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Applicant:	72-I001 TULSA
Application:	2019-2020 Continuous Improvement Plan - A5 - 0658 CENTRAL JHS
Project Period:	7/1/2019 - 6/30/2020
Cycle:	Amendment 2
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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	Instruction 3:6 Sufficient instructional resources are available. The district provides us with curriculum that is aligned to OAS. Title I and School Improvement funds allow us to provide materials that provide scaffolding for students who need supports in addition to the district-provided curriculum. Instruction 3:5	Curriculum 3.2 and 3.6 In order to address profoundly low proficiency scores, we will need to focus on varied instructional strategies and resources that provide remediation and scaffolding needed to move students to proficiency Curriculum: 1:3 and 2.2 Almost 25% of teachers surveyed indicated they did not believe they had the opportunity to work with others to eliminate curricular overlap and gaps or to develop standards-based common assessments.
Learning Environment - Elements 4,5,6	School Culture: 4:8	School Culture: 4.1 We fell substantially short of our discipline goal last year for 7th and 8th grade students. In particular, we severely underestimated the supports we would need tocounter the emotional needs and transition from 6th gradeto 7th grade. We also did not take into consideration thatour 7th grade would double in size from the previous year.
Collaborative Leadership - Elements 7,8,9	Leadership: 7.1 Most teachers believe that the school and district leadership have developed a shared vision and revisits it throughout the year.	Organizational Structure - 8.9 Many teachers do not know if school funds are aligned with school and data needs. Collaborative Leadership: 9.1 We need to ensure that all of our teachers are involved with the creation and implementation of the school-wide plan.

Mission/Vision Statements

Continuous Improvement Mission Statement(91 of 1000 maximum characters used)

We will create a quality learning experience for every student every day without exception.

Continuous Improvement Vision Statement (230 of 1000 maximum characters used)

Central Junior High School commits to embracing art and creativity and to creating well-rounded students whose passion, drive and abilities prepare them for future endeavors while embracing our century-new tradition of excellence.

SMART Goals

FY20 Priority 1: SMART Goal (43 of 250 maximum characters used)	Pillar and Element	Target Date
By May 2020, we will increase ADA to 87.5%.	LE - School Culture*	5/1/2020

FY20 Priority 2: SMART Goal (98 of 250 maximum characters used)	Pillar and Element	Target Date
Scholars will increase reading growth as measured by NWEA Map by 8% from Fall 2019 to Spring 2020.	AP - Instruction*	5/1/2020

FY20 Priority 3 (Competitive): SMART Goal (0 of 250 maximum characters used)	Pillar and Element	Target Date

Plan Narrative Rubric

INSTRUCTIONS: Use the rubric below to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for the competitive grant must also upload a supplemental narrative on the Edge Grant tab. See Edge Grant tab for details.

COMPONENTS	Implementation Level	Development Level	Planning Level
Overview of Continuous Improvement Plan	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achieveable.	Narrative addresses all components, but some lack thoroughness and clarity. Action Steps have gaps or may need revision.	Narrative does not address a majority of components with thoroughness and clarity. Action Steps are incomplete or unachieveable.
Evidence Based Interventions (EBI)	The process the site used to select the EBIs is described in detail along with how the EBIs not only support the SMART Goal(s), but contribute to the sustainability of the goal long term.	The process the site used to select the EBIs is described in detail along with how these EBIs support the SMART Goal(s).	The process the site used to select the EBIs is outlined, but no connection to the SMART Goal is evident.
Progress Monitoring	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction and the implementation of those elements at the site are described in detail.	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction are described.	The elements of progress monitoring are mentioned, but in general terms; not specific to the site or the SMART Goal.
District Involvement	Provides specific examples of how the District will support the development and implementation of the SMART Goal(s).	Provides an overview of the how the District will support the development and implementation of the SMART Goal(s).	Provides brief statement about District involvement, with no connection to SMART Goal(s).
Professional Learning Communities (PLC)	Explains, in detail, how the existing PLCs have been integrated into the site's process for achieving the SMART Goal(s). A list of topics and schedule is included.	The narrative discusses the PLCs role in supporting the SMART Goal(s) and includes examples to potential topics.	The site currently does not use PLCs and/or narrative provides a brief statement about PLCs.
	Describes the process of how the site		

Professional Development	has selected appropriate, quality PD opportunties that support the SMART Goal(s) and how PD will lead to the sustained achievement of the SMART Goal(s).	Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).	Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.
Rigorous Review Process *(Provide information only if using an external partner.)*	The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included and the types of external partners the site will be using have been identified.	The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.	The Rigorous Review Process has not been addressed.
Operational Flexibility *(Provide information only if the site identifies barriers.)*	The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are clearly listed and the District has agreed to provide this operational flexibility.	The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are listed.	Operational flexibility have not been addressed.

Plan Narrative

INSTRUCTIONS: Use the rubric provided to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for competitive grant funds must also upload a Supplemental Narrative on the Edge Grant tab.

(8000 of 8000 maximum characters used)

OVERVIEW:In developing Central Junior High School's 2019-20 schoolwide plan, the leadership team reviewed OSTP data, our schoolwide data picture, the 9EE Needs Assessment results, and stakeholder surveys. We decided to focus this year on attendance since students must be at school consistently before other issues can be addressed. Last year we did not meet our combined 7th and 8th grade attendance goal of 85.7%. By building on what we learned last year and redoubling efforts, we believe that we can achieve a goal of 86.9% this year. The individual grade goals are 87.5% for 7th grade and 85.7% for 8th grade. We believe that a sense of student belonging is the key to improved attendance. To that end, we are increasing opportunities for students to connect with adults and peers in the building through increased extra-curricular activities and social/academic clubs/organizations. During the first semester we will recruit adult volunteers to assist us in establishing eight fully-functioning clubs/organizations that are tailored to student interest and create a sense of belonging. Advisory classes will be used as an opportunity for students to develop a relationship with an adult who guides him/her in developing goals in attendance, academics, and post-secondary school. A student-to-student mentorship program will be implemented this year to encourage peer motivation and goal-setting. We will continue implementing the Character Strong curriculum during advisory. This program has been successful in assisting our students with social/emotional growth, which impacts daily attendance goals. Our attendance team will meet regularly to analyze data, identify students who need intervention, communicate with families and the student's advisor, and consider schoolwide attendance initiatives. This team is comprised of our parent facilitator (a strong EBI), teachers, attendance clerks, counselors, and deans. It will be led by our Title I-funded funded Learning Director and our School Improvement-funded Parent Involvement Facilitator. The second focus in our plan is on literacy growth. Last year did not meet our growth goal and in fact, obtained negative growth. This year, with continued, focused efforts, we will meet our growth goal of 54%. Although our math scores are lower than reading, we believe that literacy must be a priority since it impacts all other content areas. To achieve our reading growth goal, we will continue implementing the Summit curriculum in both 7th and 8th grades. All students will participate in Reading Plus weekly during advisory, with identified students receiving additional regular supports. A Reading Plus representative will provide training to teachers who are implementing the program, and will follow up throughout the year to assist in analyzing data and support as needed. We are purchasing two additional teacher assistants with School Improvement funds to assist classroom teachers in supporting student usage and in facilitating small groups within the class. Teacher Assistants will be included in the Reading Plus professional development. We are basing the intervention on the evidence showing students from high-poverty schools may require more intensive interventions than whole class models, and that interventions should vary in emphasis based on specific students' instructional needs. Also important to our reading growth is MAP Skills. While the assessments only provide benchmark data and point us to areas we need to target, the Skills program personalizes remediation for students based on their individual struggles. Map Skills combined with Reading Plus will allow teachers to challenge students individually as well as allow students to track their own progress. A progress monitoring team will utilize data from the data dashboard, Reading Plus and MAP reports, and will meet after school in a PLC to identify students who need additional support. An additional EBI that will be provided to help students meet their reading growth goal is extended day tutoring. Teachers certified in ELA will provide tutoring to students needing additional help. Since students are not always willing to come early or stay late for tutoring, a Title I-provided parent involvement facilitator will support this program by reaching out to parents.To help in addressing both of our goals, we will be using CT3 again this year. Last year we learned that not only were we not prepared for the amount of structure and additional supports our transitioning students would need, we also learned that teachers were lowering the bar and not providing necessary rigor. A team of school leaders participated in an intensive CT3 training this summer. Ongoing, on-site support will be provided throughout the year through a CT3 consultant. EVIDENCE-BASED INTERVENTIONS: The use of a dedicated parent facilitator to facilitate family engagement and to help parents build

efficacy to support their children's success in school has strong evidence as an effective intervention. Central's parent facilitator is passionate about building relationships with parents and in using those relationships to improve student attendance and subsequently academics. Sustainability will be attained by growing parent and school collaborative relationships. The leadership team accessed Evidence for ESSA and What Works Clearing house to select a literacy intervention. Reading Plus was chosen because it has a "strong" ESSA rating, meets our needs for flexibility, and has been successful as a pilot in other Tulsa secondary schools. This strategy is sustainable through teacher development and student growth. Tutoring is another EBI that will be provided to help students meet reading growth goals. Teachers certified in ELA will provide tutoring to students needing additional help. Since students are not always willing to come early or stay late for tutoring, a Title I-provided parent involvement facilitator will support this program by reaching out to parents. Teacher assistants are also an evidence-based intervention that will help primarily with the reading goal, but also indirectly with attendancePROGRESS MONITORING: Our attendance team will meet weekly to analyze data as a team. They will identify students in need of intervention and alert advisory teachers for one-on-one encouragements, as well as discussions to identify issues with transportation. Progress towards meeting our reading goal will be monitored by the Reading Interventionist and Learning Director. Both Reading Plus and MAP skills have built-in monitoring systems, so they will provide easily accessible data. Information will be shared at bi-weekly leadership team meetings, where individual or systemic interventions will be made as needed.DISTRICT INVOLVEMENT: The district supports our SMART goals through the collection of data on the Data Dashboard and multiple filtering tools to provide relevant information. The district also provides training on the use of the Data Dashboard. This is one of the primary sources of progress monitoring for our goals. Additional supports include Summit curriculum and corresponding professional development, MAP assessments, technology for implementation of Reading Plus, professional development and ongoing support for the Parent Facilitator. PROFESSIONAL LEARNING COMMUNITIES: For SY2019-20, PLCs will be dedicated to the following: analyzing data and identifying interventions, particularly as it relates to attendance and literacy. TPS is facilitating Vision Walks for administrators and the analysis of data collected during the various school classroom visits. Site administration will introduce lessons learned during the PLCs, which will guide topics toward creating and implementing challenging lessons aligned to Tulsa Learning Expectations and the OAS. PROFESSIONAL DEVELOPMENT: Professional development will focus on analyzing data and creating a follow-up plan, utilizing Reading Plus and NWEA MAP skills

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: By May 2020, we will increase ADA to 87.5%.

Pillar and Element: LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
What will be done to achieve this goal? Identify the applicable descriptor(s).	*Name the individual(s) responsible for tracking the progress of the action step.*	*What resources will be utilized to complete the action step?*	*Consider the barriers to the completion of the action step and possible solutions.*	*What is timeline for each action step?*	*Identify any relevant funding source.*	*How will the action step be measured & when? Include data sources for tracking.*
4.2, 4.3 Create 19-20 team for aggressive attendance monitoring and targeted interventions	Gilley/Carter/Dillard/Johnson	Access to Data Dashboard and Power School; Impact Tulsa; TPS Student and Family Services	Barrier: attendance initiatives can get pushed aside throughout the year. Solution: hold team accountable for weekly meetings without fail	September 3	5118	weekly team meetings
5.3 Create student-to-student mentor-ship program	Davis	student-to-student rubric forms, surveys for feedback, scheduling modification	barrier: lack of student interest. solution: emphasize importance of program in advisory and other places	9/18	none needed	progress monitoring team in weekly PLCs
			Barrier: lack of			

4.8 Roll out advisory (100% participation in social/emotional activities)	Dillard	Character Strong Curriculum	buy-in from some teachers. Solution: Emphasize importance of relationships and make expectations clear.	8/28	previously purchased with 5118 funds	progress monitoring team in weekly PLCs
5.1 Establish 8 fully functioning clubs/organizations that are tailored to student interest and create belonging.	Gilley	TBD	a lack of club leaders could pose a challenge. This will be addressed by contacting community partners for assistance.	2/1	community	progress monitoring team in weekly PLCs
5.3 Implementation of CT3 practices in all classrooms	Carter	CT3 consultant and district supports	none anticipated	8/2019 and ongoing	district and 5150	progress monitoring team in weekly PLCs
5.1 parent involvement facilitator	Gilley and PIF	Access to Data Dashboard and Power School; Impact Tulsa; TPS Student and Family Services	Barrier: lack of buy-in from some teachers and families. Solution: Emphasize importance of parental involvement and share research	8/2019 and ongoing	5150	weekly team meetings; district compliance records

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:	Scholars will increase reading growth as measured by NWEA Map by 8% from Fall 2019 to Spring 2020.
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.*
2.8, 3.2 and 6.3 TA and Teacher training on Reading Plus	Principal Gilley	technology; reading consultant	teachers who are not present for the training will receive follow-up training by Reading Plus consultant	8/16/2019	5118	Reading Plus built-in assessments; MAP MOY and EOY; principal gilley will monitor classroom implementation to ensure fidelity
2.1 and 3.2 MAP Assessment Skills Training for teachers.	Principal Gilley	technology	teachers who are not present for the training will receive follow-up training by district assessment coordinator	8/2019	5118	Progress Monitoring Team in weekly PLC; MAP assessments
5.3 CT3 Implementation	Donna Carter	none needed	barrier: lack of teacher buy-in. solution: emphasize importance of structure and consistent monitoring by APs students not wanting	ongoing	5150 and district	Progress Monitoring Team in weekly PLC; Data Dashboard attendance and behavior data

5.4 Extended Day Tutoring	Robin Postier	ELA Certified Teachers	to come early or stay after; identified students will be communicated with personally by content area teacher and advisory teacher. Additionally, parents will be called and encouraged to ensure child's attendance.	September - May	5118 and 5150	Data Dashboard; Reading Plus Reports; Summit Data

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
NWEA MAP Skills	8/2019	LEA	
Reading Plus Orientation	8/16/19	External Provider	
CT3 Training	7/2019	External Provider	
Parent Involvement overview	8/19/19	LEA	
Attendance Matters for Parent Facilitators	9/10/19	LEA	
Summit	8/2019	LEA	
Reading Plus	12/2019	External Provider	
Data Analysis/Data Dashboard	10/2019	LEA	
TBD	2/18/19	LEA	
TBD	5/21/19	LEA	