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Applicant: 72-I001 TULSA

Application: 2019-2020 Continuous Improvement Plan - B7 - 0720 MCLAIN HS FOR SCI./TECHNOLOGY

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

Cycle: Amendment 1

Date Generated: 4/27/2020 12:02:58 PM

Generated By: 157555

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	OEE 1: Curriculum is identified as our strongest area. The district provides a school curriculum that is fully aligned with the Oklahoma Academic Standards and provides implementation support. On the 9EE Stakeholder surveys, the highest response to the questions was in "I know what the teacher expects of me in this class."	OEE 3: Instruction has been identified as our area of greatest need, particularly as it relates to remediation while not lowering standards, and helping move students toward proficiency,
Learning Environment - Elements 4,5,6	OEE 6: Professional Growth, Development, and Evaluation has been identified as our second area of strength.	OEE 4: We identified school culture as a 2nd area of focus. The lowest score from our 34 returned teacher results from the 9EE Needs Assessment was related to families. Teachers did not feel as though their students' families are active partners in the education process. Additionally, many students reported they did not feel a close relationship with any adult in the building.
Collaborative Leadership - Elements 7,8,9	OEE 7: School leadership team includes staff in creating a shared vision, and frequently re-visits and re-focuses the vision and strategies to staff.	OEE 8: Staff members use common team planning time to collaborate by content area and focus on instruction that addresses state standards.

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(158 of 1000 maximum characters used)

Tulsa Public Schools' mission is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to the world.

Continuous Improvement Vision Statement (368 of 1000 maximum characters used)

McLain is a positive force to be reckoned with. We take pride in our academics, our community, and ourselves, while honoring our individual identities. We cultivate a community of learners who are confident, self-motivated, and self-advocating. We prepare ourselves for a world that requires adaptive thinking and creative problem solving in career, college and life.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocal, 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 achieveable. '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 appying for the competitive grant*

FY20 Priority 1: SMART Goal (100 of 250 maximum characters used)	Pillar and Element	Target Date
School Culture will improve by spring 2020 as evidenced by a 1.2% improvement in student attendance.	LE - School Culture*	5/1/2020

FY20 Priority 2: SMART Goal (124 of 250 maximum characters used)	Pillar and Element	Target Date
Reading proficiency will grow from a school-wide average of 22.4% to 28% by Spring 2020, as measured on the MAP assessments.	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.

(7883 of 8000 maximum characters used)

An analysis of available data, including the Oklahoma Nine Essential Elements Needs Assessment, MAP Assessment Data, OSTP and SAT data and the TPS Data Dashboard revealed areas we need to prioritize to ensure that we are meeting our commitment to all students. First, data revealed the need to focus on school culture. From FY18 to FY19 we saw a decrease in ADA of 4.2%, bringing us down to 81.2. An attendance rate that low obviously has a negative effect on all other areas and must first be addressed. On student surveys, many students indicated they did not feel a sense of belonging or had a positive relationship with an adult in the building. We also saw a dramatic increase in behavioral referrals from FY 18 to FY19. Thus, our first priority goal: Culture will improve by spring 2020 as evidenced by a 1.2% improvement in student attendance. Academically, even though our students are making progress, it is slow and our proficiency levels continue to be very low. For example, 18.6% of students were proficient in ELA and only 15.7% of students were proficient in math. Even though math scores were even lower than ELA, we have decided to make reading our primary content area focus, as proficiency in reading is critical to proficiency in other areas. A key component to our school improvement plan is a college summit class for all students. Each college summit teacher will be responsible for ensuring their college summit roster of students is given academic and social tools to be successful. College Summit teachers support both of our priority goals: they build relationships with their assigned students, will teach an attendance curriculum, SEL strategies, and other school-wide curriculum. In addition, our new schedule ELA teachers with a second planning period. During the common planning time, teachers will be provided with support to help them create effective PLCs. AP Austin will monitor these PLCs to ensure protocols are being followed for data analysis, lesson planning, student interventions, teacher-led content cycles, etc. The ELA curriculum has been vetted by the district for OAS alignment. We will continue using Reading Plus, as the cohort of students who began using the program in 8th grade has experienced consistent growth and has the highest proficiency of other cohorts. Reading Plus will be provided as a supplement to the district ELA curriculum to assist students in reaching appropriate lexile levels. All students will use Reading Plus in college summit classrooms approximately two days a week. ELA teachers will also be able to use it at their discretion in their classrooms. PD for Reading Plus will be provided by a Reading Plus consultant at the beginning of the school year, with follow-up visits throughout the year. MyHomework app (Instin) will be introduced and monitored in summit classrooms. MyHomework will help students with organizational skills in keeping track of what/when assignments are due in each class. Parents will also be able to use the app to monitor students' homework.As the school provides the MAP assessments, the addition of MAP skills provides students with targeted instructions in areas of need. Additionally, Kahn Academy will be used during College Summit to help students prepare for the SAT. City Year is a tier 1 intervention we will utilize to help us reach our goals. Again, this intervention supports both of our SMART goals as it provides near-peer tutoring in reading and math as well as focused attendance intervention. City Year Corps members are assigned identified students in academics and/or attendance and document their designated interactions with the students. All students will be invited to attend after-school tutoring opportunities, but targeted students will be personally encouraged to attend through their College Summit teacher, content teacher, City Year, and parent communications. To help us reach our goals around school culture, we will emphasize McLain/s 3/6/9 policy, develop an attendance team, provide PD on data analysis and subsequent student interventions, and implement attendance initiatives such as "Teaching Attendance Curriculum." Our 5150-funded Parent Facilitator will be key to improving attendance through parent meetings, phone calls, emails, and home visits. Additionally, teachers will be asked to make at least one encouraging parent communication each week. Teachers will be presented with information not only on the importance of student attendance, but also on the importance of teacher attendance. 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. 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 was successful last year during our limited implementation. City Year was a logical choice because the district has already experienced success with the program, and multiple studies provide evidence of their success. For example, the Policy Study Associates reports that schools that partnered with City Year were approximately two times more likely to improve ELA proficiency rates than schools that did not. 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. Sustainability will be attained through student growth. PROGRESS MONITORING: The district's data dashboard allows us to continually monitor attendance and grades, school-wide, for individual students and student sub-groups. Reading Plus has a system of built-in progress monitoring and differentiated instruction. The Reading Plus consultant will assist teachers in utilizing the reports and will present periodic comprehensive reports to the leadership team. The success of our overall implementation plan will be monitored through Leadership Team Meetings, as well as meetings with district School Strategy Partner and state School Support Partner.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 MAP assessments, technology for implementation of Reading Plus, professional development and ongoing support for the Parent Facilitator. An important component of meeting our goal in reading is the addition of a shared planning time for ELA teachers. 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. To ensure that the common planning period for ELA teacher is used for PLCs and not for just a 2nd planning period, AP Austin will frequently monitor and introduce PLC protocols to be used for data analysis, problems of practice, and lesson development. PROFESSIONAL DEVELOPMENT: Professional development will focus on analyzing data and creating a follow-up plan, utilizing Reading Plus and NWEA MAP skills. Whetstone will provide real-time teacher coaching and job-embedded professional development, creating sustainability through teacher efficacy. The parent facilitator will receive professional development throughout the year on topics related to supporting attendance, building positive relationships, and other topics as they are identified by the district PIF

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: School Culture will improve by spring 2020 as evidenced by a 1.2% improvement in student attendance.

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.*
4.8a-c: Strong implementation of 3/6/9 policy, with each College Summit Teacher focusing on his/her students	Principal Rabovsky	College Summit scheduled time; resources to teachers as needed	not all teachers consider attendance their responsibility; PD will be provided on the "why" and the "how" of impacting student attendance	First of school during College Summit classes and ongoing	none needed	administrator walk-throughs to determine fidelity to attendance initiatives; data dashboard to monitor daily attendance

4.3d: Develop an Attendance Team consisting of an administrator, counselor, attendance clerk, attendance facilitator, parent involvement facilitator, City Year member, a teacher	AP Maurice Walker and Attendance Clerk Ms. White	Data Dashboard availability for each team member	Attendance team members become involved with other priorities as the school year goes on. AP Maurice Walker will oversee the team meetings with regularity and intense focus, supporting team members in prioritizing when needed	The team will meet weekly at first, then if mechanisms are put in place that allow close monitoring and ongoing communication to ensure fidelity to the 3/6/9 policy, meetings will be reduced to every other week.	5118 and 5150 funds for PIF and Attendance Facilitator	Data Dashboard will be used to monitor attendance daily; attendance data analysis of college summit students will be a permanent PLC agenda item
4.8d-f: Attendance Initiatives and incentives TBD	As assigned by AP Walker	Data Dashboard will be used to log interventions	attendance team members become involved with other priorities as the school year goes on. AP Maurice Walker will oversee the team meetings with regularity and intense focus, supporting team members in prioritizing when needed	TBD	Donors	Data Dashboard will be used to monitor attendance daily
4.9a-b;5.1b-f: Home Visits	Parent Involvement Facilitator	Porch Logs	not all families will be receptive or welcoming; the PIF will be accompanied by another staff member and will be prepared to deal calmly with difficult people	weekly as needed	5118 and 5150	Data Dashboard will be used to monitor attendance daily
			not all teachers consider attendance			

4.7c; 5.1c: Teacher Phone Calls and emails	AP Walker and attendance team teacher member	support provided during staff meetings and PLCs	their responsibility; PD will be provided on the "why" and the "how" of impacting student attendance	TBD by attendance team	none needed	weekly PLCs
4.8e-f; City Year Corps members reach out to identified students as a mentor for attendance	City Year member of attendance team and Principal Rabovsky	City Year	none anticipated	ongoing	5150	City Year member contact logs; data dashboard

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:	Reading proficiency will grow from a school-wide average of 22.4% to 28% by Spring 2020, as measured on the MAP assessments.
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.*
3.3b;4.8e-f: City Year Corps members provide near-peer tutoring	Principal Rabovsky	City Year Corps members will provide classroom and school-wide support to assist students who are struggling academically and socially.	none anticipated	start of school year 2019-20	5150 and district funds	Corps members keep track of interactions with their identified students
3.1g,h: revise master schedule so that ELA teachers have a daily common plan time	Principal Rabovsky (scheduling); AP Austin (PLC monitoring and support)	district scheduling	Since teachers are not accustomed to participating in daily PLCs, they may be tempted to use the common plan time as a second individual planning period; AP Austin will oversee the common plan time, provide supports as	start of school year 2019-20	none	PLC agendas and notes

			needed, and facilitate the use of protocols.			
3.5a: NWEA MAP Skills	Principal Rabovsky; math and ELA department chairs	technology for students; PD for using MAP assessment data to create appropriate interventions and to use MAP skills to support individual student	keeping technology current and in working condition; department chairs and the site technology manager will collaborate to repair or replace	start of school year 2019-20	5118 and bond funds	MAP benchmark data
3.2a; 3.5a: Reading Plus	AP Austin	technology for students; designated time for program usage; PD for teachers	keeping technology current and in working condition - department chairs and the site technology manager will collaborate to repair or replace; behavior issues resulting from a self-paced program - Reading Plus consultant will provide ongoing support and suggestions for classroom management; Behavior Interventionist will provide assistance with identified students	start of school year 2019-20	5150 and bond funds	Usage reports from Reading Plus for students and teachers; benchmark assessments from Reading Plus
3.5: My Homework App (Instin)	Principal Rabovsky	district tech support	none anticipated	start of school year 2019-20	5150	fidelity of use by students; percentage of students returning homework

students often do

| 5.4a: after-school tutoring | Principal Rabovsky | Certified teachers and funding | not want to attend tutoring; we will combat this by making individual contacts with both students and families, letting them know they are "eligible" to attend tutoring | September 2019 | 51185150 | Tutoring effectiveness will be monitored through student sign-in sheets, grades, and benchmark assessments |

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	9/2020	External Provider	
Reading Plus	10/2020	External Provider	
Parent Facilitator Training	9/2019	LEA	
Data Dashboard	8/2019	LEA	
Teaching Attendance	9/2019	LEA	
TBD	2/2018	LEA	
TBD	2/2019	LEA	