eGrant Management System

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Applicant:	72-I001 TULSA
Application:	2019-2020 Continuous Improvement Plan - C0 - 0423 PROJECT ACCEPT TRAICE ES
Project Period:	7/1/2019 - 6/30/2020
Cycle:	Amendment 1
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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	OEE 3: Instruction The school faculty provides an instructional program that actively engages all students by using effective, varied and research-based practices to improve student academic performance.	3.2 Alignment of instructional strategies and learning activities for students and ensure that teachers plan and modify instruction to meet the needs of diverse students.3.6b Instructional resources are sufficient in all content areas to support the school's implemented curriculum.3.1 g The school commits time (e.g., participates in training, classroom observations and research review) to study effective and varied instructional practices to inform their policy.3.5 d The school has established policy and school leadership has implememnted procedures that define the effective use of technology in instruction.
Learning Environment - Elements 4,5,6	OEE 6: Professional Growth, Development, and Evaluation The school/district leadership team provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning."	6.2b The school professional development planning considers both the identified needs of the indiviedual staff members and the school-wide focus for improvement.6.11b The comprehensive school improvement plan is based on analysis of multiple forms of data, identifies instructional leadershio needs and includes an action plan and available resources.6.3 C. The process for determining professional develpment opportunities specifically identifies the true impediments to student learning and strategies for meeting the unique learning needs of the students.6.5 B Job-embedded professional development provides time for colleagues to reflect, discuss and process new learning.
Collaborative Leadership - Elements 7,8,9	OEE7.3 - Administrator's growth plan-strengthOEE9: Comprehensive and Effective Planning	OEE 8: Organizational Structure and Resources: focus

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(180 of 1000 maximum characters used)

Our mission is to create an environment where students learn appropriate behavioral strategies, social skills, and the ability to successfully transition back to their home school.

Continuous Improvement Vision Statement (478 of 1000 maximum characters used)

Our vision is to create a positive environment where culture supports active learning and behavioral self-regulation. Our program vision includes the following components: (1) to provide our students the same grade/ level content through diversified, innovative, hands-on learning experiences tailored to their individual learning style and needs, (2) to increase our students' emotional and social capacity, and (3) to return students to their home-school within 9 to 18 weeks.

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 (168 of 250 maximum characters used)	Pillar and Element	Target Date
By the end of the 2019-2020 school year, there will be a decrease in the percent of students suspended by 5% due to the increase in student's emotional learning skills.	LE - School Culture*	5/30/2019

FY20 Priority 2: SMART Goal (97 of 250 maximum characters used)	Pillar and Element	Target Date
The Project Accept priority goal is to increase reading growth to 40% based on May 2020 MAP data.	AP - Instruction*	5/30/2019

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

(6056 of 8000 maximum characters used)

Project ACCEPT staff and stakeholders have input into the plan through collaborative decision making after grappling with the hard data and facets of our unique program.We are specifically focused on creating a positive, safe environment that is student centered, builds student's knowledge capacity and social emotional skills through rigorous, diversified, grade level learning experiences. We are committed to strategically changing aggressive student behavior through trauma strategies and specific interventions that build appropriate social skills. We are committed to increase student's social and emotional capacity through providing repetitive and engaging learning opportunities that assist our students in developing self-management and self-awareness skills.OVERVIEW: We are committed to involving our students and families directly in shaping their school experiences and focusing on their goals. 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, Project Accept 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, Project Accept 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. 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. 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. Administration will provide staff with professional development implementation of trauma and SEL strategies to decrease suspensions through implementation of strategic de escalation techniques.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 (Trinity3 Technology, Moby Max). 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. . 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, Teach Like a Champion and CT3. 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 conscise as possible.

Priority 1 SMART Goal:	By the end of the 2019-2020 school year, there will be a decrease in the percent of students suspended by 5% due to the increase in student's emotional learning skills.
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.*
Increase teacher and TA collaboration	Heather, principalTeam leaders, Tracey and KareyHeatherHeatherTeam leadersTeam leaders	People, Time, Money	Teacher effectiveness, competency levels, scheduling constraints	August 2019 to December 2019	n/a	Grade level plan meetings;data /lesson plan review
Create opportunities for teachers to collaboration as "grade level" teams	Heather, principalTeam leaders, Tracey and KareyHeatherHeatherTeam leadersTeam leaders	People, Time, Money	Teacher effectiveness, competency levels, scheduling constraints, creating a safe environment	August 2019 to December 2019	n/a	Data meetings, Google feedback, peer sharing
Adopt a primary intervention program for 2-6 grades. (K-1 use waterford)	Heather, principalTeam leaders, Tracey and KareyHeatherHeatherTeam leadersTeam leaders	People, Time, Money	Teacher input & buy inCompetency levels	August 2019 to ongoing	Title I	Principal classroom;observations, check-ins ; data disaggration
Provide opportunities for teachers to receive	Heather, principalTeam		Scheduling			

PD about their specific computerized intervention program.	leaders, Tracey and KareyHeatherHeatherTeam leadersTeam leaders	People, Time, Money	constraintsOngoing feedback and support	Ongoing	Title I		Principal Check-inobservations
Incorporate intervention time in the school schedule	Heather, principalTeam leaders, Tracey and KareyHeatherHeatherTeam leadersTeam leaders	People, Time, Money	Time /scheduling constraintsAdequate coverage	August 2019	Title I		Classroom Observations; data reviews
Increase team leader meetings to increase school wide transformational leadership as a way to disseminate information and utilize team leads as a collaboration tool during PD	Heather, principalTeam leaders, Tracey and KareyHeatherHeatherTeam leadersTeam leaders	People, Time, Money	Time /scheduling constraintsAdequate coverage Setting expectations	August 2019 to ongoing	n/a		Admin/teacher check-ins

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: The Project Accept priority goal is to increase reading growth to 40% based on May 2020 MAP data.

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.*
Increased PD about current best instructional practices in reading.	District Reading staffHeatherReading SpecialistTeam LeadersCertified Staff	August 2019				
Increase Best Practices for Small group reading interventions.	District Reading staffHeatherHeidi Doss, District Reading SpecialistSite Reading SpecialistTeam LeadersCertified Staff	August 2019				
Provide time for Teacher Assistants to visit other elementary schools who have implemented Small group instruction effectively.	Heather, principalHeather, principalTeam leaders, Tracey and KareyHeatherHeatherTeam leadersTeam leaders	August 2019 to December 2019				
Provide opportunities for						

teachers to receive PD about their specific computerized intervention program.	HeatherTeacher AssistantsLovett Network Principals	September 2019					
Provide Certified staff with professional development on successful use in integration of technology in classroom instruction.	Heidi Doss, District Reading Specialist Dana Mason, District Technology Trainer/Specialist	September 2019					
Provide staff with professional development implementation of trauma and SEL strategies to decrease suspensions through implementation of strategic de escalation techniques	HeatherCertified TeachersSupport Staff	August 2019					

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