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Applicant:	72-I001 TULSA
Application:	2019-2020 Continuous Improvement Plan - C1 - 0750 TRAICE
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 1: Curriculum (1.7: Common academic core, as identified by OAS)OEE 3: Instruction (3.5: Use of technology)	OEE 1: Curriculum (1.3: Discussion of overlaps and gaps in curriculum, 1.5: Continuing education, including postsecondary education, life and career options) OEE 3: Instruction (3.4: Teacher knowledge and motivation techniques, 3.7: Collaborative examination of student work)
Learning Environment - Elements 4,5,6	OEE 6: Professional Growth, Development and Evaluation ---Staff members establish small-group work teams to provide professional development follow-up by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching	OEE 4: Learning Environment ---- Students, staff members and community members establish, sustain and participate in an adult/peer advocacy networkAs TRAICE students are often discouraged and have not been successful in a traditional setting, it is critical that the school help students visualize paths for future successOEE 5: Student, Family and Community Support ---- School and district staff members collaborate with family members and community partners to provide programs, services and resources that create, implement, maximize and sustain learning opportunities for all students.
Collaborative Leadership - Elements 7,8,9	OEE 8: Organizational Structure and Resources --- Since TRAICE is so small, we have developed strong methods of integrating revenue from multiple sources to maximize student achievement.	OEE 9: Comprehensive and Effective Planning --- The district established and maintains a district-wide, state-of-the-art data management system that is also accessible throughout the district

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(589 of 1000 maximum characters used)

The mission of TRAICE Academy is and will continue to be to provide strategies and supports which strengthen our students' academic, behavioral and social skills in order to prepare them for the real world. To that end, our immediate mission is to improve reading skills and Lexile scores, provide strong social services and vocational information and options for success in the community, and develop a small cohort of students who would like the opportunity to stay at TRAICE for an entire year in order to obtain enough credits for early graduation or promotion to the next grade level.

Continuous Improvement Vision Statement (309 of 1000 maximum characters used)

Our vision at TRAICE Academy is to provide more opportunities for school to work transitions, improve reading skills for academic growth, and meet the needs of non-traditional, behaviorally challenged students who may be emotionally traumatized and therefore unable to succeed in a traditional school setting.

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 (158 of 250 maximum characters used)	Pillar and Element	Target Date
During the school year 2019-20, TRAICE Academy students will receive two presentations each nine weeks regarding career and/or post high school opportunities.	LE - Student, Family & Community Support	5/30/2020

FY20 Priority 2: SMART Goal (71 of 250 maximum characters used)	Pillar and Element	Target Date
By May 2020, TRAICE Academy will decrease chronic absenteeism by 4.13%.	LE - School Culture*	5/30/2020

FY20 Priority 3 (Competitive): SMART Goal (80 of 250 maximum characters used)

Pillar and Element

Target Date

| By May 2020 our Reading growth will increase within 30% of the district average. | AP - Instruction* | 5/30/2020 |

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.

(6649 of 8000 maximum characters used)

OVERVIEW:Success for TRAICE students means an increased Lexile score from point of entry into our program to point of exit (9 -18 weeks), improved behavior (no disciplinary referrals), improved attendance, improved academic scores, and a positive outlook for future success in school and career options. As an alternative school for short and long term suspensions, students are only assigned to TRAICE for a specific amount of time. Our school has conducted a needs assessment to determine goals to help our students meet grade level standards. The needs assessment contains multiple data points including lexile scores (entry to exit), IEP transition, SEL goals, attendance, suspension rates, student empathy interviews (entry and exit). Following are our goals for 2019-2020:Learning Environment - Student, Family, and Community Supports: College and Career readiness. During the school year 2019-20, TRAICE Academy students will receive two presentations each nine weeks regarding careers and/or post high school opportunities.Learning Environment - School Culture. By May 2020, TRAICE Academy will decrease chronic absenteeism by 4.13%.Academic Performance - Instruction. By May 2020 our Reading growth will increase within 30% of the district average.Students who are placed at TRAICE Academy are usually over-age, under credited, and academically behind because of their attendance records, behavioral infractions, or suspensions. Consequently, we must re-engage both the student and family in the importance of educational advancement. Many of our students have no vision for the future. This contributes to their poor attendance and academic performance. We provide opportunities for and awareness of career-focused presentations/programs (IE: Job Corps, TCC, Tulsa Tech, Armed Forces), small group and individualized learning options, an IAES (Interim Alternative Educational Setting) classroom, and a strong advisory program. TRAICE teachers are committed to their students and work to create positive relationships with each student. This year we are focusing on creating a more trauma-informed support system and in implementing restorative justice practices. Our students come from urban neighborhoods with diverse social and economical backgrounds and as previously mentioned, have had unsuccessful experiences in traditional settings. SEL activities are vital in helping our students may become healthier, emotionally stable adults. In order to better prepare our staff to meet these needs, we are providing intensive professional development through three different national conferences: Creating Trauma Sensitive Schools; National Social and Emotional Learning Conference; and National Youth At-Risk Conference. Attendance at these conferences, along with follow-up professional development and staff meetings, will help us meet our goals in the learning environment and in academics. Conferences were carefully selected based on their focus on alternative programs, closing the achievement gaps (particularly for males of color), restorative practice and eliminating the school to prison pipeline. PD books will be purchased that also deal with alternative schools' best practices, improving high school graduation rates, and building authentic relationships with students at risk.This intense focus on creating a trauma-sensitive school, along with daily efforts from our attendance facilitator and parent facilitator, will help decrease chronic absenteeism. The addition of two classroom TAs will help meet our goals in the learning environment as well as our literacy goal. In 19-20, we are preparing ourselves for an increased dedication to literacy in every content area. This is the basis for our SMART goal in reading growth. Along with the TAs, we will update our literacy resources with current, engaging materials such as Scholastic Magazines. EVIDENCE-BASED INTERVENTIONS - Teacher assistants are an evidence-based intervention that will help us in meeting our goals for both learning environment and instruction. Professional development around the identified need for increasing SEL supports will allow teachers to create a learning community that is "committed to working collaboratively with one another in ongoing processes of collective inquiry and action-research to achieve better results for the students they serve" (DuFour, Eaker, & Many, 2010).PROGRESS MONITORING: Data Dashboard will be used to identify both trends and individuals in need of interventions. 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, and additional professional development days for our unique needs. PROFESSIONAL LEARNING COMMUNITIES: For SY2019-20, PLCs will be dedicated to trauma-sensitive practices and literacy across content areas. PROFESSIONAL DEVELOPMENT: Because of our alternative school status and needs, we always include 25 extra hours of PD above the requirement for TPS. In 19-20, we are preparing for an increased dedication to literacy in every content area, so PD will include strategies from the district ELA facilitators, book studies (this past year we had 2), and any district/state options for enhancing literacy growth. Our PD will also include presentations and informative sessions with community agencies that provide work experiences or training for our students, so that we are versed in opportunities to help our students gain success in the work field.To further our professional development, we will be sending staff to three different national conferences: Creating Trauma Sensitive Schools; National Social and Emotional Learning Conference; and National Youth At-Risk Conference. Participation at these conferences, along with follow-up professional development and staff meetings, will help us meet our goals in the learning environment and in academics. Two teachers will attend a conference in Oklahoma City around engaging "I Don't Care" students. Conferences were carefully selected based on their focus on alternative programs, closing the achievement gaps (particularly for males of color), restorative practice and eliminating the school to prison pipeline. PD books will be purchased that also deal with alternative schools' best practices, improving high school graduation rates, and building authentic relationships with students at risk.

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: During the school year 2019-20, TRAICE Academy students will receive two presentations each nine weeks regarding career and/or post high school opportunities.

Pillar and Element: LE - Student, Family, & Community Support

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.*
5.1 Create database of post-high school vocational/college/career/educational institutions in Tulsa County	Alford, Serna, Hughes, Coleman	Each of the four people creating the data base will use self-identified resources based on their assigned area of post-high school opportunities.	none anticipated	August	N/A	completion of database
5.1 Request visits and/or materials from each identified institution	Alford, Serna, Hughes, Coleman	none	none anticipated	ongoing	none	number of visits and relevant materials received
		ensuring				

5.1 Schedule visits and presentations on calendar and notify teachers/leadership.	Martin, Coleman	none	student/family attendance when presentations are off site and not during school hours	2 first 9 weeks2 second 9 weeks2 third 9 weeks2 fourth 9 weeks	5118 and 5150 for flyers and other communications to parents supporting the event	presentation evaluations from students and parents

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:	By May 2020, TRAICE Academy will decrease chronic absenteeism by 4.13%.
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 Site-based attendance clerk will call home every day that someone is absent (this is in addition to district automated call)	Lisa Lashley, Attendance clerk	People, Time, Money	Lack of site control on placement/numbers of students enrolled because it changes twice a week, history of non-compliance, behavior and motivation from student and/or family, mobility, illness	9-18 weeks, based on student placement at TRAICE	Title money/grant for attendance clerk and orientation	Data regarding absences--PowerSchool and TPS Data Dashboard
4.2 Site-based parent facilitator will make contact with parents/build relationships/educate on importance for chronically absent students	Soroya Payne, Parent Facilitator	People, Time, Money	Lack of site control on placement/numbers of students enrolled because it changes twice a week, history of non-compliance, behavior and motivation from student and/or	9-18 weeks, based on student placement at TRAICE	Title money/grant for attendance clerk and orientation	Data regarding absences--PowerSchool and TPS Data Dashboard

4.11 Staff and administration will follow-up with those same students/families to continually build relationship within school community and provide necessary outreach and community options for successful school attendance as needed (ie: food pantry, supplies, school uniforms)	Entire TRAICE community - staff, therapists, admin, leadership instructors - to build welcoming culture	People, Time, Money	Lack of site control on placement/numbers of students enrolled because it changes twice a week, history of non-compliance, behavior and motivation from student and/or family, mobility, illness	9-18 weeks, based on student placement at TRAICE	Title money/grant for attendance clerk and orientation	Data regarding absences-- PowerSchool and TPS Data Dashboard
4.4 Participate in state and national conferences on restorative practices and creating trauma-informed schools	Liz Martin and identified teachers	People, Time, Money	none anticipated	September, February, March and May	5150 funds; district funds for substitutes	Data regarding absences and behavior incidents; PowerSchool and TPS Data Dashboard

family, mobility, illness

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 3 SMART Goal: By May 2020 our Reading growth will increase within 30% of the district average.

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.*
3.1 Integrate current, engaging reading resources into the classroom such as Scholastic Magazines	Principal and ELA teacher	scheduled ELA classes	none anticipated	beginning of year - ongoing	5150	entry and exit lexile assessments
3.3 Additional of teacher assistants for reading supports	Principal	scheduling; Talent management	lack of qualified candidates	beginning of year - ongoing	5150	entry and exit lexile assessments

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
'5 Effective Teaching Strategies for Reading' from TeachHUB.com	8/16	LEA	
'Seven Literacy Strategies that Work' from Education'	8/19	LEA	
Creating Trauma Sensitive Schools	2/15/20	External Provider	
PD strategies from Ayn Grubb, District Instructional Coordinator/English	8/2019	LEA	
'Framework for Understanding Poverty' Book Study	8/16	LEA	
'Culturally Responsive Teaching and the Brain'	8/19-20	LEA	
National Social and Emotional Learning Conference	5/2020	External Provider	
National Youth At-Risk Conference	3/9/20	External Provider	
Restorative Practices	9/10/19	External Provider	9/10/19
"I Don't Care" BERG conference, OKC	1/2020	External Provider	