
Application Printout

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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - B5 - 0425 MARK TWAIN 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	"OEE 2: Classroom Evaluation/Assessment The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work."2.6 Communication of performance standards2.8 Use of student sample work	2.3 Student awareness of academic expectations2.4 Identification of curriculum gaps using test scoresEE3 Instruction - to increase reading goals
Learning Environment - Elements 4,5,6	"OEE 4: School Culture The school/district leadership team functions as an effective learning community and supports a climate conducive to performance excellence."4.4 Decision-making process involve staff4.10 Student achievement is publicly celebrated	4.1 Safe, orderly, and equitable learning environment4.2 Facilitation of belief that all children can learn at high levelsEE5 Reduction of barriers to learning
Collaborative Leadership - Elements 7,8,9	OEE 8: Organizational Structure and Resources	OEE9: Comprehensive and Effective 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(202 of 1000 maximum characters used)

We are the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life.

Continuous Improvement Vision Statement (249 of 1000 maximum characters used)

Our vision for Mark Twain is a community based environment that assists and empowers families to meet life's challenges. Through respect of cultural diversity and individual worth, Mark Twain is an accepted and trusted learning center for all ages.

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 (99 of 250 maximum characters used)

Mark Twain will decrease chronic absenteeism growth by the end of the 19-20 year from 31.2% to 29%.

Pillar and Element

LE - Student, Family & Community Support

Target Date

6/1/2020

FY20 Priority 2: SMART Goal (219 of 250 maximum characters used)

Mark Twain will increase reading growth by the end of the 19-20 school year from 46.6% to 50%. Priority Goal 19-20 Focus on strong reading growth will support closing gaps for students and promote increased proficiency.

Pillar and Element

AP - Instruction*

Target Date

6/15/2020

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 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		

<p>Professional Development</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>Rigorous Review Process <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>Operational Flexibility <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>

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.

(6051 of 8000 maximum characters used)

Our staff and stakeholders from different groups- especially those most adversely affected- are informed, meaningfully involved and authentically represented in the development of our strategic plan. Strategic planning includes parents, teachers, and community partners. The teacher representation will include a variety of grade level and student subgroups. **OVERVIEW:** We are committed to involving our students and families directly in shaping their school experiences and focusing on their goals. We routinely inquire of them about their vision for Burroughs. The Oklahoma Nine Essential Elements Needs Assessment findings were used by the leadership team, comprised of staff members who represent all subgroups in our school, in conjunction with the most recent OSTP student assessment data, MAP data, and panorama student surveys. Electronic perception 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 June 2020, Mark Twain will increase reading growth from 46.6% to 50%. Priority Goal 19-20 Focus on strong reading growth will support closing gaps for students and promote increased proficiency. and 2) By June 2020, Mark Twain will decrease chronic absenteeism growth from 31.2% to 29%. We will implement these goals by keeping our school-wide vision at the forefront of our mind all year and by utilizing our Title One funding. Administrators and teacher leadership team (Empower Teacher Leaders) will be responsible for working with ELA.Math teachers to facilitate cycles of professional learning on a weekly basis. Teachers will participate in focused work and action steps will be put into practice which will create powerful plans that will set our students up for success for the school year. Our building leaders will work shoulder to shoulder to address gaps and monitor day to day lessons as well as data reports updating progress toward goals. Our leadership team will coach teachers in the creation of appropriate lesson plans by providing instructional strategies that focused on rigor, relevance, and building relationships. Teachers will collaborate with leadership team/teacher leaders who will help them facilitate student goals and adjust instruction to meet the needs of students. Teams will collaboratively backward plan to create appropriate engaging lessons for multiple levels of ability for students in their classrooms. Questions/responses will be created to make lessons enjoyable to all students. Continuous improvement looks like forward movement in terms of instructional delivery. This will allow our teachers to maximize their skills and strengths to meet the needs of our scholars; not limited to academics, but including Social/Emotional and building skills that will have life-long sustainability. Students will experience text complexity where they will have to grapple . Students will have support while reading rather than before reading. Students will have more text dependent questions that will drive them back to the text to cite evidence. Students will set growth goals where they will receive continuous feedback. **EVIDENCE-BASED INTERVENTIONS (EBI's):** We will use reform strategies that help our least reached students. Our focus will be heavily on integrated studies, thereby enabling teachers to encompass students' individual interests to capitalize on student engagement. Based upon the format of Empower Teacher, our teachers will receive coaching per weekly cycles. Students will reflect upon prescribed growth goals and formally evaluate their own performances. Students will share their self evaluations and academic evaluations with teachers and administrators. We will maintain our tier of leadership to respond to students in crisis per our best fit model. Relationships are established organically thereby utilizing the expertise of all. Student intervention programs will be used for high-need students (CT3 Leadership, Waterford). Read alouds will be made available via non fiction text according to their Reading Growth Goals, supplemented by Reading Partners and a Reading Interventionist. **PROGRESS MONITORING:** Our school has conducted a needs assessment to determine goals to help our least reached students meet grade level standards. Based on our site needs assessment all of our students will continue to be exposed to complex text. Moving forward we will ensure that our students are aware of academic expectations. We will monitor progress for students through the student intervention platforms: Moby Max, Trinity3 . Staff progress will be monitored through Whetstone. Empower work will be monitored through Leading Educators. Student data (MAP, Suspension, Attendance/Absenteeism) is monitored through the TPS Data Dashboard. **PROFESSIONAL**

DEVELOPMENT: Our school offers professional development that is high quality and on going tied directly to our intended outcomes. Professional Development will center around district initiatives, SEL and Empower Teacher, Professional development stipends. teacher led PLCs and Teach Like a Champion. Relying heavily on training via Empower Teachers, we will coach the teachers on mastering the content, thereby centering on direct instruction and focused learning. PLCs: Teams of teachers will meet regularly to examine student work and formulate various ways to equip student for success. Teachers will also meet in PLCs to ground in Empower work, social-emotional learning strategies, and school norms. We will circle back to our SMART goals regularly. DISTRICT INVOLVEMENT: The district will support in the following areas: District-provided PD for novice teachers, Management of the Data Dashboard, MAP assessments, technology supports, PD/ongoing support for PIF work, released time for PD for all teachers and leadership, Ongoing supports for curriculum (Eureka, Amplify, CKLA). RIGOROUS REVIEW PROCESS: No External Provider. OPERATIONAL FLEXIBILITY: N/A

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: Mark Twain will decrease chronic absenteeism growth by the end of the 19-20 year from 31.2% to 29%.

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>
Weekly attendance team meetings	Attendance team	Budget to support Attendance Facilitator	Time management	8/19 - 5/2020	n/a	Attendance team meeting norms and agenda
Plan and deploy incentive programs	Admin	Ensure time to be an active participant with the attendance team	Ineffective and motivational attendance incentives	8/19 - 5/2020	n/a	Consistent and timely communications with families
Review weekly attendance data	School Counselor/PIF	Plan for intentional recognition of incentives use	Time management	8/19 - 5/2020	n/a	Ensure accurate daily attendance by teacher
Identify families in need of additional resources	Social Services Specialist	Provide effective teachers in the classroom	Be informed around reasons for chronic absenteeism and how to support families	8/19 - 5/2020	Title I Money	Resource development
Continue to monitor previously identified families and their progress	Admin/School Counselor/PIF	Routine Check ins with Parent Facilitator	Be informed around reasons for chronic absenteeism and how to support families	8/19 - 5/2020	Title I	Consistent and timely communications with families

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: Mark Twain will increase reading growth by the end of the 19-20 school year from 46.6% to 50%. Priority Goal 19-20 Focus on strong reading growth will support closing gaps for students and promote increased proficiency.

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>
K - 2 intervention:Direct Instruction - SRA Reading Mastery (students below 50%ile) Tier 2 & Tier 3	Team LeadersK-2 Humphrey Poore	Intervention focused walkthrough	Intentional time planning	8/19 - 5/2020	n/a	Focused intervention walkthroughs at regular intervals
Literacy Centers - Waterford (all students) Tier 1 - 3	Classroom teachers	Lesson plan review	Organize and plan	8/19 - 5/2020	Title	Focused intervention walkthroughs at regular intervals
Guided Reading Groups (students50%ile or higher) Tiers 1-2	3-6Yirsa	Administration and team leaders will collaborate to identify data points to assess progress between MAP testing windows	Intentional time planning	8/19 - 5/2020	n/a	Focused MAP deep dive experience
3rd - 6th gr. InterventionRead Theory (all	ELA teachers	Strategic planning for intervention data	Assisting teachers with how to write and implement	8/19 - 5/2020	n/a	Focused intervention walkthroughs at

Tiers) Guided Reading groups (all Tiers)		reviews	successful intervention plans			regular intervals
Use of formative assessments Scheduled Lesson Plan review focused on intervention plans	ELA teachers Teas/Fox	Assessment vision rollout	Continued training on assessment vision and implementation	8/19 - 5/2020	n/a	Conducting quality intervention data reviews monthly (@ designated faculty meetings)
Scheduled Intervention Walkthrough - Whetstone Once a month faculty meeting, with all teachers, to review intervention data and determine next steps	Teas / Fox Teas/Fox/Team Leads	Provide opportunity for all teachers to learn and know Canvas	More about Canvas and how to use it (admin team has already attended canvas 101 training)	8/19 - 5/2020	Title	Conducting quality intervention data reviews monthly (@ designated faculty meetings)

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
CT3 Leadership	8/2019	LEA	06/2020
Teach Like a Champion - New Teacher Bundle	08/2019	LEA	06/2020
Team Leader Strategic planning/plc	08/2019	LEA	06/2020