on all services provided to staff (times/dates/description) and collect exit tickets from all PD participants as well as survey staff working with the instructional coach. The leadership team will also pull student data related to the PD. This information, along with the original service proposals, will be used to measure the effectiveness of the providers before any agreements for the next year are negotiated. Operational Flexibility - District is committed to assisting and supporting the Emerson Alternative High School plan.



**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 the end of the school year, Emerson Alternative High School will have 10% of students passing the Math OSTP with state test results as evidence.

**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 all instructional resources/curriculum with Oklahoma Academic Standards (OAS) 9EE 1.1.a;1.1.c</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Leadership Team with the Math PLC and paraprofessionals</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>OAS booklets and/or OSDE web site. In addition, the OKCPS web site Curriculum &amp; Instruction page under secondary mathematics</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Barrier: OAS aligned instructional resources may not be available in a timely manner from the district web site; Solution: Emerson Alternative High School work to ensure the OAS standards align to the covered standards in a grading period and create lesson units based on those bundles.</p>	<p><i>What is timeline for each action step?</i></p> <p>July 30, 2019 through October 11, 2019</p>	<p><i>Identify any relevant funding source.</i></p> <p>Project 515 and General Funds</p>	<p><i>How will the action step be measured &amp; when? Include data sources for tracking.</i></p> <p>PLC monitoring with two week updates.</p>

Provide pd for Visible Learning for Math, and intervention strategies based on staff needs (observations/walkthroughs/requests). 9EE 3.4.c; 6.2.b	Principals, Instructional Coach	Time scheduled for principal to observe 45 -minute periods with Instructional Coach.	Barrier: Unforeseen schedule conflicts. Solution: Prioritize these visits.	August 12, 2019 through May 24, 2020	Project 515, General Funds, Alternative Education Funds	Student performance data (progress monitoring, teacher generated assessments, snapshots).
Review of math unit plans and teacher data binders as part of lesson plan/instructional monitoring by administration. 9EE 7.11.d; 7.11.j; 3.3.a; 2.1.3	Principal and Assistant Principal	None	Barrier: Time constraints; Solution: Prioritize; regular review becomes routine practice.	October 22, 2019 - May 24, 2020.	Project 515, General Funds, Alternative Education Funds	Student performance data (progress monitoring, teacher generated assessments, snapshots).
Celebrate students and families for math success every quadmester 9EE 4.7.c; 4.8.h; 4.10.a	Leadership Team and all math teachers	Community partners; local businesses; paper/ink/toner for communication, certificates, etc.	Barrier: Failure to be intentional; Solution: Determine timeline for proposed celebrations.	August 12, 2019 - May 24, 2020	Community Partners/Donations and Alternative Education funds	Student assessment data; student and family feedback; increased attendance for learning-linked activities.

**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 the end of the school year, Emerson Alternative High School will decrease overall chronic absenteeism by 10% with district attendance data as evidence.

**Pillar and Element:** LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured &amp; when? Include data sources for tracking.</i></p>
<p>Create a site attendance team that meets weekly to discuss attendance data and any possible issues 9EE4.3.d;5.5.a</p>	<p>Leadership Team, Social Worker, and Teachers from identified target group</p>	<p>Site's Student Information System Attendance Reports; Individual Teachers' Attendance Records</p>	<p>Barrier: Small teaching staff; Solution: Possibly rotate serving on this committee, include paraprofessionals</p>	<p>August 12, 2019 - ONGOING</p>	<p>General funds/Alt Ed funds</p>	<p>In every PLC the attendance data will be analyzed weekly to determine cause and possible intervention(s).</p>
<p>Monitor student attendance every two weeks; develop action plans for each identified student. 9EE 4.4.b;5.5.a</p>	<p>Leadership Team, Social Worker, and Teachers from identified target group</p>	<p>Site's Student Information System Attendance Reports; Individual Teachers' Attendance Records</p>	<p>Barrier: Outside situations preventing attendance Solution: Stress positive actions/steps/practices within the admin. and teachers' control</p>	<p>August 1, 2019 - Analyze previous term's attendance data. Start developing students' plans prior to the first day of school. ONGOING</p>	<p>General funds/Alt Ed funds</p>	<p>In every PLC the attendance data will be analyzed weekly to determine cause and possible intervention(s).</p>
<p>Develop specific</p>						

<p>procedures following-up on students that are absent such as how parents report absence to school, explaining the importance of regular attendance, scheduling homevisits, etc. 9EE4.7.ah;5.5.a</p>	<p>Leadership Team, All Teachers, Support Staff(paraprofessionals, principal'ssecretary, counselor's secretary)</p>	<p>Site's Student InformationSystem Attendance Reports;Individual Teachers' AttendanceRecords</p>	<p>Barrier: Failure to consistently implement procedures; Solution: Provide structure and check-points to ensure consistent implementation</p>	<p>August 12, 2019 - Inserviceprior beginning of each term</p>	<p>General funds/Alt Ed funds</p>	<p>Contact Logs Data from teachers and Social Worker will be discussed in PLCs to see howcontact impacts attendance.</p>
<p>Implement a tiered system of support (MTSS) for identifiedstudents that are at-risk for being chronically absent. Implement an early warning system protocol.9EE5.2.e, j;5.3.b;5.5.a</p>	<p>Leadership Team, Social Worker, and Teachers from identified target group</p>	<p>Site's Student InformationSystem Attendance Reports;Individual Teachers' AttendanceRecords</p>	<p>Barrier: Misconception thatMTSS, RtI, OTISS are onlyintervention models for special needs students;Solution: Provide professional development and training (OSDE - OSSSI);visit successful schools/districts</p>	<p>August 12, 2019 - Inserviceprior beginning of each term</p>	<p>General funds/Alt Ed funds</p>	<p>Student attendance records; student assessment data; anecdotal information</p>
<p>Hire a Social Worker to regularly track attendance for all students and work with Attendance Team and families to address attendance concerns. 9EE5.1.a, c,k;5.5.a</p>	<p>Leadership Team, Social Worker, and Teachers from identified target group</p>	<p>Site's Student InformationSystem Attendance Reports;Individual Teachers' Attendance Records; Schedule of Communication &amp; Home Visits</p>	<p>Barrier: Finding the personwith the right people skillsto work with the students,staff, and families;Solution: Conscientious vetting of applicants</p>	<p>April 24, 2019 - Advertiseposition</p>	<p>Proj 511</p>	<p>Social Worker will document ALL contacts. Impact will be measured by overall decrease of absenteeism, decrease chronically absent children,and MOY/EOY surveys. Additional monitoring may be added.</p>

Purposefully share attendance expectations with students and parents (back-to-school night, orientations, monthly calendar, weekly newsletters, conferences, handbook, website, etc. 9EE4.9.a-d; 5.1.a, c; 5.5.a

Leadership Team, All Teachers, Support Staff (paraprofessionals, principal's secretary, counselor's, secretary)

All forms of communication will contain an attendance message. Consistent, regular message in multiple modes about the importance of all children attending school.

Barrier: Reaching all parents/families/guardians;  
Solution: Provide information in nontraditional events; seek community support.

ONGOING attendance message in every communication mode

General funds/Alt Ed funds

Document all communication modes to students/ parents/ families/ guardians. Monitor the impact of increased communication on attendance.

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**Action Steps**

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**There are only 2 Smart Goals, this tab is not required.**

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**Professional Development**

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**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.*

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Professional Development Name	Tentative Date	Provider	Date Completed
Southern Region Education Board (SREB) Making Schools Work Conference	07-2019	External Provider	07-2019
Visible Learning for Literacy	09-2019	SEA	09-2019
Visible Learning for Math	09-2019	SEA	09-2019
National Dropout Prevention Conference	10-2019	External Provider	
National Alternative Education Association Annual Conference	10-2019	External Provider	
Basic Restorative Practice	01-2020	External Provider	